Lima City (044222) - Allen County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - History Log

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

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/1/2010 12:42:08 PM	Harper, Kathy	Status changed to 'Consultant Approved'.	S
	7/1/2010 11:46:27 AM	Oxley, Karel	Status changed to 'Authorized Representative Approved'.	S
	7/1/2010 11:45:00 AM	Stechschulte, Ryan	Status changed to 'Fiscal Representative Approved'.	S
	7/1/2010 11:15:17 AM	Schneider, Diana	Status changed to 'Revision Completed'.	S
	7/1/2010 12:30:11 AM	System	Status changed to 'Revision Started'.	S

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Lima City (044222) - Allen County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - History Log

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Allocations

Lima City (044222) - Allen County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Allocations

	(1)	SIGC	Total
Original		1,756,847.55	1,756,847.55
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		1,756,847.55	1,756,847.55

Budget

Lima City (044222) - Allen County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (147)

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	202,567.00	78,322.27	10,000.00	1,000.00	271,124.00	0.00	563,013.27
Support Services	306,158.00	110,363.05	120,200.00	6,000.00	119,098.00	0.00	661,819.05
Prof Development	0.00	0.00	461,765.00	0.00	0.00	0.00	461,765.00
Family/Community	0.00	0.00	25,000.00	500.00	0.00	0.00	25,500.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	5,500.00	0.00	0.00	0.00	5,500.00
Indirect Cost						16,250.23	16,250.23
Governance/Admin	0.00	0.00	23,000.00	0.00	0.00	0.00	23,000.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	508,725.00	188,685.32	645,465.00	7,500.00	390,222.00	16,250.23	1,756,847.55
						Adjusted Allocation	1,756,847.55
						Remaining	0.00

Application

Lima City (044222) - Allen County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (147)

Needs Assessment

2295 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).

Lima City Schools was a pilot district in the OIP/SPDG work. The staff in all six identified schools have worked through the decision framework at the district and building levels. Although the work of the DLT is guided by the OIP plans, goals and strategies, being identified as a Tier II school required a reassessmet of our improvement strategies, analyzing root cause for student achievement results. Utilizing past data sources including Decision Framework results (District and SIG schools), local report card results over the past 3 years, classroom observation data coupled with the new data provided by the State Diagnostic Team results (February 2010), it became clear that classroom instruction and monitoring were major deficits in our plan. Clarity of instructional and monitoring deficits (site the numbers from Needs Assessment data and the State Diagnostic Team score for instruction). Although the Districts OIP plan identifies Reading, Math and Climate as goal areas for school improvement, an assumption was made that effective classroom instruction was in place. Upon further review of our data, it has become apparent that improvements are needed in instructional practice and its monitoring. Significantly, data revealed no correlation between attendance and student performance on the State's assessments, indicating instructional weakness. Thus the data clearly identifies deep issues for our district embedded in our current instructional practice. Strategies to improve instruction are imperative to our efforts to meet the District OIP goals. The District Planning Team recognizes that change in structure is often best initiated by external sources but is maintained and tuned through internal commitments. Therefore all instructional improvement strategies will contain internal monitoring coupled with internal commitments. The instructional improvement effort consists of three specific strategies. They are: Instruction Improvement, Instructional Expansion and Instructional support. Instructional improvement will utilize an instructional rubric, similar to ones in use by Washington DC Public Schools and Denver Public Schools, which identifies and categorizes appropriate teaching methods, thereby allowing the District to identify personnel who need support and reward personnel who are achieving high levels of success. Additionally, this tool will allow identification and replication of effective instructional practices. This external tool will be coupled with an external team which will oversee the calibration of the tool as internal leaders develop monitoring skills. Instructional expansion focuses on equipping teachers with a variety of research-based instruction methods. This will be assisted through the hiring of the Buck Institute as external personnel who will coach internal personnel on the implementation and monitoring processes necessary to expand classroom instruction techniques. Instructional support provides staff with the professional development and resources for enhancing instructional practices with technology and support services. External models such as New Tech High will provide expertise to internal personnel regarding the integration of technology into research-based effective classroom instruction. Embedded in these three instructional improvement strategies outlined above are external supports to assist with the change in each of the identified schools. This external capacity is designed to enhance the districts internal commitment established through the DLT, BLT and TLT process that have been developed over the past three years.

Capacity To Implement

Design and implement interventions consistent with the final requirements:

In addition to support for instructional improvement strategies, the district recognizes the need to build leadership capacity at the district and building level. An external coach with background in effective school reform will be hired to train and prepare district and building teams with the skills required for significant change. This work will be based on School Leadership that Works by Brian McNulty et al. This external coach will train external leadership consultants for the DLT and each BLT of the identified schools. The consultant's purpose is to ask probing questions and monitor the commitments of the Leadership Team toward their intended outcomes. This provides integrity checks which keep the focus on instructional change that results in student achievement. Ultimately, the monitoring carried out by this consultant will transfer to internal personnel who will maintain this role within the DLT and BLTs. The identified schools have recent experience with school improvement efforts. Progressive Academy (Tier II) has participated in the KnowledgeWorks Small Schools Project over the past 5 years, the Middle Schools (Tier III) have participated in National Middle School Association coaching for the past two years. Additionally, all six schools have participated in the OIP process and have experience with the RTI model. Therefore, each school has multiple years working with school improvement models. Structures are in place through these years of model implementation which will support the depth and breadth of the significant change this initiative requires. These structures already in place include: An academic coaching system with academic coaches designated for curriculum improvement in each building. These coaches also have Literacy responsibilities for kindergarten through grade eight schools. Professional Development time including early release times dedicated to data analysis and improvement efforts, summer retreats focused on yearly goal review and planning. Teacher Level Teams with dedicated team planning schedules. These structures for school improvement and the necessary support components are in place throughout our district. However, we recognize that preliminary reports from the State Diagnostic Team review indicate continued weakness in follow through and monitoring of model implementation and instructional practices. Therefore, each instructional strategy component is designed with an external integrity check. The district recognizes that changing individual teacher instructional practice through the Transformation Model of this grant requires intensive work over an extended period of time. Requiring individuals to make personal changes in teaching practice is not linear in its implementation. This change is at a much deeper level and involves a greater adjustment than any of our earlier improvement efforts. Ultimately teacher based teams will play a critical role in this change. Preparing Building Leadership Teams to support Teacher Based Teams is required for such extensive change and will necessitate external leadership consultants to prepare and train internal personnel (principals, coaches, etc.) for leadership support.

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

The selection of external providers is guided by the "needs assessment" of the district, school, or department. The District recognizes a need to carefully select external providers to avoid the confusion and frustration that often comes in jumping from one model or program to another. Therefore, the following categories will guide the District's selection of external providers. The first is that the provider is nationally recognized and their success is supported by research on student outcomes over multiple years. Second are providers that are not nationally recognized but that are research-based and that are also able to demonstrate successful outcomes with student populations similar to ours. The third category would be any provider requiring investigation of their work, such as site visits to previous

"employers," or a provider that has a history with our district or others supported by the SST or ODE. In all categories, the District is interested in seeing solid trends in improving student achievement or in effectively addressing the needs of our teachers and students. Once a decision is reached, approval must be given by the District's Curriculum Council. This body is comprised of the Assistant Superintendent, Special Education Director, Technology Director, District curriculum leaders, and principals who are representative of all grade bands. No providers are given contracts without the approval of the Curriculum Council. This is especially important as external providers often require access to staff and student data. Of course, those providers that may be working with or around our students are required to demonstrate proof of clearance on FBI and BCI background checks.

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

With one school named as one of the 5% lowest achieving schools in the state and all three of our middle schools in SI 5 status, Lima City School District must react with urgency and seize the opportunity this funding provides to effect responsible, significant changes in the lives of all our students. In intensifying our focus on teacher effectiveness through a strong instructional support system, we expect to develop a culture that empowers teachers to expand to their potential and beyond. Teachers armed with 21st Century skills, techniques, and knowledge will be equipped to engage students in active, rigorous, relevant learning. The District recognizes that the success of this initiative may require some modifications in current practices or policies. SIG schools will explore changes in such things as budgeting, scheduling, credit flexibility, dual enrollment, distance-learning, transportation, building access and more in order to better meet the needs of students and our community. A Superintendent's Panel, consisting of the Superintendent, Treasurer, Assistant Superintendent and Program Directors, will review monthly the movement of these schools relative to the Transformation Model and identify and resolve issues that may conflict with district administrative policy. Changes in policy will be reviewed for all stakeholders through the District Associations Team so that all are aware of and have input to changes. Additionally, the district recognizes the sensitivity of incorporating incentives and consequences tied to teacher effectiveness. In response, a pilot year is proposed for the Teaching & Learning rubric which allows opportunity for tool clarity and fairness to be achieved and which enhances the current bargained evaluation tool. During this pilot year, the district will review the integration and compatability of the rubric with the Lima Education Association to determine if the direction fits within the current contract or how we can work to meet this requirement of the Transformation Model.

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

NA

Stakeholder Involvement/Collaboration

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

A major initiative of this proposal will be to engage parents as partners. A recent review by the State Diagnostic Team emphasizes the need to "Provide opportunities for parents to partner with the district/school to support learning both at school and in the home. Help parents develop the skills and tools needed to effectively support student learning." Therefore, Home-School Liaisons in each of the SIG schools will be trained to provide three research-based approaches to enhance the child's engagement in education. This research indicates that parents may require support in how and to what extent they communicate to their children about school. Secondly, the degree to which parents provide an educationally supportive home lies in supervision - monitoring activities, homework free time, tv time, etc. Thirdly, parents often need training in the area of parenting style, instructing parents in the authoritative style which research shows has the strongest relationship to student achievement. Home-School Liaisons will also call on community members to be involved in the school. There may be extra resources needed at the secondary level, and may require assistance of outside agencies. Lima City School District is fortunate to have significant support throughout the community, from colleges and universities to community agencies to local businesses. The following are major partners currently working with the Progressive Academy. All of these partnerships will continue and expand with this initiative. Rhodes State - Summer Bridge Early College Experience University Of Findlay - Dual Enrollment with 5 classes (2 English, physics, statistics, calculus) Ohio Northern University - Science classes in Science Olympiad Toledo University - Science classes work on GLOBE Project data collections for world database Lima YMCA: Youth in Government and Black Achievers. Also ACT tutoring program Proctor & Gamble: On the job math application with P&G engineers St. Rita's Medical Center: Students participate in employee training with business simulation model. St. Rita's Medical Center: Summer Multicultural Youth Program Math and Lang Arts teachers are working with Ohio Performance Assessment Project. Lima/Allen County Chamber of Commerce - Students participate in Lima/Allen County Youth Leadership and teachers in Lima/Allen County Young Professionals

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

Joint planning began immediately once the eligible schools were named. The District scheduled weekly meetings with the SIG schools' principals and improvement coaches. Discussions quickly expanded to include district administrators, curriculum team leaders, union leadership, classified staff, external consultants, and regional state support staff. Leadership recognizes the extraordinary opportunity this funding will provide the entire district by allowing us to design a comprehensive model (K-12 +) that fully implements high-yield strategies centered around increasing teacher effectiveness. The staff of the Tier II school, through internal staff meetings and discussions with the teachers' and classified unions, have made clear their desire to move forward with this opportunity. They recognize not only the potential for their students but also the impact on those staff and students in the five Tier III schools. In order to (in a sustainable system) truly empower students to develop and to dream, we must make significant changes in how we approach teaching and learning, starting with our elementary program. Discussions among the SIG schools have included a shared belief in the effectiveness of project-based learning, the need to intensify transition issues (between grade bands and between grades), and, most importantly, the critical need to increase and maintain teacher effectiveness in all content areas. The District leadership and the Board of Education is very supportive of the Progressive Academy's decision to commit to the Transformation Model and the commitment of the Tier III schools to align to the TM strategies. The BLT's of all 6 schools have scheduled special meetings to dialogue on the action steps that align their schools with the high school. Aside from the focus on teacher effectiveness, plans include methods for meeting the needs of our families through increased parent involvement and partnerships with community agencies that provide non-educational family supports. Recognizing that, in a time when parents have multiple school choices, it is critical that we aggressively confront the issues that interrupt the educational process for many of our students, including as it relates to transition between grade bands. With the middle schools at the center of this issue, joint planning has begun that will significantly strengthen this process for students and their families. Multiple opportunities for collaboration will be scheduled for middle school staff with 4th grade teachers and high school teachers to address academic needs both collectively and individually. Students will be included in several activities in their "future" schools throughout the school year and over the summer so that relationships with staff can begin as well as a feeling of familiarity and belonging well in advance of walking through the doors as "new" students in the fall. Likewise, parents will be invited to attend activities designed specifically from their perspective in ongoing efforts to lessen their concerns which, in turn, will make the transition that much easier for their child. All SIG schools' staff are committed to working together to create a strong transition process that can be replicated across the district. In the recent State Diagnostic Team review, their report emphasizes a need to "expand channels of communication with stakeholders and opportunities for parent and community input and engagement." We recognize this as a deficit and we are currently planning to assemble a "Family and Civic Engagement" advisory board for reviewing school improvement and other district plans. This advisory board will not

only facilitate our communication with a variety of community stakeholders, which may be key to the success of several initiatives, but will also provide the district with feedback through a very relevant and involved external lens.

