History Log

Scholarts Preparatory and Career Center for Children (000277) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - History Log

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

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/31/2010 10:36:42 AM	Harper, Kathy	Status changed to 'Consultant Approved'.	S
	8/30/2010 10:33:28 PM	Parchia, Cheryl	Status changed to 'Authorized Representative Approved'.	S
	8/30/2010 10:06:15 PM	Ashmore, Michael	Status changed to 'Fiscal Representative Approved'.	S
	8/30/2010 10:06:05 PM	Ashmore, Michael	Status changed to 'Revision Completed'.	S
	8/12/2010 12:46:07 PM	Harper, Kathy	Status changed to 'Consultant Returned Not Approved'.	S
	8/12/2010 12:28:36 PM	Parchia, Cheryl	Status changed to 'Authorized Representative Approved'.	S
	8/12/2010 12:24:52 PM	Ashmore, Michael	Status changed to 'Fiscal Representative Approved'.	S
	8/12/2010 12:15:49 PM	Ashmore, Michael	Status changed to 'Revision Completed'.	S
	8/12/2010 12:03:10 PM	Ashmore, Michael	Status changed to 'Revision Started'.	S

Create Comment

Scholarts Preparatory and Career Center for Children (000277) - Franklin 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

Scholarts Preparatory and Career Center for Children (000277) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Allocations

	(1)	SIGC	Total
Original	500,000.00		500,000.00
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	500,000.00		500,000.00

Budget

Scholarts Preparatory and Career Center for Children (000277) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (43)

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	70,000.00	0.00	84,500.00	47,400.00	0.00	0.00	201,900.00
Support Services	0.00	0.00	220,280.00	0.00	0.00	0.00	220,280.00
Prof Development	0.00	0.00	38,500.00	0.00	0.00	0.00	38,500.00
Family/Community	0.00	0.00	14,320.00	0.00	0.00	0.00	14,320.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Governance/Admin	25,000.00	0.00	0.00	0.00	0.00	0.00	25,000.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	95,000.00	0.00	357,600.00	47,400.00	0.00	0.00	500,000.00
						Adjusted Allocation	500,000.00
						Remaining	0.00

Application

Scholarts Preparatory and Career Center for Children (000277) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (43)

Needs Assessment

178 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).

A collaborative team of administrators, general education teachers, special education teacher, board members, and external partners have worked for the past year to thoroughly collect, review and analyze perception, student achievement, school process and demographic data. We have looked at each data area of the Decision Framework and diligently compiled evidence of our current expectations for and implementation of high quality teaching and learning. This data includes but is not limited to teacher lesson plans, classroom observations, articulated curriculum documents, formative student work, school policies and procedures, attendance sheets, discipline records and actions, and classroom environment observations. All of this data and our analysis informed the completion of the Decision Framework, and the results of that process are included here: Concern: Expectations and Conditions -Educator Quality (Level of Implementation) *Educator Qualifications: Medium implementation -Leadership *Data and the Decision Making Process: Medium implementation *Instruction & the Learning Process: Low implementation -School Climate (Level of Concern) *Multiple Risk Factors: High overall concern -School Climate (Level of Implementation) *Student Mobility: Medium implementation -Parent / Family Student Community Involvement *Community Involvement and Support: Medium implementation -Resource Management *Teacher and PD Alignment: Medium implementation *Focus on Student Success: Medium implementation There are numerous areas of need, however, a review of the academic results demonstrated through student achievement data reveals a serious lack of academic progress in all grades, all content areas, and all sub-groups. As a result, we recognize the need for significant improvement in these areas, which requires powerful strategies to address the root causes for our overall low achievement which we identified as a lack of clarification, communication, implementation and monitoring of aligned curriculum, aligned instruction and aligned assessments to Ohio's Academic Content Standards. We understand the severity of the need and the immediacy for our attention and action. We know we cannot wait for eventual change or develop a half-hearted plan. Therefore, we have re-designed our CCIP to reflect our focus, intensity and commitment to turning our school around in order to see the results in student achievement that are needed. We are determined to select partners that can accelerate our progress and build our capacity to sustain this work. Furthermore, we have selected the transformation model as its required elements align best to our areas of need and mandate the types of changes we must implement if we are going to see the improvement in achievement scores we desire: developing and increasing teacher and school leader effectiveness, implementing comprehensive instructional reform strategies, increasing learning time and creating community-oriented schools, and providing operational flexibility and sustained support. As our plan will demonstrate, we have been thoughtful and intentional about the root causes of our problems which have led us to the extremely low achievement results we see. Moreover, we have reviewed school improvement research on best practices, and we have collaboratively designed a plan that will yield positive changes in the quality of our personnel, in our students' achievement, in our teachers' practices, and in our school climate.

Capacity To Implement

Design and implement interventions consistent with the final requirements:

The DLTeam aspires to the principles and practices embodied in the OIP, supporting continuous improvement. Redesigning the way we work is essential if we are going to establish a foundation for successful future action in diagnosing systemic problems and developing strategic solutions. To this end our redesign actions will include the following: -Hire a Dir of Ed responsible for instructional leadership and school administration. This will be a new position and job description reflecting desired qualifications and responsibilities is currently being developed. Observational data and feedback from staff indicates that an on-site administrator each school day is necessary. -Develop and implement a system to recruit, interview, select, support and evaluate teachers. This will be a more extensive process to assure selection and retention of quality staff. Attrition data supports need to provide stable classroom instruction and develop supportive relationships with students and families. - Implement collaboratively developed evaluation systems for teachers and principals that takes into account student growth data as a significant factor, multiple observation-based assessments of performance, and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates. -The Assess-Plan-Teach model will be the focus of classroom instruction and PD. Teachers will plan based upon Ohio ACSs, gathering evidence of student performance, designing instruction based upon student need and using research-based strategies. Adoption of new reading and math textbooks is anticipated. -Assessment tools will be identified and used to monitor in addition to Ohio Diagnostic, Achievement and Graduation Assessments. New tools will include screening measures and teacher-designed assessments of student progress using F.I.T.(Formative Instructional Technologies). These tools will inform the teacher of student learning and support differentiation. -The instructional day will be redesigned to increasing learning time for students. It will include blocks of instructional time for math and literacy, and integrating reading and writing to learn in all content areas. Summative student achievement data, classroom instruction observational data and the absence of regularly planned instruction provides evidence of lack of cohesive and purposeful student learning. -Weekly Professional Learning Communities will support teachers in implementing the Assess-Plan-Teach model and literacy strategies across the curriculum. Teacher teams will also meet regularly with the Dir of Ed to review data, plan instruction and identify solutions to problematic practices to increase achievement for all students. Teacher contract day will include both instructional and professional collaboration time. -Provide ongoing mechanisms for family and community engagement through climate surveys, parent resources, student progress reports, and volunteer opportunities. Currently quarterly student progress reports are provided but other communication and information gathering is irregular. -Communication on student academic progress to parents/guardians will be more timely and frequent. Parents/guardians will have immediate electronic access to achievement data through F.I.T. Parent conferences will also be held. -Implement positive behavior supports program to create safer school environments and meet students social and emotional needs based on data sources such as discipline, attendance and climate surveys. -The Dir of Ed will have broad discretion to implement the actions described in this plan and to leverage human capital and other resources in support of learning as determined by data. -Ongoing quality external technical assistance will be identified to support the Dir of Ed in implementing instructional redesign and teaching staff in implementing the Assess-Plan-Teach model and literacy across the curriculum.

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

Recognizing the challenges of the transformation model, ScholArt will require the assistance of outside experts to develop an organizational culture in which staff embraces teaching and learning, emphasizes results and are able to adapt and change (Rothenburg, 2003). ScholArts will only consider external providers approved by ODE for the purposes of SIG support. Only providers who can demonstrate evidence of quality services aligned to the needs identified by the OIP and the district's goals outlined in this proposal will be reviewed and services enlisted. Such providers must also adhere to NSDC's Code of Ethics for Staff Development Providers, specifically in the following areas: 1) Offer services that are consistent only with high standards of quality. 2) Present accurate, up-to-date information and habitually and accurately explain the strengths and limitations of the practices they recommend in relations to the school or district's goals and current level of functioning. 3) Select content and adult learning processes based upon student learning goals and a systematic assessment of participants' learning needs. In selecting approved external providers, ScholArts will utilize the guidance of the NSDC's Innovation Configurations rubric for external providers to assess potential contractors. Although all areas the rubric will be helpful, the following areas are especially relevant to this SIG proposal in describing desired qualities of external providers: 2.2 Develops leaders who create and sustain cultures that are consistently focused on results-based instructional excellence and continuous improvement. 3.2 Aligns services with school and district priorities. 4.1 Develops capacity of school and district clients to use an array of data analysis processes. 5.1 Ensures use of clearly articulated results/goals related to staff and students to assess staff development programs. 5.3 Monitors change in educators' knowledge and skills. 6.1 Disseminated research-based programs and proven-best practices to assist schools in making improvement decisions. 7.2 Establishes only long-term commitments with clients. 8.2 Develops capacity of others to apply change process knowledge and to balance organizational and individual needs. 9.3 Develops client's knowledge and skills to collaborate. 11.1 Works with school and district staff to ensure the development of deep content expertise and appropriate research-based strategies. 12.2 Develops school and district staff knowledge and skills regarding family involvement.

