History Log

Springfield City (044818) - Clark County - 2011 - School Improvement Competitive 1003 (g) - Rev 3 - History Log

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

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/7/2010 3:40:37 PM	Harper, Kathy	Status changed to 'Consultant Approved'.	S
	9/7/2010 9:06:14 AM	Estrop, David	Status changed to 'Authorized Representative Approved'.	S
	9/3/2010 5:08:01 PM	Mohr, Christopher	Status changed to 'Fiscal Representative Approved'.	S
	9/3/2010 5:07:56 PM	Mohr, Christopher	Status changed to 'Revision Completed'.	S
	9/3/2010 11:47:44 AM	Shafer, Peggy	Status changed to 'Revision Started'.	S

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Allocations

Springfield City (044818) - Clark County - 2011 - School Improvement Competitive 1003 (g) - Rev 3 - Allocations

	(1)	SIGC	Total
Original	1,657,000.00		1,657,000.00
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	1,657,000.00		1,657,000.00

Budget

Springfield City (044818) - Clark County - 2011 - School Improvement Competitive 1003 (g) - Rev 3 - School Improvement Competitive 1003 (g) - Application Number (94)

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	341,750.00	82,250.00	150,000.00	282,300.00	0.00	0.00	856,300.00
Support Services	113,000.00	48,000.00	282,000.00	5,000.00	0.00	0.00	448,000.00
Prof Development	0.00	0.00	155,000.00	10,700.00	0.00	0.00	165,700.00
Family/Community	0.00	0.00	70,000.00	0.00	0.00	0.00	70,000.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	21,002.50	0.00	0.00	0.00	21,002.50
Indirect Cost						28,997.50	28,997.50
Governance/Admin	0.00	0.00	67,000.00	0.00	0.00	0.00	67,000.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	454,750.00	130,250.00	745,002.50	298,000.00	0.00	28,997.50	1,657,000.00
						Adjusted Allocation	1,657,000.00
						Remaining	0.00

Application

Springfield City (044818) - Clark County - 2011 - School Improvement Competitive 1003 (g) - Rev 3 - School Improvement Competitive 1003 (g) - Application Number (94)

Needs Assessment

6487 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).

Evidence of strong support of this grant at our district level include the initial notification of the grant from the district office, the initial meeting with Title 1 district representative, Academic Support Services Director, Director of Secondary Academic and Student Services Director, and District Grant writer; and the continued encouragement to complete the application process, including providing time to participate in necessary meetings. In addition, all building leaders applying for the SI Grant within our district met to discuss different strategies and to clarify the application process. During these ongoing meetings, discussion has centered around the preferred intervention model necessary to meet the Tier 1 requirement, possible collaboration with organizations associated with best educational practices, potential stakeholders, and a review of CCIP/OIP goals and overall support, encouragement and guidance throughout the grant application process. The district (SCS) has embraced the Ohio Decision Framework (DF) and the Ohio Improvement Process (OIP). In the 2009 school year, the district began working with schools and staff on using the DF guided by the Region 10 State Support Team and the Clark County Educational Service Center staff. District (DLT) and Building Leadership (BLT) teams were formed to analyze data and to make decisions on CCIP goals. The superintendent introduced the consensus building framework to be used when working with the leadership teams in decision-making sessions. The consensus building process is not a majority rules vote, but all parties first agree in small groups to action steps proposed by each group, then the whole team comes to consensus that this is the path the district needs to follow. This was a new process for the district and was widely accepted. As each building engaged in the discussions of the needs of the building they revisited the data from their DF and also used their report from the State Diagnostic Team to help identify the focus for the building plans. Each of our buildings have unique needs but central to all of them is the need for improvement in reading. This is reflected as a component of all building plans. Reading is the focus identified by the District Improvement Team. The building plans are aligned and support the district CCIP Goals and Strategies. The root causes that we identified centered on lack of researched based instructional pedagogy and differentiation. Most of the PD will focus on these two areas. The trend data in reading for the district has indicated a flat lining of test scores. We are instituting a district reading diagnostic monitoring tool to collect data three times during the year to assess student growth. We have created a focus walk instrument to monitor classroom instruction that centers on reading pedagogy and differentiation.

Capacity To Implement

Design and implement interventions consistent with the final requirements:

Keifer Academy (KA) is a Tier 1 building. We have selected the Transformation Model & will address each of the required strategies of transformation. Strategy 1 We replaced the principal in 08. Our negotiated agreement, currently requires observation-based performance evaluation. Data collected & analyzed from short cycle assessments drive our student-level interventions. We have begun building-level prediction meetings, where staff & principals project student growth to our superintendent & board members and are accountable for meeting the growth projections. As we move forward, we will offer incentives, including career ladder opportunities, to those teachers who succeed with students. We have high quality PD planned to support the principal, enhance the staff's effective use of technology & improve differentiated instruction. For those teachers who prove to be highly successful with differentiated instruction, we will offer flexible work arrangements & additional supports. Strategy 2 & 3 We will implement instructional reform strategies during the school day & by offering an extended day & year. Our learning plan coordinator will determine student's reading levels & other needs through a customized intake/assessment process & then develop a personalized learning plan. Student data will be analyzed & used to refine the individual learning objectives & to guide the differentiated instruction & tutor support before, during & after school. Literacy & math coaches will assist with instructional delivery & implementation of the differentiated and engaging instruction. We will use our interactive video distance learning equipment & curriculum to meet individual needs. We can provide foreign language & AP courses through our SIVDL program & access to dual credit courses through Springfield HS. The assistant principal will assist with building a multi-tiered behavior support system to reduce behaviors that impede learning & will free the principal to act as educational leader. Computer lab coordinators will assist with distance learning opportunities & computer-based instruction. We will open these opportunities to the families of our students as well. Our on-site health clinic already serves our students & their families. We will offer an extended-day enrichment program, focusing on digital music creation, computer science & gaming, to engage the students & involve the community. Our district has an active Business Advisory Council & Community Engagement Team. Senior executives of local businesses have begun to explore meaningful ways to share expectations, job shadowing & internship opportunities with our students. We have extensive collaborations with our arts community as well. The individual learning plan coordinator & Linkage Coordinator will help students develop & implement learning plans that support future careers. Our extended day & year will enable more collaboration, deeper learning & more experiential learning to occur. Students will recover credit through the summer academy, enhance learning strategies & explore careers. Strategy 4 Our district has made significant commitments to operational flexibility & sustained support & we will expand those commitments. KA provides flexibility to its students via a choice of instructional modes (classroom, online, home instruction) & houses our career based instruction (CBI) program. We have equipped a new computer lab.& We will offer our staff flexible work days & retain supplemental & specialized consultants & staff as needed to support the programming designed by the building leadership. We will continue to provide transportation to students & expand this to serve our extended school day & year. We cover the indirect costs of operating the facility, including providing space for the Keifer Clinic, which is operated by a local healthcare entity. All of the Tier III improvement strategies are researched based best practices.(See project summary for details)

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

Springfield City Schools (SCS) will employ a comprehensive screening process to recruit qualified external providers who are committed to developing and increasing teachers' and school leaders' effectiveness and student achievement and submit data indicating progress through multiple indicators such as observation, student achievement, short cycle assessments, and evaluations that have been designed with teachers and student leaders. Staff development will be on-going and job embedded that implement effective teaching practices, pedagogy and focused on students' needs and skill

abilities . The providers agree to meet the following criteria of demonstrating, implementing, supporting and meeting alignment with: SCS's Ohio Improvement PROCESS (OIP) goals and objectives for district and individual schools; SCS's intervention models; Ohio Department of Education's (ODE) approved vendor qualifications; ODE's definition of highly qualified professional development; SCS's data acquisition requests of effectiveness of external providers' programs on instructional strategies, student achievement, interventions and alignment to district goals; modifying programs to meet schools' practices or policies to implement interventions fully and effectively. Each external provider will agree to periodic evaluations showing process to district/schools' OIP indicators and goals. Evidence of such progress will be measurable in terms of the OIP goals district/schools have committed to meet and in quantitative measures of student achievement. The external providers will commit to defining a framework for teachers who through student data analysis recognize that there are gaps in their professional knowledge and seek expertise to build teachers' capacity for helping students learn. External providers will recognize that the "one size fits all" teaching is no longer the norm in SCS, but work with the schools and schools' communities to help students learn through ways of implementing interventions that differentiate learning to students abilities, skills and styles. Each external provider will indicate that their program(s) are aligned to recognized educational researchers that have demonstrated student achievement gains through the implementation of researched-based strategies. External providers agree to collaborate with District/Schools Leadership Teams to review and evaluate the effectiveness of their programs and commit to a redesign if programs are not effective towards student achievement. Oral and written communication between providers and the district/schools is critical to students' success and teachers' effectiveness; therefore, providers will meet with the district/schools leadership teams to discuss progress and present resolutions to concerns. Providers will work to build district/schools capacity for resilience, responsibility and capacity during the years of the grant to sustain the programs after the grant period has ended. Providers will adhere to the commitment that their programs provide the concept that "all students can learn" and that all educators are life long learners.

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

Springfield City Schools (SCS) has increased its rating from academic watch to continuous improvement. In the past three years, the district has not met annual yearly progress in reading nor value-added at grades five, seven and eight. The district has startling statistics:40% mobility among students,73% free & reduced lunch,18% students with disabilities, a performance index of 78% & met only 4 state indicators in 2008. Springfield City data indicates that 61% of its city residents have high school or less education, an average household income of $44,000 & 56% residents are single/ widowed/divorced/separated. In 2009,the district hired a new superintendent who successfully introduced a consensus building process to involve stakeholders including school staffs, parents & community citizens and leaders on a redesign of schools. High student mobility rate makes it imperative that schools vertically align their instructional practices/ policies to the district Ohio Improvement Process (OIP) and state academic standards. During the winter of 2010, focus groups met to give the superintendent and board members input on academic programs and climate for the high school. The next focus groups will involve middle school stakeholders in fall 2010 and then elementary stakeholders in 2011. Key stakeholder support is essential to modifying school practices/policies, to sustainability of student achievement improvement and to implement interventions effectively. The superintendent & school board are committed to raising student achievement and implementing policies and practices that focus on comprehensive learning through alignments with the district to schools' OIP process, developing effective teachers who use data to inform instructional practices & the use of resources that support student achievement. The district provides additional support and professional development to implement interventions effectively. All district/school interventions will be shared, including the research, & understood by teaching staff in buildings including community connectors. This knowledge will enable teachers to answer questions from stakeholders. The district has employed reading/math academic coaches to collaborate with/model for teachers on effective teaching strategies and pedagogy. The district is redesigning coaching criteria model to focus on teachers delivering strategic learning to promote deep learning for students as defined by Dr. Reeves' research. The district is working with two universities recognized for their coaching programs to develop district coaches' capacity for working with classroom teachers in job-embedded professional development that refocuses them on current research about pedagogy of diverse students and needs. Coaches will co-teach in a collaborative classroom environment up to six weeks modeling research-based best practices.The district recognizes that leadership is critical to student achievement. Leaders are focused on student achievement as a criterion for evaluating teaching, curriculum and strategies. Common curriculum, formative/summative assessments will inform leaders to the effectiveness of the interventions and provide evidence of correct implementation. The superintendent has implemented a process of involving school community stakeholders in the selection of leadership staff. District leadership personnel will set clear targets for content, frequency and review of formative/interim/summative assessments and ask leaders to provide evidence that interventions are effective. The district leadership team will review data provided by school leadership teams to determine steps towards effectiveness and complete implementation of interventions. School leadership teams will work with staffs to develop teacher leaders in their buildings who focus on the correct implementation of interventions. School leaders offer feedback to their colleagues on the implementation of the programs and the redesigned coaching model.

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

Springfield City School District is applying for the SI grant for Keifer Academy formally known as Keifer Alternative School it is our only Tier I school and we do have the capacity to do so.

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.

Springfield City Schools Board of Education has charged the superintendent, his cabinet and building/district leadership teams to seek all resources to help district students to achieve more, raise graduation rates and help students realize that further education beyond high school is essential for students' continued economic stability. Springfield Municipal City demographics indicate that 61% of its residents have a high school degree or less, and that 59% of its residents are single/separated/divorced/ widowed. Unemployment rate for the city residents is higher than the Ohio standard at 15% (?). Many parents/caregivers are working two jobs to meet Maslow's Hierarchy of needs for their children. The average KRAL rate for kindergarten students is l4 points out of 29, indicating that students arrive at school unprepared for success. This achievement gap continues through the grades. Many students lack home support due to both parents working. Schools are reflective of their community. The Superintendent with the board has implemented a collaborative consensus building process that includes all stakeholders (community/ school/students/parents/businesses/foundations/universities) input to the decisions made by the district about: academic programming, climate, leadership personnel and research. Every effort is made to have community/parent/stakeholder representation on district committees for decision-making input. The various individual schools work collaboratively with many agencies to support the district goals. Wittenberg, Cedarville, Wright State University students tutor students besides University of Dayton, Central State and Urbana partnering with the district for preservice teachers' educational experiences. Rotary/Lions/Kiwanis/ Kids Hope/Big Brother-Big Sister/Sonshine Club/Champion Lodge mentor students in buildings. The Juvenile Court has Court Mediators that visit schools to counsel students in need of services. The Clark County Educational Service Center works with the district to provide professional development for staffs, parent mentor for student with disabilities, Strengthening Families Program and grant writing. The Mental Health Recovery Board supports the schools through a grant for a mental health therapist. Clark County Combined Health District works with the district on information to parents on critical health concerns. Many business, (i.e., Eagle Iron, Jeff Wyler, Avetec, Huntington Bank, Kohl's,), support the schools through attendance at various events, financial incentives and anonymous donations for struggling families. Each elementary employs a family connector whose sole responsibility is to inform school community about: resources, academic programs, partnerships and be liaisons between the school and families. The Springfield, Nehemiah and Turner Foundations support the schools through various grant opportunities. Eagle and Dove After School Program, seek to help students through after school tutoring.

StarBase Program is a partnership with Wright Patterson Air Force Research Laboratory for fifth grade students to learn about science. Many area churches, (i.e., Lagonda United Methodist, Grace Evangelical Lutheran, Hillside Church of God) work with schools mentoring, tutoring and finding resources for students. Elected officials, such as State Representative Ross McGregor, State Representative Bob Hackett, State Senator Chris Widener, County Commissioner John Dietrick, Mayor Warren Copeland, meet with superintendent and district leadership teams to support the district goals. The superintendent is on the board of the P-16 Council (ASPIRE) and Children and Family First Council. Both councils are composed of varied community CEOs and agency directors. The superintendent of Clark Co. ESC is assisting in writing the grant as a partnership with the district. We will be participating in the Governor's Closing the Achievement Gap Initiative as part of this grant.

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

The district (SCS) has embraced the Ohio Decision Framework (DF) and the Ohio Improvement Process (OIP). In the 2009 school year, the district began working with schools and staff on using the DF guided by the Region 10 State Support Team and the Clark County Educational Service Center staff. District (DLT) and Building Leadership (BLT) teams were formed to analyze data and to make decisions on CCIP goals. The superintendent introduced the consensus building framework to be used when working with the leadership teams in decision-making sessions. The consensus building process is not a majority rules vote, but all parties first agree in small groups to action steps proposed by each group, then the whole team comes to consensus that this is the path the district needs to follow. This was a new process for the district and was widely accepted, not only by teachers but principals and the community. During January 2010, the superintendent led the community, parents, business leaders, educators and students in the revamping of academic curriculum and climate suggestions for the high school. Stakeholders met various times over several months to give input. Transportation was provided to the school to make input possible for the community. This spirit of collaboration within the schools and for outside stakeholders prevails in the district. The principals in building are conducting meetings using the consensus building process. All major stakeholders are committed to the success of the schools which ultimately will keep graduates in the community and bring 21st century skills and jobs to Springfield City. During the grant process, the DLT and BLTs met many times gathering input from all stakeholders to complete the DF and OIP for the district and buildings. These teams were composed of varied building staffs at all levels, including board members and community members. The teams met as groups with the DLT so that the OIP plans were aligned with the district OIP. Stakeholders represented various community members from foundations, job and family services, business leaders, churches, health commissioner, elected officials, health services, manufacturing, concerned parents and university faculty. Each representative worked with the small focus groups in giving their perspectives in the decision making process for academic improvement. For example, the health services stakeholders are concerned that graduates from SCS have the 21st century skills necessary to work in the new 12 million hospital being built downtown. In addition, the school board is representative of the stakeholders in the community. Elected school board members represent careers in education, business, manufacturing, family, and health services. The members are very active in the consensus process and support the work of the schools. The superintendent and board members have visited all the schools discussing their data and predictions about 2010 state academic test results. During this process, teams composed of educators, staff, parents and administration discussed their academic results and data. These predictions and meetings were led by the building teams and reviewed their OIP data. For this grant, building teams met many times with central office and ESC staff in grade level groups to align all their building plans with district OIP and CCIP goals. The stakeholders are committed to the success of the schools since local businesses want graduates to return to the community and be successful in their careers.