Goals, Strategies and Action Steps

G 1) Reading Improvement

Description:

The District and all its schools and departments will focus on increasing passing percentages on the Reading OAT and OGT assessments, with special emphasis on Grades 5, 6, 7, 8 and 10 and on SWD and Econ Disadvantaged subgroups.

Performance Measure:

By 2010-2011, all students will increase their passing percentages on the Reading OAA/OGT, with emphasis on Grades 5-8 (10% increase per year) and Grade 10 (6% per year). (Yearly grade-level increases: Gr 3=8%; Gr 4=6%; Gr 5=11%; Gr 6=8%; Gr 7=10%; Gr 8=11%; Gr 10=6%; Gr 11=4%)

Fiscal Resources

Grant	Notes	2010	2011	2012
School Improvement Competitive 1003 (g)				
School Improvement Competitive 1003 (g)		$00	$5,000,000	$00
School Improvement Competitive 1003 (g) Total:		**$00**	**$5,000,000**	**$00**
Grand Total:		**$00**	**$5,000,000**	**$00**

S 1.1) Implement common assessments to guide instruction and interventions

Description:

Utilize short-cycle assessments to plan instruction for students at-risk and to progress advanced students. Pro-OH will be used in grades 2-10. SST6 will provide technical support for implementation of Pro-OH by working, as needed, as a liaison between the company and the district in aligning that system with the District's plan, as well as working with staff to build capacity and sustainability.

S 1.2) Engage all students through the effective delivery of instruction

Description:

Schools will increase engagement of all students through the effective delivery of instruction.

AS 1.2.1) Student Progress Monitoring (Lima South Middle School)

Description:

Develop a plan for engaging each student in monitoring their progress toward meeting academic indicators. (Tools utilized could include data binders, student portfolios, quality tools, individualized goal setting, check sheets, rubrics, etc.)

AS 1.2.1) Student Progress Monitoring (Progressive Academy)

Description:

Develop a plan for engaging each student in monitoring their progress toward meeting academic indicators. (Tools utilized could include data binders, student portfolios, quality tools, individualized goal setting, check sheets, rubrics, etc.)

S 1.3) Prevention / Intervention / After-School Programs

Description:

Provide after-school programs, tutoring and other focused supplemental supports for children most at risk in core subject areas.

S 1.4) Implement Ohio Improvement Process

Description:

Implement the Ohio Improvement Process to align, review, and adjust policies and practices in order to strengthen instruction and to improve academic performance for our students. The SST6 will support the Lima City Schools as it implements the Ohio Improvement Process in the following ways: 1. Providing technical support for the implementation of ProOHIO Assessment system: a. As needed, work as liaison between company and district to support alignment of system to their plan; b. Building capacity in district for committees to continue its implementation 2. Provide technical support for the implementation of iObservation by: a. As needed, work as liaison between company and district to support alignment of system to their plan; b. Building capacity in district for committees to continue its implementation 3. Provide academic supports in PBS, SWIS and Parent Involvement 4. Provide mentoring support to Lima's Internal Facilitator/s 5. Help build capacity within the district to continue full implementation of their Ohio Improvement Plan 6. Provide technical assistance as needed in Title I and IIA 7. Support the use of data, make mid-course changes, implement monitoring cycle and evaluate effectiveness of their plan in all goals, strategies and action steps

S 1.5) 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.

AS 1.5.2) Professional Development in Technology (Lima West Middle School)

Description:

Teachers will receive professional development to equip them with skills in new technologies.

S 1.6) Class-Size Reduction

Description:

Hire highly qualified teachers in order to reduce class size. The district meets the 1-25 teacher pupil district-wide average operating standard requirement prior to supplementing with federal funds for class size reduction.

S 1.7) Teacher / School Leader Effectiveness - TM

Description:

Developing and increasing teacher and school leader effectiveness.

AS 1.7.1) Hire Project Director (TM)

Description:

District will recruit and hire a project director to oversee the development of the staff effectiveness measurement tool, identifying and training master teachers, and leadership academy - SIG

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Independence Elementary School)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

AS 1.7.2) Teacher collaboration (TM) (Independence Elementary School)

Description:

Provide opportunities for teachers to meet and collaborate on best practices and goal setting within and across grade levels, within and outside their buildings. CSS groups, Critical Friends visits with feeder schools, Principal walkthroughs, and Data Days will be ongoing for principals and teaching staff.

AS 1.7.3) Professional Development for Differentiated Instruction (TM) (Independence Elementary School)

Description:

Staff will receive ongoing, high quality job embedded professional development for differntiated instruction.

AS 1.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Liberty Elementary School)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

AS 1.7.2) Professional Development for Differentiated Instruction (TM) (Liberty Elementary School)

Description:

Staff will receive ongoing, high quality job embedded professional development for differntiated instruction.

AS 1.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Lima North Middle School)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

AS 1.7.2) Professional Development for Differentiated Instruction (TM) (Lima North Middle School)

Description:

Staff will receive ongoing, high quality job embedded professional development for differntiated instruction.

AS 1.7.3) Teacher collaboration (TM) (Lima North Middle School)

Description:

Provide opportunities for teachers to meet and collaborate on best practices and goal setting within and across grade levels, within and outside their buildings. CSS groups, Critical Friends visits with feeder schools, Principal walkthroughs, and Data Days will be ongoing for principals and teaching staff.

AS 1.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Lima South Middle School)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

AS 1.7.2) Professional Development for Differentiated Instruction (TM) (Lima South Middle School)

Description:

Staff will receive ongoing, high quality job embedded professional development for differntiated instruction.

AS 1.7.3) Teacher collaboration (TM) (Lima South Middle School)

Description:

Provide opportunities for teachers to meet and collaborate on best practices and goal setting within and across grade levels, within and outside their buildings. CSS groups, Critical Friends visits with feeder schools, Principal walkthroughs, and Data Days will be ongoing for principals and teaching staff.

AS 1.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Lima West Middle School)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

AS 1.7.2) Professional Development for Differentiated Instruction (TM) (Lima West Middle School)

Description:

Staff will receive ongoing, high quality job embedded professional development for differntiated instruction.

AS 1.7.3) Teacher collaboration (TM) (Lima West Middle School)

Description:

Provide opportunities for teachers to meet and collaborate on best practices and goal setting within and across grade levels, within and outside their buildings. CSS groups, Critical Friends visits with feeder schools, Principal walkthroughs, and Data Days will be ongoing for principals and teaching staff.

AS 1.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Progressive Academy)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

AS 1.7.2) Professional Development for Differentiated Instruction (TM) (Progressive Academy)

Description:

Staff will receive ongoing, high quality job embedded professional development for differntiated instruction.

AS 1.7.3) Teacher collaboration (TM) (Progressive Academy)

Description:

Provide opportunities for teachers to meet and collaborate on best practices and goal setting within and across grade levels, within and outside their buildings. CSS groups, Critical Friends visits with feeder schools, Principal walkthroughs, and Data Days will be ongoing for principals and teaching staff.

S 1.8) Comprehensive instructional reform strategies - TM

Description:

Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

AS 1.8.1) Research and select instructional model.

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.8.1) Research and select instructional model (TM) (Liberty Elementary School)

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

AS 1.8.1) Research and select instructional model (TM) (Lima North Middle School)

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

AS 1.8.1) Research and select instructional model (TM) (Lima South Middle School)

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

AS 1.8.1) Research and select instructional model (TM) (Lima West Middle School)

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

AS 1.8.1) Contract with New Tech Foundation (Progressive Academy)

Description:

The Progressive Academy will contract with the New Tech Foundation, enhancing the project-based learning model used through the Buck Institute and preparing staff in adding 21st Century learning opportunties for our students.

S 1.9) Increase learning time and create community-oriented schools. - TM

Description:

Establish schedules and strategies that provide increased learning time. Provide ongoing mechanisms for family and community engagement.

AS 1.9.1) Extended Educational Opportunties

Description:

Students will be provided extended educational opportunties through before / after school programs, Saturday symposiums, interactive video distance learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.9.1) Extendend Learning Time (TM) (Independence Elementary School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

AS 1.9.1) Extendend Learning Time (TM) (Liberty Elementary School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

AS 1.9.1) Extendend Learning Time (TM) (Lima North Middle School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

AS 1.9.1) Extendend Learning Time (TM) (Lima South Middle School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

AS 1.9.1) Extendend Learning Time (TM) (Lima West Middle School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

AS 1.9.1) Extendend Learning Time (TM) (Progressive Academy)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

S 1.10) Provide operational flexibility and sustained support. - TM

Description:

Give the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA or a designated external lead partner organization.

AS 1.10.1) Scheduling Consultant

Description:

Purchase services of a scheduling consultant who would examine the building's schedule within the context of board adopted curriculum requirement, negotiated agreement, and other constraints to optimize the building's use of time.

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

AS 1.10.1) Contract for behavior consultant (TM) (Liberty Elementary School)

Description:

Contract for a behavior consultant who would train staff on dealing with more severe student behaviors. Their role would be to augment the current discipline committee and IAT team. They would also partner with parents to assist in developing plans and be a part of the Wrap around services team.

AS 1.10.1) School within a School (Lima North Middle School)

Description:

Develop a classroom that incorporates social skills, academics, the arts and counseling to engage the small percentage of students who are at an extreme risk for failure and who also keep other students from learning. An individual contract would be developed with each student, setting goals that will result in retrun to the regular classrooms.

AS 1.10.1) School within a School (Lima South Middle School)

Description:

Develop a classroom that incorporates social skills, academics, the arts and counseling to engage the small percentage of students who are at an extreme risk for failure and who also keep other students from learning. An individual contract would be developed with each student, setting goals that will result in retrun to the regular classrooms.

AS 1.10.1) School within a School (Lima West Middle School)

Description:

Develop a classroom that incorporates social skills, academics, the arts and counseling to engage the small percentage of students who are at an extreme risk for failure and who also keep other students from learning. An individual contract would be developed with each student, setting goals that will result in retrun to the regular classrooms.

AS 1.10.1) Scheduling Consultant (TM) (Progressive Academy)

Description:

Purchase services of a scheduling consultant who would examine the building's schedule within the context of board adopted curriculum requirement, negotiated agreement, and other constraints to optimize the building's use of time.

G 2) Mathematics Improvement

Description:

All students will increase proficiency on the State's OAT and OGT tests, with specific emphasis on Grades 5-8 and 10 and on the SWD and Econ Disadvantaged subgroups.

Performance Measure:

All students will demonstrate continuing growth. The percentage of students who achieve proficiency or better on the State's tests will increase by 12% per year for Grades 5-8 and by 8% per year for Grade 10. (Yearly grade-level increases: Gr 3 & 4=6%; Gr 5=14%; Gr 6=10%; Gr 7 & 8=12%; Gr 10=8%; and Gr 11=7%.)

Fiscal Resources

Grant	Notes	2010	2011	2012
School Improvement Competitive 1003 (g)				
School Improvement Competitive 1003 (g)		$00	$5,000,000	$00

School Improvement Competitive 1003 (g) Total:	**$00**	**$5,000,000**	**$00**
Grand Total:	**$00**	**$5,000,000**	**$00**

S 2.1) Prevention / Intervention / After-School Programs

Description:

Provide after-school programs, in-school interventions, tutoring and other focused supplemental supports for children most at risk in core subject areas.

S 2.2) 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.

S 2.3) Engage all students through the effective delivery of instruction

Description:

Schools will increase engagement of all students through the effective delivery of instruction.

AS 2.3.1) Continuous professional development for teachers and staff (Lima North Middle School)

Description:

Provide high quality and ongoing PD for teachers, principals, and paraprofessionals, and, if appropriate, pupil services, parents and other staff to enable all children to meet the state's academic achievement standards.

AS 2.3.2) Student Progress Monitoring (Lima South Middle School)

Description:

Develop a plan for engaging each student in monitoring their progress toward meeting academic indicators. (Tools utilized could include data binders, student portfolios, quality tools, individualized goal setting, check sheets, rubrics, etc.)

S 2.4) Implement common assessments to guide instruction and interventions

Description:

Utilize short-cycle assessments to plan instruction for students at-risk and to progress advanced students. Pro-OH will be used in grades 2-10. SST6 will provide technical support for implementation of Pro-OH by working, as needed, as a liaison between the company and the district in aligning that system with the District's plan, as well as working with staff to build capacity and sustainability.

S 2.5) Implement Ohio Improvement Process

Description:

Implement the Ohio Improvement Process to align, review, and adjust policies and practices in order to strengthen instruction and to improve academic performance for our students. The SST6 will support the Lima City Schools as it implements the Ohio Improvement Process in the following ways: 1. Providing technical support for the implementation of ProOHIO Assessment system: a. As needed, work as liaison between company and district to support alignment of system to their plan; b. Building capacity in district for committees to continue its implementation 2. Provide technical support for the implementation of iObservation by: a. As needed, work as liaison between company and district to support alignment of system to their plan; b. Building capacity in district for committees to continue its implementation 3. Provide academic supports in PBS, SWIS and Parent Involvement 4. Provide mentoring support to Lima's Internal Facilitator/s 5. Help build capacity within the district to continue full implementation of their Ohio Improvement Plan 6. Provide technical assistance as needed in Title I and IIA 7. Support the use of data, make mid-course changes, implement monitoring cycle and evaluate effectiveness of their plan in all goals, strategies and action steps.

