History Log

Mt Healthy City (044412) - Hamilton County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - History Log

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

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/2/2010 7:47:42 AM	Harper, Kathy	Status changed to 'Consultant Approved'.	S
	7/27/2010 10:51:13 AM	Horine, David	Status changed to 'Authorized Representative Approved'.	S
	7/21/2010 2:39:48 PM	Brooks, Rebecca	Status changed to 'Fiscal Representative Approved'.	S
	7/21/2010 2:39:42 PM	Brooks, Rebecca	Status changed to 'Revision Completed'.	S
	7/21/2010 1:03:14 PM	O'Connell, Karen	Status changed to 'Revision Started'.	S

Create Comment

Mt Healthy City (044412) - Hamilton County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - History Log

Go To

Create Comment

Comment	Check Spelling 0 of 4000 characters
Send Email to CCIP Contacts	☐

Allocations

Mt Healthy City (044412) - Hamilton County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Allocations

	(1)	SIGC	Total
Original		1,327,441.00	1,327,441.00
Incoming Carryover		0.00	0.00
Outgoing Carryover		0.00	0.00
Reallocated		0.00	0.00
Additional		0.00	0.00
Released		0.00	0.00
Forfeited		0.00	0.00
FER Released		0.00	0.00
Total		1,327,441.00	1,327,441.00

Budget

Mt Healthy City (044412) - Hamilton County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (144)

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	423,712.00	83,244.00	64,000.00	204,734.00	32,000.00	0.00	807,690.00
Support Services	20,000.00	3,851.00	257,050.00	2,200.00	6,400.00	0.00	289,501.00
Prof Development	0.00	0.00	137,050.00	18,750.00	0.00	0.00	155,800.00
Family/Community	0.00	0.00	24,450.00	15,000.00	0.00	0.00	39,450.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	35,000.00	0.00	0.00	0.00	35,000.00
Indirect Cost						0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	443,712.00	87,095.00	517,550.00	240,684.00	38,400.00	0.00	1,327,441.00
						Adjusted Allocation	1,327,441.00
						Remaining	0.00

Application

Mt Healthy City (044412) - Hamilton County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (144)

Needs Assessment

908 Total number of students impacted

Integration into Ohio Improvement Process

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

The SIG is an opportunity for the Mt. Healthy City School District to take systemic action against poverty-related diversity to benefit at-risk students who will attend South Elementary School in August 2010, a building newly-constructed and co-mingling 908 students and 63 teachers from two aging buildings, both in SI status. Poverty-related risk factors were examined through data during the 2009 Ohio Improvement Process. Data highlights: 77% of South Elementary students are economically disadvantaged. Student mobility affects 38% of the district's students year-to-date. The Mt. Healthy District "Mobility Risk Factor" is 98%, indicating that only 2% of all districts in Ohio have higher incidence of student mobility, of major concern since mobility is a risk factor that negatively affects every report card indicator (ODE Secure Data Site 2010). Family instability includes single, economically-disadvantaged women as head-of-household to 66% of students. 16% of students live in foster care; 2% are raised by grandparents; and 75 are homeless, an increase from eight last year (EMIS April, 2010). The District's "Discipline Risk Indicator" is 98% indicating that only 2% of all districts in Ohio report more discipline days/100 students. Low academic achievement is of "High Concern" and actions to address this "High Priority" (Decision Framework, April 2010). The percentages of students in assessed grades who did not pass the OAT in 2009: MATH 3rd 24%, 4th 41%, 5th 48%, and 6th 48% and READING 3rd 31%, 4th 31%, 5th 47%, and 6th 35% (LRC data for Hoop and Duvall elementary schools, the feeder schools for South Elementary school). Kindergartners enter school with literacy deficits; in fall 2008 the average KRAL score of incoming kindergarten students was 17.19, 2nd lowest in Hamilton County. Planning to address these deficits is occurring through the OIP. With the release of the SIG RFP, the superintendent convened the first of several meetings with district and building personnel/stakeholders in which participants discussed opportunities and challenges, especially as related to the opening of a new South Elementary School in August 2010. It was decided that the time was right to leverage opportunities this will afford us, including co-mingling staffs from two existing buildings, having access to state-of-the-art facilities and technology, and building opportunities for parent and civic engagement in the new building, which is "community" space. Strategies that we have identified (listed in next question) are aligned with both of the District's two CCIP Goals, which are "Goal 1 - Academic Achievement" and "Goal 2 - Safe & Civil Learning Environments." All Action Steps related to the SIG intervention model were added to existing district-level Strategies, previously identified through the Decision Framework, Ohio Improvement Process, as "High Priority," revealing alignment. Post-grant award, conversations and planning will continue. As the SIG grant award announcement will occur in the summer, we will send a mailing to South Elementary School staff announcing the award/opportunity. By this time, all staffing assignments for the new buildings will have been made and announced, and planning for the school year underway. An announcement will also be made to parents and the community.

Capacity To Implement

Design and implement interventions consistent with the final requirements:

South Elementary School is classified by the ODE for SIG eligibility as a Tier III building which does not require the selection of a specific intervention model. However, we have chosen to implement intervention strategies from the Transformation and Turnaround models. We will "frame" our work around the "High Performing, High Poverty (HPHP) Readiness" model, included in the Turnaround Challenge study (Mass Insight Education and Research Institute, 2007). Two areas included in the HPHP Readiness model are: 1) Readiness to Learn and 2) Readiness to Teach. The intervention strategies selected for South Elementary align with these two areas. Readiness to Teach strategies will include: a) ongoing, high-quality, job-embedded professional development for staff - including ideas for working with students with disabilities and ELL students; b) use of data to identify and implement a scientifically research based instructional program; c) use of data to inform and differentiate instruction to meet academic needs; and d) periodic reviews to ensure fidelity of curriculum implementation. Readiness to Learn strategies will include: a) implement "response to intervention" model school-wide; b) provide extended learning time opportunities; c) engage family & community in the educational program; d) integrate technology supports and interventions (focus on 21st Century Skills); and e) support students' social, emotional, and health needs. Our capacity to implement the strategies is strengthened by our long-standing relationship with several partners. Consultation and direct-service support from Hamilton County Educational Service Center, Hamilton County Children and Family First Council, Xavier University, and University of Cincinnati will be integral to our intervention strategies. In addition, the Ohio Improvement Process has helped both district-level and building-level leadership teams begin to look at "school improvement" differently. Conversations about the need to halt status-quo thinking and provide students with something "different" are taking place. Administration and staff are beginning to recognize the need to reinvent components rather than merely make adjustments. This idea of "looking within" will be the foundation upon which we grow our capacity to bring about significant changes at South Elementary. District and building leadership will provide professional development around the relationship between school culture and school achievement, change, and student learning. We will create a system of integrated partners, supportive staff, and family/community members focused on "turning around" academic performance at South Elementary School.

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

South Elementary School will utilize external partners to support many of the intervention strategies, especially those related to professional development, use of data, and addressing students' social/emotional/health needs. Since we are not a Tier I or Tier II school and are therefore not implementing one of the required models, we are not required to select a "provider" from the approved list. The process used to select our providers will be multi-step, and has already begun. (1) We will first look for providers who have documented success in our areas of need. For example, Hamilton County Educational Service Center had been a provider of professional development in SW Ohio for many years. They have invested funds to have trained staff in the areas such as Understanding by Design, Japanese Lesson Study, Assessment for Learning, etc. We would select HCESC over another provider who has not had specific training in a professional development area we want to examine. (2) Next, we would narrow the available pool by looking at those providers we have had successful experiences with us in the past. This will help eliminate time needed to orient each partner with our system and needs. For example, while there may be numerous social agencies that could support our efforts around social and emotional needs, the Hamilton County Family & Children First Council (FCFC) is

chartered by the state of Ohio to work with schools in these areas, and we have an ongoing strong partnership with FCFC through their Children First program research-based program. We would prioritize those agencies that have worked effectively with our at-risk students in the past. (3) Once we have targeted a provider for services, we would meet with the provider and share our specific our needs. (4) After the provider submits an acceptable proposal, we will develop a contract for purchase of those services. We have already begun conversations with the likely potential partners mentioned in our response to the prior question regarding capacity. Although these partners are mentioned throughout the proposal, we are committed to the process described in this section, and will review qualifications of others, as needed.

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

South Elementary is a Tier III SI school and therefore modification to policies and/or practices associated with the implementation of Tier I/Tier II models are not applicable. The intervention strategies/action steps we have chosen to implement will not require a modification to Board policy. Instead, the previously stated Ready to Teach and Ready to Learn action steps may result in a change in school-wide or individual practices. The implementation of a standard lesson design, data-based decision making, higher expectations, implementation monitoring, etc. will be a "different" way of thinking for some staff. The concept of a structured Response-to-Intervention model including consistent SBR interventions will be new to staff. Our implementation of RTI at South Elementary will be a change in current practice. Mt. Healthy staff has been providing instruction in buildings that were built 35+ years ago, with minimal upgrades. This has limited the use of technology in supporting 21st Century skills. South Elementary will be a new state of the art building. This will require staff to change their instructional practices to incorporate and effective utilize technology to promote development of 21st Century skills. Staff will also need to shift their current philosophy of after-school programming to the concept of "extended learning time." As provision of additional supports is a "High Priority" need, we will implement extended learning time with close coordination between work in school and in after-school hours. Our current practice is not viewed as an extension of the school day, but rather an add-on. The focus will also be more targeted to individual needs resulting in a possible change in our current delivery model. A need for whole-staff PD will be addressed as staff participates in the grant-funded professional development. As a result of PD we anticipate the need to review and possibly modify practices related to assessment, grading, homework, and other instructional areas. An additional change in practice for students and staff at South Elementary will be the integration of services to address the social, emotional, and health needs of students. Currently students may receive service in these areas, but most occur outside the school hours and are "loosely" connected to school. SIG funds will fund a school-based coordinator who is able to offer opportunities, through FCFC, to address students' social, emotional, and health needs. Having these services embedded within the school day and integrated into instructional activities will be a welcomed change in practice. South Elementary will also reinvent our current practices of family engagement. Traditionally, we have focused on two of the six essential types of parent involvement (Joyce Epstein; Johns Hopkins University) - Communicating and Volunteering. We will target Parenting and Learning at Home to help families establish environments outside of school that support our academic program. This, too, is welcomed as the DLT rated as "low" implementation of "Require that learning goals at all levels be clearly communicated to all students, staff, parents, and families." Another change in current practice will be a deeper level of instructional leadership by building administration. Roland Barth, founder of the Harvard Graduate School of Education, stated: "It is the principal's leadership that sets the tone of the school, the climate for learning, the level of professionalism and morals of teachers, and the degree of concern for what students may or may not become." We agree with this statement and support continued learning for educational leaders. As a part of our school improvement initiative, we will provide opportunities for building administrators to strengthen leadership skills. Through book studies, local/regional/state activities, research projects, etc. a structure of "lead learners" among administrators will be embedded in the school culture.