Goals, Strategies and Action Steps

G 1) Reading Achievement

Description:

The percentage of students scoring at proficient or higher in reading will increase from 62.1% to 80% by the spring of 2011 as measured by the OAT/OGT reading test administered from 2009-11.

Performance Measure:

Reading achievement will increase from 62.1% to 80% by the spring of 2011 as measured by the OAT/OGT reading test administered from 2009-11.

Fiscal Resources

Grant	Notes	2010	2011
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$2,447,424
School Improvement Competitive 1003 (g) Total:		**$00**	**$2,447,424**
Grand Total:		**$00**	**$2,447,424**

S 1.1) Differentiated engaging instruction

Description:

Teachers will deliver differentiated engaging instructional learning activities that are aligned to the Academic Content Standards.

AS 1.1.1) Engaging Lesson Development and Implementation

Description:

Implement with integrity and monitor engaging lessons framework: 1. Continue monthly training of principals and coaches on effective lesson design & the use of classroom standards. 2. Drop an engaging work template for lesson design into Progress Book 3. Guide Building Leadership Teams who will lead the professional development for quality lesson design 4. Implement lesson designs that reflect response to data analysis and embeds focus on high level cognition (Bloom's) 5. Embed authentic reading and writing experiences 6. Differentiate instruction, based on student needs 7. Utilize reading strategies across the curriculum 8. Balance comprehension versus skills in language arts

Benchmark Indicator

Collaboratively- designed lesson plans Focus Walks for Student Artifacts

Grant

21st Century

21st Century

Consolidated

Title I

Neglected, Title I

Delinquent, Title I-D

School Improvement Sub A, Title I

Improving Teacher Quality, Title II-A

Technology, Title II-D (Formula)

Special Education, Part B-IDEA

Early Childhood Spec Education, IDEA

Alternative Education Challenge

Alternative Education Challenge

Poverty Based Assistance (PBA)

PBA Academic Intervention

Reading First

Reading First

Title II-D (Competitive)

Title II-D (Competitive)

ARRA Title II-D (Competitive)

ARRA Title II-D (Competitive)

The American Recovery and Reinvestment Act (ARRA)

ARRA Title I

ARRA Neglected, Title I

ARRA Delinquent, Title I

ARRA School Improvement, Title I

ARRA McKinney-Vento Homeless Assistance Program

ARRA Special Education, Part B-IDEA

ARRA Early Childhood Spec Education, IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.5) After school intervention

Description:

Students provided after school tutoring. Instruction will be based on data from LEA's and CBO's. Research based materials and strategies will be implemented in the instruction.

Grant

21st Century

21st Century

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.1) Integration of technology into instruction (Fulton Elementary School)

Description:

Teachers will design engaging instruction that includes learning activities which integrate technology. These instructional activities provide focused instruction driven by data. The students will have opportunities to be exposed to various resources. Research web-based programs will be used to individualize instruction based on the learning needs of the student as well as incorporating the use of web-based instructional tools such as Learning A-Z, RAZ-Kids, and Google Earth. Other active technology such as interactive student response systems, interactive white boards, and other computer-based software will be used to enhance the classroom instruction and increase student engagement and motivation. Passive technology such as digital document cameras, televisions, projectors and video hardware and software will assist the teacher in demonstrating instructional activities.

AS 1.1.5) 1A4- Aligned Strategies with Lesson Goals (124) (Fulton Elementary School)

Description:

The literacy staff will align the written curriculum, taught curriculum, learned curriculum, and assessed curriculum around state standards and indicators. Literacy units will be created providing more focused and in-depth instruction and learning. State standards and indicators will be analyze and grouped around units of study and assessments will be aligned accordingly.

AS 1.1.6) 1A5- Cross Grade Level Collaboration (124) (Fulton Elementary School)

Description:

The literacy staff will initiate cross grade level collaboration for lesson/unit design as well as to provide time to analyze and discuss student progress and grouping. Grade level tutors and intervention specialists, in addition to teachers, will be included in these collaborative meetings.

AS 1.1.1) Engaging standards-based lessons (Hayward Middle School)

Description:

Design, implement, and evaluate standards-based lessons with the assistance of computerized instruction that are engaging to all students (SW1, SI3, SI6)

AS 1.1.1) Integration of technology into instruction (Keifer Alternative Center)

Description:

Teachers will design engaging instruction that includes learning activities which integrate technology. These instructional activities provide focused instruction driven by data. The students will have opportunities to engage in 21st century technologies.

AS 1.1.2) 21st Century Strategies (Keifer Alternative Center)

Description:

The teachers will utilize innovative 21st. Century instructional strategies to design meaningful and engaging lessons that will lead to higher student achievement.

AS 1.1.3) Differentiated and aligned lessons (Keifer Alternative Center)

Description:

Deliver differentiated and aligned lessons as evidenced by lesson plans. (SW1, SI3)

AS 1.1.4) Collaboration on differentiated instruction (Keifer Alternative Center)

Description:

Collaborate and partner with other teachers regarding differentiated instruction and alignment to the standards. (SW2, SI1, SI4)

AS 1.1.7) Inquiry-based lessons (Keifer Alternative Center)

Description:

25% of lesson plans will be inquiry-based. (SW1, SI3) --Through local partnerships with University and colleges, Clark County ESC, and relevant community resources

AS 1.1.8) Reading Specialist (Keifer Alternative Center)

Description:

Provide reading intervention strategies, reading level diagnosis, small group instruction to improve struggling readers guidance and support

AS 1.1.9) Distance learning lab facilitators (2) (Keifer Alternative Center)

Description:

Oversee distance learning initiatives between Keifer Center, Springfield High School, flex credit distance opportunities, and community agencies -Assist teachers with connecting content and distance learning technology -Provide assistance and training for staff to seek and create distance learning opportunities

AS 1.1.3) Design, delivery and reflection upon effectiveness (Kenton Elementary School)

Description:

Design, deliver and reflect upon effectiveness of aligned units of study by using the Understanding by Design framework.

AS 1.1.2) Engaging Lesson Development and Implementation (Kenwood Elementary)

Description:

Implement with integrity and monitor engaging lessons framework: 1. Continue monthly training of principals and coaches on effective lesson design & the use of classroom standards. 2. Drop an engaging work template for lesson design into Progress Book 3. Guide Building Leadership Teams who will lead the professional development for quality lesson design 4. Implement lesson designs that reflect response to data analysis and embeds focus on high level cognition (Bloom's) 5. Embed authentic reading and writing experiences 6. Differentiate instruction, based on student needs 7. Utilize reading strategies across the curriculum 8. Balance comprehension versus skills in language arts

Benchmark Indicator

Collaboratively- designed lesson plans Focus Walks for Student Artifacts

AS 1.1.3) 1A1- Common Lessons/Language That Reflect District and Building PD (148) (Kenwood Elementary)

Description:

Differentiation of instruction that integrates 21st century goals in visual literacy. Working knowledge of research based Differentiation of Instruction pedagogy and methodology for implementation into daily practices

AS 1.1.4) 1A2- Dialog and Reflection (148) (Kenwood Elementary)

Description:

Teachers will dialogue with the differentiation coach and reflect in grade level teams

AS 1.1.5) 1A3- Monitor and Feedback (148) (Kenwood Elementary)

Description:

Monitor and provide feedback (focused walkthroughs/classroom observations)

AS 1.1.7) 1A5-Use technology to increase engagement and differentiate instruction (Kenwood Elementary)

Description:

Integration of visual and digital literacy strategies in daily teaching and learning practices

AS 1.1.9) 1A7- Best Practices in Reading (148) (Kenwood Elementary)

Description:

Incorporate reading best practices

AS 1.1.2) Engaging Lesson Development and Implementation (Lagonda Elementary School)

Description:

Implement with integrity and monitor engaging lessons framework: 1. Continue monthly training of principals and coaches on effective lesson design & the use of classroom standards. 2. Drop an engaging work template for lesson design into Progress Book 3. Guide Building Leadership Teams who will lead the professional development for quality lesson design 4. Implement lesson designs that reflect response to data analysis and embeds focus on high level cognition (Bloom's) 5. Embed authentic reading and writing experiences 6. Differentiate instruction, based on student needs 7. Utilize reading strategies across the curriculum 8. Balance comprehension versus skills in language arts

Benchmark Indicator

Collaboratively- designed lesson plans Focus Walks for Student Artifacts

AS 1.1.3) Collaborative planning for differentiated instruction and aligned lessons (Lagonda Elementary School)

Description:

Provide opportunities for teachers to collaboratively plan, deliver differentiated instruction and reflect on aligned lessons 1a. Develop common language concerning differentiation, engagement and standards(SW -1, SW -2, SW -3, SI- 1)

AS 1.1.6) Collaborative methods for monitoring differentiated instruction (Lagonda Elementary School)

Description:

Develop and implement collaborative methods for monitoring implementation of differentiated instruction (SW-1, SW -2, SI -1)

AS 1.1.7) Utilizing technology for differentiated instruction (Lagonda Elementary School)

Description:

Increase, expand and utilize technology to deliver differentiated instruction(SW- 1, SW -2, SW -3, SI -3) 5a. Progress Book

AS 1.1.10) After School Tutoring (Lagonda Elementary School)

Description:

The Springfield City School District will partner with Eagle and Dove to provide a comprehensive after school intervention program to address the academic needs of our most at-risk students. This program will provide initial diagnostic assessment of students reading and math strengths and weaknesses and an individual learning plan will be developed for each student based on assessment results. Student will be in a three hour structured learning program four evenings each week for 32 weeks.

AS 1.1.7) Research Based Reform Model (Lincoln Elementary School)

Description:

Teachers will continue to implement a research-based reform model that includes a best practices framework for language arts.

AS 1.1.2) 21st Century Strategies (Roosevelt Middle School)

Description:

The teachers will utilize innovative 21st. Century instructional strategies to design meaningful and engaging lessons that will lead to higher student achievement.

AS 1.1.4) Collaboration on aligned/engaging instruction (Roosevelt Middle School)

Description:

Teachers regularly collaborate on creating aligned and engaging instruction - Utilize protocols for collaborative team meetings - Develop and sustain a schedule for frequent collaborative team meetings - Coordinate cross-curricular aligned instruction to share in the teaching of reading power indicators and strategies - Coaches as liaisons to facilitate effective professional learning and continuously improve teacher instructional capacity and student learning.

AS 1.1.7) Extended learning opportunities (Roosevelt Middle School)

Description:

Provide extended learning opportunities in the classroom, after school, and during the summer (SW1, SW3, SW9, SI - Optional 1)

AS 1.1.8) Materials, supplies, technology (Snowhill Elementary School)

Description:

Purchase materials, supplies, and technology that will support differentiated engaging instruction

AS 1.1.2) 1A1- Engaging lessons aligned to Content Standards (184) (Snyder Park Elementary School)

Description:

Teachers will utilize PD to design and implement engaging lessons that are aligned to the Content Standards: a) Share strategies that work in data/grade level team meetings and during weekly collaboration sessions outside the contracted day; b) Visit other model programs

AS 1.1.3) 1A2- Monitoring planning/teacher feedback (184) (Snyder Park Elementary School)

Description:

Monitor for continued planning and teacher feedback.

AS 1.1.4) 1A3- Parent exposure to Reading Standards (184) (Snyder Park Elementary School)

Description:

Provide opportunities for parent exposure to Reading Standards (i.e. conferences, Reading activity, newsletters, Progress Book)

AS 1.1.5) High School Literacy Intervention Specialist (Springfield High School)

Description:

Create a high school literacy intervention program by hiring a literacy intervention specialist who will: -Implement a research based Tier 2 RTI Intervention program -Provide technical reading support in areas such as, engineering, biotechnology, medicine and practice. -Provide content reading support placing emphasis on mathematics problem solving strategies. -Provide classroom support by team-teaching and modeling with other literacy teachers.

AS 1.1.2) 1C1- Professional Development for New and Current Staff (124) (Warder Park-Wayne Elementary School)

Description:

Provide professional development opportunities for new staff and ongoing professional development for current staff on building/district initiatives (cross building train, grade level mentor)

AS 1.1.3) Implement Workshop Model (Warder Park-Wayne Elementary School)

Description:

With the assistance of external provider, Warder Park Wayne will implement the workshop models in every classroom in reading, called the Readers' Workshop. This model combines research-based best practices under one umbrella, including differentiated instruction, conferencing, running records, and student presentations.

S 1.2) Use of assessments to guide instruction

Description:

Teachers will use assessments that are aligned to the Academic Content Standards to monitor and adjust instruction to meet the needs of all students.

AS 1.2.2) 1B2-Data to Monitor and Adjust Instruction (124) (Fulton Elementary School)

Description:

The literacy staff will use data such as the DRA, formative and summative unit assessments, Benchmark assessments, SCA, teacher-made assessments and informal assessments such as anecdotal records, student work samples, and conferencing notes in order to monitor and adjust instruction. Data will also be used to make decisions in how instruction will be delivered to students (i.e. whole group, small group, or individual.) This information will be used to note student strengths and next steps toward reaching grade level benchmarks as well students individual needs.

AS 1.2.1) Revise instruction through use of assessment data (Hayward Middle School)

Description:

Utilize and analyze assessments and computerized instructional data to revise instruction (SW1, SW8, SI3)

AS 1.2.4) Use of Technology (Hayward Middle School)

Description:

Utilize technology-based interventions to support instruction

AS 1.2.2) Assessment data to monitor growth and adjustment to instruction (Keifer Alternative Center)

Description:

Collect and summarize state, district, and classroom assessment data to monitor growth and adjust instruction. (SW8, SI6)

AS 1.2.3) Student data folders for self-reflection and student-led conferences (Keifer Alternative Center)

Description:

Create student data folders for self-reflection and student-led conferences with the following types of data, when applicable: (SW8, SI6) --Attendance --Behavior Points --Exemplary Work --Assessment Data --Goals (transition back to home school)

AS 1.2.1) Data analysis to guide instruction (Lagonda Elementary School)

Description:

The district will support the data analysis to guide instruction needed by: 1. Providing time for data meetings 2. Creating processes and protocols for discussion 3. Assistance in developing instructional interventions for all students

AS 1.2.3) Analysis of formative and summative assessments (Lagonda Elementary School)

Description:

Collaboratively analyze formative and summative assessments to make revisions to make them more effective 2a. Explore different assessments 2b. Textbook assessments (SW-2,SW-8)

AS 1.2.2) Data analysis to drive best practices (Roosevelt Middle School)

Description:

Data analysis of state, district, and school assessments will be used to drive and revise best-practice instruction (design, teach, assess) (SW3, SW8, SI3, SI4)

AS 1.2.2) 1B2- Assessments as tools (184) (Snyder Park Elementary School)

Description:

Provide professional development (PD) on the effective use of assessments, including diagnostic reading assessments, as tools to guide instruction and determine focused interventions.