S 2.6) Class-Size Reduction

Description:

Hire highly qualified teachers in order to reduce class size. The district meets the 1-25 teacher pupil district-wide average operating standard requirement prior to supplementing with federal funds for class size reduction.

S 2.7) Teacher / School Leader Effectiveness - TM

Description:

Developing and increasing teacher and school leader effectiveness.

AS 2.7.1) Hire Project Director (TM)

Description:

District will recruit and hire a project director to oversee the development of the staff effectiveness measurement tool, identifying and training master teachers, and leadership academy - SIG

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.2) PD for Individual Needs

Description:

Provide Professional Development that focuses on individual needs of teachers to improve instructional effectiveness.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Independence Elementary School)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

AS 2.7.2) Teacher collaboration (TM) (Independence Elementary School)

Description:

Provide opportunities for teachers to meet and collaborate on best practices and goal setting within and across grade levels, within and outside their buildings. CSS groups, Critical Friends visits with feeder schools, Principal walkthroughs, and Data Days will be ongoing for principals and teaching staff.

AS 2.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Liberty Elementary School)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

AS 2.7.2) Professional Development for Differentiated Instruction (TM) (Liberty Elementary School)

Description:

Staff will receive ongoing, high quality job embedded professional development for differntiated instruction.

AS 2.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Lima North Middle School)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

AS 2.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Lima South Middle School)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

AS 2.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Lima West Middle School)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

AS 2.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Progressive Academy)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

S 2.8) Comprehensive instructional reform strategies. - TM

Description:

Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

AS 2.8.1) Research and select instructional model.

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.8.1) Research and select instructional model (TM) (Liberty Elementary School)

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

AS 2.8.1) Research and select instructional model (TM) (Lima North Middle School)

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

AS 2.8.1) Research and select instructional model (TM) (Lima South Middle School)

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

AS 2.8.1) Research and select instructional model (TM) (Lima West Middle School)

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

AS 2.8.1) Contract with New Tech Foundation (Progressive Academy)

Description:

The Progressive Academy will contract with the New Tech Foundation, enhancing the project-based learning model used through the Buck Institute and preparing staff in adding 21st Century learning opportunties for our students.

S 2.9) Increase learning time and create community-oriented schools. - TM

Description:

Establish schedules and strategies that provide increased learning time. Provide ongoing mechanisms for family and community engagement.

AS 2.9.1) Extended Educational Opportunties

Description:

Students will be provided extended educational opportunties through before / after school programs, Saturday symposiums, interactive video distance learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.9.1) Extendend Learning Time (TM) (Independence Elementary School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

AS 2.9.1) Extendend Learning Time (TM) (Liberty Elementary School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

AS 2.9.1) Extendend Learning Time (TM) (Lima North Middle School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

AS 2.9.2) Extendend Learning Time (TM) (Lima North Middle School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

AS 2.9.1) Extendend Learning Time (TM) (Lima South Middle School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

AS 2.9.1) Extendend Learning Time (TM) (Lima West Middle School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

AS 2.9.1) Extendend Learning Time (TM) (Progressive Academy)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

S 2.10) Provide operational flexibility and sustained support. - TM

Description:

Give the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA or a designated external lead partner organization.

AS 2.10.1) Contract for behavior consultant (TM) (Liberty Elementary School)

Description:

Contract for a behavior consultant who would train staff on dealing with more severe student behaviors. Their role would be to augment the current discipline committee and IAT team. They would also partner with parents to assist in developing plans and be a part of the Wrap around services team.

AS 2.10.1) School within a School (Lima South Middle School)

Description:

Develop a classroom that incorporates social skills, academics, the arts and counseling to engage the small percentage of students who are at an extreme risk for failure and who also keep other students from learning. An individual contract would be developed with each student, setting goals that will result in retrun to the regular classrooms.

AS 2.10.1) School within a School (Lima West Middle School)

Description:

Develop a classroom that incorporates social skills, academics, the arts and counseling to engage the small percentage of students who are at an extreme risk for failure and who also keep other students from learning. An individual contract would be developed with each student, setting goals that will result in retrun to the regular classrooms.

AS 2.10.1) Scheduling Consultant (TM) (Progressive Academy)

Description:

Purchase services of a scheduling consultant who would examine the building's schedule within the context of board adopted curriculum requirement, negotiated agreement, and other constraints to optimize the building's use of time.

G 3) School Climate

Description:

By 2010-2011, the quality of instructional time will increase for all students, as demonstrated by increases in student attendance and decreases in office referrals.

Performance Measure:

By 2010-2011, student attendance will be maintained at 94% district-wide and office referrals will decrease by 10% each year.

Fiscal Resources

Grant	Notes	2010	2011	2012
School Improvement Competitive 1003 (g)				
School Improvement Competitive 1003 (g)		$00	$26,580,626	$00
School Improvement Competitive 1003 (g) Total:		**$00**	**$26,580,626**	**$00**
Grand Total:		**$00**	**$26,580,626**	**$00**

S 3.1) Safe and Effective Climate

Description:

Schools will provide a safe and effective climate for learning through implementation of Positive Behavioral Supports.

Estimated Cost

$60,785.00

AS 3.1.10) Parent Liaison Training

Description:

Parent - liaison training that enables them to reach out to parents and the community in order to bring them o the school and further expand services... create a core parent group to support the additional programming that will evolve into a train the trainer protocol (parent trains the parent).

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

S 3.2) Highly Qualified Teacher status is documented

Description:

100% Staff document annually their HQT status. No teaching positions are changed until staff can document that they are HQT for the intended position. All new hires must meet HQT before employment in the district. The personnel office relays this information to the building administrators and ensure new hires meet this requirement. ODE's recommended reporting materials toolkit is used by all staff. Records are kept by each teacher and principal. Attestation forms are included in each building's Bernhardt portfolio. Title I teachers in public and nonpublic settings are all HQT. Each building has 2 reps that provide information on HQT at a staff meeting in September of each year. Intervention Specialists are using HOUSSE 07/08 to meet HQT. The Special Education Office and PD Office provide oversight for this process. LPDC approves plans for staff that have not met HQ. PD and Spec Ed Director share training opportunities with non HQ staff.

S 3.3) 100% of teachers teaching core academic subjects meet HQT as well as teachers teaching in program supported by Title I fund

Description:

The district assists staff in maintaining their HQT status. Individualized HQT plans are done through the PD office in conjunction with the staff member that is working towards HQ. A copy of each teacher's plan is kept at the PD Office as well as with the teacher. Quarterly meetings are held with these staff to determine if they are meeting their plans through attendance at district sponsored sessions. Bluffton University works with Lima to provide content courses for teachers to participate in to meet their HQT needs. In addition, intervention specialists were offered HQ online courses for Science, Social studies, math and reading throught the Central Ohio ESC. The district's LRE plan for IEP students is in place as a part of our Ohio Improvement Plan (OIP). The OIP also addresses PD in differentiated instruction. Principals have a checklist of differentiated strategies to look for when doing classroom walkthroughs. Ongoing PD opportunities exist in core areas through university partnerships planned for summer with pay to support maintaining HQ status.

S 3.4) Core academic HQT assignments are distributed equitably in high-poverty schools and for minority students

Description:

We will continue to meet the 100% HQ requirements for the 09-10 school year. Our Department of Human Resources will develop procedures to ensure that all district transfers and new hires meet the HQ requirements and are equitably assigned throughout the district. Each of the buildings has a School Improvement Coach to support mentoring as well as each new teacher is involved with our district mentoring program (TEP 6.2). IDEA funds will be used for HQPD for all Intervention Specialists to become HQ in core academic content areas. Entry year teachers and identified teams in each of the middle schools will have the opportunity to participate in Culturally Responsive Pedagogy training provided through OSU.

S 3.5) Fiscal and human resources are targeted in the schools with the lowest proportion of Highly Qualified Teachers

Description:

The Lima City Schools coordinates and documents the use of the following resources to support those teachers not HQ in order to assist them in becoming highly qualified by the end of the 09-10 school year: Fiscal Support comes from the following funds: IIA, IDEI-A, Title I. Professional Development is targeted at the following schools due to not making AYP and/or to support in the implementation of the CAP: Heritage, Freedom, Independence, Unity, Liberty, North, South, West, MI, PB and PA. This encompasses all of our K-12 buildings. using OISM, all students are identified in grades K-12 in regards to the level of academic and behavioral interventions that are needed in the core content areas of math and reading as dictated by AYP. Appropriate interventions are then put in place and students are progress monitored to ensure their achievement gap is closing. All 3 underperforming middle schools are receiving additional support using 2 outside consultants that coach/mentor teachers and the curriculum/PD dept. which meets weekly on-site with teacher teams to support instruction, modeling, co-teaching and coaching.

S 3.6) Create an effective and supportive climate through increased parental involvement.

Description:

Schools will increase parent/family involvement in order to create an effective partnership that results in improved academic and behavioral performance for students, including, but not limited to, meaningful student-led conferences, parent satisfaction surveys, parent participation on advisory committees, and guidance & materials for parents that help support academic and behavioral issues. The SST6 will support the Lima City Schools as it implements the Ohio Improvement Process in the following ways: 1. Provide academic supports in PBS, SWIS and Parent Involvement 2. Provide technical assistance as needed in Title I and IIA

AS 3.6.1) Increase parental involvement (TM) (Independence Elementary School)

Description:

Provide options to increase parental involvement, such as a family literacy night and literacy services.

AS 3.6.1) Involve parents and community in tutoring. (Liberty Elementary School)

Description:

Parents / guardians and others will be trained to work with individual students to strengthen reading and math skills. Parent liaisons will work with the parents throughout the school year to involve them in supporting academic improvement for their child. Volunteers from the community will also assist students that require additional support.

AS 3.6.3) Parent Liaison Training (TM) (Liberty Elementary School)

Description:

Parent - liaison training that enables them to reach out to parents and the community in order to bring them o the school and further expand services... create a core parent group to support the additional

programming that will evolve into a train the trainer protocol (parent trains the parent).

AS 3.6.4) Increase parental involvement (TM) (Liberty Elementary School)

Description:

Provide options to increase parental involvement, such as a family literacy night and literacy services.

AS 3.6.3) Increase parental involvement (TM) (Lima North Middle School)

Description:

Provide options to increase parental involvement, such as a family literacy night and literacy services.

AS 3.6.4) Parent Liaison Training (TM) (Lima North Middle School)

Description:

Parent - liaison training that enables them to reach out to parents and the community in order to bring them o the school and further expand services... create a core parent group to support the additional programming that will evolve into a train the trainer protocol (parent trains the parent).

AS 3.6.1) Increase parental involvement (TM) (Lima South Middle School)

Description:

Provide options to increase parental involvement, such as a family literacy night and literacy services.

AS 3.6.2) Parent Liaison Training (TM) (Lima South Middle School)

Description:

Parent - liaison training that enables them to reach out to parents and the community in order to bring them o the school and further expand services... create a core parent group to support the additional programming that will evolve into a train the trainer protocol (parent trains the parent).

AS 3.6.1) Involve parents and community in tutoring. (Lima West Middle School)

Description:

Parents / guardians and others will be trained to work with individual students to strengthen reading and math skills. Parent liaisons will work with the parents throughout the school year to involve them in supporting academic improvement for their child. Volunteers from the community will also assist students that require additional support.

AS 3.6.3) Parent Liaison Training (TM) (Lima West Middle School)

Description:

Parent - liaison training that enables them to reach out to parents and the community in order to bring them o the school and further expand services... create a core parent group to support the additional programming that will evolve into a train the trainer protocol (parent trains the parent).

AS 3.6.4) Increase parental involvement (TM) (Lima West Middle School)

Description:

Provide options to increase parental involvement, such as a family literacy night and literacy services.

AS 3.6.1) Increase parental involvement (TM) (Progressive Academy)

Description:

Provide options to increase parental involvement, such as a family literacy night and literacy services.

AS 3.6.2) Home-School Coordinator (TM) (Progressive Academy)

Description:

Home-School coordinator who will oversee the volunteer and mentoring needs of the building. Their primary focus will be on sub-groups who need assistance in closing the achievement gap and extending the community partnership table.

S 3.7) Engage all students through the effective delivery of instruction

Description:

Schools will increase engagement of all students through the effective delivery of instruction. The SST6 will support the Lima City Schools as it implements the Ohio Improvement Process in the following ways: Providing technical support for the implementation of ProOHIO Assessment system: a. As needed, work as liaison between company and district to support alignment of system to their plan; b. Building capacity in district for committees to continue its implementation 2. Provide technical support for the implementation of iObservation by: a. As needed, work as liaison between company and district to support alignment of system to their plan; b. Building capacity in district for committees to continue its implementation 3. Provide academic supports in PBS, SWIS and Parent Involvement 4. Provide mentoring support to Lima's Internal Facilitator/s 5. Help build capacity within the district to continue full implementation of their Ohio Improvement Plan 6. Provide technical assistance as needed in Title I and IIA 7. Support the use of data, make mid-course changes, implement monitoring cycle and evaluate effectiveness of their plan in all goals, strategies and action steps

AS 3.7.1) Research and select instructional model (TM) (Independence Elementary School)

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

AS 3.7.1) PD to improve instruction (TM) (Lima South Middle School)

Description:

Provide professional development to staff in schools designated in School Improvement status that will support and promote research-based strategies for improving instruction.