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

Mt. Healthy City Schools had four (4) Tier III schools eligible to apply for the School Improvement Grant (SIG). However, in August 2010 we will open two new elementary buildings - a consolidation from our current five (5) buildings. After communicating and collaborating with the Ohio Department of Education, we have been notified of the IRNs assigned to the new buildings. This caused two buildings to no longer be eligible for SIG funds. Two other buildings, Hoop and Duvall, will be consolidated into one building - South Elementary. Since both current buildings remain eligible, we are applying for SIG funds for our new building - South Elementary. Therefore, we have applied for all eligible buildings. As the new South Elementary school will take the existing IRN of Hoop Elementary, the readers of this grant proposal will note that the Hoop building name appears on the Planning Tool document associated with this Funding Application. The name will be changed to South Elementary School by the ODE later this summer.

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.

Mt. Healthy City Schools is aware that efforts required to "turnaround" persistently low performing schools look different than traditional school improvement activities. The interventions needed must bring about fundamental change. A district can not engage in this work alone. It must collaborate with skilled partners who have specialized experience and training to provide support. Mt. Healthy has identified partners who will strengthen and support our efforts to implement intervention strategies centered on the concepts of Ready to Teach and Ready to Learn. South Elementary's major partners will likely include agencies listed below, subject to final outcomes of the review process for selecting partner providers, described in our response to the third question of this RFP. Following is a brief statement of the services that will be offered by each partner. School Improvement Grant partners: Hamilton County Family and Children First Council (FCFC) - school-based coordinator, social/emotional agency networking, family and civic engagement assistance; Hamilton County Educational Service Center (HCESC) - consultation, professional development services, instructional technology support; Xavier University - Department of Secondary and Special Education - consultation, professional development services, leadership development; Hamilton/Clermont Cooperative Association (HCCA) - data services, technical assistance with data sources; and University of Cincinnati - consultation and professional development services. As indicated through focus on engaging parents in the educational program, parents are vital partners for success. Students are both beneficiaries of and partners in the work. Internal partners include the District Leadership Team, Building Leadership Team, and the district administrative staff.

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.

Both formal and informal planning occurred in preparation of this application. Internally, District-level and building-level administrators/staff discussed selection of intervention strategies, through engagement in the OIP process over the past year. Dialogue between Mt. Healthy and partners identified thus far has occurred. A SIG planning team attended three ODE-sponsored meetings, including a presentation by federal/state SIG experts at the Ohio Association of Administrators of State and Federal Education Programs (OAASFEP) conference. Partners have a clear understanding of the purpose of the SIG and required efforts needed to impact change, and are committed to moving South Elementary in the direction of academic success. Above all, partners hold a high level of expectations and the belief in the ability to raise achievement in our lowest performing schools. Following is a description of stakeholder roles and contributions to the success of the program. Hamilton County Family and

Children First Council (FCFC) currently provides a school-based coordinator in two of our elementary schools. Grant funds would provide a full-time school-based coordinator for South Elementary. The role of the coordinator is to provide supports to help address the non-academic, as well as the academic, barriers to success. Due to the strong membership represented on the FCFC Board, the school based coordinator will be able to leverage resources need to especially address the social/emotion/health needs among students. This intervention strategy is included as an activity in the Turnaround model. In addition, the FCFC school based coordinator will assist in reinventing family engagement activities to focus more on helping parents establish supportive environments. Many tools and resources are available through FCFC to help assess needs in the area of family engagement. Hamilton County Educational Service Center (HCESC) and Xavier University - Department of Secondary and Special Education will serve roles in the area of professional development. Through direct training and a train-the trainer model, both will help provide job-embedded, high-quality professional development aligned to the intervention strategies for South Elementary. This may include 1) a process where teachers improve their teaching through "lesson study," a process in which teachers jointly plan, observe, analyze, and refine actual classroom lessons; 2) support to teachers in increasing their awareness of differentiated instruction for students with disabilities, ELL students, or students with various learning styles; 3) use of data to inform instruction and identify SBR interventions for a tiered-approach to learning. These identified partners will help us move away from short-term, isolated professional growth activities to a more comprehensive approach that leads to system change and academic improvement. Hamilton/Clermont Cooperative Association (HCCA), our DA site, is conveniently located in the same building as Mt. Healthy's district offices and adjacent to South Elementary. HCCA staff will assist staff in gathering data sources for decision making and evaluative purposes. Their involvement will help South Elementary utilize available data to implement chosen intervention strategies. The University of Cincinnati partner in the development of academic content and P.D. - particularly in the area of science. Through a Math/Science partnership grant, staffs from the University of Cincinnati are committed to work with Mt. Healthy teachers in upper elementary grades in the area of science. The work will include content knowledge, pedagogy, instructional practices, and assessment. It is our belief that the Math/Science Partnership experience will create teacher leaders who will utilize their leadership skills to positively impact the overall culture of South Elementary School.

Goals, Strategies and Action Steps

G 1) Academic Achievement

Description:

By the end of the 2011-2012 school year, all schools and the District will meet or exceed a State Performance Index score of 90 and meet the federal accountability measure of Adequate Yearly Progress (AYP), as indicated by Ohio Achievement Test (OAT) and Ohio Graduation Test (OGT) results.

Performance Measure:

All schools and the District will meet or exceed a State Performance Index score of 90 and meet the federal accountability measure of Adequate Yearly Progress (AYP), as indicated by Ohio Achievement Test (OAT) and Ohio Graduation Test (OGT) results.

Fiscal Resources

Grant	Notes	2010	2011
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$1,152,441
School Improvement Competitive 1003 (g) Total:		**$00**	**$1,152,441**
Grand Total:		**$00**	**$1,152,441**

S 1.1) Systemic Core Curriculum

Description:

Initiate a systemic Prek-12 core curriculum for all students.

AS 1.1.6) SIG - Conduct Periodic Reviews to Ensure Fidelity of Curriculum Implementation (South Elementary School)

Description:

As part of RTI design and implementation (District CCIP, 2010), there is a need at South Elementary School to monitor Tier 1 instruction for all students to ensure fidelity of core SBR math and reading in all classrooms. New Math curriculum was adopted and put in teachers' hands in 2008-09, and new Reading in 2009-10; it is critical that all teachers implement the curriculum with fidelity and in alignment with pacing guides. We will train teachers to monitor their own progress through data, using the P.D.C.A. process. We will insist that all teachers use a prescribed, high quality, uniform lesson plan design. Principals and a full-time lead teacher will monitor curriculum implementation through walk throughs and participation in P.D.C.A. meetings. Teachers needing help with content knowledge, pacing, etc. will be supported.

S 1.2) Student Engagement

Description:

Ensure all students are engaged in high quality, effective, research-based instruction.

S 1.3) Establish Response to Intervention Model

Description:

Establish a comprehensive Response to Intervention (RTI) model for achievement of all students.

AS 1.3.6) SIG - Implement a Response to Intervention (RTI) Model School-wide

Description:

Development of an RTI model is a district level strategy (CCIP 2011), and is in progress. The RTI model at South Elementary School responds to risk-factor and needs data (OIP). Many Mt. Healthy City School District kindergarten students come to school lagging academically, significantly behind peers with an average KRAL score (Fall 2008) of 17.19, second lowest in Hamilton County. Increasingly, mobile students (38% of all, year-to-date 2010) enroll throughout the school year with significant deficits in reading and math skills, and experience curriculum disruption. As a result, 40-60% of incoming students are at-risk and need immediate differentiated instruction and provision of tier 2 and tier 3 interventions. And some students, in spite of participating in the core curriculum delivered with fidelity, need something different, delivered in a different way. School wide RTI will address these needs. An RTI Coordinator will assess the needs students enrolling in South Elementary School throughout the school year (mobile students) and currently-enrolled at-risk students through various tools in a school-based, year-round diagnostic/assessment center. This action will ensure early understanding of students' individual learning styles, deficits, and strengths, and will result in timely instruction/intervention to meet identified needs. Post grant award we will recruit/hire an assessment center coordinator; purchase reliable assessment instruments; establish the center's protocols, schedule, communication and data methods; and begin assessing incoming, new enrollees in August 2010. The coordinator will assist teachers who are developing understanding of and skill in implementing RTI by joining grade level team meetings and assisting with data interpretation and development of individual, small group, and whole class teaching and intervention plans in response to data. This action, which supports and is supported by the building teachers and administrators, ensures attention to the needs of each and every student. Progress will be monitored through the IMM tool and will be included in evaluation design.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.7) SIG - Provide Extended Learning Time

Description:

South Elementary School will develop and implement an extended learning time program in 2010-11. While limited "after school" programming was offered for a time-limited period in prep for OAA this school year, the extended learning time opportunity is a new initiative. Operating beginning in September 2010, extended learning time will provide intensive, focused Tier 2 and Tier 3 interventions for students based on Spring 2009 OAT and other assessment data, with approximately 60% of all South Elementary students (those not proficient and/or making AYP based on value-added data) eligible and expected to attend. Extended learning time will provide intervention using SBR in reading and math though individual tutoring, small group, and technology-enabled methods, and by certified HQ staff. As supported by the U.S. DOE in its SIG-approved models and other research, extended learning time holds promise of improved academic achievement by being able to better individualize instruction - putting in place the right teachers with right students and focusing on the right skills. We will structure a program which will put in place a crucial safety net for children who are juggling a volatile mix of family, school, and social pressures. Toward this aim, extended learning time will incorporate weekly social skills and other youth development "group" activities organized and coordinated by FCFC, lead partner for school-based services to build "youth protective factors." Attendance will be strongly recommended; communication will inform parents and students of benefits and recruiting will be ongoing. Transportation and flexible learning times/schedules will be provided to remove lack of transportation and/or scheduling as a participation barrier. Frequent communication will occur between classroom teachers and extended learning time teachers, to ensure alignment and focus on individual results. Periodic progress reports will be provided to parents. Student successes will be celebrated.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.8) SIG - Integrate Technology Supports and Interventions

Description:

xx

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.5) SIG - Use Data to Identify and Implement a Scientifically Research-Based Instructional Program (South Elementary School)

Description:

Within the past two years, Mt. Healthy City School District has purchased new reading and mathematics core programs K - 6. Both programs are aligned with the Ohio content standards. The reading program was selected using the Florida Center for Reading Research Consumer Guidelines. The mathematics program is of high rigor and includes many opportunities for students to utilize higher-order thinking skills. While we are confident that we have two strong core programs at South Elementary, there is still question regarding the fidelity of implementation. Using data, (universal screener, summative & formative assessment, teacher lesson plans, walk through, etc) we will monitor implementation of these core programs. We will also use the data to support our efforts to implement a strong Response to Intervention model. The data will reveal the effectiveness of the core and identify any weaknesses in the program for specific student groups. The data will also be used to help us look for common areas of weaknesses. Scientifically research-based Tier 2 and Tier 3 interventions that address these weak areas will be identified and implemented. Any associated professional development will be provided. Sources such as Florida Center for Reading Research, What Works Clearinghouse, RTI Action Network, and NCREL will be used to find research on the interventions. An overall outcome of this action step will be the development of staff that understands and uses data to make decisions about instructional programming.