AS 1.2.3) 1B3- Data driven instruction (184) (Snyder Park Elementary School)

Description:

Use data from assessments to drive instruction, monitor progress and target interventions which are aligned to our RTI model and include extended learning opportunities.

S 1.3) High Quality Professional Development

Description:

The staff will engage in goal appropriate, job-embedded high quality professional development on research based instructional practices and implement them into daily classroom instruction.

AS 1.3.2) HQPD Focus

Description:

The district will provide HQPD on the following: 1. Co-teaching and models of collaboration for inclusive practice, 2. 6 Trait writing process, 3. Leadership training for the DLT, 4. Instructional leadership training for principals, 5. Train the trainer PD on designing engaging instruction for the curriculum coaches, 6. Building level engaging instructional design PD for the teachers, 7. Reading PD on research-based best practice, 8. A web based researched-based PD program, 9. Training for all buildings in "Assessment For Learning", and 10. Effective integration of technology into instruction.

Grant
21st Century
21st Century
Consolidated
Title I
Neglected, Title I
Delinquent, Title I-D
School Improvement Sub A, Title I
Improving Teacher Quality, Title II-A
Technology, Title II-D (Formula)
LEP, Title III
Special Education, Part B-IDEA
Early Childhood Spec Education, IDEA
Alternative Education Challenge
Alternative Education Challenge
Poverty Based Assistance (PBA)
PBA Closing The Achievement Gap
Reading First
Reading First
Title II-D (Competitive)
Title II-D (Competitive)
ARRA Title II-D (Competitive)
ARRA Title II-D (Competitive)
The American Recovery and Reinvestment Act (ARRA)
ARRA Title I
ARRA Neglected, Title I
ARRA Delinquent, Title I
ARRA School Improvement, Title I
ARRA Technology, Title II-D (Formula)
ARRA McKinney-Vento Homeless Assistance Program
ARRA Special Education, Part B-IDEA
ARRA Early Childhood Spec Education, IDEA
School Improvement Competitive 1003 (g)
School Improvement Competitive 1003 (g)

AS 1.3.1) HQPD in the integration of technology into instruction (Fulton Elementary School)

Description:

Teachers will receive on-going job embedded professional development to equip them to integrate technology into their instruction.

AS 1.3.5) 1C4- Feedback on Implementation of PD (124) (Fulton Elementary School)

Description:

Monitor and provide feedback on classroom implementation of professional development including Comprehensive Reform Model

AS 1.3.5) Networking with universities/educational agencies (Hayward Middle School)

Description:

Network with universities and other educational agencies regarding professional development opportunities for staff that enhance research-based best practices and meet HQT status (SW6)

AS 1.3.6) Training for families (Hayward Middle School)

Description:

Provide training and materials for families to meet the needs of the whole child (SW4, SW5)

AS 1.3.9) Curriculum support personnel (Hayward Middle School)

Description:

Provide personnel that model effective standards-based lessons, provide on-going feedback to teachers, monitor fidelity of instruction to standards, train teachers in research-based best practices, correlate student data to instructional differentiation, participate in curriculum evaluation and serve as resource in all areas that enhance student learning

AS 1.3.1) HQPD in the integration of technology into instruction (Keifer Alternative Center)

Description:

Teachers will receive on-going job embedded professional development to equip them to integrate technology into their instruction.

AS 1.3.3) PD on differentiated instruction (Keifer Alternative Center)

Description:

Provide professional development with differentiated instruction. (SW2, SI4) --Bloom's Taxonomy --Learning Styles

AS 1.3.8) Literacy specialist/math specialist coach (Keifer Alternative Center)

Description:

Provide ongoing embedded professional development modeling differentiated engaging lessons plans for teachers

AS 1.3.3) Implementation of PD (Kenton Elementary School)

Description:

Through an area university, educators will receive professional development and work collaboratively to plan, implement, and evaluate the impact on student achievement.

AS 1.3.4) External Curriculum Support (Kenton Elementary School)

Description:

The external curriculum support person is an integral part of the building OIP Leadership Team and will work to build the capacity of teachers to effectively implement standards based practices.

AS 1.3.1) HQPD Focus (Lagonda Elementary School)

Description:

The district will provide HQPD on the following: 1. Co-teaching and models of collaboration for inclusive practice, 2. 6 Trait writing process, 3. Leadership training for the DLT, 4. Instructional leadership training for principals, 5. Train the trainer PD on designing engaging instruction for the curriculum coaches, 6. Building level engaging instructional design PD for the teachers, 7. Reading PD on research-based best practice, 8. A web based researched-based PD program, 9. Training for all buildings in "Assessment For Learning", and 10. Effective integration of technology into instruction.

AS 1.3.2) PD on inclusive teaching models (Lagonda Elementary School)

Description:

Provide professional development on inclusive teaching models (SW-2,SI-4)

AS 1.3.1) 1C1- PD on research-based instructional strategies and assessment (151) (Lincoln Elementary School)

Description:

Assure common understanding and implementation of research-based instructional strategies and assessment through professional development and evidence monitoring through a school-wide reform model.

AS 1.3.5) Reading Endorsement (Lincoln Elementary School)

Description:

Provide teachers graduate work, through a local universary, that will lead to a reading endorsement

AS 1.3.6) External Curriculum Support (Lincoln Elementary School)

Description:

The external curriculum support person is an integal part of the building OIP leadership team and will work to reinforce standards based practices and modify or eliminate practices that are not research-based.

AS 1.3.8) Building Design Team (Lincoln Elementary School)

Description:

The building design team will evaluate instructional programs, schedules, and climate in an effort to increase the effectiveness of the Math program.

AS 1.3.1) HQPD in the integration of technology into instruction (Roosevelt Middle School)

Description:

Teachers will receive on-going job embedded professional development to equip them to integrate technology into their instruction.

AS 1.3.5) HQPD on aligned/engaging lessons (Roosevelt Middle School)

Description:

HQPD on designing aligned and engaging lessons (SW2)

AS 1.3.7) System of support for best practices (Roosevelt Middle School)

Description:

Develop a system to support teachers in the implementation of best-practices learned in HQPD (SW2) - Use coaches as liaisons to facilitate effective professional learning and continuously improve teacher instructional capacity and student learning. - Using data-driven needs assessments, professional development will be offered to address achievement gaps (SI4)

AS 1.3.2) Differentiated PD using research based best practices (Snowhill Elementary School)

Description:

Provide differentiated professional development to increase quality of instruction through use of research based best practices (SW1,SW2,SW6) Support a partnership with a school from a neighboring district for mentoring and support

AS 1.3.4) Literacy Specialist Coach (Snowhill Elementary School)

Description:

Provide ongoing job embedded professional development modeling differentiated engaging lesson plans for teachers

AS 1.3.3) 1C2- Lesson design collaboration (184) (Snyder Park Elementary School)

Description:

Collaboratively design lessons: a) analyze assessment data, b) identify Standard, c) design common targeted assessment, d) design engaging lesson. After instruction: a) debrief, b) evaluate effectiveness of lesson

AS 1.3.4) 1C3- PD on best practices (184) (Snyder Park Elementary School)

Description:

Provide differentiated professional development on best practices including Guided Reading and Balanced Literacy, designing engaging lessons, Marzano's effective instructional strategies, Bloom's Taxonomy, Six Traits Writing, Better Answers Framework, and technology integration.

AS 1.3.11) Literacy Leader (Snyder Park Elementary School)

Description:

Provide on-site, job-embedded professional development through the services of an External Literacy Leader to build teacher capacity to implement Best Practices in Literacy.

AS 1.3.2) Model Classrooms (Warder Park-Wayne Elementary School)

Description:

Warder Park Wayne will implement job embedded professional development in the form of model classrooms for teachers throughout the school to visit and emulate. Monitoring evidence includes classroom visitations, peer observations, focus walks, and sharing at meetings.

AS 1.3.8) Differentiated PD using research based best practices (Warder Park-Wayne Elementary School)

Description:

Provide differentiated professional development to increase quality of instruction through use of research based best practices (SW1,SW2,SW6) Support a partnership with a school from a neighboring district for mentoring and support

S 1.4) Address teaching and learning needs related to academic problems of low achieving students.

Description:

Our district is providing standards-based instruction for all learners by providing accommodations of time (i.e, extended day/year, intervention classes giving additional practice and work time, etc.), accommodations of difficulty (i.e., supplemental/alternate materials, accommodations of support (i.e., cooperative learning, skill groups, tutoring sessions outside the typical class, etc.) and accommodations of size (i.e.class size reduction, chunking the assignments, and coordination of assignments between teachers to avoid overloading.) In addition, the district is encouraging teachers to improve delivery systems to maximize learning for all students. This differentiating of the curriculum will include supporting instruction that increases the use of multiple intelligences, higher-order thinking skills and integrated, thematic approaches.

AS 1.4.1) After School Tutoring (Fulton Elementary School)

Description:

The Springfield City School District will partner with Eagle and Dove to provide a comprehensive after school intervention program to address the academic needs of our most at-risk students. This program will provide initial diagnostic assessment of students reading and math strengths and weaknesses and an individual learning plan will be developed for each student based on assessment results. Student will be in a three hour structured learning program five evenings each week for 30 weeks.

AS 1.4.2) Reference RTI Model Strategies (Fulton Elementary School)

Description:

Using RTI model strategies, teachers and counselor will address the individual needs of low achieving students by identifying their strengths and weaknesses then developing goals with the student to meet their learning needs. With the assistance of classroom tutors, small group instruction will further assist struggling students and increase the time the classroom teacher to assist students individually.

AS 1.4.1) Data analysis- data team and grade level meetings. (Keifer Alternative Center)

Description:

Schedule the analysis of class, district and state level data during periodic data team and/or grade level meetings

AS 1.4.3) PD on Best Practices (Keifer Alternative Center)

Description:

Provide differentiated embedded and ongoing professional development on best practices including Bloom's Taxonomy, Six Traits Writing, workshop model, professional learning communities, cross grade level and curricular routines, and technology integration

AS 1.4.2) After School Academic Clubs (Lagonda Elementary School)

Description:

Teachers will be recruited to sponsor and write curriculum directly correlated to state standards for after school academic clubs. These clubs will meet once a week and support the students' academic needs and interests as well integrate academics into practical everyday use. Students will have opportunities for enrichment, remediation and exploration of academics with technology and project based learning that reflects 21st Century skills. Examples of clubs may include: Science, Chess, Technology, Newspaper, Book, Chefs, Photography, Think Green, etc.

AS 1.4.1) High School Literacy Intervention Specialist (Springfield High School)

Description:

Create a high school literacy intervention program by hiring a literacy intervention specialist who will: -Implement a research based Tier 2 RTI Intervention program -Provide technical reading support in areas such as, engineering, biotechnology, medicine and practice. -Provide content reading support placing emphasis on mathematics problem solving strategies. -Provide classroom support by team-teaching and modeling with other literacy teachers.

AS 1.4.2) Tier 2 RTI Literacy Intervention Program (Springfield High School)

Description:

Implement a Tier 2 RTI Literacy Intervention that supports low achieving students by: -Using instructional strategies based on cognitive science and reading research -Teaching commonly used structures found in informational texts, such as cause and effect, sequence, and claim and evidence -Builds recognition and understanding of elements critical to comprehending content-rich, dense passages connecting words, pronoun reference, substitute words and phrases. -Uses graphic organizers and focused writing tasks to help students understand and demonstrate relationships among ideas. -Scaffolds student application of comprehension strategies through focused reading of increasingly complex text. -Uses embedded assessments (pre-tests and post-tests) to identify additional instructional needs and monitor student progress.

AS 1.4.3) Extended Day Academic Support Academy (Springfield High School)

Description:

The district will implement an extended day academic support academy focused on preparing all students for graduation by: -improving scores for low achieving students in all content areas, focusing on reading and math by using research based structured curriculum and strategies -offering academic and transition support to all students, grades 7-12, in Springfield City Schools -offering professional development for parents on issues like health care, parenting strategies, academic home support, and social services -involving parents and community members into the educational process by establishing a 2-way communication process -providing a safe and healthy learning environment for all stakeholders -providing educational resources that may be of limited access outside the traditional school day -providing recreational, academic, and cultural programs for all stakeholders -communicating student progress information to all students, parents, and traditional school day instructors

S 1.5) Class-Size Reduction

Description:

Hire highly qualified teachers in order to reduce class size.

AS 1.5.1) Highly Qualified Teachers for Tutoring (Snyder Park Elementary School)

Description:

Small group and one-on-one tutoring to provide focused interventions. Tutoring during school will reduce student-teacher ratios during reading instruction.

S 1.6) Promote effective parental involvement

Description:

The district Central Advisory Committee members (parent representation from each building in the district) are involved in the planning, implementing and evaluating of district improvement activities. At district CAC meetings, district improvement activities will be shared by appropriate staff and CAC member input will be solicited and acted upon when necessary. At the building level, parent/family activities include sharing Academic Content Standards, looking at ways for parents to help their children academically, and other workshops identified by parents through a needs assessment. It is the belief of Springfield City Schools that in order for students to be successful the support of the parents/families is crucial.

AS 1.6.1) After school parent support program (Fulton Elementary School)

Description:

As part of our partnership with Eagle and Dove parents will be provided CITI outlook program. This program focuses on behavioral issues confronted by parents and students. Springfield City Schools and Eagle and Doves work collaboratively to meet the individual needs of the families of the students served under this program. Materials are provided to help the parents work with their students at home. Parents are also part of the governing committee of the 21 Century program.

AS 1.6.2) Parent assist program (124) (Fulton Elementary School)

Description:

Fulton E.S. in partnership with area organizations, churches, and government agencies assist families by providing fundamental resources such as children's clothing, school supplies and food assistance. We will help to remove the obstacles that may keep a child from making academic progress by addressing some of the environmental challenges their families maybe experiencing

AS 1.6.1) 2A5- Parent notice of SI (184) (Keifer Alternative Center)

Description:

Provide written notice about the SI identification to parents, invite parents to attend monthly meetings, incorporate a framework, such as NNPS (National Network fo Partnership Schools-Six Types of Involvement, John Hopkins University), into daily building operations.

AS 1.6.4) 3A9- Parents in Decision Making Process (148) (Keifer Alternative Center)

Description:

Continue including parents, and create a framework for expanding parental/community input in decision making processes.

AS 1.6.5) 1C6- Parent Literacy Training (148) (Keifer Alternative Center)

Description:

Provide parents with literacy training and materials

AS 1.6.1) Parent and Family Engagment Training (Lagonda Elementary School)

Description:

Training for parents will be provided to families of Lagonda based on interests and needs documented on our parent surveys. The goal is to equip our parents with skills and knowledge that will empower them to be better parents and partners with our school.

AS 1.6.1) Parental Involvement (Lincoln Elementary School)

Description:

Provide parent literacy trainings that will be based on best practices.

AS 1.6.2) Parental Involvement Literacy Support Group (Lincoln Elementary School)

Description:

Create and train neighborhood group leaders to facilitate parent/guardian literacy support group sessions.

AS 1.6.3) Improve communication (Lincoln Elementary School)

Description:

Improve communication with parents, families and community though involvement with listening campaign in developing a new school and community design.

AS 1.6.1) Digital Literacy for Schaefer families (Schaefer Middle School)

Description:

Provide opportunity for the Schaefer Middle School students and families to access the computer labs after school hours for digital literacy.

AS 1.6.1) Extended Day Academic Support Academy (Springfield High School)

Description:

The district will implement an extended day academic support academy focused on preparing all students for graduation by: -improving scores for low achieving students in all content areas, focusing on reading and math by using research based structured curriculum and strategies -offering academic and transition support to all students, grades 7-12, in Springfield City Schools -offering professional development for parents on issues like health care, parenting strategies, academic home support, and social services -involving parents and community members into the educational process by establishing a 2-way communication process -providing a safe and healthy learning environment for all stakeholders -providing educational resources that may be of limited access outside the traditional school day -providing recreational, academic, and cultural programs for all stakeholders -communicating student progress information to all students, parents, and traditional school day

instructors

S 1.7) Transition from Help Me Grow to Preschool

Description:

The Springfield City School district has a plan developed to implement the transition for the Help Me Grow services for infants and toddlers under 3 years of age with disabilities as described under Executive Order 94-13V, as enacted by the Education of the Handicapped Act Amendments of 1986 to preschool.