AS 3.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Progressive Academy)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

S 3.8) Effective and research-based reform

Description:

Implement effective, research-based programs that focus on the needs of staff and students, as prescribed by quantitative and qualitative data.

AS 3.8.1) Research and select instructional model (TM) (Independence Elementary School)

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

S 3.9) Systems of Intervention,Special Education and Early Literacy Training (ECO)

Description:

Align systems of intervention special education, and Early Literacy Training (ECO) with scientifically based research curriculum, instruction and assessment and with the state's academic content standards.

Estimated Cost

$39,931.00

S 3.10) Supplement All-Day Kindergarten

Description:

Use PBA funds to supplement all-day, every day kindergarten for disadvantaged students.

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.

Currently the following internal resources are in place: The District Leadership Team's Focused Work Groups DLT members that meet independently to focus on specific components of the District's OIP and advise the DLT on concerns and next steps. The School's BLTs are all operating well in addressing the building-level action steps in their school plans. School improvement coach in each school: These are teachers who provide leadership for staff and coordinate the OIP work at the building level. They often facilitate the BLT meetings and provide guidance to the TBT's. In the SIG schools, they will be key to helping the district and their principal ensure implementation fidelity of the action steps. Curriculum Team Leaders are employed by the District and will be called upon to review and support math and reading programs related to this initiative. They will assist with all decisions regarding professional development needs in their content areas and will analyze results with the SIG schools' leadership teams. The Progressive Academy (Tier II) is currently partnering with the following organizations that provide extended services to our students: Rhodes State College, The University Of Findlay Ohio Northern University, Toledo University, the Lima YMCA, Proctor & Gamble, St. Rita's Medical Center, Lima/Allen County Chamber of Commerce. Rhodes State College, Ohio State University-Lima, and Bowling Green State University will provide staff who will serve as the external experts on teacher effectiveness. We expect this team to collaborate with the District in observing teachers, calibrating the rubric, and training administrators in scoring. Other supporting resources will include the District's technology department. The district expects that this initiative will allow the SIG schools to engage students in new and impactful ways through the development of 21st Century skills, specifically technology, for students and staff. Our Tech department will be vital to this plan. The District's human resources office will provide leadership in aligning the personnel needs of this initiative with the available resources, recruiting and hiring of new positions, and ensuring compliance with the negotiated association agreements Meetings will be scheduled regularly with grant coordinators and other funding sources to ensure all funds work in coordination toward common goals and equitably meeting the needs of all students. Support from SST 6 has been invaluable to the District, particularly in support of our Building Leadership Teams and Teacher-Based Team training. Teacher-Based Teams have begun in several schools in the district, but this process will increase and intensify for the SIG schools as they receive more training in using data to change instruction.

Continuation

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

The key to sustaining this initiative is the internal commitment by the district and the SIG schools to the research-based strategies of the Transformation Model. At the end of three years, with the extensive support this funding will allow us to utilize, and with the expected gains in student achievement realized, we anticipate a significant increase in the capacity of these schools to continue working within the designed structures. Many of the components of this proposal are being designed to either become institutionalized in the SIG schools or to be taken over by the agencies with whom we will partner. Those agencies, such as social services, will be asked to provide services directly to the school through this funding but will also work with the school's staff to develop a sustainable system as the grant phases out. The agency will assist with sustainability by first looking for redundancy between the school's and the agency's work and then helping us develop a system that will accomplish what the agency does. At the end of the grant period, this system will have established those roles that can continue with school staff and those roles which they can continue to provide. Training of staff in problem-based learning and other district-wide professional development will be sustained by using a train-the-trainer model.

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)

Summer 2010: Recruit / Hire Project Director; SIG schools begin planning for FY11. Fall 2010: Tool selection for Teacher Effectiveness rubric; High School training & implementation of PBL model (Buck Institute); Determine method for technology integration; Purchase Reading and Math support systems; Begin leadership training for principals, BLTs - Ongoing for 3 years; Identify students for extended learning (after-school) - Ongoing for 3 years. Winter 2011: Pilot Teacher Effectiveness rubric / calibration through the Spring; Purchase equipment & supplies; Buck Institute training of trainers for middle schools & elementary; PBL integrity checks for Progressive Academy - Identify add'l support needed; Training in Reading & Math support systems. Spring - Summer Training of middle school and elementary Teacher Effectiveness pilots; 2011: Training in technology used by PBL model ; Train staff in PBL model. 2011-2013 Implementation of Teacher Effectiveness rubric for all PA staff & pilots in MS elem Ongoing PBL training Ongoing professional development for individual teachers Ongoing school-wide training - technology, team-building, data analysis

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?

All schools in the District have begun implementation of Pro-Ohio to assess student performance in meeting State standards for Reading and Math, Grades 2-10. The goal for the district, as monitored in the IM/M, is that 90% - 100% of students will master 100% of the Pro-Ohio indicators at each grade level. For Grades 11-12, the high schools are administering and monitoring the Preparing for the ACT assessment in reading, with the expectation that 90% - 100% of students will score 60% or higher. These will remain annual goals across the district for the next two years. Obviously, the District's progress will also be evaluated through performance on the ODE Accountability components. In the Tier II high school, the goals, at least in the first year, must be to achieve at least 75% passage in both OGT Reading and Math for all 10th-graders and 85% passage for 11th graders. Even with the targets increasing over the next 4 years, the school expects to meet AYP in Years 2 & 3, through the impact of this initiative on teacher effectiveness. Performance index scores will be an indication of growth overall and should continue to trend upward as we move forward with this project. Of course, the goal for graduation will continue to be 90%, at a minimum and should be helped by such projects as CTAG, Gear-Up and credit recovery programs. Likewise, at a minimum, all Tier III schools will expect to meet the State Indicators for Grades 3-8 in Reading and Math in the first year and AYP targets in FY12-14. These schools can access growth data at the student level through ODE's Value-Added results, in addition to Pro-Ohio. Key to the success of this initiative is what we refer to in this proposal as Teacher Effectiveness and for which we will utilize an instructional rubric, similar to that being used by Washington DC Schools. After a pilot year to ensure the tool has clarity and fairness, participating teachers will be identified from each level on the rubric. Both the disaggregated and aggregated data will demonstrate continuous improvement on a 1 to 4 scale as teachers receive the support and training relevant to their needs and the needs of their students. It is expected that this improvement will parallel upward trends in the various student assessment results, such as Pro-Ohio for reading and math, AIMSWeb, DIBELS. "end of chapter" exams, etc. As students become more engaged in project-based learning, it is expected that attendance will improve and increasingly fewer students will miss instructional time due to discipline incidents. As the SIG schools plan and then fully implement strategies to engage parents and families, it is expected that we will in fact witness increased attendance at all school functions, most significantly at parent conferences and parent trainings.

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 will increase student achievement through intense focus on improving instruction in the SIG schools. A teaching & learning rubric, similar to those currently being used by Washington D.C. Public Schools and Denver Public Schools, will be developed to identify instructional effectiveness levels. The instructional level will determine the intensity and type of professional development for the respective teacher. In short, teachers will receive personalized professional development based on the results of the rubric. Utilizing the rubric, two specific measurements will determine the improvement of teacher effectiveness in the SIG schools: a Schoolwide Instructional Average and an Aggregate Instructional Growth Measurement. These two measurements will provide a way to benchmark and progress monitor instructional improvement. A calibration committee will be formed to assure the reliable use of the tool in our schools. A Schoolwide Instructional Average will be established in each school based on the 4 point rubric. Specific SMART Goals will be developed by the Building Leadership Teams to increase the Instruction average rating. Action steps will be developed by individuals and Teacher Based Teams (CFG) groups to reach the Schoolwide SMART goal. Secondly, an Aggregate Instructional Growth Measurement will gauge the number of individual teachers moving up at least one level on the instructional effectiveness rubric throughout the school year (and grant period) using the 4 point rubric. With this proposal, the District is setting an expectation that, to increase effectiveness, all teachers should be continual learners. Just as students in the Response to Intervention model need different levels of interventions, likewise teachers need personalized levels of professional development. In addition to measuring instructional effectiveness, data will be collected and monitored regarding student achievement. Student performance indicators will include improvement in reading and math on Pro-Ohio at all grade levels and on the OGT for 10th and 11th graders. In addition, the school will utilize the A.C.T. end of course exams to check 11th & 12th graders' readiness and/or needs regarding post-secondary work. Effective teaching will result in improved student engagement which is expected to result in fewer discipline issues, improved attendance, and higher graduation rates for the high school. Project based instruction by highly effective teachers will also involve more community agencies and local universities as students are given the opportunity to explore beyond the walls of the school and to be involved with dual credit and distance-learning experiences. The school will track data on students after graduation and use the results to inform their decisions in a backward planning method. The selection of the Transformation Model occurred after the DLT directed the BLT to review the available options and deliver a recommendation. The BLT recommended the Transformation Model at a staff and union leadership meeting on March 10. The TM model molds well with elements of the school improvement initiatives already in process. Subsequent to the TM decision, the staff has been actively formulating plans to intensify academic improvements and will continue this throughout the piloting and implementation phase of this proposal.

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.

Year 1: The district will begin the process of developing a system to measure teacher effectiveness. A project manager will be hired to guide the process of this and other grant initiatives. Teams from all SIG schools will develop a process to identify, strengthen and support teachers' skills. Technology purchases will help these schools meet 21st Century needs for teachers & students and will require additional support for each school. An external leadership coach will work with the DLT& BLTs to ask the "deep" questions and keep the focus on student growth. BLT members will improve effectiveness through team-building trainings. Teams will participate in CFG / CSS protocols for collaboration. The Tier II school will the current project-based learning model and add 21st Century standards with New Tech Foundation. All schools will acquire new interventions, short-cycle assessments, and other RTI supports, increase parental community involvement through training and outreach, seek additional coaching in math & reading, refine scheduling options for teachers to impact at-risk students, provide before/after school and Saturday extended learning, significantly transition issues at all grade levels. All schools will hire data coaches to work with teachers on data analysis, building sustained capacity in this area. Tier III schools will investigate project-based models to align with Tier II. Monitoring of instruction and program effectiveness will be strengthened through the DLT. Salary: 2,035,436.00; Substitutes: 193,980.00; Stipends: 885,794.00; Benefits: 1,292,452.05; Consultants: 3,030,029.00; Travel: 265,000.00; Supplies: 459,640.00; Capital Outlay: 1,823,654.00; Transportation: 186,400.00; Memberships: 6,000.00; Fiscal: 87,421.20; Total Yr 1: $10,265,806.25. Year 2: The fully developed teaching & learning rubric will be implemented in the Tier II school and with selected staff in the Tier III schools. Costs will include continued support for technology and integration into the curriculum, along with more

extensive training and implementation of instructional models. Tier II will work intensively with New Tech Foundation to fully implement their model. While most technology costs occur in Yr 1, New Tech will require further purchases for the Tier II school. Outreach will increase with community and parent programs, including community tables with the district and each school for stakeholder input and feedback. The Tier III elementary schools will provide area pre-schools with training in order to ensure students are Kindergarten-ready. Data-driven instruction will continue to be supported through funding in Years 2 & 3, building sustainable capacity throughout the SIG staff. Specific supports around social and behavior issues will continue from Yr 1, also building sustained capacity within staff. Distance learning labs will afford new opportunities for students to explore and learn beyond school walls. Life-skills instruction will be enhanced to include relevant, real-life skill building (keyboarding, budgeting, interviewing, etc.)Salary: 2,009,736.00; Substitutes: 190,120.00; Stipends: 862,894.00; Benefits: 1,266,354.88; Consultants: 1,890,986.00; Travel: 238,000.00; Supplies: 494,340.00; Capital Outlay: 257,248.00; Transportation: 186,400.00; Memberships: 6,000.00; Fiscal: 74,424.32; Total Yr 2: $7,478,970.70. Year 3: All initiatives will continue, building toward sustainability. It is also expected that, during this period, the culture of each school will reflect renewed expectations for teaching and learning - a necessary ingredient for sustainability. Salary: 2,009,736.00; Substitutes: 190,120.00; Stipends: 847,894.00; Benefits: 1,266,354.88; Consultants: 1,885,986.00; Travel: 238,000.00; Supplies: 455,540.00; Capital Outlay: 10,000.00; Transportation: 186,400.00; Memberships: 6,000.00; Fiscal: 70,782.43; Total Yr 3: $7,478,970.70.