AS 1.3.6) SIG - Use Data to Inform and Differentiate Instruction to Meet Academic Needs (South Elementary School)

Description:

We recognize that the type of change needed at South Elementary will not occur if we continue to implement random acts of improvement. These fragmented, isolated activities will not result in the growth needed to turn our school around. Much emphasis will be placed on the use of data as we implement the proposed interventions. Data will be used to help staff gain a better understanding of our needs and to analyze the effectiveness of our efforts. Having staff participate in weekly "data talks" will create a school culture that is grounded in using data to make decisions. Trained administrators and teacher leaders will guide staff in looking at many data sources to help answers questions and identify further needs. Using the works of Victoria Bernhardt and others as a springboard, staff will begin to engage in professional dialogue about the achievement gaps among subgroups, the appropriateness of selected interventions, root causes, etc. Teachers will utilize this information to grow as professionals and to plan, develop, and implement a strong instructional program. The better we understand our students and families - the more effectively we can meet their needs.

AS 1.3.7) SIG - Implement a Response to Intervention Model School-wide (South Elementary School)

Description:

Development of an RTI model is a district level strategy (CCIP 2011), and is in progress. The RTI model at South Elementary School responds to risk-factor and needs data (OIP). Many Mt. Healthy City School District kindergarten students come to school lagging academically, significantly behind peers with an average KRAL score (Fall 2008) of 17.19, second lowest in Hamilton County. Increasingly, mobile students (38% of all, year-to-date 2010) enroll throughout the school year with significant deficits in reading and math skills, and experience curriculum disruption. As a result, 40-60% of incoming students are at-risk and need immediate differentiated instruction and provision of tier 2 and tier 3 interventions. And some students, in spite of participating in the core curriculum delivered with fidelity, need something different, delivered in a different way. School wide RTI will address these needs. An RTI Coordinator will assess the needs students enrolling in South Elementary School throughout the school year (mobile students) and currently-enrolled at-risk students through various tools in a school-based, year-round diagnostic/assessment center. This action will ensure early understanding of students' individual learning styles, deficits, and strengths, and will result in timely instruction/intervention to meet identified needs. Post grant award we will recruit/hire an assessment center coordinator; purchase reliable assessment instruments; establish the center's protocols, schedule, communication and data methods; and begin assessing incoming, new enrollees in August 2010. The coordinator will assist teachers who are developing understanding of and skill in implementing RTI by joining grade level team meetings and assisting with data interpretation and development of individual, small group, and whole class teaching and intervention plans in response to data. This action, which supports and is supported by the building teachers and administrators, ensures attention to the needs of each and every student. Progress will be monitored through the IMM tool and will be included in evaluation design.

AS 1.3.8) SIG - Provide Extended Learning Time Opportunity (South Elementary School)

Description:

South Elementary School will develop and implement an extended learning time program in 2010-11. While limited "after school" programming was offered for a time-limited period in prep for OAA this school year, the extended learning time opportunity is a new initiative. Operating beginning in September 2010, extended learning time will provide intensive, focused Tier 2 and Tier 3 interventions for students based on Spring 2009 OAT and other assessment data, with approximately 60% of all South Elementary students (those not proficient and/or making AYP based on value-added data) eligible

and expected to attend. Extended learning time will provide intervention using SBR in reading and math though individual tutoring, small group, and technology-enabled methods, and by certified HQ staff. As supported by the U.S. DOE in its SIG-approved models and other research, extended learning time holds promise of improved academic achievement by being able to better individualize instruction - putting in place the right teachers with right students and focusing on the right skills. We will structure a program which will put in place a crucial safety net for children who are juggling a volatile mix of family, school, and social pressures. Toward this aim, extended learning time will incorporate weekly social skills and other youth development "group" activities organized and coordinated by FCFC, lead partner for school-based services to build "youth protective factors." Attendance will be strongly recommended; communication will inform parents and students of benefits and recruiting will be ongoing. Transportation and flexible learning times/schedules will be provided to remove lack of transportation and/or scheduling as a participation barrier. Frequent communication will occur between classroom teachers and extended learning time teachers, to ensure alignment and focus on individual results. Periodic progress reports will be provided to parents. Student successes will be celebrated.

AS 1.3.9) SIG - Integrate Technology Supports and Interventions (South Elementary School)

Description:

Through the use of School Improvement Grant funds, South Elementary will support students' needs using technology. Our new buildings, opening August 2010, will have many technological resources available to staff. For many individuals, these will be new and unfamiliar instructional tools. The District is committed to providing staff with technology integration support to help teachers transition to the new state of the art buildings. We will implement reading and math interventions using technology that are targeted to needs and that are included in South Elementary School's Response to Intervention Model. These technology-based interventions will be used throughout the day, including during extended learning opportunities. In addition, job-embedded professional development will be provided to help staff integrate technology as a way to actively engage students in learning. We want to help students connect learning to their daily lives and make it relevant to them. Technology will also assist us in providing students with instruction and opportunities to develop and strengthen 21st Century Skills.

S 1.4) Document and Evaluate Impacts of Improvement Initiatives

Description:

Document and evaluate the impacts of district and building improvement initiatives. Analysis includes all subgroups English Language Learners (ELL), economically disadvantaged, special education and minorities.

AS 1.4.4) SIG - Conduct Program Monitoring and Evaluation

Description:

Post-grant award, a South Elementary School SIG Advisory Council will be formed. It will be comprised of district leadership, building leadership (teachers, psychologist, intervention specialist, lead teacher, principal), the RTI Coordinator, and external partners and parents, including the Family & Children First Council program coordinator. The Advisory Council will be responsible for program monitoring and evaluation. The Advisory Council will monitor progress toward achieving SMART goals/aims through use of the Information Management Monitoring Tool, showing how South Elementary and District improvement actions will be enacted-through what activities, by whom, using what resources, on what time frame, etc. The Advisory Council will regularly meet to review progress data which will include qualitative and quantitative formative and summative data. The evaluation design will provide richness to data collection and present a comprehensive description of the project. The aim of the evaluation process will be to reflect current practice through data, identify opportunities to improve, and act on these quickly (Plan, Do, Check, Act cycle). We will participate in all ODE and/or federal evaluation processes, will produce required reporting, and will attend SIG meetings as needed. Data sources for evaluating math and reading gains/achievement include academic summative assessment results, both state and local; walk through monitoring data (observation using a checklist); results of formative, short cycle assessments; and technology-enabled individual student progress data. Data sources for evaluating the success of positive youth development include parent, student, and staff surveys; progress reports from partner Family & Children First Council (FCFC) and other providers of social/emotional and youth development services; walk through observation data aligned with Safe & Civil Schools PBS model; and student discipline data recorded in School Wide Information System (SWIS) for South Elementary School. Data sources for parent and family engagement results will be the records maintained by the District, South Elementary School, and FCFC showing parent/family/civic engagement events and participation and parent, student, and staff surveys.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.4.5) SIG - Review Practices and Policies to Support Improvement

Description:

The District/building will continue to review district/building practices and policies to support learning for all children, and to remove unintended barriers to breakthrough change. Focus areas for review may include uses of time during the school day; homework practices; grading practices; discipline practices; data-based decision-making; lesson plan design; culture of expectation; partnership philosophy/practice; integrated youth development in the school realm; and "parents as partners." In alignment with the District CCIP, practices will be culturally responsive.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.4.2) SIG - Conduct Program Monitoring and Evaluation (South Elementary School)

Description:

Post-grant award, a South Elementary School SIG Advisory Council will be formed. It will be comprised of district leadership, building leadership (teachers, psychologist, intervention specialist, lead teacher, principal), the RTI Coordinator, and external partners and parents, including the Family & Children First Council program coordinator. The Advisory Council will be responsible for program monitoring and evaluation. The Advisory Council will monitor progress toward achieving SMART goals/aims through use of the Information Management Monitoring Tool, showing how South Elementary and District improvement actions will be enacted-through what activities, by whom, using what resources, on what time frame, etc. The Advisory Council will regularly meet to review progress data which will include qualitative and quantitative formative and summative data. The evaluation design will provide richness to data collection and present a comprehensive description of the project. The aim of the evaluation process will be to reflect current practice through data, identify opportunities to improve, and act on these quickly (Plan, Do, Check, Act cycle). We will participate in all ODE and/or federal evaluation processes, will produce required reporting, and will attend SIG meetings as needed. Data sources for evaluating math and reading gains/achievement include academic summative assessment results, both state and local; walk through monitoring data (observation using a checklist); results of formative, short cycle assessments; and technology-enabled individual student progress data. Data sources for evaluating the success of positive youth development include parent, student, and staff surveys; progress reports from partner Family & Children First Council (FCFC) and other providers of social/emotional and youth development services; walk through observation data aligned with Safe & Civil Schools PBS model; and student discipline data recorded in School Wide Information System (SWIS) for South Elementary School. Data sources for parent and family engagement results will be the records maintained by the District, South Elementary School, and FCFC showing parent/family/civic engagement events and participation and parent, student, and staff surveys.

AS 1.4.3) SIG - Review Practices and Policies to Support Improvement (South Elementary School)

Description:

The district/building will continue to review district/building practices and policies to support learning for all children, and to remove unintended barriers to breakthrough change. Focus areas for review may include uses of time during the school day; homework practices; grading practices; discipline practices; data-based decision-making; lesson plan design; culture of expectation; partnership philosophy/practice; integrated youth development in the school realm; SIG and "parents as partners." In alignment with the District CCIP, practices will be culturally responsive.

S 1.5) Highly Qualified Teachers

Description:

The district will hire, support, and develop highly qualified teachers; ensure they are equitably distributed, and document HQT status.