G 2) Mathematics Achievement

Description:

The percentage of students scoring at proficient or higher in mathematics will increase from 58.2% to 80% by the spring of 2011 as measured by the OAT/OGT mathematics test administered from 2009-11.

Performance Measure:

Mathematics achievement will increase from 58.2% to 80% by the spring of 2011 as measured by the OAT/OGT mathematics test administered from 2009-11.

Fiscal Resources

Grant	Notes	2010	2011
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$1,468,454
School Improvement Competitive 1003 (g) Total:		**$00**	**$1,468,454**
Grand Total:		**$00**	**$1,468,454**

S 2.1) Differentiated engaging instruction

Description:

Teachers will deliver differentiated engaging instructional learning activities that are aligned to the Academic Content Standards.

AS 2.1.1) Integration of technology into instruction (Fulton Elementary School)

Description:

Teachers will design engaging instruction that includes learning activities which integrate technology. These instructional activities provide focused instruction driven by data. The students will have opportunities to be exposed to various resources, such as Voyager, Compass Learning (computer-assisted instruction program).

AS 2.1.5) 2A4- Student Conferencing (124) (Fulton Elementary School)

Description:

Implement student conferencing in grades 2-6 to assess needs and instruction as well as establish reasonable academic goals with student input.

AS 2.1.8) 2A7- Family Involvement and Available Resources (124) (Fulton Elementary School)

Description:

Provide feedback and opportunities to families to be involved and connect to resources to increase student success

AS 2.1.9) After School Tutoring (Fulton Elementary School)

Description:

The Springfield City School District will partner with Eagle and Dove to provide a comprehensive after school intervention program to address the academic needs of our most at-risk students. This

program will provide initial diagnostic assessment of students reading and math strengths and weaknesses and an individual learning plan will be developed for each student based on assessment results. Student will be in a three hour structured learning program five evenings each week for 30 weeks.

AS 2.1.1) Engaging standards-based lessons (Hayward Middle School)

Description:

Design, implement, and evaluate standards-based lessons with the assistance of computerized instruction that are engaging to all students (SW1, SI3, SI6)

AS 2.1.5) Revise instruction through use of assessment data (Hayward Middle School)

Description:

Utilize and analyze assessments and computerized instructional data to revise instruction (SW1, SW8, SI3)

AS 2.1.6) Use of Technology (Hayward Middle School)

Description:

Utilize technology-based interventions to support instruction

AS 2.1.1) Integration of technology into instruction (Keifer Alternative Center)

Description:

Teachers will design engaging instruction that includes learning activities which integrate technology. These instructional activities provide focused instruction driven by data. The students will have opportunities to engage in 21st century technologies.

AS 2.1.2) 21st Century Strategies (Keifer Alternative Center)

Description:

The teachers will utilize innovative 21st. Century instructional strategies to design meaningful and engaging lessons that will lead to higher student achievement.

AS 2.1.4) Collaboration on differentiated instruction (Keifer Alternative Center)

Description:

Collaborate and partner with other teachers regarding differentiated instruction and alignment to the standards. (SW2, SI1, SI4)

AS 2.1.6) Distance learning lab facilitators (2) (Keifer Alternative Center)

Description:

Oversee distance learning initiatives between Keifer Center, Springfield High School, flex credit distance opportunities, and community agencies -Assist teachers with connecting content and distance learning technology -Provide assistance and training for staff to seek and create distance learning opportunities

AS 2.1.3) Design, deliver and reflect upon effectiveness (Kenton Elementary School)

Description:

Design, deliver and reflect upon effectiveness of aligned units of study by using the Understanding by Design framework.

AS 2.1.3) Incorporate technology (Kenwood Elementary)

Description:

Use of visual and digital technology

AS 2.1.5) 2A5- Mathematics Best Practices (148) (Kenwood Elementary)

Description:

Incorporate Cognitively Guided Instructional strategies

AS 2.1.1) Collaborative planning for differentiated instruction and aligned lessons (Lagonda Elementary School)

Description:

Provide opportunities for teachers to collaboratively plan, deliver differentiated instruction and reflect on aligned lessons 1a. Develop common language concerning differentiation, engagement and standards (SW-1,SW-2,SW-3,SI-1)

AS 2.1.2) 21st Century Strategies (Roosevelt Middle School)

Description:

The teachers will utilize innovative 21st. Century instructional strategies to design meaningful and engaging lessons that will lead to higher student achievement.

AS 2.1.4) Collaboration on aligned/engaging instruction (Roosevelt Middle School)

Description:

Teachers regularly collaborate on creating aligned and engaging instruction - Utilize protocols for collaborative team meetings - Develop and sustain a schedule for frequent collaborative team meetings - Coordinate cross-curricular aligned instruction to share in the teaching of math power indicators and strategies - Coaches as liaisons to facilitate effective professional learning and continuously improve teacher instructional capacity and student learning.

AS 2.1.7) Extended learning opportunities (Roosevelt Middle School)

Description:

Provide extended learning opportunities in the classroom, before and after school, and during the summer (SW1, SW3, SW9, SI - Optional 1)

AS 2.1.5) High School Literacy Intervention Specialist (Springfield High School)

Description:

Create a high school literacy intervention program by hiring a literacy intervention specialist who will: -Implement a research based Tier 2 RTI Intervention program -Provide technical reading support in areas such as, engineering, biotechnology, medicine and practice. -Provide content reading support placing emphasis on mathematics problem solving strategies. -Provide classroom support by team-teaching and modeling with other literacy teachers.

AS 2.1.2) 1C1- Professional Development for New and Current Staff (124) (Warder Park-Wayne Elementary School)

Description:

Provide professional development opportunities for new staff and ongoing professional development for current staff on building/district initiatives (cross building train, grade level mentor)

S 2.2) Use of assessments to guide instruction

Description:

Teachers will use assessments that are aligned to the Academic Content Standards to monitor and adjust instruction to meet the needs of all students.

AS 2.2.3) 2B3- Data to Monitor and Adjust Instruction (124) (Fulton Elementary School)

Description:

Use data to monitor and adjust instruction to meet student needs

AS 2.2.2) Assessment data to monitor growth and adjustment to instruction (Keifer Alternative Center)

Description:

Collect and summarize state, district, and classroom assessment data to monitor growth and adjust instruction. (SW8, SI6)

AS 2.2.3) Student data folders for self-reflection and student-led conferences (Keifer Alternative Center)

Description:

Create student data folders for self-reflection and student-led conferences with the following types of data, when applicable: (SW8, SI6) --Attendance --Behavior Points --Exemplary Work --Assessment Data --Goals (transition back to home school)

AS 2.2.2) Data analysis to drive best practices (Roosevelt Middle School)

Description:

Data analysis of state, district, and school assessments will be used to drive and revise best-practice instruction (design, teach, assess) (SW3, SW8, SI3, SI4)

S 2.3) High Quality Professional Development

Description:

The staff will engage in goal appropriate, job-embedded high quality professional development on research based instructional practices and implement them into daily classroom instruction.

AS 2.3.2) HQPD Focus

Description:

The district will provide HQPD on the following: 1. Co-teaching and models of collaboration for inclusive practice, 2. 6 Trait writing process, 3. Leadership training for the DLT, 4. Instructional leadership training for principals, 5. Train the trainer PD on designing engaging instruction for the curriculum coaches, 6. Building level engaging instructional design PD for the teachers, 7. Reading PD on research-based best practice, 8. A web based researched-based PD program, 9. Training for all buildings in "Assessment For Learning", and 10. Effective integration of technology into instruction.

Grant

21st Century

21st Century

Consolidated

Title I

Neglected, Title I

Delinquent, Title I-D

School Improvement Sub A, Title I

Improving Teacher Quality, Title II-A

Technology, Title II-D (Formula)

Special Education, Part B-IDEA

Early Childhood Spec Education, IDEA

Alternative Education Challenge

Alternative Education Challenge

Poverty Based Assistance (PBA)

PBA Closing The Achievement Gap

Title II-D (Competitive)

Title II-D (Competitive)

ARRA Title II-D (Competitive)

ARRA Title II-D (Competitive)

The American Recovery and Reinvestment Act (ARRA)

ARRA Title I

ARRA Neglected, Title I

ARRA Delinquent, Title I

ARRA School Improvement, Title I

ARRA Special Education, Part B-IDEA

ARRA Early Childhood Spec Education, IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.1) HQPD in the integration of technology into instruction (Fulton Elementary School)

Description:

Teachers will receive on-going job embedded professional development to equip them to integrate technology into their instruction.

AS 2.3.2) 2C1- PD Opportunities for New and Current Staff (124) (Fulton Elementary School)

Description:

Provide professional development opportunities for new staff on building initiatives (cross building train, grade level mentor). A partnership with area universities will provide job-embedded, content specific training PD that will assist teachers in meeting students math needs.

AS 2.3.5) 2C4- Feedback on PD (124) (Fulton Elementary School)

Description:

Monitor and provide feedback on classroom implementation of professional development including Comprehensive Reform Model

AS 2.3.6) Training for families (Hayward Middle School)

Description:

Provide training and materials for families to meet the needs of the whole child (SW4, SW5)

AS 2.3.9) Curriculum Support Personnel (Hayward Middle School)

Description:

Provide personnel that model effective standards-based lessons, provide on-going feedback to teachers, monitor fidelity of instruction to standards, train teachers in research-based best practices, correlate student data to instructional differentiation, participate in curriculum evaluation and serve as resource in all areas that enhance student learning

AS 2.3.1) HQPD in the integration of technology into instruction (Keifer Alternative Center)

Description:

Teachers will receive on-going job embedded professional development to equip them to integrate technology into their instruction.

AS 2.3.3) PD on differentiated instruction (Keifer Alternative Center)

Description:

Provide professional development with differentiated instruction. (SW2, SI4) --Bloom's Taxonomy --Learning Styles

AS 2.3.9) Math/Reading Literacy Coach (Keifer Alternative Center)

Description:

Provide ongoing job embedded professional development modeling differentiated and engaging lesson plans for teachers

AS 2.3.5) Implementation of PD (Kenton Elementary School)

Description:

Through an area university, educators will receive professional development and work collaboratively to plan, implement, and evaluate the impact on student achievement.

AS 2.3.6) External Curriculum Support (Kenton Elementary School)

Description:

The external curriculum support person is an integral part of the building OIP Leadership Team and will work to build the capacity of teachers to effectively implement standards based practices.

AS 2.3.3) 2C3- Common Lessons/Language that Reflect District and Building Professional Development (148) (Kenwood Elementary)

Description:

Develop common lessons/language that reflect district and building professional development (high yield strategies, student engagement, Cognitively Guided Instruction)

AS 2.3.1) PD on inclusive teaching models (Lagonda Elementary School)

Description:

Provide professional development on inclusive teaching models (SW-2,SI-4)

AS 2.3.1) 2C1- PD on research-based instructional strategies and assessment (151) (Lincoln Elementary School)

Description:

Assure common understanding and implementation of research-based instructional strategies and assessment through professional development and evidence monitoring

AS 2.3.5) 1C1- PD on research-based instructional strategies and assessment (151) (Lincoln Elementary School)

Description:

Assure common understanding and implementation of research-based instructional strategies and assessment through professional development and evidence monitoring through a school-wide reform model.

AS 2.3.6) External Curriculum Support (Lincoln Elementary School)

Description:

The external curriculum support person is an integal part of the building OIP leadership team and will work to reinforce standards based practices and modify or eliminate practices that are not research-based.

AS 2.3.7) Building Design Team (Lincoln Elementary School)

Description:

The building design team will evaluate instructional programs, schedules, and climate in an effort to increase the effectiveness of the Language Arts program.

AS 2.3.8) Research based reform model (Lincoln Elementary School)

Description:

Teachers will implement a research based reform model that includes a best practices framework for math.

AS 2.3.5) HQPD on aligned/engaging lessons (Roosevelt Middle School)

Description:

HQPD on designing aligned and engaging lessons (SW2)

S 2.4) Promote effective parental involvement

Description:

The district Central Advisory Committee members (parent representation from each building in the district) are involved in the planning, implementing and evaluating of district improvement activities. At district CAC meetings, district improvement activities will be shared by appropriate staff and CAC member input will be solicited and acted upon when necessary. At the building level, parent/family activities include sharing Academic Content Standards, looking at ways for parents to help their children academically, and other workshops identified by parents through a needs assessment. It is the belief of Springfield City Schools that in order for students to be successful the support of the parents/families is crucial.

AS 2.4.2) Parent assist program (124) (Fulton Elementary School)

Description:

Fulton E.S. in partnership with area organizations, churches, and government agencies assist families by providing fundamental resources such as children's clothing, school supplies and food assistance. We will help to remove the obstacles that may keep a child from making academic progress by addressing some of the environmental challenges their families maybe experiencing

AS 2.4.1) Parent and Family Engagment Training (Lagonda Elementary School)

Description:

Training for parents will be provided to families of Lagonda based on interests and needs documented on our parent surveys. The goal is to equip our parents with skills and knowledge that will empower them to be better parents and partners with our school.

AS 2.4.1) Parental Involvement Literacy Support Group (Lincoln Elementary School)

Description:

Create and train neighborhood group leaders to facilitate parent/guardian literacy support group sessions.

AS 2.4.1) Digital Literacy for Schaefer families (Schaefer Middle School)

Description:

Provide opportunity for the Schaefer Middle School students and families to access the computer labs after school hours for digital literacy.

AS 2.4.1) Extended Day Academic Support Academy (Springfield High School)

Description:

The district will implement an extended day academic support academy focused on preparing all students for graduation by: -improving scores for low achieving students in all content areas, focusing on reading and math by using research based structured curriculum and strategies -offering academic and transition support to all students, grades 7-12, in Springfield City Schools -offering professional development for parents on issues like health care, parenting strategies, academic home support, and social services -involving parents and community members into the educational process by establishing a 2-way communication process -providing a safe and healthy learning environment for all stakeholders -providing educational resources that may be of limited access outside the traditional school day -providing recreational, academic, and cultural programs for all stakeholders -communicating student progress information to all students, parents, and traditional school day instructors

S 2.5) Address teaching and learning needs related to academic problems of low achieving students.

Description:

Our district is providing standards-based instruction for all learners by providing accommodations of time (i.e, extended day/year, intervention classes giving additional practice and work time, etc.), accommodations of difficulty (i.e., supplemental/alternate materials, accommodations of support (i.e., cooperative learning, skill groups, tutoring sessions outside the typical class, etc.) and accommodations of size (i.e.class size reduction, chunking the assignments, and coordination of assignments between teachers to avoid overloading.) In addition, the district is encouraging teachers to improve delivery systems to maximize learning for all students. This differentiating of the curriculum will include supporting instruction that increases the use of multiple intelligences, higher-order thinking skills and integrated, thematic approaches.

AS 2.5.1) After School Academic Clubs (Lagonda Elementary School)

Description:

Teachers will be recruited to sponsor and write curriculum directly correlated to state standards for after school academic clubs. These clubs will meet once a week and support the students' academic needs and interests as well integrate academics into practical everyday use. Students will have opportunities for enrichment, remediation and exploration of academics with technology and project based learning that reflects 21st Century skills. Examples of clubs may include: Science, Chess, Technology, Newspaper, Book, Chefs, Photography, Think Green, etc.