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

After review of current policies and practices, we identified the following areas for modification and/or redesign as no best practices exist or current practices are not supporting achievement for all students: Operations -Redesign of School Policies and Procedures Manual to assure alignment of policies and practices, to be more comprehensive of needed guidance for staff and to organize for immediate reference in paper and electronic formats. -Redesign of school day schedule for blocks of instructional time, teacher common planning time, and incorporation of career education/life skills instruction during lunch periods for a well-rounded education. -Develop and align detailed job descriptions for CEO, Ex Admin Assistant, Dir of Ed, Dean of Students, Teachers and Classroom Aides. While school policies and procedures have continued to evolve and be board-adopted, no regular review has occurred for assuring the relevance or gaps guidance for the organization. A much-needed examination will be timely. Given our student achievement gaps, protecting student learning time and integrating literacy instructing into all content areas are among crucial changes to maximizing time. Also, the development of more comprehensive descriptions of roles and responsibilities at all levels of the organization will support a system to recruit, interview, select and evaluate a Dir of Ed, Dean of Students and teachers. Instructional Leadership -Development of "I Can" statements, courses of study and pacing guide aligned to Ohio's ACS. -Consistent lesson plan review based upon widely-known criteria/quality expectations with feedback provided. -Weekly PLCs to support introduction and implementation of research-based practices such as Assess-Plan-Teach model, unit/lesson plan development and literacy across the curriculum facilitated by external service provider. -Frequent teacher team instructional planning meetings facilitated by Dir of Ed. -Frequent classroom instructional and environmental observations by external service provider with/and or by Dir of Ed for providing feedback and data collection to assess implementation and impact of SBE, and to build the capacity of the Dir of Ed as instructional leader. -Training staff in utilization of assessment tools (i.e. Dibels, F.I.T.) and data analysis of assessment for monitoring student academic progress, determining need for interventions or accelerations, and assuring access to the curriculum for all students. In recent school years the contract day for teacher has included time prior to students' arrival to school that could be utilized for common planning and professional collaboration. However, there has been no structure or leadership in place for assuring that those things were occurring or monitoring of how well planning time was being used. Additionally, no evidence exists that teachers understood what students should know and be able to do (Ohio ACS), how they were to teach (lack of curriculum guidance, unit plans and fully developed lesson plans with research-based instructional strategies) or how to assess student learning other than summative assessments utilizing Ohio mandated measures. We know that these practices directly contributed to the poor academic performance of our students and necessitate immediate action.

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

Not Applicable. We will be serving all.

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.

Chief Executive Officer Board of Directors Director of Education Dean of Students General EducationTeachers Special Education Teacher Parents External Service Providers State Support Team

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.

Teachers and administrators began meeting in June of 2009 to review multiple sources of data, examine state and federal accountability system requirements, and review School Improvement research and best practices for standards-based instruction. We analyzed the data to arrive at root causes of low achievement scores we were seeing. We began implementing several literacy and instructional strategies and also started working with teachers on understanding the Ohio Academic Content Standards. Additionally, throughout the implementation of our CCIP, the Board of Directors has remained actively involved in reviewing the progress of plan implementation and identifying strategies to address our low academic performance. As we collected more data on the implementation of our school processes, our eyes were open to the need for greater instructional leadership and participation in planning. As a result, we began bi-monthly leadership team meetings, and regular teacher meetings to discuss classroom and building needs and potential strategies to respond to those needs. We continued to refine the details of our CCIP and make adjustments in our implementation that reflected our ongoing conversations. In April of 2010, the superintendent, general education teachers, special education teacher, a parent representative, an external service provider, and board members met with a certified facilitator for the OIP to collaboratively complete our Decision Framework for the FY11 CCIP. The results of that needs assessment are contained in this application. Although we are small, we have had significant stakeholder involvement, but we recognize the need for greater involvement and communication in this area. Below are the stakeholder roles and their contributions to the success of the project organized by the four stages of the OIP: Stage 1 - Identify Critical Needs Reviewing and Analyzing Data: Chief Executive Officer, Director of Education, Dean of Students, Special Education Teachers, External Providers Completing the Decision Framework - District Leadership Team (including a Board Member and a Parent), State Support Team Stage 2 - Develop Focused Plan Developing and Communicating the Plan - District Leadership Team; CEO and Director of Education will take leadership roles in communicating the plan to all Board Members, all staff, parents, community partners and external service providers Understanding the Plan in preparation for implementation - all stakeholders Stage 3 - Implementation and Monitoring Implementation - DLT (including CEO and Director of

Education), Dean of Students, General Education Teachers, Special Education Teachers, External Service Providers Monitoring - DLT with State Support Team, CEO (including keeping Board Members informed of action step progress) Stage 4 - Evaluate Improvement Process District Leadership Team with State Support Team and External Service Providers Board of Directors with Chief Executive Officer

Goals, Strategies and Action Steps

G 1) Improve Reading and Math Achievement for All Students

Description:

Improve Reading and Math Achievement for all students and in all sub-groups by a minimum of 10% each year to ensure all students are progressing towards proficiency.

Performance Measure:

The percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency), who are at or above the proficient level in reading/language arts and mathematics on the State's assessment (ESEA Section 1111(h)(1)(C)(i)).

Fiscal Resources

Grant	Notes	2010	2011
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$485,680
School Improvement Competitive 1003 (g) Total:		**$00**	**$485,680**
Grand Total:		**$00**	**$485,680**

S 1.1) Aligned and Accessible Curriculum

Description:

Ensure every student receives appropriate access to a curriculum which is aligned to Ohio's Academic Content Standards.

Estimated Cost

$89,500.00

AS 1.1.3) Textbook Alignment Review

Description:

Complete textbook review and identify the degree to which the textbook is aligned to Ohio's Academic Content Standards.

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

AS 1.1.4) Supplemental Instructional Materials

Description:

Identify and procure supplemental instructional materials to enhance instruction and fill gaps between textbooks and Ohio's Academic Content Standards.

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

AS 1.1.1) Pacing Guides (Scholarts Preparatory and Career Center for Children)

Description:

Develop Pacing Guides that articulate the school's desired scaffolding and instructional timeline of Ohio's Academic Content Standards that must be taught to all students at each grade level in core content areas.

AS 1.1.2) Courses of Study (Scholarts Preparatory and Career Center for Children)

Description:

Develop Courses of Study for core content areas in grades 9-12.

AS 1.1.3) Textbook Alignment Review (Scholarts Preparatory and Career Center for Children)

Description:

Complete textbook review and identify the degree to which the textbook is aligned to Ohio's Academic Content Standards.

AS 1.1.4) Supplemental Instructional Materials (Scholarts Preparatory and Career Center for Children)

Description:

Identify and procure supplemental instructional materials to enhance instruction and fill gaps between textbooks and Ohio's Academic Content Standards.

S 1.2) Balanced and Aligned Assessment System

Description:

Ensure every student has the opportunity to demonstrate the progress of their learning through varied and appropriate assessment measures aligned to Ohio's Academic Content Standards.

Estimated Cost

$72,610.00

AS 1.2.1) Formative and Short-cycle Assessments

Description:

Use formative and short-cycle assessments aligned to Ohio's Academic Content Standards to inform instruction and monitor student progress on grade-level content mastery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.6) Early Literacy Universal Screening

Description:

Purchase and implement DIBELS and conduct universal screening and progress monitoring of phonemic awareness, phonics, and fluency early literacy skills.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.1) Formative and Short-cycle Assessments (Scholarts Preparatory and Career Center for Children)

Description:

Use formative and short-cycle assessments aligned to Ohio's Academic Content Standards to inform instruction and monitor student progress on grade-level content mastery.

AS 1.2.6) Early Literacy Universal Screening (Scholarts Preparatory and Career Center for Children)

Description:

Purchase and implement DIBELS and conduct universal screening and progress monitoring of phonemic awareness, phonics, and fluency early literacy skills.

S 1.3) Rigorous and Aligned Instruction

Description:

Ensure every student receives challenging and cognitively appropriate instruction aligned to Ohio's Academic Content Standards.

Estimated Cost

$72,470.00

AS 1.3.1) "I Can" Statements

Description:

Develop "I Can Statements" to outline in student-friendly language the learning expectations for the core content areas in grades K-12.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.2) High Yield Strategies

Description:

Use Marzano's High Yield Instructional Strategies to increase student learning in all core content areas.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.3) Collaboration and Writing Across the Curriculum

Description:

Provide opportunities for students to make connections across curricular areas through collaborative projects and writing opportunities.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.5) Prevention / Intervention Services

Description:

Utilize data to identify both prevention and intervention strategies for individual students and groups of students with common needs.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.1) "I Can" Statements (Scholarts Preparatory and Career Center for Children)

Description:

Develop "I Can Statements" to outline in student-friendly language the learning expectations for the core content areas in grades K-12.

AS 1.3.2) High Yield Strategies (Scholarts Preparatory and Career Center for Children)

Description:

Use Marzano's High Yield Instructional Strategies to increase student learning in all core content areas.

AS 1.3.3) Collaboration and Writing Across the Curriculum (Scholarts Preparatory and Career Center for Children)

Description:

Provide opportunities for students to make connections across curricular areas through collaborative projects and writing opportunities.

AS 1.3.5) Prevention / Intervention Services (Scholarts Preparatory and Career Center for Children)

Description:

Utilize data to identify both prevention and intervention strategies for individual students and groups of students with common needs.

S 1.4) High Quality Professional Development

Description:

Ensure ongoing, job-embedded, data driven educator learning opportunities that align to Ohio's Standards for High Quality Professional Development. Conference expenses (Title I, IIA, Title I SI)

Estimated Cost

$66,500.00

AS 1.4.1) Data-driven Needs

Description:

Review data to determine the prioritized needs.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.4.2) Professional Learning Opportunities

Description:

Collaboratively design ongoing professional learning opportunities.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.4.3) Individual Professional Development

Description:

Develop individual professional development plans for each educator to outline areas of need and the desired behaviors / outcomes in support of the CCIP.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.4.1) Data-driven Needs (Scholarts Preparatory and Career Center for Children)

Description:

Review data to determine the prioritized needs.

AS 1.4.2) Professional Learning Opportunities (Scholarts Preparatory and Career Center for Children)

Description:

Collaboratively design ongoing professional learning opportunities.