AS 1.5.4) SIG - Implement Ongoing, High Quality, Job-embedded Professional Development for Staff

Description:

High quality, job-embedded professional development will be ongoing at South Elementary School and will build teachers' skills in addressing the learning needs of all students including ELL and students with disabilities. We will contract with an outside lead provider/entity experienced in leading school improvement and providing professional development at all levels of the organization, including principals and teachers. This entity will have presence in the South Elementary School on a regularly scheduled basis, working with teachers and teams. We will establish a professional development plan post-grant award, in alignment with the District's professional development plan which reflects "High Priority/High Need" focus areas (OIP, 2011). Focus will include RTI; data-based decision-making using a P.D.C.A. method; training in quality, aligned lesson plan design (examples Understanding By Design, Universal, Japanese Lesson Study); Culturally Responsive Practice. Possible professional development partners are Hamilton County ESC, Hamilton/Clermont Cooperative Association (H/CCA), Xavier University Department of Secondary and Special Education, and the University of Cincinnati (with whom South will be engaged in a Math & Science Partnership Grant in 2010-11). Hamilton County Family & Children First Council, partner providing support/services for positive youth development and parent/family engagement, will assist teachers and teams, as they seek a deeper, applicable understanding of youth "protective factors," which are the personal, social, and institutional resources that positively affect student academic achievement. We will also provide professional development in the Search Institute Developmental Asset framework of positive youth development, and a related teacher/building book study.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.5.3) SIG - Implement Ongoing, High Quality, Job-embedded Professional Development (South Elementary School)

Description:

High quality, job-embedded professional development will be ongoing at South Elementary School and will build teachers' skills in addressing the learning needs of all students including ELL and students with disabilities. We will contract with an outside lead provider/entity experienced in leading school improvement and providing professional development at all levels of the organization, including principals and teachers. This entity will have presence in the South Elementary School on a regularly scheduled basis, working with teachers and teams. We will establish a professional development plan post-grant award, in alignment with the District's professional development plan which reflects "High Priority/High Need" focus areas (OIP, 2011). Focus will include RTI; data-based decision-making using a P.D.C.A. method; training in quality, aligned lesson plan design (examples Understanding By Design, Universal, Japanese Lesson Study); Culturally Responsive Practice. Possible professional development partners are Hamilton County ESC, Hamilton/Clermont Cooperative Association (H/CCA), Xavier University Department of Secondary and Special Education, and the University of Cincinnati (with whom South will be engaged in a Math & Science Partnership Grant in 2010-11). Hamilton County Family & Children First Council, partner providing support/services for positive youth development and parent/family engagement, will assist teachers and teams, as they seek a deeper, applicable understanding of youth "protective factors," which are the personal, social, and institutional resources that positively affect student academic achievement. We will also provide professional development in the Search Institute Developmental Asset framework of positive youth development, and a related teacher/building book study.

S 1.6) (21st CCLC) Extended Learning Opportunities for Students

Description:

The District will implement a prevention/intervention after school program to address students' academic needs.

S 1.7) (21st CCLC, SIG) Family & Civic Engagement

Description:

The District will promote community and family involvement in the District's instructional program.

AS 1.7.1) SIG - Engage Family & Community in the Education Program

Description:

The aim of family & civic engagement is "to increase by 50% South Elementary School's collaborative partnerships with families and community groups by 2013-2014 as measured by the number of partnership agreements and family/community engagement survey results." The District will contract with the Hamilton County Family & Children First Council (FCFC) to expand at South Elementary School its Children First Program, currently operating (since 2005-06) in two high-need Mt. Healthy elementary buildings. Among other duties, the FCFC on-site coordinator will work with partner social service agencies, building personnel, and parents to develop and implement family and civic engagement strategies and programs to meet the needs of our families and to support the overall education program at South Elementary School. This work will be supported by a collaborative district partnership of Mt. Healthy City Schools, FCFC, Hamilton County ESC and Norwood schools, currently collaborating to develop parent and family engagement tools for use in districts state-wide, beginning 2011. These tools will be integrated in the parent and civic engagement initiatives to build knowledge of school improvement efforts at South Elementary School and equip parents to partner in assuring their students' academic success. Activities and strategies will be leveraged with those funded with Title I Parent Involvement set-aside funds. Progress will be monitored through the IMM tool and will be included in evaluation design. Prior to the start of the school year, the district/building will notify parents of the building's School Improvement status, what the designation means, and how they might support student achievement through involvement in the schools and support of students at home.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.1) SIG - Engage Family & Community in the Education Program (South Elementary School)

Description:

The aim of family & civic engagement is "to increase by 50% South Elementary School's collaborative partnerships with families and community groups by 2013-2014 as measured by the number of partnership agreements and family/community engagement survey results." The District will contract with the Hamilton County Family & Children First Council (FCFC) to expand at South Elementary School its Children First Program, currently operating (since 2005-06) in two high-need Mt. Healthy elementary buildings. Among other duties, the FCFC on-site coordinator will work with partner social

service agencies, building personnel, and parents to develop and implement family and civic engagement strategies and programs to meet the needs of our families and to support the overall education program at South Elementary School. This work will be supported by a collaborative district partnership of Mt. Healthy City Schools, FCFC, Hamilton County ESC and Norwood schools, currently collaborating to develop parent and family engagement tools for use in districts state-wide, beginning 2011. These tools will be integrated in the parent and civic engagement initiatives to build knowledge of school improvement efforts at South Elementary School and equip parents to partner in assuring their students' academic success. Activities and strategies will be leveraged with those funded with Title I Parent Involvement set-aside funds. Progress will be monitored through the IMM tool and will be included in evaluation design. Prior to the start of the school year, the district/building will notify parents of the building's School Improvement status, what the designation means, and how they might support student achievement through involvement in the schools and support of students at home.

G 2) Safe and Civil Learning Environments

Description:

By the end of the 2011-2012 school year, a safe and civil learning environment will be strengthened, as evidenced by a 10% increase in positive school climate as measured by staff and student surveys.

Performance Measure:

A safe and civil learning environment will be strengthened, as evidenced by a 10% increase in positive school climate as measured by staff and student surveys.

Fiscal Resources

Grant	Notes	2010	2011
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$175,000
School Improvement Competitive 1003 (g) Total:		**$00**	**$175,000**
Grand Total:		**$00**	**$175,000**

S 2.1) Prevention Program of Behavior Support

Description:

Systematically implement a prevention program of behavior support, including evaluation.

AS 2.1.8) SIG - Support Students' Social, Emotional and Health Needs

Description:

Through a contract with FCFC as lead positive youth development agency, South Elementary School will integrate professional development and student-centered programs to increase the prevalence of "youth protective factors" (personal, social, and institutional resources that positively affect academic achievement) and meet students' social/emotional/health needs. The new South Elementary School, opening in August 2010, will take an "assets-based" approach to youth through the Search Institute's Developmental Assets framework that recognizes the positive attributes youth bring to their own development and engages multiple stakeholders in building a web of support. Emphasis on students' academic and social-emotional needs in tandem has been found to produce, especially in extended learning environments, skills needed for success. Through strong core instruction combined with targeted, tiered interventions and support by caring adults, students can keep up academically, develop attachment to their school, and develop beliefs and behaviors consistent with success. FCFC and other community providers will conduct (during the school day and in extended learning time) "groups" to build students' social and life skills, with group content focus based on assessments of students' need and interest areas through students, parent, and teacher student referral, recommendation, and surveys.

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

AS 2.1.6) SIG - Support Students' Social, Emotional, and Health Needs (South Elementary School)

Description:

Through a contract with FCFC as lead positive youth development agency, South Elementary School will integrate professional development and student-centered programs to increase the prevalence of "youth protective factors" (personal, social, and institutional resources that positively affect academic achievement) and meet students' social/emotional/health needs. The new South Elementary School,

opening in August 2010, will take an "assets-based" approach to youth through the Search Institute's Developmental Assets framework that recognizes the positive attributes youth bring to their own development and engages multiple stakeholders in building a web of support. Emphasis on students' academic and social-emotional needs in tandem has been found to produce, especially in extended learning environments, skills needed for success. Through strong core instruction combined with targeted, tiered interventions and support by caring adults, students can keep up academically, develop attachment to their school, and develop beliefs and behaviors consistent with success. FCFC and other community providers will conduct (during the school day and in extended learning time) "groups" to build students' social and life skills, with group content focus based on assessments of students' need and interest areas through students, parent, and teacher student referral, recommendation, and surveys.

S 2.2) Behavioral Intervention Supports

Description:

Buildings will implement research-based behavioral intervention supports to students.

S 2.3) (21st CCLC) Provide Extended Learning Opportunities for Students

Description:

The District will implement a prevention/intervention after school program to address school connectedness, student well being, and student self-esteem.

S 2.4) (21st CCLC) Family & Civic Engagement

Description:

The District will promote community and family involvement in the District's instructional program.

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.

Additional and supporting resources will be available in the building and through district and partnership support. The District will contribute use of the South Elementary School building in extended learning time hours, including all learning spaces, maintenance, utilities, and janitorial. District-level personnel from many disciplines will support the intervention plan through in-kind contribution of time/talent, including: data functions, fiscal/treasurer/grant management, technology, curriculum, special education, business/facilities, support staff functions, food service, transportation, nursing, communication, business, and personnel. Technology-enabled learning and data-driven decision-making will be supported by the availability in the new South Elementary building of state-of-the-art classroom technology (computers, interactive white boards, projectors), media center/technology labs, and related support staff, including a technology integration specialist who will train teachers to integrate technology. The district School Health Advisory Council (SHAC) and nurse will support students' health and wellness needs through screenings and programs. The District food service department, through the National School Lunch program, will provide a healthy snack during extended learning time. District buses will transport students participating in extended learning, at reasonable cost, so as to remove lack of transportation as a participation barrier. The District's mentor coordinator will support positive youth development and academic aims by placing increasing numbers of volunteer community mentors at South. A South Elementary School lead teacher and literacy aide will support literacy improvement. SBR materials and curriculum currently available in the buildings will be utilized to support tier 2 and tier 3 intervention needs, with additional purchases as needed to ensure resources for all learners, with approximately 550 of 908 currently enrolled South Elementary students requiring intervention at this time. Resources for parent/community engagement and positive youth development will be leveraged as we examine the current uses of funds (other state and federal) in our South Elementary School school-wide Title I program. For example, the required parental involvement set-aside in Title I Part A will be leveraged with SIG funds supporting parental involvement to ensure aligned and positive impact. As one of only three districts in SW Ohio in which Hamilton County Family & Children First Council (FCFC) operates a Children First program, we'll benefit from services of a full time school-based program coordinator, case management services, and the opportunity for South students to participate in "groups" focused on their needs, both in school and during extended learning hours. Through a collaborative 2009 grant, Mt. Healthy, HCESC, FCFC, and Norwood Schools have created a framework of tools and processes districts can use to establish high functioning and performing Family & Civic Engagement Teams; these resources will be available to support similarly-focused SIG activities. Xavier University and the University of Cincinnati, longstanding partners, are willing to provide technical assistance. As the project moves forward, we will continuously look for means to leverage resources and attract no-cost and low-cost resources.