AS 2.5.1) High School Literacy Intervention Specialist (Springfield High School)

Description:

Create a high school literacy intervention program by hiring a literacy intervention specialist who will: -Implement a research based Tier 2 RTI Intervention program -Provide technical reading support in areas such as, engineering, biotechnology, medicine and practice. -Provide content reading support placing emphasis on mathematics problem solving strategies. -Provide classroom support by team-teaching and modeling with other literacy teachers.

AS 2.5.2) Extended Day Academic Support Academy (Springfield High School)

Description:

The district will implement an extended day academic support academy focused on preparing all students for graduation by: -improving scores for low achieving students in all content areas, focusing on reading and math by using research based structured curriculum and strategies -offering academic and transition support to all students, grades 7-12, in Springfield City Schools -offering professional development for parents on issues like health care, parenting strategies, academic home support, and social services -involving parents and community members into the educational process by establishing a 2-way communication process -providing a safe and healthy learning environment for all stakeholders -providing educational resources that may be of limited access outside the traditional school day -providing recreational, academic, and cultural programs for all stakeholders -communicating student progress information to all students, parents, and traditional school day instructors

G 3) Learning environment and conditions effecting student progress.

Description:

The number of student out of school suspensions will decrease from 1282 in 2007 to 897 by 2011 as measured by the data reported to EMIS in the spring 2009-11.

Performance Measure:

The number of student out of school suspensions will decrease from 1282 in 2007 to 897 by 2011 as measured by the data reported to EMIS in the spring 2009-11.

Fiscal Resources

Grant	Notes	2010	2011
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$978,970
School Improvement Competitive 1003 (g) Total:		**$00**	**$978,970**
Grand Total:		**$00**	**$978,970**

S 3.1) A Multi- tiered Systems of Behavioral Support

Description:

District and building leadership teams will build multi- tiered systems of behavioral support to provide students with a safe and secure learning environment

AS 3.1.2) 3A2- Teach Expectations (124) (Fulton Elementary School)

Description:

Continue the school-wide strategy of teaching expectations and procedures quarterly to every student. Identified Tier II and Tier III students will meet with the counselor individually or in small groups on a regular basis to reinforce expectations. Meetings will be set up with parents to collaboratively set up student behavior goals as they negatively impact the students academic progress.

AS 3.1.4) Behavioral Support Personnel (Hayward Middle School)

Description:

Coordinate and network with local agencies for the purpose of providing staff and families with additional resources to promote a safe learning environment

AS 3.1.1) PD on academic and behavior supports (Keifer Alternative Center)

Description:

Provide formal and ongoing professional development on academic and behavior supports (using data). (SW2, SI4) --Crisis Prevention (case study approach) --Functional Behavior Assessments --Behavior Intervention Plans --Behavioral Data Collection

AS 3.1.2) Student/family support from school-based mental health clinic (Keifer Alternative Center)

Description:

Expand services of school-based mental health clinic to support students and families. (SW9) --Prevention and support for other schools --Universal support for Keifer students and families

AS 3.1.3) Multi-tiered academic and behavioral support team (Keifer Alternative Center)

Description:

Form a multi-tiered academic and behavioral support team (including paraprofessionals) (SW3)

AS 3.1.4) Enhanced communication with parents and staff (Keifer Alternative Center)

Description:

Enhance communication with parents and staff: (SW4, SI2, SI5, SI7) --Bi-monthly paper and electronic newsletter/newspaper with staff and student contributions - Implement community/parent engagement framework, such as NNPS, 6 types of involvement (J. Epstein) ---Provide parental written notice of school improvement status with explanation about the status and what supports will be put in place to address the issue --Conduct two open houses for families per year (fall and spring) --Schedule meetings to discuss reform efforts at Keifer

AS 3.1.5) Extended learning program (Keifer Alternative Center)

Description:

Implement an extended learning program: (SW3) --Service learning --Curriculum-based field trips --Tutoring (after and before school, peer tutoring, and in school tutoring) --Summer school opportunities --Expand computer/internet based instruction

AS 3.1.6) Transition strategies for students (Keifer Alternative Center)

Description:

Implement transition strategies to aid students as they move between schools: (SW5) --Inbound Students (contact information, data, interventions implemented, interview process, huddle) --Off-Site Students (change in expectations and procedures) --Outbound Students (collaborative meetings, transition plans, workforce orientation, postsecondary goals)

AS 3.1.7) Building facilitator (assistant principal) (Keifer Alternative Center)

Description:

Primarily monitor Positive Behavior support systems, collecting and analyzing discipline data (SWIS), and assist with building management

AS 3.1.8) Individual Learning Plan Coordinator (career exploration and community specialist) (Keifer Alternative Center)

Description:

Manage individual learning plans for students, assist students with developing career plans utilizing OCIS, recruit community business members to mentor students, tutor students, and provide technological support as well as job shadowing, service learning opportunities.

AS 3.1.4) Referral process to support compliance (Lagonda Elementary School)

Description:

Review the referral process (IAT, office referrals, FBA's/BIP's and attendance) to support compliance. (SI-3)

AS 3.1.5) Family engagement to increase academic/behavioral success (Lagonda Elementary School)

Description:

Provide opportunities for family engagement to increase academic and behavioral success (SW-4,SI-2)

AS 3.1.8) Parental behavior support groups (Lincoln Elementary School)

Description:

To provide parents and guardians with materials and information for attending behavior support groups

AS 3.1.9) Extend counseling services (Lincoln Elementary School)

Description:

Extend current counseling services to increase by 2.5 days to enhance educational, social and emotional climate.

AS 3.1.3) Collaboration on behavioral intervention strategies (Roosevelt Middle School)

Description:

Collaborative team meetings to discuss behavioral intervention strategies

AS 3.1.5) Improving building-wide academic/behavior support system (Roosevelt Middle School)

Description:

Continue, reflect and improve building-wide academic and behavior support system

AS 3.1.8) Parent communication system (Roosevelt Middle School)

Description:

Develop a system of communication with parents (SW4) - Provide information and strategies to parents/families on community resources and family living (SW2, SW4) - Provide written notification to parents of school improvement status, what it means, and what support will be provided (SI5) - Provide opportunities for parents to participate in planning, implementation, and evaluation of school improvement activities through the parent advisory council and surveys (SI2)

AS 3.1.3) Analysis of data to design interventions (Schaefer Middle School)

Description:

3.1.3a Analyze data to design academic and behavioral classroom and school-wide interventions (SI-3,SI-4,SI-7) (SW-1,SW-3, SW-8) 3.1.3b To add a personnel position to support our behavioral support goal to teach, model, and communicate expectations and procedures with students, staff, and families.

AS 3.1.4) Systemic process for identifying/implementing interventions (Schaefer Middle School)

Description:

Develop a systemic process for identifying and implementing interventions involving students, staff and families. 4a. Review IAT process (SI-2,SI-3,SI-4,SI-7) (SW-3,SW-4) 4b. Develop a digital learning academy before/during/after school programming to implement interventions and provide opportunities for high school transition.

AS 3.1.2) 3A2- PD on building-wide behavioral systems (184) (Snyder Park Elementary School)

Description:

Assure understanding and implementation of building-wide behavioral systems through professional development and evidence monitoring for all teachers. The Building Leadership Team on Discipline/Climate, including grade-level teachers, counselors (1 day per week district provided with additional days through purchased services), and Home-School Connector, will facilitate PD.

AS 3.1.3) 3A3- Student support plans (184) (Snyder Park Elementary School)

Description:

Counselor (1 day per week district provided with additional days through purchased services), Discipline/Climate Building Leadership Team, and District Behavioral Specialists develop and implement a system to create and communicate support plans for students at each Tiered-Level.

AS 3.1.1) Dean of Students (Warder Park-Wayne Elementary School)

Description:

Warder Park Wayne will hire a dean of students to assist with student conduct, building climate, counseling of students who are having diffculties stemming from factors outside of school. The dean will mediate with students who are having difficulty getting along with others, with the goal of getting them refocused on their academics as soon as possible. The dean will conduct staff development

activities with the end result of staff learning to effectively mediate and set up positive behavioral supports within each classroom. The dean will coordinate a school-wide character education program that is consistent with the positive behavioral support system currently in place. The dean will work with students, parents, and staff to reduce the suspension rate by 30% in 2011 from 2007.

S 3.2) Family/Community Involvement

Description:

Refers to awareness and training activities for parents, law enforcement officials, judicial officials, health service providers, and community leaders in the areas of V/ATOD prevention, education, early intervention or rehabilitation referral.

AS 3.2.2) Truancy and Behavior Mediation

Description:

Create a strong family and school partnership. (AEC) Description: Develop, implement and evaluate program in truancy prevention and truancy reduction and programs in behavior adaptations in cooperation with Juvenile Court official to improve student attendance in school and to decrease discipline problems in the classroom. Continue the district's partnership with mental health services from the county to provide intervention and referral services for families and individual students. Performance Measures: Collect attendance data and data from court probation and diversion programs related to disciplinary actions taken in individual buildings and compare the data before and after the implementation of the probation and diversion programs. Improve student attendance and reduce and or eliminate negative behavior patterns Description: The schools will use court mediation services and the probation and diversion programs to establish a working partnership with families to reduce and eliminate those issues that cause negative student attendance and disruptive student behavior. Both goals will contribute to district wide improve student attendance rates and improved student discipline rates.

Grant

Alternative Education Challenge

Alternative Education Challenge

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.2.1) Access Community Resources (Keifer Alternative Center)

Description:

Collaborate with local community agencies to include youth organizations such as Boy Scouts, Girl Scouts, On-the Rise Farm, and Juvenile Court representatives, to provide mentoring and alternative learning experiences

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.

We have done extensive work to enlist key resources to support our transformation and improvement efforts. Within our buildings, we have developed building leadership teams trained in both using our consensus model and analyzing student data to drive improvement processes. On a regional level, we have committed support from the University of Dayton, Wittenberg University, Cedarville University, MVECA, AVETEC, the Clark County ESC, and others to support staff professional development. These resources, as well as Clark State Community College and Sinclair Community College, will also support our students with academic content, mentoring, tutoring support, research and evaluation, and articulated curriculum in some cases. GEAR UP works in our high school and middle schools, working in various ways to support academic achievement and increase our college going rate. These services will continue to be available, and will serve our Tier 1 building as well. Our district in upgrading its technology significantly - we have added Smartboards, video capability, and are now linking all our buildings and adding bandwidth which will allow us to share important lessons and collaborate between buildings and outside of our district. Our existing 21st Century Grant and two SIVDL grants are enhancing our technology and our staff capacity. Our local support is extensive. As the largest school district in our county, our business and civic leaders are well aware of the importance of our success. We have very well established relationships with our city government, which assists us a range of services - from solving public safety concerns to supporting our public access television. Our Juvenile Court Judge, Magistrates, and Mediators and Department of Job and Family Services, and Mental Health Services work closely with us as we work to provide a continuum of services for at risk students. Our Federally Qualified Healthcare Center operates a free clinic in our Tier 1 school, and our local hospital has representation on our School Board, our Business Advisory Committee. Our Health District Commissioner and several other organizations with an interest in health and safety are closely involved with us, supporting particular initiatives which have been developed jointly. Our Police Division works closely with us, providing School Resource Officers in our buildings where they are proactive at

engaging our students, serving as role models and volunteer coaches while providing invaluable support as we address issues which involve students, parents, and overall safety in our district. Our business community supports us through our Business Advisory Committee, through individual partnerships with our schools, and through providing work experience for our CBI students. As we seek dramatic improvement in linking students to career options, several of the key business leaders have agreed to expand their involvement by providing job shadowing, internships, and training opportunities. Our Faith Community provides extensive support, and has indicated a willingness to expand that support. Currently, the Nehemiah Foundation provides Community Connectors in each or our Elementary Schools, we look to that model as an option for our Tier 1. Most buildings have formal mentoring and support relationships with the churches in their neighborhoods, and Wittenberg University's Center for Urban Engagement is working to improve and standardize these services. Our Community Foundations, notable the Springfield Foundation and the Turner Foundation have taken a leadership role in supporting improvement in our schools. They, combined with other smaller foundations, make up a Funders' Forum which has committed to support the school improvement plan at Lincoln Elementary. They also have extended their commitment to supporting engaging and rigorous programs at our middle school and high school level.

Continuation

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

Our initiative focuses heavily on building capacity within our building leaders and within our teachers. Through extensive professional development, our staff and educational leaders will learn and practice differentiated instruction, alignment of lessons, updated technology skills, data analysis, and collaborative skills. Although staff turnover and new educational research will require ongoing PD, establishing a strong foundation, training our educational leaders, and changing our school culture will create a sustainable base which will persist long after grant funding is reduced. In addition, this grant will allow us to strengthen the relationship with many community partners and increase family and stakeholder involvement. These relationships will continue to pay dividends after the grant funding has been removed.Finally, through the success of our school improvement activities, we expect to increase our ability to recruit highly skilled staff members. We also expect to attract back students who have left our district, and encourage additional families to move into our district boundaries. These additional students will increase our state and Federal funding base, and the influx of families will further strengthen the district.

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)

During the month of June the district and each building will create an IMM tool to begin the monitoring process. The district will apply to the ODE to officially change the building name to Keifer Academy. In August the new program will be marketed to the parents and community. The district will hire a district administrator to guild and assist the buildings implementation of their plans and monitor their process. This grant will be implemented through the framework of the OIP process. In July our Tier I building Keifer Academy will begin the transformation process by selecting a a vender then begin to conduct ongoing, job-embedded professional development to include a summer training institute for all teachers in (July 2010). Keifer Academy will offer a literature academy for students in grades 9 - 12, to increase their reading ability, to include reading for content, and to earn additional credits (August 2010). These programs will help to increase students' reading achievement level and math achievement level. Teachers will further develop their abilities to create authentic assessments, and vary their instruction in order to increase student academic growth. (August - July 2010-2011). A Linkage Coordinator will be hired and begin their training through the Governors Closing The Gap Initiative. Boy Scout programming, On the Rise programming, Juvenile Court Center, Rocking Horse Keifer Healther Center services, Wittenberg University and Cedarville University students tutoring programs will continue and expand throughout the summer of 2010 and the 2010-2011 school year. A teacher incentive program will be implemented during the 2010-2011 school year. Professional development about the six factor community/parent program will begin in August, 2010. The district will hire the needed personnel before the start of the school years to support the implementation of the transformation model. The Twelve Tier III buildings will work with the district SIG grant coordinator to begin the implementation of their specific plans. Using the OIP model each building administrator will work with their Building Leadership Team to establish an implementation plan. During the school year the district coordinator will monitor each building and give updates to the District Improvement Team.

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?

Keifer's annual goals: In grades 10-12, to increasing the proficiency rate by 7% in reading & math on the OGT and in grades 3-8 to increase the proficiency by 5% in reading and math on the OAAs. The eight elementary buildings annual goals were for an increase in proficiency of 3-10% in reading and math on the OAAs. The three middle schools annual goals were for an increase in proficiency of 5-10% in reading and math on the OAAs. The high school's annual goal was for a 5% increase in proficiency in reading and math on the OGTs. All buildings included an annual goal for increased capacity for teachers to deliver high quality differentiated engaging instruction this was reflected in the an increase in 10%-20% of staff per quarter. Most buildings set annual goals for parent/community engagement. Stating the measure in terms of the number of students who's families were participation in school activities. Each building included the specific goals on their building overview page. Progress will be monitored using short cycle assessments, benchmark test, reading diagnostic tools such as the DRAII, focus walks, classroom observations, parent/community surveys will be part of the data used to monitor progress during the year. The district leadership team will review data provided by building leadership teams to determine steps towards effectiveness and complete implementation of interventions. School leadership teams will work with staffs to develop teacher leaders in their buildings who focus on the correct implementation of interventions. School leaders offer feedback to their colleagues on the implementation of the programs. We will use the district and building IMM tools to monitor the progress for meeting each building impact measures in this program.

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.