AS 1.4.3) Individual Professional Development (Scholarts Preparatory and Career Center for Children)

Description:

Develop individual professional development plans for each educator to outline areas of need and the desired behaviors / outcomes in support of the CCIP.

S 1.5) Educator Quality

Description:

Ensure ongoing practices meet and/or exceed Ohio's Educator Standards.

Estimated Cost

$140,850.00

AS 1.5.1) Define Educator Competencies and Skills

Description:

Define through the use of rubrics high standards for educator competencies and skills. Collaboratively develop teacher and administrator evaluation processes and tools that take into consider multiple sources of data regarding School Improvement Plan Implementation and use growth in student achievement as a significant factor.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.5.2) Assess Potential Educator Candidates

Description:

Utilize rubrics to assess the quality of potential educators.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.5.3) Recruitment Strategies

Description:

Develop and implement aggressive recruitment strategies and increase salaries to attract the highest caliber of staff.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.5.7) Rubrics for Instructional Leaders' Practices

Description:

Develop comprehensive rubrics for school improvement to clearly define desired practices for instructional leaders.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.5.1) Define Educator Competencies and Skills (Scholarts Preparatory and Career Center for Children)

Description:

Define through the use of rubrics high standards for educator competencies and skills. Collaboratively develop teacher and administrator evaluation processes and tools that take into consider multiple sources of data regarding School Improvement Plan Implementation and use growth in student achievement as a significant factor.

AS 1.5.2) Assess Potential Educator Candidates (Scholarts Preparatory and Career Center for Children)

Description:

Utilize rubrics to assess the quality of potential educators.

AS 1.5.3) Recruitment Strategies (Scholarts Preparatory and Career Center for Children)

Description:

Develop and implement aggressive recruitment strategies and increase salaries to attract the highest caliber of staff.

AS 1.5.7) Rubrics for Instructional Leaders' Practices (Scholarts Preparatory and Career Center for Children)

Description:

Develop comprehensive rubrics for school improvement to clearly define desired practices for instructional leaders.

AS 1.5.9) Pay for Performance (Scholarts Preparatory and Career Center for Children)

Description:

Implement a "pay for performance" incentive for teachers and Director of Education that includes multiple measures which align directly to the comprehensive improvement rubrics, to the teacher and administrator evaluation, and student achievement results.

AS 1.5.10) Pay for Performance (Scholarts Preparatory and Career Center for Children)

Description:

Implement a "pay for performance" incentive for teachers and Director of Education that includes multiple measures which align directly to the comprehensive improvement rubrics, to the teacher and administrator evaluation, and student achievement results.

S 1.6) Leadership

Description:

Ensure the most essential leadership practices needed to improve instruction and student achievement are implemented.

Estimated Cost

$58,750.00

AS 1.6.1) Data-driven Planning

Description:

Implement data-driven planning to arrive at focused goals and one comprehensive improvement plan.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.3) Instructional and Environmental Observations

Description:

Conduct Instructional and Environmental Observations and provide educators with descriptive feedback that will help them improve instruction and the classroom environment.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.4) Unit and Lesson Plans and Assessment Reviews

Description:

Conduct unit and lesson plan and assessment reviews and provide educators with descriptive feedback that will help them improve instructional planning and delivery aligned to Ohio's Academic Content Standards as part of an internal accountability system for standards-based education.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.5) Formative Instruction Technologies (F.I.T.)

Description:

Purchase and implement Formative Instruction Technologies (F.I.T.) - a longitudinal data system used to track individual student progress on the mastery of grade-level content.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.6) Evidence of Implementation and Impact

Description:

Collect and periodically report data that provide ongoing evidence of adult implementation and student impact.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.10) Policies and Procedures

Description:

Review and revise policies and procedures to increase support for teaching and learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.13) Evaluation of School Improvement Services

Description:

Conduct a evaluation of all school improvement services provided through the SIG to determine the degree to which the services were implemented with fidelity and the degree to which the services had a positive impact on teaching and learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.1) Data-driven Planning (Scholarts Preparatory and Career Center for Children)

Description:

Implement data-driven planning to arrive at focused goals and one comprehensive improvement plan.

AS 1.6.3) Instructional and Environmental Observations (Scholarts Preparatory and Career Center for Children)

Description:

Conduct Instructional and Environmental Observations and provide educators with descriptive feedback that will help them improve instruction and the classroom environment.

AS 1.6.4) Unit and Lesson Plans and Assessment Reviews (Scholarts Preparatory and Career Center for Children)

Description:

Conduct unit and lesson plan and assessment reviews and provide educators with descriptive feedback that will help them improve instructional planning and delivery aligned to Ohio's Academic Content Standards as part of an internal accountability system for standards-based education.

AS 1.6.5) Formative Instruction Technologies (F.I.T.) (Scholarts Preparatory and Career Center for Children)

Description:

Purchase and implement Formative Instruction Technologies (F.I.T.) - a longitudinal data system used to track individual student progress on the mastery of grade-level content.

AS 1.6.6) Evidence of Implementation and Impact (Scholarts Preparatory and Career Center for Children)

Description:

Collect and periodically report data that provide ongoing evidence of adult implementation and student impact.

AS 1.6.10) Policies and Procedures (Scholarts Preparatory and Career Center for Children)

Description:

Review and revise policies and procedures to increase support for teaching and learning.

AS 1.6.13) Evaluation of School Improvement Services (Scholarts Preparatory and Career Center for Children)

Description:

Conduct a evaluation of all school improvement services provided through the SIG to determine the degree to which the services were implemented with fidelity and the degree to which the services had a positive impact on teaching and learning.

S 1.7) Student Discipline

Description:

Ensure educators have the appropriate knowledge and skills necessary to reduce the number and frequency of student disciplinary incidents.

AS 1.7.1) Data-driven Needs Assessment

Description:

Review data to determine areas of greatest priority.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.2) Identify and Document Problem Behaviors

Description:

Identify and document the specifics of problem behaviors and the conditions that prompt and reinforce them.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.3) Modifications to Classroom Environments

Description:

Modify the classroom learning environment to decrease problem behaviors.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.4) Teach and Reinforce New Skills

Description:

Teach and reinforce new skills to increase appropriate behaviors and preserve a positive classroom climate.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.6) Develop Schoolwide Strategies

Description:

Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones shown to reduce negative behaviors and foster positive interactions.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.1) Data-driven Needs Assessment (Scholarts Preparatory and Career Center for Children)

Description:

Review data to determine areas of greatest priority.

AS 1.7.2) Identify and Document Problem Behaviors (Scholarts Preparatory and Career Center for Children)

Description:

Identify and document the specifics of problem behaviors and the conditions that prompt and reinforce them.

AS 1.7.3) Modifications to Classroom Environments (Scholarts Preparatory and Career Center for Children)

Description:

Modify the classroom learning environment to decrease problem behaviors.

AS 1.7.4) Teach and Reinforce New Skills (Scholarts Preparatory and Career Center for Children)

Description:

Teach and reinforce new skills to increase appropriate behaviors and preserve a positive classroom climate.

AS 1.7.6) Develop Schoolwide Strategies (Scholarts Preparatory and Career Center for Children)

Description:

Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones shown to reduce negative behaviors and foster positive interactions.

S 1.8) HQ teachers documented

Description:

ODE worksheet teacher documentation is completed by all staff. Supt. signs off annually to HQT teacher assignments. District is including HQT documentation in hiring practices. Supt. is HQT contact person.

S 1.9) 100% of teachers teach core academic subjects meet HQT as well as teachers teaching in programs supported by TitIte I funds

Description:

District assists staff in maintaining their HQT status. Professional development is being offered through Title 2A and D funds for teaching literacy across content areas, conflict resolution, and classroom management. For those teachers not meeting HQT status professional development opportunities are provided

S 1.10) Core academic HQT assignments are distributed equitably in high-poverty schools and for minority student

Description:

Teacher distribution data analysis will be used to determine teaching assignments in all core academics subject areas. Reassignment may occur according to teacher's expertise. All core subject teachers had HQT status. but arts specialists were visiting artists from throughout the community who did not have HQT status but were highly experienced. 3/4 of all children were taught by an inexperienced science teacher. That teacher had HQT status. 1/3 of children were taught by inexperienced math teacher. School has hired highly qualified teachers in math and science.

S 1.11) Fiscal and human resources are targeted in the schools with the lowest proportion of Highly Qualified Teachers

Description:

The Superintendent ensures that Title II-A and TitleII-D and human resources are targeted to address highly qualified teacher core requirement. Lead teachers at elementary and secondary grade levels help to facilitate instruction aimed at data driven goals in reading and mathematics.

S 1.12) Address how the district will assist all non-HQT teachers to be Highly Qualified as quickly as possible

Description:

Non-hqt teachers will be provided professional development opportunities and funds in order to pass the Praxis exam. District will be 100% qualified by June 2010. Supt. and school administrators will work to ensure that all teachers are HQT. School monitors teacher's testing schedules and encourages participation in tests that meet state requirements for HQT. Teachers and administrator hold conferences once per quarter in order to monitor progress in acquiring HQT status.

S 1.13) Address how the district will demonstrate the annual measurable objective in meeting HQT requirements

Description:

School Local professional decelopment committee will keep on file the target goals for each non-HQT teacher. Board will address contract renewal policy for non-HQT teachers. One teacher is not HQT and individualized plan has been developed for her to meet HQT. Section 2141 C is being met by using Title 2 A and D funds to help her complete the Paxis 2 in July 2009 and Praxis 3 by 2010. District has not hired paraprofessionals since being named as not meeting HQT-AMO requirements

S 1.14) Address priorities for schools not making Adequate Yearly Progress (AYP)

Description:

: All teachers and administrators look at data to determine what interventions are needed at each grade level. The district ensures that all core academics are taught by HQT teacher. School met AYP in math, reading, and attendance. Errors in reporting participation data resulted in not meeting AYP in that area only. A new data entry person has been hired to prevent that from occurring again,

G 2) Safe and Drug-Free Learning Environments

Description:

Develop and maintain an educational environment that is welcoming, safe, drug-free and supports teaching and learning.