10,265,806.25 FY11 proposed LEA budget

7,478,970.70 FY12 proposed LEA budget

7,166,813.31 FY13 proposed LEA budget

Project Summary

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

The Lima Senior Progressive Academy has chosen the Transformation Model for this initiative. The 5 Tier III schools are aligning action steps to the strategies of this intervention model. Based on 3 years of data from achievement scores, the District Needs Assessment and feedback from a recent State Diagnostic Team review, the district concluded that the primary root cause for SIG designation is a need for enhancement of effective instructional practices, compounded by the lack of consistent monitoring of instruction. Therefore, the District Leadership Team proposes a 2-tier approach to increase instructional effectiveness and, ultimately, improve learning for all our students.The first tier recognizes the District's need to improve classroom instruction. Schools must identify the levels of current instruction in each school, devise methods to replicate effective instruction, and develop a support system to promote increased effectiveness. To do this, the District has adopted three categories that organize the approach to this work. The first, Instructional Improvement, will use a rubric to identify appropriate classroom instruction that can be replicated. FY11 will be a pilot year of developing and tuning a teaching & learning rubric. A representative group of Progressive Academy staff will then pilot the tool under the guidance of the BLT. Once the protocols for tool usage are defined, the pilot will be expanded to include the entire Tier II staff. Instructional Expansion is the 2nd category and focuses on increasing the variety of effective instructional methods being used in classrooms. This includes grouping and team teaching, with an emphasis on project-based learning in each SIG school. Professional Development (Response to Intervention training, Differentiation of Instruction, and other best practices) will be guided by the Buck Institute and the New Tech Foundation. Instructional Support is the 3rd category and deals with integration of tools to support instruction, such as technology, content material such as reading and math across the curriculum, professional development regarding cultural differences, and support structures for at-risk youth. CTAG and other specialized student services will provide the social support needed for student success. Leadership system support is an additional emphasis that provides sustainability for the instruction improvement in the identified schools. The District recognizes that changing classroom instruction may be longer-term in some schools and require more significant change. Extensive and sustainable change will require development of a wide range of leadership specific skills from the District Leadership Team, Building Leadership Teams and Teacher Based Teams. In order to build the leadership capacity of all teams, external training and monitoring will become a regular part of the District's leadership system. In summary, 1) DLT, assisted by an external coach, will provide oversight for the overall improvement effort; 2) A Project Director focused on the implementation and integrity of the program will be responsible for the success of the initiative; 3) BLTs, mentored by an external coach, will monitor building implementation and student achievement improvements.

Waivers

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

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

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

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

3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

4. Report to the SEA the school-level data required under section III of the final requirements.

PROGRAM ASSURANCES:I agree, on behalf of this applicant agency and all identified partners to abide by all assurances outlined in the Assurance section of the CCIP and the requirements identified in the School Improvement Grant Request For Application. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I Accept. Diana Schneider School Improvement Facilitator / Grant Contact Lima City School District April 30, 2010

SI Building Overview

Lima City (044222) - Allen County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g)

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

IRN	Building Name	Tier	SI Status	Total Enrollment	FY11 Proposed Budget	FY12 Proposed Budget	FY13 Proposed Budget	Schoolwide OR SW Waiver?	"Start Over" Waiver?	Intervention Model
008296	Progressive Academy	Tier II	SI 3	396	1,756,847.55	1,150,170.51	1,150,170.51	☐	☐	Transformatic

The Progressive Academy staff will increase teacher and school leader effectiveness by developing a teaching and learning tool that defines and measures effectiveness of instruction. Models being reviewed are the IMPACT Guidebook with Washington D.C. and the Danielson Model with Cincinnati Public Schools. The Progressive Academy staff will work to analyze data which will encourage action to help our students grow academically. The Academy will purchase services of programs (such as ALEKS Math, Study Island, and Read 180) that will assist the teachers in collecting progress data on the students. The teachers will then systematically work on individual class interventions, as departments, targeting content area achievement gaps, and in Teacher Based Teams to develop instructional interventions to increase student achievement. Emphasis will be on Algebra I and English 9, as research shows passage of these critical courses correlate to graduation rates. The Progressive Academy will consult with New Tech Foundation. This relationship will enhance the current project-based learning model and add 21st Century standards. To increase learning time and create a community-oriented school, we would like to work with New Tech and Dr. Robert Lynn Canady to refine scheduling options for teachers to impact at-risk students. Using the programs of intervention mentioned above, the Progressive Academy will have an Intervention Assistance Team that follows RTI. The "red" coned students will have their schedules reviewed to determine if modifications can be made to increase immersion in content area and promotion when content area competencies are met. We will employ an Intervention Specialist who will work with the "red" coned students one-on-one or in a Study Skills class to help with intervention. We will also develop an After-School Program that will be aimed, primarily, at 9th graders to stay on grade level and provide other skills, like technology, to prepare them for future studies. Also, we will provide a Summer Bridge program to bridge the transition from 8th grade to 9th grade by introducing the students to staff of the Progressive Academy in a unique environment. This program will be held off-campus at a Boy Scout Camp to allow for students to gain experiences that they would not have had while living in the urban city. Students and staff will work cooperatively to survive the outdoors and build relationships of trust that will assist teachers and students later in their academic studies. Progressive Academy would like to hire or contract the following positions to assist with student academic growth: 1)Data Coach - this person will assist teachers with data collection and analysis skills, as they work on improving their skills in using data to inform instruction. 2) Social Worker - this person would conference and set goals with identified students in order to foster better academic habits for their growth. 3) College Access advisor - this person would help seniors with FAFSA, internships, campus visits, senior projects and keep our seniors on track with graduation. This person would also work to set up college visitations. 4) Math/Science Coach (half time) - work with existing English coach to help staff with teaching strategies and intervention in the core areas. 5) CTAG / Home Linkage Advisor - Focus on supporting 9th grade over-age Black males and provide our parents with linkage opportunities that will involve them in their children's academics by providing them with training that equips them with skills to successfully support their students. We appreciate the opportunity this initiative brings to significantly impact our students' lives, while in our school and well beyond. We expect that, once fully developed and implemented, all strategies will result in meeting AYP, in meeting ODE's Reading and Math indicators, in soaring graduation rates and, most significantly, in continuing growth for all our students

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
000470	Independence	Tier III	SI 3 D	457	1,083,616.20	689,575.25	683,681.72	☑	☐	SI Strategies

The implementation of this school improvement grant will enable the 450 students who attend Independence Elementary to become competitive with their peers through academic gains in reading, mathematics, and 21st century skills. The means of this success will be due an improved delivery of services to address students social and emotional needs inside the educational setting and out; increased learning time; and the continued development of best instructional and intervention practices. The long term result of this grant will be that students will be better prepared to enter a middle school climate with the necessary skills that will enable them to be successful and engage in their educational future - looking onward to post-high school learning opportunities. Improvement in instructional strategies that enable for an increased ability to turn over data efficiently and make decisions regarding interventions practices that result in high yield gains by students. Independence Elementary Staff will be exposed to professional development and embedded coaching support. Implementation of Districted provided professional development will measured by a staff effectiveness tool. A cycle of professional development support will be put in place to help with any deficiencies that may be evident in the classroom. Increase in numerical literacy and a response by staff in mathematical interventions that rivals their efforts in literacy interventions will also be pursued. Results from effective instructional strategies implemented vary from 6 to 19 percentile gains (Hattie, J.A. 1992). This range of percentile gains would result in an elimination of the achievement gaps that exist in the building; particularly among students with disabilities, economically disadvantaged students, and our African American Males. Additional time will be built into the student's learning day. This time will be used for tutoring, intervention, social skills, and life experiences. The additional time will be centered on research based programming that addresses deficits among target groups of students. Coursework and programming will be identified that is will enhance crystallized intelligence and background knowledge in addition to building skill deficits in reading and mathematics. This approach will enable the building to greatly reduce the achievement gap between subgroups. According to Rolfhus and Ackerman's (1999) studies on correlation between crystallized intelligence and academic knowledge is highly associated (p.520). Filip Dochy, Mien Segers, and Michelle Buehl (1999) found that 91.5 percent of studies on background knowledge have positive effects on learning. This is highly telling data for students who are economically disadvantaged and are often times limited in the amount of exposure they have to enriching activities. Students who participate in programming outside the typical school day will demonstrate an increase in their Pro-Ohio scores for grades 2 through 4. Kindergarten and first grade students who are participants in programming outside of the school day will demonstrate an increase in their TEN's scores and DIBEL's Data that will demonstrate grade level performance. Higher attendance rates will be heavily impacted by our outreach efforts. This will include the creation of a "learning hub" that benefits the community. Transitional support will enable for students to achieve at a successful level when they enter and exit our building. Communication about the school will be increased. Wrap around services will be increased in order to have a positive impact upon the home environment. Xiato Fan and Michael Chen (2001) found that home environment accounts for 10.89 percent of variance in student achievement. Bridging the gap in between home and school will have a positive impact upon student achievement scores. This will be measured by a 15 percent increase in parental attendance at outreach events.

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
000472	Liberty	Tier III	SI 4	327	1,432,295.60	927,071.60	897,920.24	☑	☐	SI Strategies

Liberty Elementary is a K-4 building with the State Designation of Continuous Improvement. In school year 2008-09, 49% of our 3rd graders and 61% of our 4th graders passed the Reading OAA; 41% of 3rd graders and 69% of 4th graders passed the Math OAA. These scores are below the state requirement of 75%. Our students come to us lacking readiness skills. Liberty's average for this year's KRA-L (Kindergarten Readiness Assessment- Literacy) score is 14.7, the state average is 20.19. Receiving this grant would allow us to combat this deficit in several ways. We will focus on Early Literacy Skills to provide the foundation for future learning. Additional support will be provided through the services of a Transition Teacher and Early Intervention Specialists. Kinder Kamp will assist our endeavor to ready our students for Kindergarten. The

development of monthly family learning events will give our parents the opportunity to become more involved in their child's education. Understanding that our instructional practices need to be strengthened, this grant allows for the entire staff to be trained in our new initiatives. These new initiatives include project based learning, engaging students in whole group instruction, small group instruction, integration of technology into our instructional practices along with the appropriate use of data to drive instruction and interventions. The professional development that Liberty teachers will receive will enable them to enrich the educational experience of our students in all content areas while focusing on reading and math. Giving our elementary students the needed foundation to be successful in school and improve the district's graduation rate. The integration of technology into every classroom allows teachers to bring the world to our students. The use of a smart boards, LCD projectors, and computers will allow our teachers not only the opportunity to teach the basic skills of learning but also enable them to demonstrate real world applications. Through the use of technology and project based learning, students will be able to engage in real life problem solving, develop critical thinking skills and then present their learning through 21st Century technology skills. If Liberty Elementary is awarded this grant it will be a life changing event for our teachers, parents and especially our students. We will have the ability to offer our students new and exciting opportunities that will enrich their educational experience. The ultimate goal for the implementation of this grant is that student achievement will increase. The initiatives named in this grant will support our efforts to enable our students to develop a love of learning that will lead them to success.

005660	Lima North	Tier III	SI 6	415	1,999,972.89	1,861,121.05	1,594,069.55	☑	☐	SI Strategies

Lima North MS has elected to implement the effective, researched-based practices of the STEAM (Science, Technology, Engineering, Arts, and Mathematics) model, which ultimately fulfills the school improvement goals to apply effective practices to improve Reading, Math, culture and climate of the school. The STEAM model has been piloted with success in the Arts Magnet program at North for more than ten years. Its noted success is evident in the standardized test results of students enrolled. To make the STEAM model effective school-wide, so all of our students will have measurable success, we focus our efforts in three main areas: 1) Effective practices that are culturally responsive, and project-based which purposely, and creatively enhance Reading and Math throughout all subjects with the STEAM model, 2)Technology, needed to allow teachers to include 21st Century Skills in their curriculums while fulfilling the STEAM expectations and 3)Social, family and community support strategies that allow our school to help meet the social-emotional needs of the students and families with full-time social services. Furthermore, the SI grant will allow us to provide professional development and training in these three areas for students, staff and parents accordingly, with the assistance of an external best practices coach, and data coach who will oversee, and help facilitate our efforts to maintain the integrity of our goals. The grant helps us to purchase actual Reading and Math intervention programs such as: Read 180, Fastmath, and System 44, which research has proven to effectively raise student achievement. And, the funding allows us to provide differentiated instruction and interventions to individually meet the needs of students grouped 5/6 and 7/8 in a School within a School setting. This funding also will provide extended learning times for students that would include an extended day (math and reading instruction after the regular school day) and targeted instruction during the summer when school is not in session, so they can flourish and have greater success. This grant helps us to propel Reading and Math to its highest potential, with technology, using the STEAM model. First, the SI grant enables us to update the technology infrastructure, set up the server to support classroom upgrades, and have a distance learning lab for uninterrupted learning of our students. Then, with the grant, we can equip the classrooms with Interactive Whiteboards, Throw Projectors and technology docking stations for all rooms, with a mobile cart containing a mixer board, CD player, amplifier, 2- way speakers with stands and cables, and portable microphones for large group student and adult PD meetings, presentations, and concerts which support our STEAM initiative. We will hire a teacher to teach 21st century skills to students and a technology coach to train staff on effective classroom use of advanced technology, as they train the teachers to be trainers of future staff. SIG funding for Lima North Middle School will allow our school to help meet the social-emotional needs of the students and families with full-time social services. These needs are the root cause for students not being engaged in learning at school and the lack of parent involvement in the school. Wrap around social services will connect families to ongoing school and community interventions. Furthermore, parent training, and parent, school, community collaboration will enable all stakeholders to be empowered to enhance the lives of all North students. In summary, all budgeted items combine to impact students with positive, proven strategies.