We choose the transformational model for Keifer Alternative Center by involving the Building and District Leadership Teams. We worked with community stakeholders who were part of the Springfield High School Community Forum process. The school board and district administrators were involved in the decision making process also. We held several planing meetings and used the consensus decisions making process. As part of our transformation of Keifer Alternative Center we are changing the name to Keifer Academy to parallel the High School Academies. We want the persona of the building to focus on a positive place for learning. In our Tier 1 Building our transformation will impact student achievement through improved careful instructional planning for each student, through differentiated instruction, increased use of technology to engage and personalize education, through extended days and extended school year providing more instructional time, and through increased family and community engagement. In our other buildings we are also providing professional development and focusing on differentiated instruction, increased effective use of new technology, consistent behavior supports, increased literacy, and supporting family and community engagement. We will collect and analyze data from short cycle assessments, benchmark tests and diagnostic reading assessments such as DRA II, to monitor the progress during the school year and at the end of each school year so that we can use this data to continually adjust and refine our practices. We will collect data to assess our success in reaching all our core subject teachers with high quality professional development; our progress in training our principals to become strong educational leaders; our success at increasing the frequency of our teachers engaging their students and using differentiated instruction; our progress in increasing family involvement; and our success at engaging community partners in meaningful ways. Student Impact Measure: scores in reading and math to increase an average of 5% across the district in our elementary grades and scores in reading and math to increase an average of 3%-5% across the district in our middle schools as measured by the OAAs. and OGT scores to increase at least 7% in reading and math at Springfield HS and Keifer Academy. Adult Impact Measures: the percent of teachers in reading and math who deliver engaging differentiated instruction will increase by 20% each quarter the first year and to reach 100% by the end of the second yearas measured by observations, focused walks, student/parent surveys & interviews & peer observations.100% of core subject teachers to participate in high quality, job-embedded professional development during this grant. We expect literacy training to increase 25%, and in many cases we expect digital literacy training to increase 20%. Parent impact measure will be measured by the number of students whose parents & family members participate in literacy trainings and other building and district parent/community involvement activities, with a goal of reaching at least 20% or 1600 students families the first year as measured by student/parent surveys & interviews and sign in sheets.

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.

Students are the main focus of the project. We will impact student achievement in reading and math. We will build the capacity of the staff to deliver high quality effective instruction thus leaving a lasting impact on the adults as well as future students. We have developed strategies to impact parent/community and build their ability to assist our students in being more successful. Keifer will follow the transformation model and meet all the required elements. The following description breaks the expenditures down by the focus areas of the grant and list the strategies that are part of our meeting the requirements of the transformation model: 1. Extended School Day/Year for Students: salaries, stipends, teacher incentives, materials, field trips- $1,729,249.00 2. HQPD: presenters, coaches, Tier I vendor, PD materials, subs, teacher stipends, travel expenses, registration cost-$1,217,210.00 3. Academic and Behavioral Support: Coaches/Case Managers/Tutor: -$1,529,436.00 4. Parent/Community Supports; Linkage Coordinators/Promise Neighborhood Project/PD for parents: materials, presenter, incentives, food, transportation, child care-$258.953.00 5. Keifer Assistant Principal & Grant Manager-$160,000.00 Keifer's Healthcare Clinic is supported by a local healthcare hospital. Lincoln Elementary is developing the Promise Neighborhood has matching funds from the business community to support the program.

4,894,848.00 FY11 proposed LEA budget

4,290,253.00 FY12 proposed LEA budget

3,408,074.00 FY13 proposed LEA budget

Project Summary

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

Our students are the primary focus of the project. We will impact student achievement in reading and math. We will build the capacity of the staff to deliver high quality effective instruction thus leaving a lasting impact the adults as well as future students. We have developed strategies to impact parent/community and build their ability to assist our students in being more successful. Our Tier III Improvement Strategies fall under four areas: 1. Extended School Day/Year for Students; 2.HQPD; 3. Academic and Behavioral Support: Coaches/Case Managers/Tutors; 4. Parent/Community Supports; Linkage Coordinators/Promise Neighborhood Project/PD for parents. Our improvement strategies are based on the following research: [Chmelynski, C. (2006) Extend the school day and year for NCLB; Educational Digest 25, 41-44][Curtis, R., Van Horne, J., Robertson, P., & Karvonen, M. (2010). Outcomes of a School-Wide Positive Behavioral Support Program.] [Professional School Counseling, 13(3), 159-164. Retrieved from Academic Search Premier database.Epstein, J. et.al. (2009). School, family, and community partnership: Your handbook for action (3rd ed.). Thousand oaks, CA: Corwin Press] [Gerretson, H., J. Bosnick, and K. Schofield. "Promising Practice: A Case for Content Specialists as the Elementary Classroom Teacher." The Teacher Educator Journal 43, no. 4 (2008): Helf, S., Cooke, N., & Flowers, C. (2009).][Effects of Two Grouping Conditions on Students Who Are at Risk for Reading Failure. Preventing School Failure, 53(2), 113-128. Retrieved from ERIC database. 302-14. Kowalski, T.J. (2008).][Public relations in schools (4th ed). Upper Saddle River, New Jersey: Pearson Silva, E (2007) On the Clock: Rethinking the way schools use time. Washington D.C., Education Sector Smylie, M. A., Allensworth, E., Greenberg, R. C., Harris, R., & Luppescu, S. (2001).] [Teacher professional development in Chicago: Supporting effective practice. Chicago, IL: Consortium on Chicago School Research] [Wong, Harry & Wong, R (2008) Coaching Produces More Effective Teachers, Harry K. Wong Publications, Inc.] Our Tier I building will follow the transformation model and meet all the required elements. The district will hire through the grant a coordinator to guild and assist the buildings with the implementation of their plans and monitor their process. This grant will be implemented through the framework of the OIP process. The District Improvement Team will review data provided by Building Leadership Teams to determine steps towards effectiveness and complete implementation of interventions.

Building Leadership Teams will work with staffs to develop teacher leaders in their buildings who focus on the correct implementation of interventions. School leaders offer feedback to their colleagues on the implementation of the programs. We will use the district and building IMM tools to monitor the progress for meeting each building impact measures.

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. David Estrop Superintendent Springfield City Schools April 30, 2010

SI Building Overview

Springfield City (044818) - Clark County - 2011 - School Improvement Competitive 1003 (g) - Rev 3 - School Improvement Competitive 1003 (g)

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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
010421	Keifer Center	Tier I	SI 4	215	1,660,000.00	1,550,000.00	1,050,000.00	☐	☐	Transformatic

Keifer Alternative Center now Keifer Academy (KA) is a Tier 1 building that serves the most challenging students in our district, currently 260 at risk students, including 50 emotionally disturbed & 210 at risk high school students. We have selected the Transformation Model & will address each of the required strategies of transformation.78% of KA students receive a free or reduced lunch. KA is in year 4 of school improvement. Many high school students are referred to KA in lieu of expulsion throughout the school year. With the support of this grant, KA will expand its programming & will begin to serve our most challenging middle school students. Results from the 08-09 SI Diagnostic Review Team identified areas of needed improvement to include instructional methods, student engagement, and student behavior. From 06-09 10th & 11th grade reading scores declined, & 10th grade math scores declined, while 11th grade math showed an increase. The team determined that instructional improvements were necessary to increase student learning to include differentiated instruction, analysis of student assessments, job-embedded high quality PD, increased community/ parental involvement & development of a multi-tiered system of positive behavior supports. We will follow the transformation model as we accelerate our school improvement activities. Student impact measures: will be the OGT for grades 10-12, increasing the proficiency rate by 7% in reading & math. OAA reading & math proficiency rate will increase by 5% grades 3-8. Increased proficiency in short cycle assessments & reading diagnostic assessments for all levels. The adult impact measure: the level of instructional engagement & differentiated instruction will increase by 20% each quarter as measured by observations, focused walks, student/parent surveys & interviews & peer observations. 100% of instructional staff will undergo embedded PD, to include school reform pedagogy such as America's choice model, NNPS parent and community involvement , PBS training, and distance learning instructional strategies. Family/ Community progress measure: the percent of students whose parents/ family members attend monthly parent meetings & participate in other school activities will increase to 20%. We will enhance current staff strengths through providing embedded & ongoing professional development highlighting best practices, teacher incentives & rewards for proven student growth, increased opportunities for leadership & growth part of sustainability, six types of parent-community involvement training (NNPS), increased emphasis of technology embedded instruction, a summer academy & extended day programs. Our district has made significant commitments to operational flexibility & sustained support & we will continue to expand those commitments. KA provides flexibility to its students via a choice of instructional modes (classroom, online, home instruction) & houses our career based instruction (CBI) program. We have equipped a new computer lab & we have established KA as a site for summer food site. We will offer our staff flexible work days & retain supplemental & specialized consultants & staff as needed to support the programming designed by the building leadership. We will continue to provide transportation to students & expand this to serve our extended school day & year. We cover the indirect costs of operating the facility, including providing space for the Keifer Clinic, which is operated by a local healthcare entity. We will hire a Linkage Coordinator and participate in the Governor's Closing the Achievement Gap Initiative.

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
012740	Fulton	Tier III	SI 6	354	321,556.00	292,556.00	244,446.00	☐	☐	SI Strategies

Fulton E.S. serves a diverse population of students (50.2% Black, 34.1% White, 11.9% Multi-Racial). 95% of the population is economically disadvantaged with 16.2% of the students having disabilities. Student mobility adversely affects student achievement with yearly averages of 35% and three-year cohort trends showing a 70% mobility rate among K-4 students. Individual mobility rates of students range from 56% to 91% for each grade level. The school is in yr 6 of school improvement with a rating of academic emergency due to low achievement score in core academic areas. OAA results were 3rd reading & math, 24.2% & 54.5%, 4th reading & math 52.5% & 38.5%, 5th reading & math, 30.5% & 10%, respectively. Teachers are highly qualified; however, need to increase their effectiveness by strengthening content & pedagogy knowledge. The principal will increase her knowledge base through training in transformational & instructional leadership. We seek to increase parent engagement through goal-oriented action plans created through a parent/community action team (Epstein, 2009; Kowalski, 2008) that directly connects with the school's academic goals. The ODE Diagnostic Team has recommended areas of improvement in student achievement, teacher & leadership effectiveness, and community relations. Therefore, the goals of the project are: a) to increase student academic achievement by creating differentiated engaging lessons that are student centered and specific to the individual needs of the students, b) address the social, emotional, & environmental needs of the students, c) strengthen the effectiveness of teachers & administrators and d) promote parent/community partnerships through actions to increase engagement of students & families. Student impact measures OAA data for grades 3-6 increase of 3%-5% in reading & math & value added progress showing years growth for each student; 11-12 growth rates will meet safe harbor percentages, as measured by short cycle assessments, benchmark test, individual data folders on each student with specific achievement goals, c) document & provide support services to students & their families; monitor student behaviors through SWIS, a web-based behavior data system, d) Adult Impact Measures: 100% of core academic teachers will participate in job-embedded PD. Implementation of new strategies will increase by 20% each quarter as measured by walk-throughs, focus walks, and critical friends groups, e) an academic goal-oriented plan will be developed through an action team & evaluation of the plan will connect to the specific school/parent/community action steps and ability to implement. The project is summarized as the follows: Fulton is implementing the America's Choice (AC) Design Framework, which addresses several systems failures within the school. AC will facilitate the training of leadership & teachers in pedagogical strategies. The school is partnering with Wittenberg University to provide job-embedded training to strengthen reading & other core contents earning reading & 4/5 endorsements through graduate credit hours. Stipends will also be provided. The intent of the training is to build the capacity of all staff. A counselor will be added to the staff to address Tier II, III, & IV interventions and to make parental recommendations pertaining to academics & behavior. We will increase tutor assistance and establish small group intervention. Current data has shown an average growth of 1-1.7 years in reading during a 9-week period. Parent initiatives will be directly connected to school academic goals. Overall, we will dig deeper into effective reading & math strategies, implement & have conversations around best practices, use data, meet the individual student's needs academically & behaviorally, & provide a safety net to both staff and students through effective interventions & training. We will hire a Linkage Coordinator and participate in the Governor's Closing the Achievement Gap Initiative.

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
015735	Hayward	Tier III	SI 5 D	394	200,000.00	170,000.00	130,000.00	☐	☐	SI Strategies

Hayward, a 7/8 school, serves a student population of 399, of which 87% are economically disadvantaged. In 02-03, Hayward was restructured replacing the principal and most of the staff under a modified Turnaround Model. At that time, the 6th grade math proficiency was 9.4% and the reading was 19.9%. Our 09 OAT results were 6th Reading 52.8%, 6th Math 64%, 7th Reading 64.9%, 7th Math 70.9%, 8th Reading 57.9%, and 8th Math 68.4%. The past three years, Hayward has shown positive value-added growth. Hayward is in Year 5 of School Improvement having not met AYP in the students with disabilities subgroup. In the spring of 2009, Clark Middle School was closed and about 60% of their population merged with Hayward. Our middle schools also went from 6/8 to 7/8 grade buildings. From this merger our current student

population's 09 OAT results are as follows: math proficiency at 7th is 54.1% and at 8th is 64.6%, reading proficiency at 7th is 51.4% and at 8th is 56.9%. Within this population, 17.7% performed 3 to 4 years below grade level, 22.2% performed 1 to 2 years below grade level and only 1.2% performed at the advanced level. The School Improvement Diagnostic Review Team in the fall of 09 recommended that we implement a process to identify individuals and groups of students who are under-performing on assessments; design instruction focused around the unique needs of these students, modify instructional strategies, and enhance and expand the use of technology in classroom instruction. Student progress measures for FY 10/11 will be to increase the 7th grade reading to 55.0%, 7th Math to 58%, 8th grade reading to 58% and 8th math to 65% on the OAA. Hayward will have positive value added growth for SY 10/11. We will monitor progress using pre and post benchmark tests and short cycle assessments. Adult Impact measure: the staff will increase by 10% per quarter the number of teachers providing students with standards-based engaging differentiated lessons as measured by focus walks and classroom observations. Hayward has accomplished much in the past seven years. We are ready for the next step. This project will directly impact all our students. We designed TOPS, "Target of Personalized Student-Learning." This is our three -tiered, circular model with personalized student learning (RtI) and student wellness at the center. The middle circle would include subject-specific pedagogy, instruction that reflects a deeper understanding of the community served, and continuous use of student data to inform and differentiate instruction. The outer circle supporting it all, would be ongoing, high-quality, job-embedded professional development that is aligned with the building comprehensive instructional program and designed by staff with the support of the school improvement resource coach. The coach would be responsible for facilitating and scheduling the staff designed professional development, and working with trainers to provide support for the implementation of the professional development. The coach would work with the teachers to make effective use of student data and to help develop personalized student interventions. A case manager would be hired to help intervene with the "whole" child and to support, in conjunction with the Nehemiah Foundation, the school counselor and the school community. An educational company that specializes in reading and math intervention software would be contracted. This technology would allow pre and post testing in math and reading and also provide individual interventions. As part of individualizing, Hayward would weekly assign students to the computer lab to work on the recommended interventions. This technology would also be utilized in Hayward's extended-day program and would be available for home use. In addition to contracted staff development, Hayward staff would convene monthly on one Wednesday afternoon for 3 hours for staff development. 100% of the Hayward staff has agreed to do this.