Performance Measure:

The number of persistently dangerous schools, as defined by the State. The percentage of students who used, possessed or distributed alcohol, tobacco and other drugs on school property.

Fiscal Resources

Grant	Notes	2010	2011
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$14,320
School Improvement Competitive 1003 (g) Total:		**$00**	**$14,320**
Grand Total:		**$00**	**$14,320**

S 2.1) Safe and Drug-Free Prevention Education and Evaluation

Description:

Ensure a system of drug and violence prevention activities that promote the health and well being of all students.

Estimated Cost

$1,717.00

S 2.2) School Climate

Description:

Ensure every student and adult feels welcomed, respected and motivated to participate and learn.

Estimated Cost

$14,320.00

AS 2.2.1) Climate Surveys

Description:

Conduct student and teacher climate surveys.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.2) Feedback Mechanism

Description:

Develop feedback mechanisms for students, families and personnel regarding the climate of the school.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.3) Multiple Risk Factors

Description:

Identify the students that have multiple risk factors (e.g., high number of disciplinary incidents and absenteeism) and develop prevention / intervention strategies for each student.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.1) Climate Surveys (Scholarts Preparatory and Career Center for Children)

Description:

Conduct student and teacher climate surveys.

AS 2.2.2) Feedback Mechanism (Scholarts Preparatory and Career Center for Children)

Description:

Develop feedback mechanisms for students, families and personnel regarding the climate of the school.

AS 2.2.3) Multiple Risk Factors (Scholarts Preparatory and Career Center for Children)

Description:

Identify the students that have multiple risk factors (e.g., high number of disciplinary incidents and absenteeism) and develop prevention / intervention strategies for each student.

S 2.3) Parent and Community Engagement

Description:

Ensure opportunities for parents and foster caregivers to be actively involved in and informed regarding their children's education.

AS 2.3.2) Progress Reports

Description:

Provide parents with regular student progress reports that articulate each student's progress in mastering their grade-level content.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.3) Parent Survey

Description:

Conduct parent survey regarding perceptions of the school, school climate, and opportunities for involvement.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.5) Educational Resources

Description:

Provide parents with free educational resources and supports in support of their child's education.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.2) Progress Reports (Scholarts Preparatory and Career Center for Children)

Description:

Provide parents with regular student progress reports that articulate each student's progress in mastering their grade-level content.

AS 2.3.3) Parent Survey (Scholarts Preparatory and Career Center for Children)

Description:

Conduct parent survey regarding perceptions of the school, school climate, and opportunities for involvement.

AS 2.3.5) Educational Resources (Scholarts Preparatory and Career Center for Children)

Description:

Provide parents with free educational resources and supports in support of their child's education.

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.

Leveraging other resources in support of the transformation model is anticipated with the successful award of a SIG. In developing and aligning job descriptions for the CEO, Dir of Ed and Dean of Students, a component of each role relates to identification of additional and supporting resources for the school, its students and families. The CEO will have major responsibility to develop and generate partnerships and funds to ensure programmatic development and fiscal soundness of the school. The Dir of Ed will be responsible for constant generation and maintenance of school-community partnerships, coalitions, networks, and resources. The individual in that position will also represent the school at various community and/or business meetings. The Dean of Students will generate school-community partnerships and strengthen existing partnerships that develop mentors and acquire human and programmatic resources for children. Integration of the Arts has always been a major component of the school's educational program that we hope to continue and enhance. To date several art-oriented organizations and individuals have donated resources and/or volunteered with students on various projects and initiatives. Unfortunately such relationships have been of limited duration. It is hoped that the support for curriculum, instruction, assessment and leadership that this grant affords us will allow more efforts on identifying and developing sustained partnerships with the Arts community as some potential relationships have already surfaced for both the Arts and other services for students. We are also aware of free community services that could be hosted by the school to benefit our students and their families are available but have not been pursued in the past. Again, a value-added result of the acceptance of this proposal will permit various personnel more opportunities to investigate and open the school house doors to welcome community services with better distribution of the organization's work. These services include literacy, health, wellness and sports activities. The majority of the Dir of Ed's salary and all benefits will be leveraged from other resources within the school's budget. Only a portion of the salary for responsibilities as a turn-around specialist will funded by this proposal.

Continuation

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

Because the nature of the grant is limited to a maximum of three years of funding, we have designed a plan that focuses on building our capacity to plan and implement all elements of standards-based education over a three-year period with no lingering costs beyond the grant period. The costs associated with our LEA's proposal build the necessary infrastructure and systems that will allow us to sustain our efforts without assistance from School Improvement Grant funding beyond the grant period. Although we will initially rely heavily on the expertise of others to prepare us to deliver a high quality education to every child in our school, we recognize the need for reform of this scale and the need to take over all of the responsibilities and provide the necessary leadership to ensure the implementation of standards-based education. Over the course of the three-year grant period, we will specifically articulate and implement a defined curriculum, develop our teacher's capacity to design and deliver standards-based instruction, identify and establish short and long-term data measurements to inform the daily delivery of instruction to all students, create ongoing systems to engage parents and the community in regularly participating in the school, and develop a data-driven culture that allows for and enables ongoing collaborative review, analysis and action based upon multiple progress measures. In short, our plan strives to build our capacity to provide a high quality education system, not our dependency upon others.

Timeline

Include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA?s application and services it will provide to each Tier III school. (tied to IMM tool)

We will use the IMM tool to monitor ongoing progress of adult implementation of the following actions and their impact on student achievement: Aligned and Accessible Curriculum -Develop Pacing Guides: July -Develop Courses of Study: July -Complete textbook review and identify alignment: July -Identify and procure supplemental instructional materials: August Balanced and Aligned Assessment System -Use formative and short-cycle assessments to inform instruction and monitor student progress: ongoing -Engage students in self-reflection and self-assessment: ongoing -Provide students with descriptive feedback regarding learning targets: ongoing -Purchase and implement DIBELS: September, November, Feb, April Rigorous and Aligned Instruction -Develop "I Can Statements" in grades K-12: July-Aug -Use High Yield Instructional Strategies: ongoing -Provide opportunities for collaborative projects and writing opportunities: ongoing -Differentiate instruction: ongoing -Utilize data to identify

prevention and intervention strategies: ongoing -Implement flexible scheduling: Sept -Develop standards-based IEPs for SWDs: Sept-Oct High Quality Professional Development -Review data to determine the prioritized needs: Aug -Collaboratively design professional learning opportunities: Sept-Oct -Develop individual PD plans: Aug-Sept -Evaluate the short and long-term impact of professional learning: Aug-June Educator Quality -Define high standards for educator competencies and skills: July-Aug -Utilize rubrics to assess quality of potential educators: July -Implement recruitment strategies to attract staff: July -Provide educators with feedback regarding desired areas of improvement: Aug -Develop rubrics for SI to define desired practices for instructional leaders: July-Aug -Implement a "pay for performance" incentive for teachers and Director of Education: Sept '10-Aug '11 Leadership -Implement data-driven planning to arrive at focused goals and one comprehensive improvement plan: Mar-June -Increase stakeholder involvement in data-driven planning and educational leadership: Sept-Nov -Conduct Instructional and Environmental Observations: Sept-May -Conduct unit and lesson plan and assessment reviews: Sept-May -Purchase and implement Formative Instruction Technologies (F.I.T.): July-May -Collect and periodically report data that provide ongoing evidence of adult implementation and student impact: ongoing -Identify and ensure common planning time for educators: Aug-June -Develop and strengthen community partnerships:Sept-June -Review and revise policies and procedures to increase support for teaching and learning: July-Aug -Extend the academic day and learning time in order to provide teachers and students with more opportunities to master their grade-level content: Sept-June Student Discipline -Implement positive behavior supports: Sept-June School Climate -Conduct student and teacher climate surveys: Oct -Develop feedback mechanisms for students, families and personnel regarding the climate of the school: Oct -Identify the students that have multiple risk factors (e.g., high number of disciplinary incidents and absenteeism) and develop prevention / intervention strategies for each student: Sept-Oct (and ongoing) -Conduct teacher/parent conferences: Oct, Jan, and Apr -Provide parents with regular student progress reports: Oct, Dec, Feb, Apr, Jun -Conduct parent survey regarding perceptions of the school, school climate, and opportunities for involvement: Oct-Nov -Hold parent night programs to provide non-threatening opportunities to engage with the faculty and administrators: Nov, Feb -Provide parents with free educational resources and supports in support of their child's education: ongoing -Provide parents with opportunities to volunteer at the school: ongoing -Develop a parent newsletter to keep parents regularly informed: Oct Once our grant has been approved, we will enter these into the IMM and monitor progress there.

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?

Goal #1: By 2011, Scholarts will reduce the number of non-proficient students in reading and math in all tested grades and sub-groups by 10% as measured by performance on state assessments. Goal #2: By 2011, Scholarts will increase parent engagement in the school as measured by participation in parent night programs, parent/teacher conferences, and parent surveys. For Goal #1, we will evaluate our progress by looking at student achievement results on diagnostic, formative and intermittent assessments aligned to Ohio's Academic Content Standards and designed by teachers, as we see these as the best predictors of student success on state assessments. Teachers will have access to student level data and will be responsible for reviewing and monitoring student-level progress in mastery of grade-level content. For Goal #2, we will need to collect baseline data, as Scholarts has not collected this data previously. We know anecdotally that parents have not been engaged in support of the school, its planning or administration. We will collect participation and satisfaction data as outlined in the next section (Data Collection - Student Achievement) to evaluate our progress. In addition to our own data collection efforts, we will be engaging an external evaluation coordinator who will advise us in developing an evaluation framework for the School Improvement Grant, including identifying appropriate data points and collection methodologies necessary to inform Scholarts and the Ohio Department of Education regarding the progress of Scholarts' SIG implementation and impact on the areas of the transformation intervention model. The evaluation coordinator will review and analyze data collected throughout the project and present a progress report in early January and an annual summative report in late May.