Continuation

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

It is our overarching hope that by the end of the three-year SIG-funded process significant reforms will be solidly in place, as part of South Elementary School culture, and therefore on an ongoing basis the level of resources described in this aggressive plan will not be needed. It is our intent to emerge from School Improvement as a result of SIG strategies, thereby eliminating the need for major sources of funding to support school improvement years from now. Our SIG strategies are designed to shape a culture of high expectation in which all staff believe that all children can learn, and are committed to doing what it takes to ensure student success in spite of poverty-related risk factors. By becoming a community of adult learners during the grant period, school-based staff will be equipped with skills that

are currently underdeveloped or not present, but which will be strengthened through professional development during the grant period. Skills attained will include youth protective factors, family & parent engagement, data-driven decision-making in a comprehensive RTI model, implementation of the core in Reading and Math with fidelity, and authentic engagement including technology-enabled strategies. Ongoing P.D. needs will be met in part through Title II-A and Title I Part A funds. Given student mobility, and other pressing risk factors related to generational poverty, we believe a need will continue to exist for an assessment coordinator to work with students to identify learning needs and with teachers/teams to structure individual learning plans. Based on the success of this strategy, we would propose expanding the reach of this work to include all district buildings (as mobility affects students k-12), requiring funding from other sources. Discussions regarding resource needs will continue at the highest levels of district administration. We will leverage federal funds in the Consolidated Application, including Title I, Title IV Safe & Drug Free, Title III ELL, and Title II-D Technology. It will be our aim to continue to support ongoing work through competitive grant development, for which there is capacity through a district administrator who coordinates grant application processes. We will continue to build partnerships, such as those with FCFC, HCESC, and university partners, with whom we share youth-focused organizational aims, seeking low-cost and in-kind support. Finally, we will be "entrepreneurial," marketing our successes in the wider community and seeking sponsorship from businesses for program elements.

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)

Post-grant award we will continue a fast-paced planning process to position us to begin student-centered work described in this proposal with the start of the 2010-11 school year. Planning work will be intensive in July and August, as reflected in the time line, as these are start-up tasks will lay the groundwork for future work. In subsequent months, focus will shift from planning to stage two - implementation and monitoring. Less detail is provided at this time for this second stage of work, as it will be the work of the collaborative partnership (school/district/partners) to develop tasks. JULY, 2010: Communication - Announce grant award. Leadership - Conduct district/building leadership meeting to review proposal, plan, assign responsibilities/deadlines. Job description for Advisory Council; seek interested members. Monitoring & Evaluation - Review ODE proposal feedback; development IMM tool; update Action Steps. Begin design of evaluation plan/monitoring system; create data collection process; contract for data "warehousing" system; gather data. Personnel - Job descriptions all personnel (employees/contract); post; recruiting efforts. Professional Development - Prioritize P.D. needs; schedule. Support Services - Establish fiscal/grant management processes/accounts; PCR; update CCIP as needed. Student Services - Research SBR Tier 2 and Tier 3 interventions & instructional support materials; purchase. Establish Assessment Center. AUGUST, 2010: Communication - Continue to share information regarding SIG opportunities & aims to build enthusiasm, expectation, and support. Notify parents of extended learning time opportunity and social/emotional/health focus. Intensive recruiting efforts to enroll at-risk students in extended learning; identify students based on OAA result, other data. Leadership - Continue to meet as a "leadership team" including Advisory Council; membership recruiting. Collaborate with Ode/requirements. Monitoring & Evaluation - update IMM/CCIP. Develop evaluation framework, baseline data collection protocol. Personnel - Hire all personnel; sign contracts. Professional Development - Train data system users. Schedule 1st quarter P.D. Support Services -Arranges support across system. Student/Family Services - Purchase Tier 2/3 intervention, curriculum, assessment instruments. Assess enrolling students and at-risk; report findings for RTI. FCFC/agencies design 1st quarter "groups" social/emotional/health programs; schedule; enroll students. Plan parents & civic engagement 1st quarter. Plan extended learning time program specifics. Classroom instruction and intervention begins; monitoring of implementation of core with fidelity. SEPTEMBER 2010: Communication - Continue information sharing, all stakeholders. Communicate changes in policy/practices all levels, to support SIG aims. Leadership - "Leadership team," within current and new structures including the Advisory Council. Monitoring & Evaluation - Gather data; record in data system. Professional Development - Provide; assess success. Student/Family Services - Implement/monitor curriculum and interventions; conduct PDCA. Continue Assessment Center work. Behavioral assessments; conduct "groups." Parent & civic engagement activities. Classroom instruction and intervention; monitoring of implementation of core with fidelity; PDCA. OCTOBER, 2010 to year end 2011: Monthly tasks in all above categories (JULY) will continue. Focus on implementation results and adjustments to plan for quality improvement. In final project months, work begins to include planning for 2011-12, updating of IMM/CCIP and closing of year one fiscal. "Partners (internal and eternal), within the context of their specific project roles, will developed aligned program/plan components and associated timelines. A master SIG project timeline will be developed. The IMM tool will be used to track progress of action step components.

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?

Our District has established an annual CCIP Goal for student achievement in Reading and Math: "By the end of the 2011-2012 school year, all schools and the District will meet or exceed a State Performance Index of 90 and meet the Federal Accountability Measure of Adequate Yearly Progress (AYP) as indicated in OAA results." It is recognized that South Elementary School, in SI status and given its current academic achievement baseline data, will likely not meet this benchmark by 2011-2012, without the significant intervention described in this plan. Therefore, in connection with the SIG-funded project, we have developed a South Elementary School annual student achievement aim/SMART goal for math and Reading that is based on value-added measures: "To increase Reading and math achievement for 100% of South Elementary School students by 2013-14 as measured by individual student value added data." Progress monitoring data will include state assessment, DIBELS K-2, quarterly short cycle assessments, local formative and summative assessments, and technology-based individual student progress reports. We have developed two additional aims/SMART goals that address parent and civic engagement and support of students' social/emotional needs. These are: "To increase by 50% South Elementary School's collaborative partnerships with families and community groups by 2013-2014 as measured by the number of partnership agreements and family/community engagement survey results" and "To increase the prevalence of protective factors (personal, social, and institutional resources that positively affect academic achievement) for 100% of South Elementary School students by 2013-2014 as measured by student, parent, staff and partner surveys." We will seek ODE technical assistance to integrate this SIG-driven goal in the IMM system. At the start of the project we will gather baseline data and will measure progress at the Action Step level, in which the IMM tool will help us consider how improvement strategies are being enacted - through what activities, by whom, using what resources, on what time frame, etc. Post-grant award the SIG Advisory Council will create an overall monitoring and evaluation process aligned with SIG and ODE final requirements, and supported by community partners such as HCESC and Hamilton/Clermont Cooperative Association. Evaluation design will be finalized post-grant award and will include formative and summative components, using both qualitative and quantitative data to provide richness to data collection and present a comprehensive description of the project. FCFC will assist us in developing or obtaining a tool to measure positive youth development among K-3 students. We will use a Search Institute tool for grades 4-6.

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.

A specific intervention model was not selected for South Elementary since it is not categorized as a Tier I or Tier II school. We still reviewed the four models provided to honor the work the U.S. Department of Education and Ohio Department of Education have completed in selecting models shown to be effective in school improvement. The four intervention models are: Transformation, Turnaround, School Closure, Restart. We cross-matched our needs identified as "High Priority" in the Decision Framework (OIP, April 2010) with the required/permissible intervention activities in the four models. Upon review, we noted that several activities aligned with our needs and were included in both the Transformation and Turnaround models. During the planning process, we became aware of the Turnaround Challenge (Mass Insight Education and Research Institute, 2007). This report states that the quality of instruction delivered to students is critical, however it is dependent on "the readiness of the system to teach and learn." We began to think about proposed intervention activities at South Elementary in this manner - Ready to Teach and Ready to Learn. Each activity we chose was designated in one of the readiness categories. Readiness to Teach intervention activities will include: a) ongoing, high-quality, job-embedded professional development for staff - including ideas for working with students with disabilities and ELL students; b) use of data to identify and implement a scientifically research based instructional program; c) use of data to inform and differentiate instruction to meet academic needs; and d) periodic reviews to ensure fidelity of curriculum implementation. Readiness to Learn intervention activities will include: a) implement "response to intervention" model school-wide; b) provide extended learning time opportunities; c) engage family & community in the educational program; d) integrate technology supports and interventions (focus on 21st Century Skills); and e) support students' social, emotional, and health needs. The success of the intervention activities will be monitored through the Implementation Management/Monitoring (IMM) Tool. Adult implementation indicators and student performance indicators aligned with the selected school improvement intervention strategies will be established and monitored on a scheduled time frame. At the onset of the program, we will establish baseline data for all adult implementation and student performance indicators. This will permit us to see incremental impact throughout the year. A combination of hard data and soft data will be used to document success. These data sources will include measures of student achievement (state assessments, local assessments - summative & formative, universal screening data, AYP and value added data), teacher/leader effectiveness (walk through data, surveys, professional growth implementation, student performance data), and overall school culture (perception surveys, positive youth factor assessments, family/civic engagement participation level).

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.

The year one budget includes funding resources for the strategies listed in Q. 2 Capacity and elsewhere within the proposal, including Readiness to Teach strategies: a) ongoing, high-quality, job-embedded professional development; b) use of data to identify and implement a scientifically research based instructional program; c) use of data to inform and differentiate instruction to meet academic needs; and d) periodic reviews to ensure fidelity of curriculum implementation and Readiness to Learn strategies: a) implement "response to intervention" model school-wide; b) provide extended learning time opportunities; c) engage family & community in the educational program; d) integrate technology supports and interventions; and e) support students' social, emotional, and health needs. Following is the budget to support this work, organized by budget category. Category 100 - Salary: Salary will cover costs of employing a 12-month RTI/assessment coordinator working to direct the South Elementary RTI model implementation. This person will be a highly experienced school educator ($90,000). HQ school-based staff will receive supplemental pay to staff extended learning time, which may include extended school day, weekends, summer, beginning September 2010. Staff will be paid the established board-approved rate for supplemental work ($350,000). Minimal funds will be designated for overall program coordination support, including student communication, student enrollment and retention (extended learning time program), purchasing, processing of staff time sheets, scheduling of P.D., and data collection for evaluation, among duties ($15,000). TOTAL SALARY = $455,000. Category 200 - Fringe Benefits: Calculated as 17.02% of Salary = $77,441. Category 400 - Purchased Services: An external partner organization will be contracted with as source for HQ, job-embedded, ongoing staff professional development described in this proposal ($150,000). A contract will be signed with Hamilton County Family & Children First Council (FCFC) to provide an on-site Children First Program coordinator at South Elementary, responsible as lead agency for parent and community engagement and positive youth development/focus on students' social/emotional/health needs ($75,000). Contracts will be signed with FCFC and other community partner agencies to provide, in-school and during extended learning time, "groups" and other programs aimed at building youth protective factors ($100,000). Contracts will be signed with agencies and individuals to provide to the building's 900 + students/families parental engagement programs. These will help parents gain skills to support their children academically ($20,000). A contract will be signed with an external partner to purchase a computerized system to warehouse all student learning, assessment, and demographic data essential to creating individualized RTI ($25,000). The District will contract with its Transportation Department to transport students participating in extended learning time opportunities and needed transportation ($30,000). Substitute teachers will be needed throughout the school year to provide release time for South Elementary staff participating in systemic, comprehensive professional development ($85,000). TOTAL PURCHASED SERVICES = $485,000. Category 500 - Supplies: Tier 2 and Tier 3 interventions and curriculum support materials will be purchased including technology-enabled. Assessment center diagnostic assessment instruments will be purchased for use in gathering student baseline data and planning Tier 2 and Tier 3 interventions ($250,000). Parental involvement materials for use in math- and Reading- focused training will be needed ($10,000). Professional growth materials will be purchased to increase teacher and leader effectiveness. TOTAL SUPPLIES = $310,000. Budget Summary: 100 - $455,000; 200 - $77,441; 400 - $485,000; and 500 - $310,000. Total = $1,327,441.