035097	Lima South	Tier III	SI 6	335	1,998,094.69	1,416,200.78	1,416,139.78	☑	☐	SI Strategies

Lima South Middle School studied its trend data to define the root cause for the need for improvement. Data indicates achievement has "flat lined." South ODE performance index scores are as follows: 2006-07 (65.8), 2007-08 (69.2), 2008-09 (70.2.) 2008-09 Reading scores range from a high of 47% passage at Grade 6 to a low of 41.5% passage at Grade 7. 2008-09 Math scores range from a high of 43.9% at Grade 7 to a low of 36.4% at Grade 6. Value Added was not met in 2008-09 and attendance was the only indicator met. 2009-10 Pro Ohio short cycled assessment scores correlate to less than adequate progress for OAA success. Non academic barriers to student achievement were examined through use of The Ohio State University's Ohio Community Collaboration Model to School Improvement. Building Leadership Team has concluded root causes to be: lack of a 21st Century instructional delivery system that engages students substantially and lack of behavioral supports for students. South has selected Project Based Learning as its comprehensive instructional reform strategy. This model links with an essential 21st Century skill set for our students that is authentic, engaging and puts them at the center of the learning process. This change of instructional delivery system scaffolds well to our high school model to align efforts to improve graduation rate. In order to develop and increase teacher and school leader effectiveness, ongoing, high quality, job embedded professional development for staff will be provided. This includes external coaching and professional development around Project Based Learning. Internal coaching will provide direct support in the classroom for fidelity to new strategies as well as student data analysis to monitor growth, inform instruction and provide RTI. Integration of technology based supports and interventions will be incorporated through direct instruction of 21st Century technology and applications to students and staff. Internal support will be provided to teach skills, facilitate distance learning opportunities, and maintain technology equipment. Implementation of a "response to intervention" model that incorporates accelerated learning and behavioral supports. William Glasser's "School within a School" model will allow students who may be over-age, behind academically, struggling with traditional methods to receive intensive remediation and social skill instruction. Increased Learning Time through grade level enrichment academies will be offered outside of current school hours. Implementing approaches to improve school climate and discipline will be addressed through a school social worker and planned advisory, partnering with community based organizations to provide youth development activities, and providing ongoing mechanisms for family and community engagement through the development of a community partner table facilitated by a parent advocate. This proposed initiative will give South Middle School is very appreciative of the opportunity to implement substantial reform strategies resulting in the capture of AYP, value added, and effective school status. Students will be engaged in collaborative and authentic learning using 21st Century tools. Job embedded professional development will continue to elevate classroom instruction to a relevant and rigorous delivery system. South's partnership with its parents, interested citizens, and community agencies will allow for a safe, culturally relevant, and supportive school climate. Success will be realized for all with the ultimate celebration of students properly prepared and supported for graduation.

040576	Lima West	Tier III	SI 6	365	1,994,979.32	1,434,831.51	1,424,831.51	☑	☐	SI Strategies

SIG funding for Lima West Middle School will allow our school to help meet the social-emotional needs of the students and families with full-time social services. These needs are the root cause for students not being engaged in learning at school and the lack of parent involvement in the school. Wrap around social services will connect families to ongoing school and community interventions. SIG funding will INCREASE TEACHER EFFECTIVENESS by allowing for external coaching that will impact effective delivery of instruction in the classrooms and create a school climate that conducive to middle school adolescent needs. External coaches will provide high yield strategy coaching to classroom teachers and to promote the continuous use effective student data analysis to determine specific interventions needed for improving students' math and

reading skills. SIG funding will allow for Lima West Middle School teachers to include 21st Century Skills in their curriculums and allow us to scaffold or bridge instructional practice model (PBL) to the high school. We are currently using traditional instructional delivery in the classrooms and the PBL at the high school is new. The funding will provide the staff with ongoing, high-quality, job-imbedded professional development that is aligned to the new instructional model for effective teaching and learning and preparing students for the high school model. SIG funding will provide our students with the technology equipment that will allow each of our students to have access to current technology within their core subjects. There will also be a technology teacher to teach specific technology skills to all students and monitor the technology lab which includes distance learning within and outside the district for all subjects areas and aligns to the PBL instructional model. Included in the technology component is a technology support person who will troubleshoot technology issues and support technology equipment in the classrooms. These technology opportunities will support the overriding planning phases for the PBL process. SIG funding will provide extended learning times for students that would include an extended day (math and reading instruction after the regular school day) and targeted instruction during the summer when school is not in session. SIG funding will provide intensive instruction to students who cannot function in a traditional classroom setting. Targeted students will be provided with effective reading and math instruction in specific small group settings. With the potential for significant improvement through this funding, West Middle School expects to meet AYP, demonstrate value added growth for all our students and to achieve effective school status. Staff will continue to improve instructional effectiveness through embedded and individualized professional development. All staff will receive training in problem-based instruction and, once implemented, students will be engaged in collaborative and authentic learning using 21st Century tools. West's partnership with its parents, interested citizens, and community agencies will allow for a safe, culturally relevant, and supportive school climate. Success will be realized for all with the ultimate celebration of students properly prepared and supported for graduation.

Plan Relationships

Lima City (044222) - Allen County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (147)

Go To

Related Goals

G 1) Reading Improvement

Description:

The District and all its schools and departments will focus on increasing passing percentages on the Reading OAT and OGT assessments, with special emphasis on Grades 5, 6, 7, 8 and 10 and on SWD and Econ Disadvantaged subgroups.

Performance Measure:

By 2010-2011, all students will increase their passing percentages on the Reading OAA/OGT, with emphasis on Grades 5-8 (10% increase per year) and Grade 10 (6% per year). (Yearly grade-level increases: Gr 3=8%; Gr 4=6%; Gr 5=11%; Gr 6=8%; Gr 7=10%; Gr 8=11%; Gr 10=6%; Gr 11=4%)

Fiscal Resources

Grant	Notes	2010	2011	2012
Consolidated				
Title I		$883,501	$934,985	$00
Neglected, Title I		$01	$00	$00
School Improvement Sub A, Title I		$60,000	$00	$00
School Improvement Sub G, Title I		$3,526	$00	$00
Improving Teacher Quality, Title II-A		$175,691	$176,511	$00
Technology, Title II-D (Formula)		$11,870	$7,707	$00
Innovative Programs, Title V		$405	$00	$00
Special Education, Part B-IDEA		$764,205	$502,017	$00
Early Childhood Spec Education, IDEA		$23,659	$26,858	$00
Consolidated Total:		**$1,922,858**	**$1,648,078**	**$00**
21st Century				
21st Century		$250,000	$50,000	$34,000
21st Century Total:		**$250,000**	**$50,000**	**$34,000**
Early Childhood Education (Entitlement)				
Early Childhood Education		$120,000	$120,000	$00
Early Childhood Education (Entitlement) Total:		**$120,000**	**$120,000**	**$00**
Title II-D (Competitive)				
Title II-D (Competitive)		$10,000	$00	$00
Title II-D (Competitive) Total:		**$10,000**	**$00**	**$00**
ARRA Title II-D (Competitive)				
ARRA Title II-D (Competitive)		$186,450	$35,000	$00

ARRA Title II-D (Competitive) Total:	**$186,450**	**$35,000**	**$00**
The American Recovery and Reinvestment Act (ARRA)			
ARRA Title I	$317,109	$317,110	$00
ARRA Special Education, Part B-IDEA	$1,436,580	$473,898	$00
ARRA Early Childhood Spec Education, IDEA	$41,473	$40,892	$00
The American Recovery and Reinvestment Act (ARRA) Total:	**$1,795,162**	**$831,900**	**$00**
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)	$00	$5,000,000	$00
School Improvement Competitive 1003 (g) Total:	**$00**	**$5,000,000**	**$00**
Grand Total:	**$4,284,470**	**$7,684,978**	**$34,000**

S 1.1) Implement common assessments to guide instruction and interventions

Description:

Utilize short-cycle assessments to plan instruction for students at-risk and to progress advanced students. Pro-OH will be used in grades 2-10. SST6 will provide technical support for implementation of Pro-OH by working, as needed, as a liaison between the company and the district in aligning that system with the District's plan, as well as working with staff to build capacity and sustainability.

S 1.2) Engage all students through the effective delivery of instruction

Description:

Schools will increase engagement of all students through the effective delivery of instruction.

S 1.3) Prevention / Intervention / After-School Programs

Description:

Provide after-school programs, tutoring and other focused supplemental supports for children most at risk in core subject areas.

S 1.4) Implement Ohio Improvement Process

Description:

Implement the Ohio Improvement Process to align, review, and adjust policies and practices in order to strengthen instruction and to improve academic performance for our students. The SST6 will support the Lima City Schools as it implements the Ohio Improvement Process in the following ways: 1. Providing technical support for the implementation of ProOHIO Assessment system: a. As needed, work as liaison between company and district to support alignment of system to their plan; b. Building capacity in district for committees to continue its implementation 2. Provide technical support for the implementation of iObservation by: a. As needed, work as liaison between company and district to support alignment of system to their plan; b. Building capacity in district for committees to continue its implementation 3. Provide academic supports in PBS, SWIS and Parent Involvement 4. Provide mentoring support to Lima's Internal Facilitator/s 5. Help build capacity within the district to continue full implementation of their Ohio Improvement Plan 6. Provide technical assistance as needed in Title I and IIA 7. Support the use of data, make mid-course changes, implement monitoring cycle and evaluate effectiveness of their plan in all goals, strategies and action steps

S 1.5) 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.

S 1.6) Class-Size Reduction

Description:

Hire highly qualified teachers in order to reduce class size. The district meets the 1-25 teacher pupil district-wide average operating standard requirement prior to supplementing with federal funds for class

size reduction.

S 1.7) Teacher / School Leader Effectiveness - TM

Description:

Developing and increasing teacher and school leader effectiveness.

S 1.8) Comprehensive instructional reform strategies - TM

Description:

Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

S 1.9) Increase learning time and create community-oriented schools. - TM

Description:

Establish schedules and strategies that provide increased learning time. Provide ongoing mechanisms for family and community engagement.

S 1.10) Provide operational flexibility and sustained support. - TM

Description:

Give the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA or a designated external lead partner organization.

G 2) Mathematics Improvement

Description:

All students will increase proficiency on the State's OAT and OGT tests, with specific emphasis on Grades 5-8 and 10 and on the SWD and Econ Disadvantaged subgroups.

Performance Measure:

All students will demonstrate continuing growth. The percentage of students who achieve proficiency or better on the State's tests will increase by 12% per year for Grades 5-8 and by 8% per year for Grade 10. (Yearly grade-level increases: Gr 3 & 4=6%; Gr 5=14%; Gr 6=10%; Gr 7 & 8=12%; Gr 10=8%; and Gr 11=7%.)

Fiscal Resources

Grant	Notes	2010	2011	2012
Consolidated				
Title I		$883,502	$934,985	$00
School Improvement Sub A, Title I		$60,000	$00	$00
School Improvement Sub G, Title I		$3,526	$00	$00
Improving Teacher Quality, Title II-A		$175,691	$176,511	$00
Technology, Title II-D (Formula)		$11,869	$00	$00
Special Education, Part B-IDEA		$318,419	$502,017	$00
Early Childhood Spec Education, IDEA		$9,858	$6,714	$00
Consolidated Total:		**$1,462,865**	**$1,620,227**	**$00**
21st Century				
21st Century		$50,000	$50,000	$34,000

21st Century Total:	**$50,000**	**$50,000**	**$34,000**
Title II-D (Competitive)			
Title II-D (Competitive)	$10,000	$00	$00
Title II-D (Competitive) Total:	**$10,000**	**$00**	**$00**
ARRA Title II-D (Competitive)			
ARRA Title II-D (Competitive)	$186,450	$35,000	$00
ARRA Title II-D (Competitive) Total:	**$186,450**	**$35,000**	**$00**
The American Recovery and Reinvestment Act (ARRA)			
ARRA Title I	$317,109	$317,110	$00
ARRA Special Education, Part B-IDEA	$00	$473,898	$00
The American Recovery and Reinvestment Act (ARRA) Total:	**$317,109**	**$791,008**	**$00**
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)	$00	$5,000,000	$00
School Improvement Competitive 1003 (g) Total:	**$00**	**$5,000,000**	**$00**
Grand Total:	**$2,026,424**	**$7,496,235**	**$34,000**

S 2.1) Prevention / Intervention / After-School Programs

Description:

Provide after-school programs, in-school interventions, tutoring and other focused supplemental supports for children most at risk in core subject areas.

S 2.2) 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.

S 2.3) Engage all students through the effective delivery of instruction

Description:

Schools will increase engagement of all students through the effective delivery of instruction.