Data Collection - Student Achievement

Determine how the selected intervention model will increase student achievement, and then measure the success of the intervention model. Applicants must describe the process used to select the intervention model and how the success of the implementation will be measured. Measures of success must be stated.

The transformation intervention model focuses on four areas of impact: 1) teachers and Leaders 2) Instructional Support 3) Time and Support and 4) Governance. After careful and collaborative review of our data and the completion of the Decision Framework, we see the extreme need for reform in our school in all of these areas; therefore, we have selected this model to implement in FY11 and beyond. As a result of the plan we have outlined in the CCIP and in this proposal, we expect to see the following changes which will demonstrate the success of our implementation: Measures of success in "Teachers and Leaders": - a full-time instructional leader (Dir of Educ) is hired effective July 1st, 2010 - a new evaluation system for teachers and administrators is collaboratively developed and includes multiple measures of SI process implementation data as well as student growth and achievement data as a significant factors.- September '10 - a pay for performance structure that reward staff who are increasing student achievement and removes staff who are not is implemented Sept '10-August 2011 - Teacher incentives are designed and implemented to attract and retain high quality faculty and administrators - July 2010 Measures of success in "instructional Support and Strategies": - 100% of teachers submit Unit and Lesson Plans that are aligned to standards; include high quality research-based and differentiated instructional strategies; and are appropriately paced to cover grade-level content as measured by Unit/Lesson Plan Rubric - Aug 2010-June 2011 - 100% of enacted Instruction demonstrates fidelity to unit/lesson plans and the quality of delivery of the identified instructional strategies rates "Defined" as measured by the Instructional Observation Rubric - Sept 2010 - June 2011 - 100% of Classrooms rate as "Defined" as measured by the classroom environmental observation rubric. - Sept. 2010 - 100% of teachers implement a balanced assessment system to measure and communicate student progress as measured by teacher use of Formative Instruction Technologies, DIBELS, State Diagnostics, in class informal assessments, and state assessments - August 2010-June 2011 - 100% of teachers and administrators participate in Professional Learning Communities regarding collaborative planning, mentoring and modeling, reviewing student work, feedback and reflection, and improving instructional strategies - Sept 2010 - June 2011 - 100% of teachers use data collected through balanced assessment practices to inform, modify, and differentiate instruction - Sept 2010 - June 2011 Measures of success in "Time and Support": - 100% of teachers use extended time prior to school to participate in collaborative planning and professional development to increase their knowledge and skills - Sept. 2010 - June 2011 - Flexible scheduling is implemented to increase learning time for reading and mathematics - Sept 2010 - 2 new community services are introduced and implemented in the school to support students' well-being and academic achievement - October 2010 - 10% of parents participate in Parent Night Programs throughout the school year - Oct 2010, Jan 2011, and April 2011 - Parent and Teacher satisfaction in school climate increases throughout school year, as measured by climate survey results - Oct 2010 and April 2011 - 5% of parents participate in parent/teacher conferences as measured by attendance at conferences - Oct. 2010, Jan 2011, and April 2011 Measures of success in "Governance": - Dir of Educ is given autonomy and operational flexibility to implement the reform plan as measured by data collected and entered in the IMM tool as evidence of implementation - monthly - An external provider is identified and delivers specified technical assistance to teachers and administrators in support of our SI plan - weekly

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.

$60,000.00 - 50% of Salary for Director of Education to increase responsibilities to include turn-around specialist duties $14,320.00 - Develop of student, parent and teacher climate surveys $105,000.00 - Ongoing year-long Technical Assistance through external provider $38,500.00 - Summer 2010 Professional Development Services designed around analyzing data, understanding and implementing curriculum guidance (courses of study, pacing guides, "I Can" Statements, unit/lesson plan expectations and templates, etc. $40,000.00 - Comprehensive Program Evaluation Services $41,850.00 - Development of a personnel evaluation system tied to SI service delivery and student achievement $35,000.00 - Incentives for attracting and retaining highly qualified teachers $35,000.00 - Development and analysis of school achievement data views $49,500.00 - Curriculum and Instruction Services to include: "I can statements", pacing guides, courses of study, textbook reviews and recommendations) $33,430.00 - Human Resources Policy Development to include: the review and revision of existing policies and procedures of the school, and the development of teacher and administrator selection and evaluation processes and tools. $47,250.00 - Formative Instruction Technologies - a longitudinal data collection system that informs classroom instruction and student progress $150.00 - DIBELS - Universal Screening of student literacy foundational skills $500,000.00 - TOTAL GRANT REQUEST

500,000.00 FY11 proposed LEA budget

500,000.00 FY12 proposed LEA budget

500,000.00 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.

After the completion of the Decision Framework (DF) as part of the OIP it was clear our problems were systemic. We had no evidence of aligned curriculum, instruction or assessments. We were not using data to inform instruction or communicate progress. We were implementing individual programs without a prevention and intervention plan. We had no system of standards-based education (SBE) in place. We recognized although we were compliant with state licensure requirements, our faculty did not possess needed content and pedagogical knowledge to implement SBE. We lacked instructional leadership, including a designated leader to guide SI work. We were getting achievement results that reflected the absence of all of these components. We needed to increase the quality of our faculty overall. We needed immediate change. We could not focus on small improvements. We could not take 3-5 years. We needed to implement systems we knew would yield big results now. We revised our CCIP to reflect our commitment to implementing SBE and aligned our plan to the DF areas. We designed a plan that would accelerate our implementation with the assistance of knowledgeable SI service providers. We will implement the following changes and close the gap for all children, sub-groups, grade-levels, and content areas - with a focus on reading and math: Our first step involved restructuring our administrative team to create a Dir of Educ to provide instructional leadership as a turn-around specialist and oversee the implementation of our plan. We re-defined the required credentials for faculty regarding teacher content and pedagogical knowledge, familiarity and experience with implementing SBE, and commitment to ensuring all students are successful. To attract HQ candidates, we will offer "pay for performance" bonuses to the Dir of Ed and teachers, payable upon completion of required SI activities and improved students results as demonstrated on state assessments. We will provide weekly, job-embedded PD, common planning time, and flexible scheduling to increase learning and teaching time and support our faculty in implementing our SI plan and raising the quality of instruction in every classroom. We need a system of aligned curriculum, instruction and assessments. Finding time to collaboratively develop and articulate the scope and sequence for instruction is hard. We need systems in place prior to school year starting, so we will work with a SI service provider to expedite process and ensure all components are available to faculty for ELA, Math, SC, and SS: grade-level "I can" statements; courses of study (9-12); pacing guides (9-12); textbook alignment review (with recommendations for additional instructional materials in the areas where alignment is weak - Math and ELA only). We will offer educators 11 days of PD in July and Aug to overview SI plan, ensure all educators understand how to implement plan, and provide opportunity for educators to collaborate around unit/lesson plan and assessments development and team building. We will use Formative Instruction Technologies (FIT) to collect data aligned to Ohio's GLIs and benchmarks using S-B assessment practices with students. FIT helps teachers use formative assessments to adjust instruction to meet student needs, and communicate their progress. We will use DIBELS in K-3 to collect data on student mastery of foundation literacy skills. We will investigate the use of Measures of Academic Progress (MAPS), computerized short-cycle assessments that yield intermittent data on student progress. Depending on the PD and technology needed, we may need to invest in the necessary technology during year 1 with PD and implementation during years 2-3. We will do weekly unit/lesson plan reviews, monthly instruction and environmental observations and provide feedback on ways to improve quality. This data will be used by evaluator to determine our progress in implementing our plan and impact on achievement.

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. Dr. Cheryl Parchia Superintendent Scholarts Preparatory and Career Center for Children 04/27/10

SI Building Overview

Scholarts Preparatory and Career Center for Children (000277) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g)

There is **1** Building. Displaying page: **1** of **1**

IRN	Building Name	Tier	SI Status	Total Enrollment	FY11 Proposed Budget	FY12 Proposed Budget	FY13 Proposed Budget	Schoolwide OR SW Waiver?	"Start Over" Waiver?	Intervention Model
000277	Scholarts Preparatory and Care	Tier I	SI 3	178	500,000.00	500,000.00	500,000.00	☐	☐	Transformatic

1) number of non-proficient students in reading and math in all tested grades and sub-groups on state assessments. 2) DIBELS Score 3) # of parents participating in parent night programs, parent/teacher conferences, and parent surveys 4) % of Unit and Lesson Plans that are aligned to standards; include high quality research-based and differentiated instructional strategies; and are appropriately paced to cover grade-level content 5) % of instructional strategies that rate "Defined" on the Instructional Observation Rubric 6) % of classrooms that rate as "Defined" on the classroom environmental observation rubric 7) % of teachers and administrators that participate in PLCs and PD

Plan Relationships

Scholarts Preparatory and Career Center for Children (000277) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (43)

Go To

Related Goals

G 1) Improve Reading and Math Achievement for All Students

Description:

Improve Reading and Math Achievement for all students and in all sub-groups by a minimum of 10% each year to ensure all students are progressing towards proficiency.

Performance Measure:

The percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency), who are at or above the proficient level in reading/language arts and mathematics on the State's assessment (ESEA Section 1111(h)(1)(C)(i)).