018820	Kenton	Tier III	SI 5	423	205,000.00	185,000.00	135,000.00	☐	☐	SI Strategies

Kenton, a K-6 school serves 425 students with 69% free and reduced lunch rate. This is a significant increase since 2002, when our ED was 10.5%. Our goal is to design a school capable of making consistent multi-year gains on the OAA in Reading & Math. Kenton is currently in year 4 of school improvement. Value added was met the 09SY but Kenton failed to meet AYP over that same time period. While our grade 3 reading score has risen from 54.9% to 60% between 06-09 our grades 4 & 5 reading scores have risen by 4% one year & decreased by 6% the next. Grade 4 math has shown greater fluctuation from 61% to 75% then back to 51%. Grade 5 reading scores were 63.3% & have fallen 7% over the time period. The results from the 08/09 School Improvement Diagnostic Review indicated the building fell within the acceptable level of practice, sufficient in quality & frequency to improve the academic achievement of only a minimum number of students. It was recommended that changes in instructional practices were needed, i.e: differentiated instruction, higher level of questioning, higher order thinking skills & intervention within the classroom to promote student achievement. The data from external and internal OIP process both evidenced the need to focus on pedagogy. Student progress measures will be the OAA for grades 3-6 with an overall 10% increase for SY10-11.For grades K-6 progress will be monitored by using a Reading Assessment 3x/year, short cycle assessments, State Diagnostic Assessments & OAA practices tests. Adult progress measure will be measured through a collaborative effort between the Leadership Teams of Kenton ES and Roosevelt MS, our feeder using a calibrated collaborative model, we will see an increase in teacher capacity that will be quantitatively measured each quarter through the use of a rubric that will measure effective teacher practice. The staff will average an increase of .5 points out of 4 total points/semester in the domains in which they are focusing their work during the first year. The data collected will be evidence from the following: Ohio Teacher Standards, walk-thrus, observations, & unit plan reviews, & teacher data portfolios. By measuring increased teacher capacity we will see increased student achievement simultaneously. Collaboratively, we will create a dynamic, robust learning system campus wide that will ensure aligned, engaging & differentiated instruction is the standard for all students K-8 & moving our teachers from highly qualified to highly effective. Parent progress measure: the number of families involved in literacy trainings will increase to 25% the first year. Upon determining the needs of the building, per the OIP, work began on the Understanding by Design framework focused on designing aligned, engaging, differentiated units. Next, we need to begin to implement this work & continue to maintain the support of the consultant with whom we have been working. We began professional learning communities focusing on literacy across the content with a consultant from a local university to ensure research-based literacy practices within the UbD framework. We need to continue the work in literacy to sustain our current efforts. The framework depends on the incorporation of best practices, aligned instructional systems, & professional learning communities. This will enable us to implement with fidelity the work we have begun this year. To ensure teachers embed the strategies learned into their practice with fidelity, an external curriculum support coach is needed. A member of the Leadership Team, the coach will continue the work with the staff. This coach will work to reinforce standards based practices, modify and or eliminate practices currently being implemented that are not effective and continually refine teacher practices until goals are met. Through strategic aligned efforts programs & personnel will not be needed beyond the life of the grant due to systemic changes in the educational culture.

018895	Kenwood	Tier III	SI 4	432	260,216.00	257,216.00	113,150.00	☐	☐	SI Strategies

Kenwood (KWD), a K-6 school located in Springfield, Ohio and serves 429 students with 85% free/reduced lunch. The goal is to have multiple year gains on Ohio Achievement Assessments (OAA) reading & math by providing high quality professional development (PD) in the area of differentiation of instruction (DI) that integrates 21st century goals in visual/digital literacy. KWD is currently in year 3 of School Improvement. Annual Yearly Progress was met in 06/07 and Value-Added in Math 09. In 3rd grade reading from 06-09, proficiency increased by 3%, at 4th grade 7%, 5th grade decreased by 28%. In Math, during the same time period grade 3 had a decrease of 8%, 4th a gain of 4%, 5th a gain of 5%. KRAL data consistently shows that students entering Kindergarten are performing below the state median scores: 07/08 State - 19.7, KWD 16, 08/09 20.1, KWD - 16, 09/10 - State undetermined, KWD 18. Data compiled from The State Diagnostic Team Review revealed that a significant area of need is the expansion of differentiation for example: use of small groups, team teaching, cooperative learning and flexible grouping to meet individual student needs in reading and math. Funding to impact adult learning will be supported by the addition of a Differentiation Strategy Specialist (DSS) and tutors. PD in technology to provide high quality student instruction, aided by the DSS, will be implemented to support DI in classrooms. PD will also include flexible grouping and lesson designing. Opportunities will increase for additional teacher collaboration through restructuring tutoring services and extending the school day. The day will be extended by creating instructional clubs that focus on authentic student projects and multiple forms of media/technology. Teachers will earn stipends for PD beyond the school day and will have the opportunity for college credit and CEU's. Tutors will be required to stay for PD. Year 1 DSS will work with critical grades 1,2 and 5/6 to deepen knowledge base of instruction by implementing the District Technology PD plan, effective use of English Language Learner strategies, leveled readers, integration of visual/digital literacy strategies in daily teaching and learning practices and Cognitively Guided Instruction (CGI) in math. Teachers will demonstrate an increased knowledge of research based instruction pedagogy and methodology for implementation into daily practices of lesson design and ongoing analysis of student data to create flexible grouping. Year 2 Critical grades will show evidence of full implementation of DI with support of the DSS.Year 3 Dissolve DSS at end of year 2, critical grade teachers will be Teacher Leaders. The plan will provide high quality PD in DI for teachers and tutors with an emphasis on monitoring the critical grade levels (1st, 2nd & 5th/6th) by the DSS in reading and math. DI will increase student achievement as the teacher will work as facilitator guiding students to formal learning with direct modeling using technology, leveled reading and CGI to increase student engagement. The vision is that in every classroom, DI will be an integral part of daily practice to improve student learning and motivation. Through job embedded PD and an onsite DSS a highly effective staff will deliver compelling, rigorously focused instruction with deep student learning in reading and math. Staff growth measurement will include Focused Walkthroughs (FW) using a rubric, self-assessments, lesson design, classroom observations, attendance/participation at PD sessions. Adult impact will be measured by the principal and DSS, with a 10% increase of teachers per quarter providing students with engaging aligned DI as measured by FW. Student impact measure: on the OAA a 10% gain in reading and math. State and quarterly diagnostic assessments

and District Short Cycles will be used as additional Progress Monitoring Assessments. Student exit slips and self reflections will be used to monitor student engagement.

019430	Lagonda	Tier III	SI 5	364	240,000.00	218,000.00	218,000.00	☐	☐	SI Strategies

Lagonda is a K-6 elementary school with 370 students located in a high crime area of Springfield, Ohio. Over 80% of our students live in poverty. Our 3 year average mobility rate is 16%. The community has a long history of support for the school, but the long-term economic decline in the city of Springfield (15% unemployment) has greatly impacted our neighborhood. We have 65% white & 35% minority populations(AA, MR, H.) Lagonda has not met AYP goals in Reading & Math & is in year 4 of School Improvement. Lagonda did receive a (+) in the Value Added Measure. The results from the 08/09 School Improvement Diagnostic Review Team indicated that the building needed to increase differentiated instruction, monitor district-wide instructional practices & expand the use of technology. The decision framework data points out that are greatest needs are Reading Comprehension (less than 60% at most grades), Parent Engagement, Tutoring opportunities for students & Behavior Supports. The primary goal is to increase Reading achievement by focusing on the underlying root causes. Student Impact measure: will include a 6% increase in Reading trend data at grades 3-6 as well as a 25% increase in Diagnostic Reading Assessment levels in grades K-6. Adult Impact measure: will be a 25% quarterly increase in implementation of instructional strategies as evidenced by focused walks, classroom observations, & lesson plans. Our goal for Family participation in training is 50 families. Professional Development is the foundation that will sustain the efforts of the grant to build capacity to improve instruction & achievement. The PD will be two-fold. One part will explore the research of Eric Jensen, on the effects of poverty on the brain & how we can reverse this. The second part of PD will include a partnership with Wittenberg University in the analysis of reading instruction & development of a reading framework. These two PD's will be facilitated by a PD coach during team meetings & waiver days. The second component is academic rich clubs one day a week to support students in their development of interests as well as everyday practical use of reading, writing & math. Often students in low income areas lack opportunities to develop interests because parents lack the funds to pay for them, or there are transportation or child care issues. It is critical that we prepare our students with 21st Century skills. Present kindergartners will graduate in 2022, 6th graders in 2016. We want to make certain that our students have opportunities for enrichment & exploration of technology & project based learning that reflects the expectations of our society. Club sponsors will be offered a stipend and supply money to develop & implement a club curriculum directly correlated with content standards. Some clubs may only be one semester, so that students may explore more than one club during the course of a year. The third component is Family Engagement. We hope to equip our parents with skills & knowledge that will empower them to be better parents & partners with our school. Parents want to help but often feel reluctant to engage due to past experiences & or their own lack of education. The poverty research of Jensen supports this generational characteristic of poverty. We are asking that a full-time counselor plan & facilitate this training as well as facilitate the enrollment & recruitment of Academic club membership & train teachers on preventive methods in behavior management. The fourth component is Positive Behavior Supports. Student behavior can adversely affect the teaching & learning of all students in a classroom. Our grant will include a behavior support specialist that would provide intervention with students, hold student groups to develop conflict resolution skills as well as communicate with families regarding behavior & incentives & work with the PBS committee to help design & implement school-wide behavior supports.

020792	Lincoln	Tier III	SI 5	382	350,357.00	285,102.00	263,344.00	☐	☐	SI Strategies

Lincoln, a K-6 elementary school in an impoverished section of Springfield, Ohio serves 390 students with a 98% free/reduced lunch rate. The primary goal is to design a school that will lead to multiple year gains on the OAA in reading/math. Lincoln is currently in year 4 of school improvement. Value-added scores were met in the 09 SY but Lincoln did not meet AYP over that time period. In 3rd grade reading from 06-09, the percentage meeting proficiency decreased 13.7 points; in math, there was a 7.2 decrease. In 4th grade, reading increased by 5.2 and math decreased by 1.0. In 5th grade, there was a decrease of 13.8 in reading & a decrease of 2.5 in math. The results from the 08/09 School Improvement Diagnostic Review Team indicated that the building fell within the acceptable but not remarkable level of practice; sufficient to improve the academic achievement of a minimum of students. It was recommended that a change in instructional practices is needed such as: differentiated instruction, high level questioning, higher order thinking skills & intervention within the classroom to promote student achievement. The data from external/ internal OIP process evidenced the need to focus on pedagogy and behavior. Student progress measures will be the OAA for grades 3-6 with a 10% increase at each testing grade, which meets safe harbor for FY 10/11. All grades will be monitored by using a reading diagnostic assessment tool 3x per year & by using diagnostic math assessments, short-cycle assessments, State Diagnostic Assessments and SWIS data. The number of teachers providing students with engaging aligned differentiated instruction will increase by 10% per quarter as measured by focused walks and classroom observations. The goal is to move teachers from being highly qualified to becoming highly effective by increasing the number of teachers receiving their reading endorsement by 50%. The number of parents/families involved in literacy trainings will grow to 25% or 100 families the second year. A school improvement strategy that was selected for 09/10 was a comprehensive reform model that addresses standards and assessments; and includes best practices, aligned instructional systems; high performance leadership, management and organization; professional learning communities; and parent/family/community involvement. We will delve deeper into understanding the literacy/ math model and extend this learning & increase PD. The external curriculum support person, a member of the building's OIP leadership team, will continue to work to reinforce standards based practices, modify and/or eliminate practices currently being implemented that are not research-based, and continually refine practices until goals are met. A part-time counselor is needed to enhance the educational, social, and emotional climate for the school to support the OIP behavior goal. The intent is to provide students, faculty, administration, and neighborhood with the support necessary to increase the opportunities for success across the board. The position will be shared with Fulton ES. The Lincoln administration/staff are developing with community leaders a Promise Neighborhood/School. The three goals: 1) building a school that meets every child's needs; 2) community driven neighborhood revitalization; and 3) engaged families/parents. The outcomes include: teachers developing reading strategies through graduate credit; teachers, parents, & community stakeholders creating a building redesign framework and creating a partnership with an existing successful school; a community organizer will develop neighborhood work teams to increase parent participation in school programs, increasing reading, math & behavior outcomes. We will hire a Linkage Coordinator and participate in the Governor's Closing the Achievement Gap Initiative. Our shared commitment is that no Lincoln student be allowed to fail.

032540	Roosevelt	Tier III	SI 5	359	200,000.00	200,000.00	200,000.00	☐	☐	SI Strategies

Roosevelt Middle School, grades 7 and 8, serves 359 students with 60% qualifying for free and reduced lunch. The primary goal is to institute instructional and assessment practices that improve student achievement in Reading and Math. In order to do this our students will need academic as well as social and emotional support. Roosevelt is in school improvement status year 4. The 3 year trend for Reading at the 7th grade was 68%. The 3 year trend for math at the 7th grade was 62%. The 3 year trend for Reading at the 8th grade was 63%. The 3 year trend for math at the 8th grade was 64%. The trend over those 3 years has flat lined at their current levels: In 08/09Value Added was met in Reading and Math in 7th grade and below expected growth in Reading and Math in 8th grade. As a result of a district reorganization of middle schools the Roosevelt Report Card is not reflective of the current student population. This reorganization has resulted in a dramatic decrease in the number of students proficient in Reading and Math. The lowest critical area on the State Improvement Diagnostic report for 09/10 is Instructional Practices: Differentiated Instruction, Team Teaching, Flexible Grouping, Technology in the Classroom, Engaging Student with Disabilities, Formal System/Process to help Parents and Families. The Building Improvement Team using the Decision Framework Tool, State Diagnostic results, and the OAT scores identified implementation of a comprehensive instructional reform system and a mechanism for community/family engagement as critical to improve student performance. Student Impact measures are for a 5% increase in reading and math scores as measured by the OAA and exceding Value-Added. Monitoring tools such as Short Cycle Assessments, OAA Practice Test, Benchmark Assessment, Teacher Made Assessment, student grades and a computerized assessment and intervention tool will be used. Adult Impact: 80% of the staff will demonstrate improvement in their instructional practices: lesson design, implementation and assessment practices. Focus walks, classroom observations, and evaluations will measure this. Using strategies from the Comprehensive Reform Model, we expect to impact student achievement in several ways. In order to use the Comprehensive

Coaching Model, we anticipate this grant will provide math and literacy coaches.A case manager would be hired to help intervene with the "whole" child and to support, in conjunction with the Nehemiah Foundation, the school counselor and the school community. Along with current partnerships, this grant will provide the opportunity to increase the time outside the normal teacher workday, provide more professional development opportunities, and dedicated substitute support during the workday; allowing for increased staff collaboration and student intervention. During this collaboration time, staff will analyze data to inform best practice classroom instructional decisions, share expertise and information from professional development activities, coordinate cross curricular instruction, and observe classroom teachers applying best practices, such as the use of formative assessment strategies and flexible grouping. The OIP states the use of research based, multi-tiered models will provide students with a safe and secure learning environment. This grant will allow the expansion of the current Positive Behavior Support system by providing training to teachers and parent leaders, who in turn will create an annual induction system for the school community; staff, students, parents. Implementing intervention strategies for identified students with academic, social and emotional needs will be addressed through the formation of an Intervention Assistance Team, advisory/outreach period and providing students with a system of support using outside providers. Utilizing these systems of support will impact student performance.