1,327,441.00 FY11 proposed LEA budget

1,100,000.00 FY12 proposed LEA budget

900,000.00 FY13 proposed LEA budget

Project Summary

Provide an overview of the proposed project, including a description of the following: * The audience (who the project will directly impact); * The educational goals/need (what the project strives to ultimately

accomplish); and * The activities (how the project will be carried out). The summary should be written so that readers, including peer reviewers, will understand the overall concept of the application.

The SIG is an opportunity for the Mt. Healthy City School District to design and take systemic action to benefit at-risk students who, in 2010-11, will attend South Elementary School, a newly-constructed building co-mingling 908+ students and 45 teachers from two aging buildings, both in SI status. Our District's involvement in the Ohio Improvement Process has helped both district-level and building-level leadership teams begin to look at "school improvement" differently, with conversations taking place about the need to halt status-quo thinking and provide students with something "different" taking place. Administration and staff are beginning to recognize, as a result of intense data-based analysis using the OIP, the need to reinvent components rather than merely make adjustments. Resultantly, the intervention activities proposed in this South Elementary School SIG application are aligned with district high-yield CCIP strategies. Activities are among those adopted by the U.S. DOE in the SIG final requirements for the Transformation and Turnaround models, although as a Tier III SI school South Elementary is not required to adopt a specific intervention model. We will "frame" our work around the High Performing, High Poverty (HPHP) Readiness model, included in research-based "Turnaround Challenge" study (Mass Insight Education and Research Institute, 2007), which categorizes school improvement actions in two areas: "Readiness to Learn" and "Readiness to Teach." Readiness to Learn strategies include: a) implement "response to intervention" model school-wide; b) provide extended learning time opportunities; c) engage family & community in the educational program; d) integrate technology supports and interventions (focus on 21st Century Skills); and e) support students' social, emotional, and health needs. Readiness to Teach strategies include: a) ongoing, high-quality, job-embedded professional development for staff - including ideas for working with students with disabilities and ELL students; b) use of data to identify and implement a scientifically research based instructional program; c) use of data to inform and differentiate instruction to meet academic needs; and d) periodic reviews to ensure fidelity of curriculum implementation. A collaborative approach involving all stakeholders (partners, supportive staff, and family/community members) will focus on "turning around" academic performance at South Elementary. Several partners will provide critical capacity including consultation, professional development, technical assistance, and direct-service support for students. These partners include both youth- and family-focused agency and higher education partners - the Hamilton County Educational Service Center, Hamilton County Children and Family First Council, the Hamilton/Clermont Cooperative Association, Xavier University, and University of Cincinnati. Through ongoing, job-embedded professional development, South Elementary School personnel will understand the relationship between school culture and school achievement, change, and student learning. The building will become a learning community that continuously responds to student learning data to implement instruction and interventions in the framework of a district-supported Response-to-Intervention model, assuring success for all students, including students with disabilities and English language Learners. A progress monitoring and evaluation plan, using the Information Management Monitoring (IMM) tool of the OIP, will ensure continued alignment with District focus and communication among partners. The district commits a high level of involvement, resource support, and sustainability planning.

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.. David J. Horine, Superintendent, Mt. Healthy City Schools. April 30, 2010.

SI Building Overview

Mt Healthy City (044412) - Hamilton County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g)

There are **4** 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
008904	Duvall	Tier III	SI 4	0	0.00	0.00	0.00	☐	☐	None
012575	Frost	Tier III	SI 2	0	0.00	0.00	0.00	☐	☐	None
014472	Greener	Tier III	SI 5	0	0.00	0.00	0.00	☐	☐	None
016733	South	Tier III	SI 2	908	1,327,441.00	1,100,000.00	900,000.00	☐	☐	SI Strategies

The indicators of impact for South Elementary SIG (Tier III) will include: A) Student Achievement Growth in Reading and Mathematics: To increase Reading & Math achievement for 100% of students by 2013/2014 as measured by "above expected growth" value added data. Measures will include - individual value added data, state assessment data, and local assessment data; B) Implementation of Model: not applicable - Tier III school a specific model was not selected; C) School Improvement Strategies: 1) Developing and increasing teacher and school leader effectiveness: measures of success will include walk through data, student achievement data, AYP subgroup achievement data, student/parent/teacher perception surveys; 2) Comprehensive instructional reform strategies: measures of success include walk through data, universal screening data, AYP subgroup achievement data, student achievement data; 3) Increasing learning time and creating community-oriented schools: measures of success include student attendance at extended learning opportunities, increase in collaborative partnerships with families/community, family engagement surveys and protective factor surveys for students. Baseline data for all action steps that are aligned to the SIG grant and included in the Continuous Improvement Plan will be collected. There will be periodic review and collection of data to document incremental impact of implementation. The IMM tool will be used to help compile and record this data. Our proposal is grounded in the belief that school culture has an overwhelming influence on the success of the building. We will utilize soft data to gauge the impact of growth in this area. Parent, student and community surveys and focus groups will provide both benchmark data for this area, as well as, documentation of impact.

Plan Relationships

Mt Healthy City (044412) - Hamilton County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (144)

Go To

Related Goals

G 1) Academic Achievement

Description:

By the end of the 2011-2012 school year, all schools and the District will meet or exceed a State Performance Index score of 90 and meet the federal accountability measure of Adequate Yearly Progress (AYP), as indicated by Ohio Achievement Test (OAT) and Ohio Graduation Test (OGT) results.

Performance Measure:

All schools and the District will meet or exceed a State Performance Index score of 90 and meet the federal accountability measure of Adequate Yearly Progress (AYP), as indicated by Ohio Achievement Test (OAT) and Ohio Graduation Test (OGT) results.

Fiscal Resources

Grant	Notes	2010	2011
Consolidated			
Title I		$1,320,865	$1,509,209
School Improvement Sub A, Title I		$120,000	$00
Improving Teacher Quality, Title II-A		$247,062	$250,554
Technology, Title II-D (Formula)		$12,546	$5,184
LEP, Title III		$10,036	$00
Special Education, Part B-IDEA		$812,369	$835,620
Early Childhood Spec Education, IDEA		$19,693	$19,757
Consolidated Total:		**$2,542,571**	**$2,620,324**
21st Century			
21st Century		$00	$193,000
21st Century Total:		**$00**	**$193,000**
ARRA Title II-D (Competitive)			
ARRA Title II-D (Competitive)		$00	$101,700
ARRA Title II-D (Competitive) Total:		**$00**	**$101,700**
The American Recovery and Reinvestment Act (ARRA)			
ARRA Title I		$832,382	$328,338
ARRA Special Education, Part B-IDEA		$928,127	$817,246
ARRA Early Childhood Spec Education, IDEA		$29,402	$26,098
The American Recovery and Reinvestment Act (ARRA) Total:		**$1,789,911**	**$1,171,682**
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$1,152,441

School Improvement Competitive 1003 (g) Total:	**$00**	**$1,152,441**
Grand Total:	**$4,332,482**	**$5,239,147**

S 1.1) Systemic Core Curriculum

Description:

Initiate a systemic Prek-12 core curriculum for all students.

S 1.2) Student Engagement

Description:

Ensure all students are engaged in high quality, effective, research-based instruction.

S 1.3) Establish Response to Intervention Model

Description:

Establish a comprehensive Response to Intervention (RTI) model for achievement of all students.

S 1.4) Document and Evaluate Impacts of Improvement Initiatives

Description:

Document and evaluate the impacts of district and building improvement initiatives. Analysis includes all subgroups English Language Learners (ELL), economically disadvantaged, special education and minorities.

S 1.5) Highly Qualified Teachers

Description:

The district will hire, support, and develop highly qualified teachers; ensure they are equitably distributed, and document HQT status.

S 1.6) (21st CCLC) Extended Learning Opportunities for Students

Description:

The District will implement a prevention/intervention after school program to address students' academic needs.

S 1.7) (21st CCLC, SIG) Family & Civic Engagement

Description:

The District will promote community and family involvement in the District's instructional program.

G 2) Safe and Civil Learning Environments

Description:

By the end of the 2011-2012 school year, a safe and civil learning environment will be strengthened, as evidenced by a 10% increase in positive school climate as measured by staff and student surveys.

Performance Measure:

A safe and civil learning environment will be strengthened, as evidenced by a 10% increase in positive school climate as measured by staff and student surveys.

Fiscal Resources

	Grant	Notes	2010	2011

Consolidated		
Title I	$80,000	$00
Improving Teacher Quality, Title II-A	$12,353	$00
Safe and Drug-Free Schools (SDFSC), Title IV-A	$17,711	$00
Consolidated Total:	**$110,064**	**$00**
21st Century		
21st Century	$00	$7,000
21st Century Total:	**$00**	**$7,000**
School Improvement Competitive 1003 (g)		
School Improvement Competitive 1003 (g)	$00	$175,000
School Improvement Competitive 1003 (g) Total:	**$00**	**$175,000**
Grand Total:	**$110,064**	**$182,000**

S 2.1) Prevention Program of Behavior Support

Description:

Systematically implement a prevention program of behavior support, including evaluation.

S 2.2) Behavioral Intervention Supports

Description:

Buildings will implement research-based behavioral intervention supports to students.

S 2.3) (21st CCLC) Provide Extended Learning Opportunities for Students

Description:

The District will implement a prevention/intervention after school program to address school connectedness, student well being, and student self-esteem.

S 2.4) (21st CCLC) Family & Civic Engagement

Description:

The District will promote community and family involvement in the District's instructional program.