Fiscal Resources

Grant	Notes	2010	2011
Consolidated			
Title I		$147,669	$89,992
Improving Teacher Quality, Title II-A		$6,881	$3,337
Technology, Title II-D (Formula)		$1,243	$309
Special Education, Part B-IDEA		$65,661	$23,662
Consolidated Total:		**$221,454**	**$117,300**
ARRA Title II-D (Competitive)			
ARRA Title II-D (Competitive)		$101,700	$00
ARRA Title II-D (Competitive) Total:		**$101,700**	**$00**
The American Recovery and Reinvestment Act (ARRA)			
ARRA Title I		$120,377	$00
ARRA Neglected, Title I		$72,409	$00
ARRA Special Education, Part B-IDEA		$72,409	$00
The American Recovery and Reinvestment Act (ARRA) Total:		**$265,195**	**$00**
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$485,680
School Improvement Competitive 1003 (g) Total:		**$00**	**$485,680**
Grand Total:		**$588,349**	**$602,980**

S 1.1) Aligned and Accessible Curriculum

Description:

Ensure every student receives appropriate access to a curriculum which is aligned to Ohio's Academic Content Standards.

Estimated Cost

$89,500.00

S 1.2) Balanced and Aligned Assessment System

Description:

Ensure every student has the opportunity to demonstrate the progress of their learning through varied and appropriate assessment measures aligned to Ohio's Academic Content Standards.

Estimated Cost

$72,610.00

S 1.3) Rigorous and Aligned Instruction

Description:

Ensure every student receives challenging and cognitively appropriate instruction aligned to Ohio's Academic Content Standards.

Estimated Cost

$72,470.00

S 1.4) High Quality Professional Development

Description:

Ensure ongoing, job-embedded, data driven educator learning opportunities that align to Ohio's Standards for High Quality Professional Development. Conference expenses (Title I, IIA, Title I SI)

Estimated Cost

$66,500.00

S 1.5) Educator Quality

Description:

Ensure ongoing practices meet and/or exceed Ohio's Educator Standards.

Estimated Cost

$140,850.00

S 1.6) Leadership

Description:

Ensure the most essential leadership practices needed to improve instruction and student achievement are implemented.

Estimated Cost

$58,750.00

S 1.7) Student Discipline

Description:

Ensure educators have the appropriate knowledge and skills necessary to reduce the number and frequency of student disciplinary incidents.

S 1.8) HQ teachers documented

Description:

ODE worksheet teacher documentation is completed by all staff. Supt. signs off annually to HQT teacher assignments. District is including HQT documentation in hiring practices. Supt. is HQT contact person.

S 1.9) 100% of teachers teach core academic subjects meet HQT as well as teachers teaching in programs supported by Titlte I funds

Description:

District assists staff in maintaining their HQT status. Professional development is being offered through Title 2A and D funds for teaching literacy across content areas, conflict resolution, and classroom management. For those teachers not meeting HQT status professional development opportunities are provided

S 1.10) Core academic HQT assignments are distributed equitably in high-poverty schools and for minority student

Description:

Teacher distribution data analysis will be used to determine teaching assignments in all core academics subject areas. Reassignment may occur according to teacher's expertise. All core subject teachers had HQT status. but arts specialists were visiting artists from throughout the community who did not have HQT status but were highly experienced. 3/4 of all children were taught by an inexperienced science teacher. That teacher had HQT status. 1/3 of children were taught by inexperienced math teacher. School has hired highly qualified teachers in math and science.

S 1.11) Fiscal and human resources are targeted in the schools with the lowest proportion of Highly Qualified Teachers

Description:

The Superintendent ensures that Title II-A and TitleII-D and human resources are targeted to address highly qualified teacher core requirement. Lead teachers at elementary and secondary grade levels help to facilitate instruction aimed at data driven goals in reading and mathematics.

S 1.12) Address how the district will assist all non-HQT teachers to be Highly Qualified as quickly as possible

Description:

Non-hqt teachers will be provided professional development opportunities and funds in order to pass the Praxis exam. District will be 100% qualified by June 2010. Supt. and school administrators will work to ensure that all teachers are HQT. School monitors teacher's testing schedules and encourages participation in tests that meet state requirements for HQT. Teachers and administrator hold conferences once per quarter in order to monitor progress in acquiring HQT status.

S 1.13) Address how the district will demonstrate the annual measurable objective in meeting HQT requirements

Description:

School Local professional decelopment committee will keep on file the target goals for each non-HQT teacher. Board will address contract renewal policy for non-HQT teachers. One teacher is not HQT and individualized plan has been developed for her to meet HQT. Section 2141 C is being met by using Title 2 A and D funds to help her complete the Paxis 2 in July 2009 and Praxis 3 by 2010. District has not hired paraprofessionals since being named as not meeting HQT-AMO requirements

S 1.14) Address priorities for schools not making Adequate Yearly Progress (AYP)

Description:

: All teachers and administrators look at data to determine what interventions are needed at each grade level. The district ensures that all core academics are taught by HQT teacher. School met AYP in math, reading, and attendance. Errors in reporting participation data resulted in not meeting AYP in that area only. A new data entry person has been hired to prevent that from occurring again,

G 2) Safe and Drug-Free Learning Environments

Description:

Develop and maintain an educational environment that is welcoming, safe, drug-free and supports teaching and learning.

Performance Measure:

The number of persistently dangerous schools, as defined by the State. The percentage of students who used, possessed or distributed alcohol, tobacco and other drugs on school property.

Fiscal Resources

Grant	Notes	2010	2011
Consolidated			
Safe and Drug-Free Schools (SDFSC), Title IV-A		$1,717	$00
Consolidated Total:		**$1,717**	**$00**

School Improvement Competitive 1003 (g)		
School Improvement Competitive 1003 (g)	$00	$14,320
School Improvement Competitive 1003 (g) Total:	**$00**	**$14,320**
Grand Total:	**$1,717**	**$14,320**

S 2.1) Safe and Drug-Free Prevention Education and Evaluation

Description:

Ensure a system of drug and violence prevention activities that promote the health and well being of all students.

Estimated Cost

$1,717.00

S 2.2) School Climate

Description:

Ensure every student and adult feels welcomed, respected and motivated to participate and learn.

Estimated Cost

$14,320.00

S 2.3) Parent and Community Engagement

Description:

Ensure opportunities for parents and foster caregivers to be actively involved in and informed regarding their children's education.

Related District/Agency Plan Action Steps

G 1) Improve Reading and Math Achievement for All Students

S 1.1) Aligned and Accessible Curriculum

AS 1.1.3) Textbook Alignment Review

Description:

Complete textbook review and identify the degree to which the textbook is aligned to Ohio's Academic Content Standards.

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

AS 1.1.4) Supplemental Instructional Materials

Description:

Identify and procure supplemental instructional materials to enhance instruction and fill gaps between textbooks and Ohio's Academic Content Standards.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.2) Balanced and Aligned Assessment System

AS 1.2.1) Formative and Short-cycle Assessments

Description:

Use formative and short-cycle assessments aligned to Ohio's Academic Content Standards to inform instruction and monitor student progress on grade-level content mastery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.6) Early Literacy Universal Screening

Description:

Purchase and implement DIBELS and conduct universal screening and progress monitoring of phonemic awareness, phonics, and fluency early literacy skills.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.3) Rigorous and Aligned Instruction

AS 1.3.1) "I Can" Statements

Description:

Develop "I Can Statements" to outline in student-friendly language the learning expectations for the core content areas in grades K-12.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.2) High Yield Strategies

Description:

Use Marzano's High Yield Instructional Strategies to increase student learning in all core content areas.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.3) Collaboration and Writing Across the Curriculum

Description:

Provide opportunities for students to make connections across curricular areas through collaborative projects and writing opportunities.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.5) Prevention / Intervention Services

Description:

Utilize data to identify both prevention and intervention strategies for individual students and groups of students with common needs.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.4) High Quality Professional Development

AS 1.4.1) Data-driven Needs

Description:

Review data to determine the prioritized needs.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.4.2) Professional Learning Opportunities

Description:

Collaboratively design ongoing professional learning opportunities.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.4.3) Individual Professional Development

Description:

Develop individual professional development plans for each educator to outline areas of need and the desired behaviors / outcomes in support of the CCIP.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.5) Educator Quality

AS 1.5.1) Define Educator Competencies and Skills

Description:

Define through the use of rubrics high standards for educator competencies and skills. Collaboratively develop teacher and administrator evaluation processes and tools that take into consider multiple sources of data regarding School Improvement Plan Implementation and use growth in student achievement as a significant factor.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.5.2) Assess Potential Educator Candidates

Description:

Utilize rubrics to assess the quality of potential educators.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.5.3) Recruitment Strategies

Description:

Develop and implement aggressive recruitment strategies and increase salaries to attract the highest caliber of staff.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.5.7) Rubrics for Instructional Leaders' Practices

Description:

Develop comprehensive rubrics for school improvement to clearly define desired practices for instructional leaders.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.6) Leadership

AS 1.6.1) Data-driven Planning

Description:

Implement data-driven planning to arrive at focused goals and one comprehensive improvement plan.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.3) Instructional and Environmental Observations

Description:

Conduct Instructional and Environmental Observations and provide educators with descriptive feedback that will help them improve instruction and the classroom environment.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.4) Unit and Lesson Plans and Assessment Reviews

Description:

Conduct unit and lesson plan and assessment reviews and provide educators with descriptive feedback that will help them improve instructional planning and delivery aligned to Ohio's Academic Content Standards as part of an internal accountability system for standards-based education.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.5) Formative Instruction Technologies (F.I.T.)