S 2.4) Implement common assessments to guide instruction and interventions

Description:

Utilize short-cycle assessments to plan instruction for students at-risk and to progress advanced students. Pro-OH will be used in grades 2-10. SST6 will provide technical support for implementation of Pro-OH by working, as needed, as a liaison between the company and the district in aligning that system with the District's plan, as well as working with staff to build capacity and sustainability.

S 2.5) Implement Ohio Improvement Process

Description:

Implement the Ohio Improvement Process to align, review, and adjust policies and practices in order to strengthen instruction and to improve academic performance for our students. The SST6 will support the Lima City Schools as it implements the Ohio Improvement Process in the following ways: 1. Providing technical support for the implementation of ProOHIO Assessment system: a. As needed, work as liaison between company and district to support alignment of system to their plan; b. Building capacity in district for committees to continue its implementation 2. Provide technical support for the implementation of iObservation by: a. As needed, work as liaison between company and district to support alignment of system to their plan; b. Building capacity in district for committees to continue its

implementation 3. Provide academic supports in PBS, SWIS and Parent Involvement 4. Provide mentoring support to Lima's Internal Facilitator/s 5. Help build capacity within the district to continue full implementation of their Ohio Improvement Plan 6. Provide technical assistance as needed in Title I and IIA 7. Support the use of data, make mid-course changes, implement monitoring cycle and evaluate effectiveness of their plan in all goals, strategies and action steps.

S 2.6) Class-Size Reduction

Description:

Hire highly qualified teachers in order to reduce class size. The district meets the 1-25 teacher pupil district-wide average operating standard requirement prior to supplementing with federal funds for class size reduction.

S 2.7) Teacher / School Leader Effectiveness - TM

Description:

Developing and increasing teacher and school leader effectiveness.

S 2.8) Comprehensive instructional reform strategies. - TM

Description:

Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

S 2.9) Increase learning time and create community-oriented schools. - TM

Description:

Establish schedules and strategies that provide increased learning time. Provide ongoing mechanisms for family and community engagement.

S 2.10) Provide operational flexibility and sustained support. - TM

Description:

Give the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA or a designated external lead partner organization.

G 3) School Climate

Description:

By 2010-2011, the quality of instructional time will increase for all students, as demonstrated by increases in student attendance and decreases in office referrals.

Performance Measure:

By 2010-2011, student attendance will be maintained at 94% district-wide and office referrals will decrease by 10% each year.

Fiscal Resources

Grant	Notes	2010	2011	2012
Consolidated				
Title I		$883,502	$934,985	$00
School Improvement Sub A, Title I		$60,000	$00	$00
Improving Teacher Quality, Title II-A		$175,691	$176,511	$00
Safe and Drug-Free Schools (SDFSC), Title IV-A		$26,867	$00	$00
Special Education, Part B-IDEA		$191,051	$251,009	$00

Early Childhood Spec Education, IDEA	$5,914	$6,714	$00
Consolidated Total:	**$1,343,025**	**$1,369,219**	**$00**
21st Century			
21st Century	$25,384	$50,000	$33,000
21st Century Total:	**$25,384**	**$50,000**	**$33,000**
Alternative Education Challenge			
Alternative Education Challenge	$112,053	$64,312	$00
Alternative Education Challenge Total:	**$112,053**	**$64,312**	**$00**
McKinney-Vento Homeless Assistance Program			
McKinney-Vento Homeless Assistance Program	$43,963	$60,785	$00
McKinney-Vento Homeless Assistance Program Total:	**$43,963**	**$60,785**	**$00**
Learn & Serve America			
Learn & Serve America	$15,000	$00	$00
Learn & Serve America Total:	**$15,000**	**$00**	**$00**
Poverty Based Assistance (PBA)			
PBA Other Uses	$14,425	$00	$00
Poverty Based Assistance (PBA) Total:	**$14,425**	**$00**	**$00**
Title II-D (Competitive)			
Title II-D (Competitive)	$9,000	$00	$00
Title II-D (Competitive) Total:	**$9,000**	**$00**	**$00**
ARRA Title II-D (Competitive)			
ARRA Title II-D (Competitive)	$33,900	$31,700	$00
ARRA Title II-D (Competitive) Total:	**$33,900**	**$31,700**	**$00**
The American Recovery and Reinvestment Act (ARRA)			
ARRA Title I	$317,109	$317,110	$00
ARRA McKinney-Vento Homeless Assistance Program	$23,429	$01	$00
ARRA Special Education, Part B-IDEA	$00	$236,949	$00
The American Recovery and Reinvestment Act (ARRA) Total:	**$340,538**	**$554,060**	**$00**
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)	$00	$26,580,626	$00
School Improvement Competitive 1003 (g) Total:	**$00**	**$26,580,626**	**$00**
Other			
Other	$00	$60,785	$00
Other Total:	**$00**	**$60,785**	**$00**
Grand Total:	**$1,937,288**	**$28,771,487**	**$33,000**

S 3.1) Safe and Effective Climate

Description:

Schools will provide a safe and effective climate for learning through implementation of Positive Behavioral Supports.

Estimated Cost

$60,785.00

S 3.2) Highly Qualified Teacher status is documented

Description:

100% Staff document annually their HQT status. No teaching positions are changed until staff can document that they are HQT for the intended position. All new hires must meet HQT before employment in the district. The personnel office relays this information to the building administrators and ensure new hires meet this requirement. ODE's recommended reporting materials toolkit is used by all staff. Records are kept by each teacher and principal. Attestation forms are included in each building's Bernhardt portfolio. Title I teachers in public and nonpublic settings are all HQT. Each building has 2 reps that provide information on HQT at a staff meeting in September of each year. Intervention Specialists are using HOUSSE 07/08 to meet HQT. The Special Education Office and PD Office provide oversight for this process. LPDC approves plans for staff that have not met HQ. PD and Spec Ed Director share training opportunities with non HQ staff.

S 3.3) 100% of teachers teaching core academic subjects meet HQT as well as teachers teaching in program supported by Title I fund

Description:

The district assists staff in maintaining their HQT status. Individualized HQT plans are done through the PD office in conjunction with the staff member that is working towards HQ. A copy of each teacher's plan is kept at the PD Office as well as with the teacher. Quarterly meetings are held with these staff to determine if they are meeting their plans through attendance at district sponsored sessions. Bluffton University works with Lima to provide content courses for teachers to participate in to meet their HQT needs. In addition, intervention specialists were offered HQ online courses for Science, Social studies, math and reading throught the Central Ohio ESC. The district's LRE plan for IEP students is in place as a part of our Ohio Improvement Plan (OIP). The OIP also addresses PD in differentiated instruction. Principals have a checklist of differentiated strategies to look for when doing classroom walkthroughs. Ongoing PD opportunities exist in core areas through university partnerships planned for summer with pay to support maintaining HQ status.

S 3.4) Core academic HQT assignments are distributed equitably in high-poverty schools and for minority students

Description:

We will continue to meet the 100% HQ requirements for the 09-10 school year. Our Department of Human Resources will develop procedures to ensure that all district transfers and new hires meet the HQ requirements and are equitably assigned throughout the district. Each of the buildings has a School Improvement Coach to support mentoring as well as each new teacher is involved with our district mentoring program (TEP 6.2). IDEA funds will be used for HQPD for all Intervention Specialists to become HQ in core academic content areas. Entry year teachers and identified teams in each of the middle schools will have the opportunity to participate in Culturally Responsive Pedagogy training provided through OSU.

S 3.5) Fiscal and human resources are targeted in the schools with the lowest proportion of Highly Qualified Teachers

Description:

The Lima City Schools coordinates and documents the use of the following resources to support those teachers not HQ in order to assist them in becoming highly qualified by the end of the 09-10 school year: Fiscal Support comes from the following funds: IIA, IDEI-A, Title I. Professional Development is targeted at the following schools due to not making AYP and/or to support in the implementation of the CAP: Heritage, Freedom, Independence, Unity, Liberty, North, South, West, MI, PB and PA. This encompasses all of our K-12 buildings. using OISM, all students are identified in grades K-12 in regards to the level of academic and behavioral interventions that are needed in the core content areas of math and reading as dictated by AYP. Appropriate interventions are then put in place and students are progress monitored to ensure their achievement gap is closing. All 3 underperforming middle schools are receiving additional support using 2 outside consultants that coach/mentor teachers and the curriculum/PD dept. which meets weekly on-site with teacher teams to support instruction, modeling, co-teaching and coaching.

S 3.6) Create an effective and supportive climate through increased parental involvement.

Description:

Schools will increase parent/family involvement in order to create an effective partnership that results in improved academic and behavioral performance for students, including, but not limited to, meaningful student-led conferences, parent satisfaction surveys, parent participation on advisory committees, and guidance & materials for parents that help support academic and behavioral issues. The SST6 will support the Lima City Schools as it implements the Ohio Improvement Process in the following ways: 1. Provide academic supports in PBS, SWIS and Parent Involvement 2. Provide technical assistance as needed in Title I and IIA

S 3.7) Engage all students through the effective delivery of instruction

Description:

Schools will increase engagement of all students through the effective delivery of instruction. The SST6 will support the Lima City Schools as it implements the Ohio Improvement Process in the following ways: Providing technical support for the implementation of ProOHIO Assessment system: a. As needed, work as liaison between company and district to support alignment of system to their plan; b. Building capacity in district for committees to continue its implementation 2. Provide technical support for the implementation of iObservation by: a. As needed, work as liaison between company and district to support alignment of system to their plan; b. Building capacity in district for committees to continue its implementation 3. Provide academic supports in PBS, SWIS and Parent Involvement 4. Provide mentoring support to Lima's Internal Facilitator/s 5. Help build capacity within the district to continue full implementation of their Ohio Improvement Plan 6. Provide technical assistance as needed in Title I and IIA 7. Support the use of data, make mid-course changes, implement monitoring cycle and evaluate effectiveness of their plan in all goals, strategies and action steps

S 3.8) Effective and research-based reform

Description:

Implement effective, research-based programs that focus on the needs of staff and students, as prescribed by quantitative and qualitative data.

S 3.9) Systems of Intervention,Special Education and Early Literacy Training (ECO)

Description:

Align systems of intervention special education, and Early Literacy Training (ECO) with scientifically based research curriculum, instruction and assessment and with the state's academic content standards.

Estimated Cost

$39,931.00

S 3.10) Supplement All-Day Kindergarten

Description:

Use PBA funds to supplement all-day, every day kindergarten for disadvantaged students.

Related District/Agency Plan Action Steps

G 1) Reading Improvement

S 1.7) Teacher / School Leader Effectiveness - TM

AS 1.7.1) Hire Project Director (TM)

Description:

District will recruit and hire a project director to oversee the development of the staff effectiveness measurement tool, identifying and training master teachers, and leadership academy - SIG

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

S 1.8) Comprehensive instructional reform strategies - TM

AS 1.8.1) Research and select instructional model.

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.9) Increase learning time and create community-oriented schools. - TM

AS 1.9.1) Extended Educational Opportunties

Description:

Students will be provided extended educational opportunties through before / after school programs, Saturday symposiums, interactive video distance learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.10) Provide operational flexibility and sustained support. - TM

AS 1.10.1) Scheduling Consultant

Description:

Purchase services of a scheduling consultant who would examine the building's schedule within the context of board adopted curriculum requirement, negotiated agreement, and other constraints to optimize the building's use of time.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 2) Mathematics Improvement

S 2.7) Teacher / School Leader Effectiveness - TM

AS 2.7.1) Hire Project Director (TM)

Description:

District will recruit and hire a project director to oversee the development of the staff effectiveness measurement tool, identifying and training master teachers, and leadership academy - SIG

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.2) PD for Individual Needs

Description:

Provide Professional Development that focuses on individual needs of teachers to improve instructional effectiveness.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 2.8) Comprehensive instructional reform strategies. - TM

AS 2.8.1) Research and select instructional model.

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 2.9) Increase learning time and create community-oriented schools. - TM

AS 2.9.1) Extended Educational Opportunties

Description:

Students will be provided extended educational opportunties through before / after school programs, Saturday symposiums, interactive video distance learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 3) School Climate

S 3.1) Safe and Effective Climate

AS 3.1.10) Parent Liaison Training

Description:

Parent - liaison training that enables them to reach out to parents and the community in order to bring them o the school and further expand services... create a core parent group to support the additional

programming that will evolve into a train the trainer protocol (parent trains the parent).

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Related School Plan Action Steps

G 1) Reading Improvement

S 1.2) Engage all students through the effective delivery of instruction

AS 1.2.1) Student Progress Monitoring (Lima South Middle School)

Description:

Develop a plan for engaging each student in monitoring their progress toward meeting academic indicators. (Tools utilized could include data binders, student portfolios, quality tools, individualized goal setting, check sheets, rubrics, etc.)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.1) Student Progress Monitoring (Progressive Academy)

Description:

Develop a plan for engaging each student in monitoring their progress toward meeting academic indicators. (Tools utilized could include data binders, student portfolios, quality tools, individualized goal setting, check sheets, rubrics, etc.)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.5) Technology that Impacts Teaching and Learning

AS 1.5.2) Professional Development in Technology (Lima West Middle School)

Description:

Teachers will receive professional development to equip them with skills in new technologies.