Related District/Agency Plan Action Steps

G 1) Academic Achievement

S 1.3) Establish Response to Intervention Model

AS 1.3.6) SIG - Implement a Response to Intervention (RTI) Model School-wide

Description:

Development of an RTI model is a district level strategy (CCIP 2011), and is in progress. The RTI model at South Elementary School responds to risk-factor and needs data (OIP). Many Mt. Healthy City School District kindergarten students come to school lagging academically, significantly behind peers with an average KRAL score (Fall 2008) of 17.19, second lowest in Hamilton County. Increasingly, mobile students (38% of all, year-to-date 2010) enroll throughout the school year with significant deficits in reading and math skills, and experience curriculum disruption. As a result, 40-60% of incoming students are at-risk and need immediate differentiated instruction and provision of tier 2 and tier 3 interventions. And some students, in spite of participating in the core curriculum delivered with fidelity, need something different, delivered in a different way. School wide RTI will address these needs. An RTI Coordinator will assess the needs students enrolling in South Elementary School throughout the school year (mobile students) and currently-enrolled at-risk students through various tools in a school-based, year-round diagnostic/assessment center. This action will ensure early understanding of students' individual learning styles, deficits, and strengths, and will result in timely instruction/intervention to meet identified needs. Post grant award we will recruit/hire an assessment center coordinator; purchase reliable assessment instruments; establish the center's protocols, schedule, communication and data methods; and begin assessing incoming, new enrollees in August 2010. The coordinator will assist teachers who are developing understanding of and skill in implementing RTI by joining grade level team meetings and assisting with data interpretation and development of individual, small group, and whole class teaching and intervention plans in response to data. This action, which supports and is supported by the building teachers and administrators, ensures attention to the needs of each and every student. Progress will be monitored through the IMM tool and will be included in evaluation design.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.7) SIG - Provide Extended Learning Time

Description:

South Elementary School will develop and implement an extended learning time program in 2010-11. While limited "after school" programming was offered for a time-limited period in prep for OAA this school year, the extended learning time opportunity is a new initiative. Operating beginning in September 2010, extended learning time will provide intensive, focused Tier 2 and Tier 3 interventions for students based on Spring 2009 OAT and other assessment data, with approximately 60% of all South Elementary students (those not proficient and/or making AYP based on value-added data) eligible and expected to attend. Extended learning time will provide intervention using SBR in reading and math though individual tutoring, small group, and technology-enabled methods, and by certified HQ staff. As supported by the U.S. DOE in its SIG-approved models and other research, extended learning time holds promise of improved academic achievement by being able to better individualize instruction - putting in place the right teachers with right students and focusing on the right skills. We will structure a program which will put in place a crucial safety net for children who are juggling a volatile mix of family, school, and social pressures. Toward this aim, extended learning time will incorporate weekly social skills and other youth development "group" activities organized and coordinated by FCFC, lead partner for school-based services to build "youth protective factors." Attendance will be strongly recommended; communication will inform parents and students of benefits and recruiting will be ongoing. Transportation and flexible learning times/schedules will be provided to remove lack of transportation and/or scheduling as a participation barrier. Frequent communication will occur between classroom teachers and extended learning time teachers, to ensure alignment and focus on individual results. Periodic progress reports will be provided to parents. Student successes will be celebrated.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.8) SIG - Integrate Technology Supports and Interventions

Description:

xx

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.4) Document and Evaluate Impacts of Improvement Initiatives

AS 1.4.4) SIG - Conduct Program Monitoring and Evaluation

Description:

Post-grant award, a South Elementary School SIG Advisory Council will be formed. It will be comprised of district leadership, building leadership (teachers, psychologist, intervention specialist, lead teacher, principal), the RTI Coordinator, and external partners and parents, including the Family & Children First Council program coordinator. The Advisory Council will be responsible for program monitoring and evaluation. The Advisory Council will monitor progress toward achieving SMART goals/aims through use of the Information Management Monitoring Tool, showing how South Elementary and District improvement actions will be enacted-through what activities, by whom, using what resources, on what time frame, etc. The Advisory Council will regularly meet to review progress data which will include qualitative and quantitative formative and summative data. The evaluation design will provide richness to data collection and present a comprehensive description of the project. The aim of the evaluation process will be to reflect current practice through data, identify opportunities to improve, and act on these quickly (Plan, Do, Check, Act cycle). We will participate in all ODE and/or federal evaluation processes, will produce required reporting, and will attend SIG meetings as needed. Data sources for evaluating math and reading gains/achievement include academic summative assessment results, both state and local; walk through monitoring data (observation using a checklist); results of formative, short cycle assessments; and technology-enabled individual student progress data. Data sources for evaluating the success of positive youth development include parent, student, and staff surveys; progress reports from partner Family & Children First Council (FCFC) and other providers of social/emotional and youth development services; walk through observation data aligned with Safe & Civil Schools PBS model; and student discipline data recorded in School Wide Information System (SWIS) for South Elementary School. Data sources for parent and family engagement results will be the records maintained by the District, South Elementary School, and FCFC showing parent/family/civic engagement events and participation and parent, student, and staff surveys.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.4.5) SIG - Review Practices and Policies to Support Improvement

Description:

The District/building will continue to review district/building practices and policies to support learning for all children, and to remove unintended barriers to breakthrough change. Focus areas for review may include uses of time during the school day; homework practices; grading practices; discipline practices; data-based decision-making; lesson plan design; culture of expectation; partnership philosophy/practice; integrated youth development in the school realm; and "parents as partners." In alignment with the District CCIP, practices will be culturally responsive.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.5) Highly Qualified Teachers

AS 1.5.4) SIG - Implement Ongoing, High Quality, Job-embedded Professional Development for Staff

Description:

High quality, job-embedded professional development will be ongoing at South Elementary School and will build teachers' skills in addressing the learning needs of all students including ELL and students with disabilities. We will contract with an outside lead provider/entity experienced in leading school improvement and providing professional development at all levels of the organization, including principals and teachers. This entity will have presence in the South Elementary School on a regularly scheduled basis, working with teachers and teams. We will establish a professional development plan post-grant award, in alignment with the District's professional development plan which reflects "High Priority/High Need" focus areas (OIP, 2011). Focus will include RTI; data-based decision-making using a P.D.C.A. method; training in quality, aligned lesson plan design (examples Understanding By Design, Universal, Japanese Lesson Study); Culturally Responsive Practice. Possible professional development partners are Hamilton County ESC, Hamilton/Clermont Cooperative Association (H/CCA), Xavier University Department of Secondary and Special Education, and the University of Cincinnati (with whom South will be engaged in a Math & Science Partnership Grant in 2010-11). Hamilton County Family & Children First Council, partner providing support/services for positive youth development and parent/family engagement, will assist teachers and teams, as they seek a deeper, applicable understanding of youth "protective factors," which are the personal, social, and institutional resources that positively affect student academic achievement. We will also provide professional development in the Search Institute Developmental Asset framework of positive youth development, and a related teacher/building book study.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.7) (21st CCLC, SIG) Family & Civic Engagement

AS 1.7.1) SIG - Engage Family & Community in the Education Program

Description:

The aim of family & civic engagement is "to increase by 50% South Elementary School's collaborative partnerships with families and community groups by 2013-2014 as measured by the number of partnership agreements and family/community engagement survey results." The District will contract with the Hamilton County Family & Children First Council (FCFC) to expand at South Elementary School its Children First Program, currently operating (since 2005-06) in two high-need Mt. Healthy elementary buildings. Among other duties, the FCFC on-site coordinator will work with partner social service agencies, building personnel, and parents to develop and implement family and civic engagement strategies and programs to meet the needs of our families and to support the overall education program at South Elementary School. This work will be supported by a collaborative district partnership of Mt. Healthy City Schools, FCFC, Hamilton County ESC and Norwood schools, currently collaborating to develop parent and family engagement tools for use in districts state-wide, beginning 2011. These tools will be integrated in the parent and civic engagement initiatives to build knowledge of school improvement efforts at South Elementary School and equip parents to partner in assuring their students' academic success. Activities and strategies will be leveraged with those funded with Title I Parent Involvement set-aside funds. Progress will be monitored through the IMM tool and will be included in evaluation design. Prior to the start of the school year, the district/building will notify parents of the building's School Improvement status, what the designation means, and how they might support student achievement through involvement in the schools and support of students at home.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 2) Safe and Civil Learning Environments

S 2.1) Prevention Program of Behavior Support

AS 2.1.8) SIG - Support Students' Social, Emotional and Health Needs

Description:

Through a contract with FCFC as lead positive youth development agency, South Elementary School will integrate professional development and student-centered programs to increase the prevalence of "youth protective factors" (personal, social, and institutional resources that positively affect academic achievement) and meet students' social/emotional/health needs. The new South Elementary School, opening in August 2010, will take an "assets-based" approach to youth through the Search Institute's Developmental Assets framework that recognizes the positive attributes youth bring to their own development and engages multiple stakeholders in building a web of support. Emphasis on students' academic and social-emotional needs in tandem has been found to produce, especially in extended learning environments, skills needed for success. Through strong core instruction combined with targeted, tiered interventions and support by caring adults, students can keep up academically, develop attachment to their school, and develop beliefs and behaviors consistent with success. FCFC and other community providers will conduct (during the school day and in extended learning time) "groups" to build students' social and life skills, with group content focus based on assessments of students' need and interest areas through students, parent, and teacher student referral, recommendation, and surveys.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Related School Plan Action Steps

G 1) Academic Achievement

S 1.1) Systemic Core Curriculum

AS 1.1.6) SIG - Conduct Periodic Reviews to Ensure Fidelity of Curriculum Implementation (South Elementary School)

Description:

As part of RTI design and implementation (District CCIP, 2010), there is a need at South Elementary School to monitor Tier 1 instruction for all students to ensure fidelity of core SBR math and reading in all classrooms. New Math curriculum was adopted and put in teachers' hands in 2008-09, and new Reading in 2009-10; it is critical that all teachers implement the curriculum with fidelity and in alignment with pacing guides. We will train teachers to monitor their own progress through data, using the P.D.C.A. process. We will insist that all teachers use a prescribed, high quality, uniform lesson plan design. Principals and a full-time lead teacher will monitor curriculum implementation through walk throughs and participation in P.D.C.A. meetings. Teachers needing help with content knowledge, pacing, etc. will be supported.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.3) Establish Response to Intervention Model

AS 1.3.5) SIG - Use Data to Identify and Implement a Scientifically Research-Based Instructional Program (South Elementary School)

Description:

Within the past two years, Mt. Healthy City School District has purchased new reading and mathematics core programs K - 6. Both programs are aligned with the Ohio content standards. The reading program was selected using the Florida Center for Reading Research Consumer Guidelines. The mathematics program is of high rigor and includes many opportunities for students to utilize higher-order thinking skills. While we are confident that we have two strong core programs at South Elementary, there is still question regarding the fidelity of implementation. Using data, (universal screener, summative & formative assessment, teacher lesson plans, walk through, etc) we will monitor implementation of these core programs. We will also use the data to support our efforts to implement a strong Response to Intervention model. The data will reveal the effectiveness of the core and identify any weaknesses in the program for specific student groups. The data will also be used to help us look for common areas of weaknesses. Scientifically research-based Tier 2 and Tier 3 interventions that address these weak areas will be identified and implemented. Any associated professional development will be provided. Sources such as Florida Center for Reading Research, What Works Clearinghouse, RTI Action Network, and NCREL will be used to find research on the interventions. An overall outcome of this action step will be the development of staff that understands and uses data to make decisions about instructional programming.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.6) SIG - Use Data to Inform and Differentiate Instruction to Meet Academic Needs (South Elementary School)

Description:

We recognize that the type of change needed at South Elementary will not occur if we continue to implement random acts of improvement. These fragmented, isolated activities will not result in the growth needed to turn our school around. Much emphasis will be placed on the use of data as we implement the proposed interventions. Data will be used to help staff gain a better understanding of our needs and to analyze the effectiveness of our efforts. Having staff participate in weekly "data talks" will create a school culture that is grounded in using data to make decisions. Trained administrators and teacher leaders will guide staff in looking at many data sources to help answers questions and identify further needs. Using the works of Victoria Bernhardt and others as a springboard, staff will begin to engage in professional dialogue about the achievement gaps among subgroups, the appropriateness of selected interventions, root causes, etc. Teachers will utilize this information to grow as professionals and to plan, develop, and implement a strong instructional program. The better we understand our students and families - the more effectively we can meet their needs.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.7) SIG - Implement a Response to Intervention Model School-wide (South Elementary School)

Description:

Development of an RTI model is a district level strategy (CCIP 2011), and is in progress. The RTI model at South Elementary School responds to risk-factor and needs data (OIP). Many Mt. Healthy City School District kindergarten students come to school lagging academically, significantly behind peers with an average KRAL score (Fall 2008) of 17.19, second lowest in Hamilton County. Increasingly, mobile students (38% of all, year-to-date 2010) enroll throughout the school year with significant deficits in reading and math skills, and experience curriculum disruption. As a result, 40-60% of incoming students are at-risk and need immediate differentiated instruction and provision of tier 2 and tier 3 interventions. And some students, in spite of participating in the core curriculum delivered with fidelity, need something different, delivered in a different way. School wide RTI will address these needs. An RTI Coordinator will assess the needs students enrolling in South Elementary School throughout the school year (mobile students) and currently-enrolled at-risk students through various tools in a school-based, year-round diagnostic/assessment center. This action will ensure early understanding of students' individual learning styles, deficits, and strengths, and will result in timely instruction/intervention to meet identified needs. Post grant award we will recruit/hire an assessment center coordinator; purchase reliable assessment instruments; establish the center's protocols, schedule, communication and data methods; and begin assessing incoming, new enrollees in August 2010. The coordinator will assist teachers who are developing understanding of and skill in implementing RTI by joining grade level team meetings and assisting with data interpretation and development of individual, small group, and whole class teaching and intervention plans in response to data. This action, which supports and is supported by the building teachers and administrators, ensures attention to the needs of each and every student. Progress will be monitored through the IMM tool and will be included in evaluation design.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.8) SIG - Provide Extended Learning Time Opportunity (South Elementary School)

Description:

South Elementary School will develop and implement an extended learning time program in 2010-11. While limited "after school" programming was offered for a time-limited period in prep for OAA this school year, the extended learning time opportunity is a new initiative. Operating beginning in September 2010, extended learning time will provide intensive, focused Tier 2 and Tier 3 interventions for students based on Spring 2009 OAT and other assessment data, with approximately 60% of all South Elementary students (those not proficient and/or making AYP based on value-added data) eligible and expected to attend. Extended learning time will provide intervention using SBR in reading and math though individual tutoring, small group, and technology-enabled methods, and by certified HQ staff. As supported by the U.S. DOE in its SIG-approved models and other research, extended learning time holds promise of improved academic achievement by being able to better individualize instruction - putting in place the right teachers with right students and focusing on the right skills. We will structure a program which will put in place a crucial safety net for children who are juggling a volatile mix of family, school, and social pressures. Toward this aim, extended learning time will incorporate weekly social skills and other youth development "group" activities organized and coordinated by FCFC, lead partner for school-based services to build "youth protective factors." Attendance will be strongly recommended; communication will inform parents and students of benefits and recruiting will be ongoing. Transportation and flexible learning times/schedules will be provided to remove lack of transportation and/or scheduling as a participation barrier. Frequent communication will occur between classroom teachers and extended learning time teachers, to ensure alignment and focus on individual results. Periodic progress reports will be provided to parents. Student successes will be celebrated.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.9) SIG - Integrate Technology Supports and Interventions (South Elementary School)

Description:

Through the use of School Improvement Grant funds, South Elementary will support students' needs using technology. Our new buildings, opening August 2010, will have many technological resources available to staff. For many individuals, these will be new and unfamiliar instructional tools. The District is committed to providing staff with technology integration support to help teachers transition to the new state of the art buildings. We will implement reading and math interventions using technology that are targeted to needs and that are included in South Elementary School's Response to Intervention

Model. These technology-based interventions will be used throughout the day, including during extended learning opportunities. In addition, job-embedded professional development will be provided to help staff integrate technology as a way to actively engage students in learning. We want to help students connect learning to their daily lives and make it relevant to them. Technology will also assist us in providing students with instruction and opportunities to develop and strengthen 21st Century Skills.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.4) Document and Evaluate Impacts of Improvement Initiatives

AS 1.4.2) SIG - Conduct Program Monitoring and Evaluation (South Elementary School)

Description:

Post-grant award, a South Elementary School SIG Advisory Council will be formed. It will be comprised of district leadership, building leadership (teachers, psychologist, intervention specialist, lead teacher, principal), the RTI Coordinator, and external partners and parents, including the Family & Children First Council program coordinator. The Advisory Council will be responsible for program monitoring and evaluation. The Advisory Council will monitor progress toward achieving SMART goals/aims through use of the Information Management Monitoring Tool, showing how South Elementary and District improvement actions will be enacted-through what activities, by whom, using what resources, on what time frame, etc. The Advisory Council will regularly meet to review progress data which will include qualitative and quantitative formative and summative data. The evaluation design will provide richness to data collection and present a comprehensive description of the project. The aim of the evaluation process will be to reflect current practice through data, identify opportunities to improve, and act on these quickly (Plan, Do, Check, Act cycle). We will participate in all ODE and/or federal evaluation processes, will produce required reporting, and will attend SIG meetings as needed. Data sources for evaluating math and reading gains/achievement include academic summative assessment results, both state and local; walk through monitoring data (observation using a checklist); results of formative, short cycle assessments; and technology-enabled individual student progress data. Data sources for evaluating the success of positive youth development include parent, student, and staff surveys; progress reports from partner Family & Children First Council (FCFC) and other providers of social/emotional and youth development services; walk through observation data aligned with Safe & Civil Schools PBS model; and student discipline data recorded in School Wide Information System (SWIS) for South Elementary School. Data sources for parent and family engagement results will be the records maintained by the District, South Elementary School, and FCFC showing parent/family/civic engagement events and participation and parent, student, and staff surveys.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.4.3) SIG - Review Practices and Policies to Support Improvement (South Elementary School)

Description:

The district/building will continue to review district/building practices and policies to support learning for all children, and to remove unintended barriers to breakthrough change. Focus areas for review may include uses of time during the school day; homework practices; grading practices; discipline practices; data-based decision-making; lesson plan design; culture of expectation; partnership philosophy/practice; integrated youth development in the school realm; SIG and "parents as partners." In alignment with the District CCIP, practices will be culturally responsive.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.5) Highly Qualified Teachers

AS 1.5.3) SIG - Implement Ongoing, High Quality, Job-embedded Professional Development (South Elementary School)

Description:

High quality, job-embedded professional development will be ongoing at South Elementary School and will build teachers' skills in addressing the learning needs of all students including ELL and students with disabilities. We will contract with an outside lead provider/entity experienced in leading school improvement and providing professional development at all levels of the organization, including principals and teachers. This entity will have presence in the South Elementary School on a regularly scheduled basis, working with teachers and teams. We will establish a professional development plan post-grant award, in alignment with the District's professional development plan which reflects "High Priority/High Need" focus areas (OIP, 2011). Focus will include RTI; data-based decision-making using a P.D.C.A. method; training in quality, aligned lesson plan design (examples Understanding By Design, Universal, Japanese Lesson Study); Culturally Responsive Practice. Possible professional development partners are Hamilton County ESC, Hamilton/Clermont Cooperative Association (H/CCA), Xavier University Department of Secondary and Special Education, and the University of Cincinnati (with whom South will be engaged in a Math & Science Partnership Grant in 2010-11). Hamilton County Family & Children First Council, partner providing support/services for positive youth development and parent/family engagement, will assist teachers and teams, as they seek a deeper, applicable understanding of youth "protective factors," which are the personal, social, and institutional resources that positively affect student academic achievement. We will also provide professional development in the Search Institute Developmental Asset framework of positive youth development, and a related teacher/building book study.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.7) (21st CCLC, SIG) Family & Civic Engagement

AS 1.7.1) SIG - Engage Family & Community in the Education Program (South Elementary School)

Description:

The aim of family & civic engagement is "to increase by 50% South Elementary School's collaborative partnerships with families and community groups by 2013-2014 as measured by the number of partnership agreements and family/community engagement survey results." The District will contract with the Hamilton County Family & Children First Council (FCFC) to expand at South Elementary School its Children First Program, currently operating (since 2005-06) in two high-need Mt. Healthy elementary buildings. Among other duties, the FCFC on-site coordinator will work with partner social service agencies, building personnel, and parents to develop and implement family and civic engagement strategies and programs to meet the needs of our families and to support the overall education program at South Elementary School. This work will be supported by a collaborative district partnership of Mt. Healthy City Schools, FCFC, Hamilton County ESC and Norwood schools, currently collaborating to develop parent and family engagement tools for use in districts state-wide, beginning 2011. These tools will be integrated in the parent and civic engagement initiatives to build knowledge of school improvement efforts at South Elementary School and equip parents to partner in assuring their students' academic success. Activities and strategies will be leveraged with those funded with Title I Parent Involvement set-aside funds. Progress will be monitored through the IMM tool and will be included in evaluation design. Prior to the start of the school year, the district/building will notify parents of the building's School Improvement status, what the designation means, and how they might support student achievement through involvement in the schools and support of students at home.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 2) Safe and Civil Learning Environments

S 2.1) Prevention Program of Behavior Support

AS 2.1.6) SIG - Support Students' Social, Emotional, and Health Needs (South Elementary School)

Description:

Through a contract with FCFC as lead positive youth development agency, South Elementary School will integrate professional development and student-centered programs to increase the prevalence of "youth protective factors" (personal, social, and institutional resources that positively affect academic achievement) and meet students' social/emotional/health needs. The new South Elementary School, opening in August 2010, will take an "assets-based" approach to youth through the Search Institute's Developmental Assets framework that recognizes the positive attributes youth bring to their own development and engages multiple stakeholders in building a web of support. Emphasis on students' academic and social-emotional needs in tandem has been found to produce, especially in extended learning environments, skills needed for success. Through strong core instruction combined with targeted, tiered interventions and support by caring adults, students can keep up academically, develop attachment to their school, and develop beliefs and behaviors consistent with success. FCFC and other community providers will conduct (during the school day and in extended

learning time) "groups" to build students' social and life skills, with group content focus based on assessments of students' need and interest areas through students, parent, and teacher student referral, recommendation, and surveys.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Contacts

Mt Healthy City (044412) - Hamilton County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Contacts

Funding Application Contact

O'Connell, Karen

Substantially Approved Dates

Mt Healthy City (044412) - Hamilton County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
School Improvement Competitive 1003 (g)	Tuesday, July 27, 2010

Assurances

Mt Healthy City (044412) - Hamilton 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.