Description:

Purchase and implement Formative Instruction Technologies (F.I.T.) - a longitudinal data system used to track individual student progress on the mastery of grade-level content.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.6) Evidence of Implementation and Impact

Description:

Collect and periodically report data that provide ongoing evidence of adult implementation and student impact.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.10) Policies and Procedures

Description:

Review and revise policies and procedures to increase support for teaching and learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.13) Evaluation of School Improvement Services

Description:

Conduct a evaluation of all school improvement services provided through the SIG to determine the degree to which the services were implemented with fidelity and the degree to which the services had a positive impact on teaching and learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.7) Student Discipline

AS 1.7.1) Data-driven Needs Assessment

Description:

Review data to determine areas of greatest priority.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.2) Identify and Document Problem Behaviors

Description:

Identify and document the specifics of problem behaviors and the conditions that prompt and reinforce them.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.3) Modifications to Classroom Environments

Description:

Modify the classroom learning environment to decrease problem behaviors.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.4) Teach and Reinforce New Skills

Description:

Teach and reinforce new skills to increase appropriate behaviors and preserve a positive classroom climate.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.6) Develop Schoolwide Strategies

Description:

Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones shown to reduce negative behaviors and foster positive interactions.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 2) Safe and Drug-Free Learning Environments

S 2.2) School Climate

AS 2.2.1) Climate Surveys

Description:

Conduct student and teacher climate surveys.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.2) Feedback Mechanism

Description:

Develop feedback mechanisms for students, families and personnel regarding the climate of the school.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.3) Multiple Risk Factors

Description:

Identify the students that have multiple risk factors (e.g., high number of disciplinary incidents and absenteeism) and develop prevention / intervention strategies for each student.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 2.3) Parent and Community Engagement

AS 2.3.2) Progress Reports

Description:

Provide parents with regular student progress reports that articulate each student's progress in mastering their grade-level content.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.3) Parent Survey

Description:

Conduct parent survey regarding perceptions of the school, school climate, and opportunities for involvement.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.5) Educational Resources

Description:

Provide parents with free educational resources and supports in support of their child's education.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Related School Plan Action Steps

G 1) Improve Reading and Math Achievement for All Students

S 1.1) Aligned and Accessible Curriculum

AS 1.1.1) Pacing Guides (Scholarts Preparatory and Career Center for Children)

Description:

Develop Pacing Guides that articulate the school's desired scaffolding and instructional timeline of Ohio's Academic Content Standards that must be taught to all students at each grade level in core content areas.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.2) Courses of Study (Scholarts Preparatory and Career Center for Children)

Description:

Develop Courses of Study for core content areas in grades 9-12.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.3) Textbook Alignment Review (Scholarts Preparatory and Career Center for Children)

Description:

Complete textbook review and identify the degree to which the textbook is aligned to Ohio's Academic Content Standards.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.4) Supplemental Instructional Materials (Scholarts Preparatory and Career Center for Children)

Description:

Identify and procure supplemental instructional materials to enhance instruction and fill gaps between textbooks and Ohio's Academic Content Standards.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.2) Balanced and Aligned Assessment System

AS 1.2.1) Formative and Short-cycle Assessments (Scholarts Preparatory and Career Center for Children)

Description:

Use formative and short-cycle assessments aligned to Ohio's Academic Content Standards to inform instruction and monitor student progress on grade-level content mastery.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.6) Early Literacy Universal Screening (Scholarts Preparatory and Career Center for Children)

Description:

Purchase and implement DIBELS and conduct universal screening and progress monitoring of phonemic awareness, phonics, and fluency early literacy skills.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.3) Rigorous and Aligned Instruction

AS 1.3.1) "I Can" Statements (Scholarts Preparatory and Career Center for Children)

Description:

Develop "I Can Statements" to outline in student-friendly language the learning expectations for the core content areas in grades K-12.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.2) High Yield Strategies (Scholarts Preparatory and Career Center for Children)

Description:

Use Marzano's High Yield Instructional Strategies to increase student learning in all core content areas.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.3) Collaboration and Writing Across the Curriculum (Scholarts Preparatory and Career Center for Children)

Description:

Provide opportunities for students to make connections across curricular areas through collaborative projects and writing opportunities.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.5) Prevention / Intervention Services (Scholarts Preparatory and Career Center for Children)

Description:

Utilize data to identify both prevention and intervention strategies for individual students and groups of students with common needs.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.4) High Quality Professional Development

AS 1.4.1) Data-driven Needs (Scholarts Preparatory and Career Center for Children)

Description:

Review data to determine the prioritized needs.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.4.2) Professional Learning Opportunities (Scholarts Preparatory and Career Center for Children)

Description:

Collaboratively design ongoing professional learning opportunities.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.4.3) Individual Professional Development (Scholarts Preparatory and Career Center for Children)

Description:

Develop individual professional development plans for each educator to outline areas of need and the desired behaviors / outcomes in support of the CCIP.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.5) Educator Quality

AS 1.5.1) Define Educator Competencies and Skills (Scholarts Preparatory and Career Center for Children)

Description:

Define through the use of rubrics high standards for educator competencies and skills. Collaboratively develop teacher and administrator evaluation processes and tools that take into consider multiple sources of data regarding School Improvement Plan Implementation and use growth in student achievement as a significant factor.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.5.2) Assess Potential Educator Candidates (Scholarts Preparatory and Career Center for Children)

Description:

Utilize rubrics to assess the quality of potential educators.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.5.3) Recruitment Strategies (Scholarts Preparatory and Career Center for Children)

Description:

Develop and implement aggressive recruitment strategies and increase salaries to attract the highest caliber of staff.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.5.7) Rubrics for Instructional Leaders' Practices (Scholarts Preparatory and Career Center for Children)

Description:

Develop comprehensive rubrics for school improvement to clearly define desired practices for instructional leaders.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.5.9) Pay for Performance (Scholarts Preparatory and Career Center for Children)

Description:

Implement a "pay for performance" incentive for teachers and Director of Education that includes multiple measures which align directly to the comprehensive improvement rubrics, to the teacher and administrator evaluation, and student achievement results.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.5.10) Pay for Performance (Scholarts Preparatory and Career Center for Children)

Description:

Implement a "pay for performance" incentive for teachers and Director of Education that includes multiple measures which align directly to the comprehensive improvement rubrics, to the teacher and administrator evaluation, and student achievement results.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.6) Leadership

AS 1.6.1) Data-driven Planning (Scholarts Preparatory and Career Center for Children)

Description:

Implement data-driven planning to arrive at focused goals and one comprehensive improvement plan.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.3) Instructional and Environmental Observations (Scholarts Preparatory and Career Center for Children)

Description:

Conduct Instructional and Environmental Observations and provide educators with descriptive feedback that will help them improve instruction and the classroom environment.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.4) Unit and Lesson Plans and Assessment Reviews (Scholarts Preparatory and Career Center for Children)

Description:

Conduct unit and lesson plan and assessment reviews and provide educators with descriptive feedback that will help them improve instructional planning and delivery aligned to Ohio's Academic Content Standards as part of an internal accountability system for standards-based education.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.5) Formative Instruction Technologies (F.I.T.) (Scholarts Preparatory and Career Center for Children)

Description:

Purchase and implement Formative Instruction Technologies (F.I.T.) - a longitudinal data system used to track individual student progress on the mastery of grade-level content.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.6) Evidence of Implementation and Impact (Scholarts Preparatory and Career Center for Children)

Description:

Collect and periodically report data that provide ongoing evidence of adult implementation and student impact.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.10) Policies and Procedures (Scholarts Preparatory and Career Center for Children)

Description:

Review and revise policies and procedures to increase support for teaching and learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.13) Evaluation of School Improvement Services (Scholarts Preparatory and Career Center for Children)

Description:

Conduct a evaluation of all school improvement services provided through the SIG to determine the degree to which the services were implemented with fidelity and the degree to which the services had a positive impact on teaching and learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.7) Student Discipline

AS 1.7.1) Data-driven Needs Assessment (Scholarts Preparatory and Career Center for Children)

Description:

Review data to determine areas of greatest priority.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.2) Identify and Document Problem Behaviors (Scholarts Preparatory and Career Center for Children)

Description:

Identify and document the specifics of problem behaviors and the conditions that prompt and reinforce them.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.3) Modifications to Classroom Environments (Scholarts Preparatory and Career Center for Children)

Description:

Modify the classroom learning environment to decrease problem behaviors.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.4) Teach and Reinforce New Skills (Scholarts Preparatory and Career Center for Children)

Description:

Teach and reinforce new skills to increase appropriate behaviors and preserve a positive classroom climate.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.7.6) Develop Schoolwide Strategies (Scholarts Preparatory and Career Center for Children)

Description:

Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones shown to reduce negative behaviors and foster positive interactions.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 2) Safe and Drug-Free Learning Environments

S 2.2) School Climate

AS 2.2.1) Climate Surveys (Scholarts Preparatory and Career Center for Children)

Description:

Conduct student and teacher climate surveys.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.2) Feedback Mechanism (Scholarts Preparatory and Career Center for Children)

Description:

Develop feedback mechanisms for students, families and personnel regarding the climate of the school.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.3) Multiple Risk Factors (Scholarts Preparatory and Career Center for Children)

Description:

Identify the students that have multiple risk factors (e.g., high number of disciplinary incidents and absenteeism) and develop prevention / intervention strategies for each student.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 2.3) Parent and Community Engagement

AS 2.3.2) Progress Reports (Scholarts Preparatory and Career Center for Children)

Description:

Provide parents with regular student progress reports that articulate each student's progress in mastering their grade-level content.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.3) Parent Survey (Scholarts Preparatory and Career Center for Children)

Description:

Conduct parent survey regarding perceptions of the school, school climate, and opportunities for involvement.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.5) Educational Resources (Scholarts Preparatory and Career Center for Children)

Description:

Provide parents with free educational resources and supports in support of their child's education.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Contacts