Grant

ARRA Title II-D (Competitive)

ARRA Title II-D (Competitive)

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.7) Teacher / School Leader Effectiveness - TM

AS 1.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Independence Elementary School)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.2) Teacher collaboration (TM) (Independence Elementary School)

Description:

Provide opportunities for teachers to meet and collaborate on best practices and goal setting within and across grade levels, within and outside their buildings. CSS groups, Critical Friends visits with feeder schools, Principal walkthroughs, and Data Days will be ongoing for principals and teaching staff.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.3) Professional Development for Differentiated Instruction (TM) (Independence Elementary School)

Description:

Staff will receive ongoing, high quality job embedded professional development for differntiated instruction.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Liberty Elementary School)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.2) Professional Development for Differentiated Instruction (TM) (Liberty Elementary School)

Description:

Staff will receive ongoing, high quality job embedded professional development for differntiated instruction.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Lima North Middle School)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.2) Professional Development for Differentiated Instruction (TM) (Lima North Middle School)

Description:

Staff will receive ongoing, high quality job embedded professional development for differntiated instruction.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.3) Teacher collaboration (TM) (Lima North Middle School)

Description:

Provide opportunities for teachers to meet and collaborate on best practices and goal setting within and across grade levels, within and outside their buildings. CSS groups, Critical Friends visits with feeder schools, Principal walkthroughs, and Data Days will be ongoing for principals and teaching staff.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Lima South Middle School)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.2) Professional Development for Differentiated Instruction (TM) (Lima South Middle School)

Description:

Staff will receive ongoing, high quality job embedded professional development for differntiated instruction.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.3) Teacher collaboration (TM) (Lima South Middle School)

Description:

Provide opportunities for teachers to meet and collaborate on best practices and goal setting within and across grade levels, within and outside their buildings. CSS groups, Critical Friends visits with feeder schools, Principal walkthroughs, and Data Days will be ongoing for principals and teaching staff.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Lima West Middle School)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.2) Professional Development for Differentiated Instruction (TM) (Lima West Middle School)

Description:

Staff will receive ongoing, high quality job embedded professional development for differntiated instruction.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.3) Teacher collaboration (TM) (Lima West Middle School)

Description:

Provide opportunities for teachers to meet and collaborate on best practices and goal setting within and across grade levels, within and outside their buildings. CSS groups, Critical Friends visits with feeder schools, Principal walkthroughs, and Data Days will be ongoing for principals and teaching staff.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Progressive Academy)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.2) Professional Development for Differentiated Instruction (TM) (Progressive Academy)

Description:

Staff will receive ongoing, high quality job embedded professional development for differntiated instruction.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.3) Teacher collaboration (TM) (Progressive Academy)

Description:

Provide opportunities for teachers to meet and collaborate on best practices and goal setting within and across grade levels, within and outside their buildings. CSS groups, Critical Friends visits with feeder schools, Principal walkthroughs, and Data Days will be ongoing for principals and teaching staff.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.8) Comprehensive instructional reform strategies - TM

AS 1.8.1) Research and select instructional model (TM) (Liberty Elementary School)

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.8.1) Research and select instructional model (TM) (Lima North Middle School)

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.8.1) Research and select instructional model (TM) (Lima South Middle School)

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.8.1) Research and select instructional model (TM) (Lima West Middle School)

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.8.1) Contract with New Tech Foundation (Progressive Academy)

Description:

The Progressive Academy will contract with the New Tech Foundation, enhancing the project-based learning model used through the Buck Institute and preparing staff in adding 21st Century learning opportunties for our students.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.9) Increase learning time and create community-oriented schools. - TM

AS 1.9.1) Extendend Learning Time (TM) (Independence Elementary School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.9.1) Extendend Learning Time (TM) (Liberty Elementary School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.9.1) Extendend Learning Time (TM) (Lima North Middle School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.9.1) Extendend Learning Time (TM) (Lima South Middle School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.9.1) Extendend Learning Time (TM) (Lima West Middle School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.9.1) Extendend Learning Time (TM) (Progressive Academy)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.10) Provide operational flexibility and sustained support. - TM

AS 1.10.1) Contract for behavior consultant (TM) (Liberty Elementary School)

Description:

Contract for a behavior consultant who would train staff on dealing with more severe student behaviors. Their role would be to augment the current discipline committee and IAT team. They would also partner with parents to assist in developing plans and be a part of the Wrap around services team.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.10.1) School within a School (Lima North Middle School)

Description:

Develop a classroom that incorporates social skills, academics, the arts and counseling to engage the small percentage of students who are at an extreme risk for failure and who also keep other students from learning. An individual contract would be developed with each student, setting goals that will result in retrun to the regular classrooms.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.10.1) School within a School (Lima South Middle School)

Description:

Develop a classroom that incorporates social skills, academics, the arts and counseling to engage the small percentage of students who are at an extreme risk for failure and who also keep other students from learning. An individual contract would be developed with each student, setting goals that will result in retrun to the regular classrooms.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.10.1) School within a School (Lima West Middle School)

Description:

Develop a classroom that incorporates social skills, academics, the arts and counseling to engage the small percentage of students who are at an extreme risk for failure and who also keep other students from learning. An individual contract would be developed with each student, setting goals that will result in retrun to the regular classrooms.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.10.1) Scheduling Consultant (TM) (Progressive Academy)

Description:

Purchase services of a scheduling consultant who would examine the building's schedule within the context of board adopted curriculum requirement, negotiated agreement, and other constraints to optimize the building's use of time.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 2) Mathematics Improvement

S 2.3) Engage all students through the effective delivery of instruction

AS 2.3.1) Continuous professional development for teachers and staff (Lima North Middle School)

Description:

Provide high quality and ongoing PD for teachers, principals, and paraprofessionals, and, if appropriate, pupil services, parents and other staff to enable all children to meet the state's academic achievement standards.

Grant

Consolidated

School Improvement Sub A, Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.2) Student Progress Monitoring (Lima South Middle School)

Description:

Develop a plan for engaging each student in monitoring their progress toward meeting academic indicators. (Tools utilized could include data binders, student portfolios, quality tools, individualized goal setting, check sheets, rubrics, etc.)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 2.7) Teacher / School Leader Effectiveness - TM

AS 2.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Independence Elementary School)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.2) Teacher collaboration (TM) (Independence Elementary School)

Description:

Provide opportunities for teachers to meet and collaborate on best practices and goal setting within and across grade levels, within and outside their buildings. CSS groups, Critical Friends visits with feeder schools, Principal walkthroughs, and Data Days will be ongoing for principals and teaching staff.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Liberty Elementary School)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in

student scores.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.2) Professional Development for Differentiated Instruction (TM) (Liberty Elementary School)

Description:

Staff will receive ongoing, high quality job embedded professional development for differntiated instruction.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Lima North Middle School)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Lima South Middle School)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Lima West Middle School)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Progressive Academy)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 2.8) Comprehensive instructional reform strategies. - TM

AS 2.8.1) Research and select instructional model (TM) (Liberty Elementary School)

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.8.1) Research and select instructional model (TM) (Lima North Middle School)

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.8.1) Research and select instructional model (TM) (Lima South Middle School)

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.8.1) Research and select instructional model (TM) (Lima West Middle School)

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.8.1) Contract with New Tech Foundation (Progressive Academy)

Description:

The Progressive Academy will contract with the New Tech Foundation, enhancing the project-based learning model used through the Buck Institute and preparing staff in adding 21st Century learning opportunties for our students.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 2.9) Increase learning time and create community-oriented schools. - TM

AS 2.9.1) Extendend Learning Time (TM) (Independence Elementary School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.9.1) Extendend Learning Time (TM) (Liberty Elementary School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.9.1) Extendend Learning Time (TM) (Lima North Middle School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.9.2) Extendend Learning Time (TM) (Lima North Middle School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.9.1) Extendend Learning Time (TM) (Lima South Middle School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.9.1) Extendend Learning Time (TM) (Lima West Middle School)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.9.1) Extendend Learning Time (TM) (Progressive Academy)

Description:

Before / After School tutoring program utilizing success maker and or reading plus for high need students. This program may also be used for the implementation of interventions for Tier 3 students

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 2.10) Provide operational flexibility and sustained support. - TM

AS 2.10.1) Contract for behavior consultant (TM) (Liberty Elementary School)

Description:

Contract for a behavior consultant who would train staff on dealing with more severe student behaviors. Their role would be to augment the current discipline committee and IAT team. They would also partner with parents to assist in developing plans and be a part of the Wrap around services team.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.10.1) School within a School (Lima South Middle School)

Description:

Develop a classroom that incorporates social skills, academics, the arts and counseling to engage the small percentage of students who are at an extreme risk for failure and who also keep other students from learning. An individual contract would be developed with each student, setting goals that will result in retrun to the regular classrooms.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.10.1) School within a School (Lima West Middle School)

Description:

Develop a classroom that incorporates social skills, academics, the arts and counseling to engage the small percentage of students who are at an extreme risk for failure and who also keep other students from learning. An individual contract would be developed with each student, setting goals that will result in retrun to the regular classrooms.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.10.1) Scheduling Consultant (TM) (Progressive Academy)

Description:

Purchase services of a scheduling consultant who would examine the building's schedule within the context of board adopted curriculum requirement, negotiated agreement, and other constraints to optimize the building's use of time.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 3) School Climate

S 3.6) Create an effective and supportive climate through increased parental involvement.

AS 3.6.1) Increase parental involvement (TM) (Independence Elementary School)

Description:

Provide options to increase parental involvement, such as a family literacy night and literacy services.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.6.1) Involve parents and community in tutoring. (Liberty Elementary School)

Description:

Parents / guardians and others will be trained to work with individual students to strengthen reading and math skills. Parent liaisons will work with the parents throughout the school year to involve them in supporting academic improvement for their child. Volunteers from the community will also assist students that require additional support.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.6.3) Parent Liaison Training (TM) (Liberty Elementary School)

Description:

Parent - liaison training that enables them to reach out to parents and the community in order to bring them o the school and further expand services... create a core parent group to support the additional programming that will evolve into a train the trainer protocol (parent trains the parent).

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.6.4) Increase parental involvement (TM) (Liberty Elementary School)

Description:

Provide options to increase parental involvement, such as a family literacy night and literacy services.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.6.3) Increase parental involvement (TM) (Lima North Middle School)

Description:

Provide options to increase parental involvement, such as a family literacy night and literacy services.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.6.4) Parent Liaison Training (TM) (Lima North Middle School)

Description:

Parent - liaison training that enables them to reach out to parents and the community in order to bring them o the school and further expand services... create a core parent group to support the additional programming that will evolve into a train the trainer protocol (parent trains the parent).

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.6.1) Increase parental involvement (TM) (Lima South Middle School)

Description:

Provide options to increase parental involvement, such as a family literacy night and literacy services.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.6.2) Parent Liaison Training (TM) (Lima South Middle School)

Description:

Parent - liaison training that enables them to reach out to parents and the community in order to bring them o the school and further expand services... create a core parent group to support the additional programming that will evolve into a train the trainer protocol (parent trains the parent).

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.6.1) Involve parents and community in tutoring. (Lima West Middle School)

Description:

Parents / guardians and others will be trained to work with individual students to strengthen reading and math skills. Parent liaisons will work with the parents throughout the school year to involve them

in supporting academic improvement for their child. Volunteers from the community will also assist students that require additional support.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.6.3) Parent Liaison Training (TM) (Lima West Middle School)

Description:

Parent - liaison training that enables them to reach out to parents and the community in order to bring them o the school and further expand services... create a core parent group to support the additional programming that will evolve into a train the trainer protocol (parent trains the parent).

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.6.4) Increase parental involvement (TM) (Lima West Middle School)

Description:

Provide options to increase parental involvement, such as a family literacy night and literacy services.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.6.1) Increase parental involvement (TM) (Progressive Academy)

Description:

Provide options to increase parental involvement, such as a family literacy night and literacy services.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.6.2) Home-School Coordinator (TM) (Progressive Academy)

Description:

Home-School coordinator who will oversee the volunteer and mentoring needs of the building. Their primary focus will be on sub-groups who need assistance in closing the achievement gap and extending the community partnership table.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 3.7) Engage all students through the effective delivery of instruction

AS 3.7.1) Research and select instructional model (TM) (Independence Elementary School)

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.7.1) PD to improve instruction (TM) (Lima South Middle School)

Description:

Provide professional development to staff in schools designated in School Improvement status that will support and promote research-based strategies for improving instruction.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.7.1) Develop and implement teaching and learning effectiveness measure. (TM) (Progressive Academy)

Description:

Development of staff effectiveness model similar to Project Impact or the Danielson Mode that creates a composite scale of the implementation of highly effective practices and measurable gains in student scores.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 3.8) Effective and research-based reform

AS 3.8.1) Research and select instructional model (TM) (Independence Elementary School)

Description:

Staff will research and select instructional models such as: UBD, MI, Project Based, Problem Based, STEM, etc, in order to provide teachers with skills and tools that will enhance teaching and learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Contacts

Lima City (044222) - Allen County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Contacts

Funding Application Contact

Schneider, Diana

Substantially Approved Dates

Lima City (044222) - Allen County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Substantially Approved Dates

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

Assurances

Lima City (044222) - Allen 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.