Scholarts Preparatory and Career Center for Children (000277) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Contacts

Funding Application Contact

Parchia, Cheryl

Substantially Approved Dates

Scholarts Preparatory and Career Center for Children (000277) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
School Improvement Competitive 1003 (g)	Monday, August 30, 2010

Assurances

Scholarts Preparatory and Career Center for Children (000277) - Franklin County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Assurances

The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United State Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the Ohio Department of Education, herein referred to as the "ODE," and the local educational agency, herein referred to as the "SUBGRANTEE." ODE may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

1	That the local educational agency is in compliance with Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965 as amended by the No Child Left Behind Act of 2001 and the district has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools dated February 7, 2003.
2	That the control of funds provided to the SUBGRANTEE under each program and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property.
3	That the SUBGRANTEE will accept funds in accordance with applicable Federal and State statutes, regulations, program plans, and applications, and administer the programs in compliance with all provisions of such statutes, regulations, applications, policies and amendments thereto.
4	That the SUBGRANTEE has the necessary legal authority to apply for and receive the proposed grant or subgrant and enter into the contract.
5	That the SUBGRANTEE will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996, OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations" and Ohio Revised Code Section 117.11 utilizing generally accepted accounting principles (GAAP). The SUBGRANTEE will furthermore utilize competitive bidding practices in compliance with applicable procurement regulations. Additionally, the SUBGRANTEE will submit to ODE the aforementioned audit reports required in accordance with OMB Circular A-133 Section 300 (e) within the timeframes required by OMB Circular A-133 Section 320.
6	That the SUBGRANTEE will make reports to ODE and to the DEPARTMENT as may reasonably be necessary to enable ODE and DEPARTMENT to perform their duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by ODE and/or the DEPARTMENT and shall be supported by appropriate documentation.
7	That the SUBGRANTEE will maintain records, including the records required under Section 437 of the General Education Provisions Act ("GEPA"), 20 U.S.C. Section 1221, and provide access to those records as ODE or the DEPARTMENT and the Comptroller General or any of their authorized representatives in the conduct of audits authorized by Federal Law or State Statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information.
8	That the SUBGRANTEE will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of each program, as may be necessary according to statute.
9	That any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and to other members of the general public.
10	That in the case of any project involving construction, the project is not inconsistent with overall State plans for the construction of school facilities, if applicable; and in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973, in order to ensure that facilities constructed with Federal (which become subsequently State) funds are accessible to and usable by handicapped individuals.
11	That the SUBGRANTEE has adopted effective procedures for: (A) Acquiring and disseminating to teachers and administrators participating in each program, significant information resulting from educational research, demonstration and similar projects; and (B) Adopting, if appropriate, promising educational practices developed through those projects.
12	That no person shall, on the ground of race, color, national origin, handicap, or sex be excluded from participation, be denied the benefits, or be otherwise subjected to discrimination under any program or activity for which the SUBGRANTEE receives Federal financial assistance. Admissions policies for private schools are understood and agreed to be part of such programs. In this vein, the SUBGRANTEE agrees to assure compliance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.); Title IX of the Education Amendments of 1972 (20 U.S.C. Section 1681-1683); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794); the Age Discrimination Act (42 U.S.C. Section 6101 et seq.); and the Americans with Disabilities Act ("ADA") (42 U.S.C. Section 12101 et seq.).
13	That the SUBGRANTEE may not use its Federal or State funding to pay for any of the following: (A) Religious worship, instruction, or proselytization. (B) Equipment or supplies to be used for any of the activities specified in this assurance, herein. (C) Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified

	in this assurance, herein. (D) An activity of a school or department of divinity. A school or department of divinity is defined in 34 CFR 76.532(b).
14	That no Federal funding may be used for the acquisition of real property unless specifically permitted by the authorizing statute or implementing regulations for the program.
15	That the SUBGRANTEE may not count tuition and fees collected from students toward meeting matching, cost sharing or maintenance of effort requirements of a program.
16	That the SUBGRANTEE shall, to the extent possible, coordinate each of its projects with other activities that are in the same geographic area served by the project and that serves similar purposes and target groups.
17	That the SUBGRANTEE shall continue its coordination with ODE during the length of the project period.
18	The SUBGRANTEE shall cooperate in any evaluation by the DEPARTMENT.
19	That if a program so requires, provisions shall be made for the participation of children enrolled in private schools in the area to be served. Such provision shall: (A) Provide private school students with a genuine opportunity for equitable participation. (B) Provide an opportunity to participate in a manner that is consistent with the number of eligible private school students and their needs. (C) Maintain continuing administrative direction and control over funds and property that benefit students enrolled in private schools. (D) Comply with the requirements of 34 C.F.R. Section 76.652 through 76.662.
20	That no provision of any law shall be construed to authorize the consolidation of any applicable program with any other program, such as the commingling of funds derived from one appropriation with those derived from another appropriation, except as specifically authorized by statute.
21	That funds will be used to supplement and not supplant State and local funds expended for educational purposes and, to the extent practicable, increase the fiscal effort that would, in the absence of such funds, be made by the SUBGRANTEE for educational purposes.
22	That the SUBGRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).
23	That the SUBGRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project.
24	That it shall maintain records for 3 years following completion of the activities for which the SUBGRANTEE uses the federal or state funding and which show: (A) The amount of funds under the subgrant or grant. (B) How the SUBGRANTEE uses the funds. (C) The total cost of the project. (D) The share of that total cost provided from other sources.
25	If real property or structures are provided or improved with the aid of Federal financial assistance, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer or sale of such property or structure. If personal property is so provided, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer, disposal and sale of such property.
26	That in the event of a sustained audit exception, and upon demand of ODE, the SUBGRANTEE shall immediately reimburse ODE for that portion of the audit exception attributable under the audit to the SUBGRANTEE. The SUBGRANTEE agrees to hold ODE harmless for any audit exception arising from the SUBGRANTEE's failure to comply with applicable regulations.
27	That the SUBGRANTEE is aware all Federal and state funds granted to it are conditioned upon the availability and appropriation of such funds by the United States Congress and the Ohio General Assembly. These funds are subject to reduction or elimination by the United States Congress or Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the SUBGRANTEE shall hold ODE harmless for any reduction or elimination of Federal or state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the SUBGRANTEE shall immediately cease further expenditures under any Federal or state project.
28	The SUBGRANTEE will adopt and use the proper methods of administering the subgrants, including, but not limited to: (A) The enforcement of any obligations imposed by law. (B) The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation.

	(C) The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
29	The SUBGRANTEE will comply with the Safe and Drug Free Schools Act (as amended) and the Pro-Children Act of 1994 (as amended).
30	Personnel employed as teachers and instructional aides by the SUBGRANTEE or personnel contracted to provide such service to the SUBGRANTEE shall be certified as required by Ohio Revised Code Section 3319.22, 3319.30 and 3319.088.
31	The SUBGRANTEE, by submission of a grant proposal, agrees that the DEPARTMENT or ODE have the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or, termination of project operations, as necessary to ensure compliance with applicable laws, regulations and assurances for any project. The SUBGRANTEE acknowledges this authority under 34 CFR 80.43, 34 CFR 74.62 and Ohio Revised Code Section 3301.07 (C), as applicable.
32	For the construction of facilities with Federal funds, the SUBGRANTEE will comply with the provisions of the Davis-Bacon Act.
33	When funded on an advance basis by ODE, the SUBGRANTEE agrees to minimize the time between the transfer of funds and the disbursement by the local entity in accordance with the Cash Management Improvement Act (31 CFR part 205). Additionally, the SUBGRANTEE agrees to maintain cash balances which meet their immediate cash needs only. Any interest earnings by the SUBGRANTEE will require repayment in accordance with OMB Circular A-102 Section __.21 (i) or OMB Circular A-110 Section __.22 (l), as applicable.
34	In the purchase of equipment and supplies, the SUBGRANTEE will comply with local, state and Federal procurement policies. In addition, equipment and supplies purchased for use in a Federal or state program will comply with the provisions of OMB Circular A-102 or OMB Circular A-110, as applicable, and any individual program regulations.
35	The SUBGRANTEE will comply with the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, as amended.
36	That the SUBGRANTEE will acquire, use, maintain and dispose of equipment purchased for the approved project in accordance with 34 CFR 80.32.
37	That the SUBGRANTEE will have effective financial management systems which conform to the standards present in 34 CFR 80.20, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
38	That the SUBGRANTEE will conform all activities conducted under the approved grant to the provisions contained within OMB Circular A-87, A-21 and/or A-122, as applicable.
39	That the SUBGRANTEE will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for grants applied for electronically. For purposes of approved projects, obligations have the same meaning as contained in 34 CFR 76.707.
40	That no SUBGRANTEE will subgrant the approved project to another entity without the express written consent of ODE.
41	Additionally, to certify compliance with requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and, Drug-Free Workplace, as prescribed in 34 C.F.R. Part 82 and Part 85, and 7 C.F.R. Part 3017, and the required regulations implementing Executive Order 12549. The SUBGRANTEE assures that (see "Document Library - Consolidated Application - Guidelines" for explanation of requirements): (A) All fund participants certify, by submission of this statement, that project funds will not, in any way, be used for the purpose of Lobbying or other wise influencing decisions supporting the granting of funds administered by the Ohio Department of Education (ODE). (B) The prospective lower tier participant certifies, by submission of this statement, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency. (C) If the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this statement. (D) That subgrantees receiving ODE administered funds will provide a drug-free workplace.
42	Any additional assurances listed within the document library for a specific application as required by the ODE program office administering the program.
43	The SUBGRANTEE will comply with the requirements of the Boy Scouts of America Equal Access Act (Boy Scouts Act), 20 U.S.C. 7905, 34 C.F.R. Part 108, and with other federal civil rights statuses enforced by OCR.