033704	Schaefer	Tier III	SI 4	283	222,500.00	168,200.00	170,981.00	☐	☐	SI Strategies

Schaefer Middle School, a 7-8 middle school, located in an economically disadvantaged section of Springfield serves 283 students with 70% qualifying for free/reduced lunch. The educational goals are to increase student performance in mathematics and reading as well as transitioning our 8th grade to high school. Schaefer is currently in year three of school improvement. Value-added scores for our current 7th graders was met in reading and math, and value-added scores for our current 8th graders were above expected growth for the 09-10 school year. The trend data from 06-09 reflects a decrease of 12.1% in 7th grade reading and a decrease of 10.8% in 7th grade math. 8th trends are an increase of 2.7% in reading and an increase of 11.4% in math. Our Diagnostic Summary Report indicated a need to continue to support raised expectations for teacher performance and effectiveness in the classrooms. Schaefer needs to ensure that constructive feedback is provided to teachers from walk through data, formative short cycle data, OAA data, benchmark testing and SWIS behavioral data. Further suggested in the report is that we expand strong lines of communication that are regular, two way, and meaningful between the home and school to support parents and their child's education. Our building OIP plan calls for engaging instruction that includes learning activities which integrate technology. Student Impact measures: reading and math scores will increase by 5% as measured by the OAA, progress will be monitored by online service provider data, short cycle and benchmark assessment data, and teacher produced formative assessment. Adult Impact measure: The number of teachers that provide differentiated instruction in reading and math will increase by 10% each quarter as evidenced by lesson plans, walk throughs, and classroom observations. Parent/Community Impact measure: The number of students and families that are involved in digital literacy courses and trainings will grow from 0% to 25% by the end of 10-11. Progress will be monitored via online service providers. 1) To provide to students online courses before, during and after school to provide students the opportunity to obtain high school credit for 8th graders transitioning to high school. Also, to provide an opportunity for the Schaefer community and students to utilize a computer lab for training outside of regular school hours. 2) To continue the journey of digital literacy teachers will be provided the necessary technology tools and professional development to improve student achievement by creating lessons that include differentiated instruction. 3)A case manager would be hired to help intervene with the "whole" child and to support, in conjunction with the Nehemiah Foundation, the school counselor and the school community and support our behavioral support goals. Also to provide families updated information and resources to foster communication. Behavioral data will be collected through our SWIS system to ascertain needed interventions for success of our students. This added position will allow the principal the flexibility to support instructional practices to increase our mathematics and reading scores. Through analyzing short cycle data, the principal can then assist the staff to develop differentiated formative assessments and provide opportunities for self-reflection on the effectiveness of classroom instruction and intervention. The principal will then have the needed time to expand the role of the leadership team to include development of processes for setting, monitoring, and achieving specific and challenging goals that reflect high expectations for all students and staff as outlined by our state diagnostic team review.

034801	Snowhill	Tier III	SI 1 D	486	197,000.00	130,000.00	100,000.00	☐	☐	SI Strategies

Snowhill, a K-6 elementary school located in Springfield, Ohio, serves 485 students with 47.5% qualifying for free and reduced lunch. Value-added scores were above expected growth in the 08 and 09 SYs, but Snowhill failed to meet AYP either year. Currently Snowhill is in Year 1 of School Improvement. 3rd grade and the Economic Disadvantaged sub-group scores in grades 3-5 are the reason for not making AYP. In 3rd grade reading from 07 to 09, the percentage meeting proficiency decreased 23.8 points; in math, there was a 29.9 decrease. In 4th grade, reading increased by 15.3 and math increased by 2.2 points. In 5th grade, both reading and math scores held steady. 6th grade students were not in the building until 09-10. The results from the 08/09 School Improvement Diagnostic Review Team indicated that the building fell within the acceptable but not remarkable level of practice, sufficient in quality and frequency to improve the academic achievement of average students. It was recommended that changes in Instructional Practices be made such as: including more differentiated instruction, including high level questioning as well as thinking skills, and providing intervention within the classroom to promote achievement of all students including the at-risk and high performing students. The data from external and internal OIP process both evidenced the need to focus on pedagogy particularly in reading. It is believed that math scores will improve once reading competency improves. Snowhill's principal of 12 years is retiring in June 2010. The new principal can benefit from having support in developing additional systems of shared leadership with both staff and community while emphasizing literacy. This is another recommendation from the ODE Diagnostic Team Review.Improve literacy instruction through job embedded professional development on providing differentiated, engaged, aligned lessons. Student Impact measures: will be the OAA for grades 3-6 with a increase of 3.5% to make the Safe Harbor goal of 68.5% for SY 10/11. Also, student progress will be monitored through a reading diagnostic assessment tool (Fountas & Pinnell Benchmark Assessments) at least 2x per year, short-cycle assessments, OAA practice tests, K-RAL, State Diagnostic Assessments. Data will be kept individual student folders. Adult Impact measure: by the number of teachers providing students with engaging, aligned, differentiated instruction. Focused walks and classroom observations will show an increase in appropriate practices by 10% each quarter. Parent/Community Impact measure: the number of students whose parents & families members participate in literacy trainings with a goal of reaching at least 20% or 100 families the first year. Increased resources provided by this grant will allow the staff to delve deeper in understanding the literacy model through increased job embedded professional development that includes deliberate practice. The school improvement literacy coach is needed to serve on the building's OIP leadership team and to work with the adults on 1)reinforcing standards-based practices currently being implemented, 2)modifying and/or eliminating practices that are not research-based, 3)refining practices through modeling until goals are met. Resources are also needed to purchase materials, supplies, and additional technology to support literacy. Classroom libraries of leveled books will be purchased as well as specific materials for reading interventions. Teachers will have an opportunity to visit an elementary school in a neighboring district to see differentiated instruction that engages students first hand. Funds will be used to support family literacy activities to extend learning beyond the school walls.

034827	Snyder Park	Tier III	SI 5	410	235,219.00	235,219.00	235,219.00	☐	☐	SI Strategies

Snyder Park (SP), a K-6 school serving a population of 83.3% economically disadvantaged students strives to assure successful experiences and high achievement. Trend data from 07-09 indicate improvement: Performance Index scores from 74.3 to 81.3, improved Math proficiency for all grade levels and Math Proficiency AYP indicator met in 09, and move from Academic Emergency to Continuous Improvement. Further analysis of 09 Report Card data shows great academic need in Reading, as AYP was not met. 09 OAT reading percentages of students at/above the proficient level are: grades 3, 57.7%; 4, 66.7%; and 5, 48.8%. Also, 14.8 % of our population are students with disabilities. While progress is evident, Performance Index tiered level data from 09 Report Card show 58.4% of students perform in Tier 1, 23.3% in Tier 2, and 18.2% in Tier 3. Tier 1 represents schoolwide instruction/supports that meet the needs of most students and includes the school core reading curriculum. SP staff is not satisfied with this distribution. Student Impact Measures: %

of 3-6 students scoring at/above Proficiency in Reading will increase to 65.4%, meeting Safe Harbor, as measured by the OAA given in Spring '11; % of K-2 students reading on grade level, measured by a diagnostic reading assessment will increase by 5% from Fall '10 to Spring '11; Adult Impact Measures: Number of teachers demonstrating data-driven focused interventions measured by focused walks, observations, and teacher surveys will increase by 10% a quarter; 100% of teachers participate in job-embedded monthly Literacy PD verified by sign-in sheets. Using the Decision Making Model SP confirmed issues and identified underlying causes of strengths/weaknesses. An OIP was developed integrating all systems curriculum, instruction, and assessment; PD; organization and management into a collaborative foundation for data-driven decision-making. SP will continue alignment with the OIP focusing on student outcomes and building teacher capacity. Additional resources are needed to produce positive results for ALL stakeholders. OAT and teacher survey data support a need for PD that increases teacher capacity to implement literacy best practices. A Literacy Leader will provide on-site PD to reinforce standards-based practices currently being implemented, modify and/or eliminate practice that is not research- and standards-based, and refine practices until goals are met. The job-embedded PD customized to fit SP's needs will result in sustainable improvement of teaching skills. This position provides a wide range of services: classroom visits, modeling, and data analysis to provide evidence of instructional strengths/weaknesses that will be used to plan/evaluate PD and monitor the fidelity of implementation of standards of practice. Collaboration can close the reading achievement gap. Time for collegial conversations focused on student achievement, identification of targeted interventions, and design of differentiated engaging lessons are critical for teacher effectiveness. Teachers have expressed a need for additional collaboration time. Fiscal resources are needed to provide 2 hours per week outside the contracted day. Additional academic time is needed for struggling students. Small group and one-on-one HQT tutoring will provide before and/or after school focused interventions. Tutoring during school will reduce student-teacher ratios during reading instruction. Fiscal resources for diagnostic reading assessments, literacy intervention materials, and technology for electronic progress monitoring are needed to determine/meet student needs.Addition of 6th grade, mounting evidence of office referrals, the negative impacts of the economy, deteriorating family structures, and loss of employment opportunities combine to dictate the need for additional counseling hours. SP is committed to the proposed school improvement strategies that will significantly enhance the capacity to improve achievement.

035527	SHS	Tier III	SI 5	1889	600,000.00	450,000.00	400,000.00	☐	☐	SI Strategies

Springfield High School is the comprehensive urban high school. Enrollment is 1889 students. SHS is in year 4 of school improvement & faces the challenges of a high poverty 64% FRD urban district. In 2008/2009, only three indicators were met. 32% of 9th graders are repeating at the grade level because of failures & credit deficiency. In the last year we have hired a new superintendent, a new campus director & several new administrators within our building. Our building leadership team has the full support of our district leadership & school board as we apply research-based strategies in innovative ways at SHS. From October 09 through March 10, we reviewed our student data, educational research & community opinion about how to improve our student achievement. Through this unique SHS Improvement Initiative, more than 300 students, parents, community members, teachers & administrators reached consensus on what we need and can support. Our priority is to find innovative and flexible ways to serve our diverse student population & to provide the individualized, customized pathways to allow each student to achieve at his or her highest level. We have restructured our school into meaningful academies to help achieve this goal. We have adopted credit flex policies that allow us to offer innovative courses & expand experiential learning. We have significantly upgraded our technology, in part to a 21st Century grant & a grant to support interactive video distance learning. Scheduling limitations, typical school day constraints, staffing realities & costs prevent us from fully realizing the model which can engage our students, our parents/community members. We will use our SIG to expand our learning time & expand the students & families we serve, by operating a sixth academy, which we are calling the SHS Extension Academy. The Extension Academy will allow us to offer extended afternoon/evening programming for students who need additional time & assistance. We will work with our district & community partners to provide transportation, a nutritious dinner.We will move to an on demand model of staffing, using flexible scheduling, and/or paying hourly or project-based fees to our HQT staff & specialized part-time staff with unique skills and talents to serve our students, our future students & family members in a unique community school approach. During the school day a literacy intervention specialist will incorporate a RTI Tier 2 program to support classroom instruction with students identified by diagnostic assessments, OGT/OAA & evaluations. Additional courses will be taught by the specialist to support accelerated/technical literacy. We will first implement this Academy in the fall of 2010 & grow the program through the year & beyond. Student Impact measure: a 5% increase in students passing the OGT in reading & math. A 25% reduction in the number of 9th graders who are retained at the end of the school year. Adult Impact measure: The number of teachers who will integrate literacy intervention strategies into their content area curriculum every quarter will increase by 5, as evidenced by monthly focus walks & classroom observations. 100% of teachers will receive data analysis professional development. A 50% increase of teachers performing student data conferences on Short Cycle Assessment data as measured by monthly focus walks & teacher consultation. A 30% increase of teachers implementing differentiated instruction strategies such as literature circles, collaborative learning, flexible skill groups, and use of graphic organizers by year's end as measured by monthly focus walks & class observations. Family Community Impact measure: Parent participation in the extended evening academy programs will increase by 10% per quarter & a 10% increase in the number of Community stakeholders participating in school support activities such as, academic focus walks, semester progress reports & responsive action planning.

039180	Warder Park-Wayne	Tier III	SI 4	496	200,000.00	148,960.00	147,934.00	☐	☐	SI Strategies

Warder Park Wayne (WPW)is a K-6 elementary school located in an economically disadvantaged portion of the Springfield City School district, serving 498 students with 72% qualifying for free and reduced lunch. A main goal for the school is to improve academics so that multiple year gains continue on the OAA in reading and math. WPW is currently in year 3 delay of school improvement. The school met AYP last school year, and exceeded expected growth on the value-added measure. In third grade reading from 06-09, the percentage meeting proficiency increased 7 points, with a decrease in 07-08; in math, a decrease of 1.8. In 4th grade, reading decreased 7.8 points from 06-09, with an increase in 07-08 of 9.3. In math, 4th grade increased 8.7 from 06-07, decreasing 6.6 from 07-08. 5th grade saw a decrease of 1.9 in reading and an increase of 16.6 in math over the 3 year span. Building leadership determined through the OIP process that, although there were increases in academic performance, more consistency is needed across the board. Data collection and sharing, differentiated instruction, intensive and ongoing job-embedded professional development in research-based best practices along with action steps to address building climate will raise student achievement and develop consistency in improvement. Student Impact measures: grades 3-6 OAA scores will increase by 5%. Reading diagnostic 3X per year will enable WPW to monitor progress and adjust instruction. K students will be reading at 1st grade levels or above by the end of K. 1-6 students will gain at 1.0 years or above each year at WPW in reading and math. Progress will be measured by DRA, short cycles, math navigator intervention, OAA and practice tests, K-RAL, state diagnostics, and SWIS data. Adult Impact measure: 17% each of the first two quarters the number of teachers delivering engaging aligned differentiated instruction, measured by focus walks and class observations, leading to 100% of staff at the start of Q3. A school improvement strategy selected for 09-10 was a comprehensive reform model addressing standards and assessments; aligned instructional systems; ongoing job-embedded and external professional development; high performance leadership, management, and organization; professional learning communities; and parent/guardian community involvement. This model centers on research-based best practices. The following three years WPW would like to go deeper into the implementation of the literacy and math models and extend learning and professional development. Internal and external coaches serve on WPW leadership team for the OIP and reinforce standards-based practices currently implemented. They modify and/or eliminate practices that are not research-based best practices, and refine teaching practices until goals are met. A dean of students is needed to support building climate and character education goals and action steps. This position will enhance the educational, social, and emotional climate of the school. This position will provide the entire learning community with the supports necessary to increase opportunities for success, and will include trainings for teachers on mediation techniques to mitigate conflicts students bring with them to school, thus sustaining positive climate after the grant expires. Data collected will include number office referrals, suspension rate, phone logs, and parent, student, and staff surveys and will measure impact of the created position.

Plan Relationships

Springfield City (044818) - Clark County - 2011 - School Improvement Competitive 1003 (g) - Rev 3 - School Improvement Competitive 1003 (g) - Application Number (94)

Go To

Related Goals

G 1) Reading Achievement

Description:

The percentage of students scoring at proficient or higher in reading will increase from 62.1% to 80% by the spring of 2011 as measured by the OAT/OGT reading test administered from 2009-11.

Performance Measure:

Reading achievement will increase from 62.1% to 80% by the spring of 2011 as measured by the OAT/OGT reading test administered from 2009-11.

Fiscal Resources

Grant	Notes	2010	2011
Consolidated			
Title I		$194,072,604	$1,744,477
Neglected, Title I		$30,596	$21,544
Delinquent, Title I-D		$24,304	$16,392
School Improvement Sub A, Title I		$360,000	$300,000
Improving Teacher Quality, Title II-A		$469,012	$464,574
Technology, Title II-D (Formula)		$21,726	$7,489
Special Education, Part B-IDEA		$760,250	$939,903
Early Childhood Spec Education, IDEA		$18,414	$31,199
Consolidated Total:		**$195,756,906**	**$3,525,578**
21st Century			
21st Century		$100,000	$100,000
21st Century Total:		**$100,000**	**$100,000**
Alternative Education Challenge			
Alternative Education Challenge		$92,294	$52,958
Alternative Education Challenge Total:		**$92,294**	**$52,958**
Poverty Based Assistance (PBA)			
PBA Academic Intervention		$515,086	$00
PBA Closing The Achievement Gap		$378,050	$00
Poverty Based Assistance (PBA) Total:		**$893,136**	**$00**
Reading First			
Reading First		$717,340	$590,185
Reading First Total:		**$717,340**	**$590,185**

Title II-D (Competitive)		
Title II-D (Competitive)	$22,000	$6,313
Title II-D (Competitive) Total:	**$22,000**	**$6,313**
ARRA Title II-D (Competitive)		
ARRA Title II-D (Competitive)	$152,550	$112,800
ARRA Title II-D (Competitive) Total:	**$152,550**	**$112,800**
The American Recovery and Reinvestment Act (ARRA)		
ARRA Title I	$1,227,032	$583,862
ARRA Neglected, Title I	$19,344	$8,118
ARRA Delinquent, Title I	$15,744	$6,446
ARRA McKinney-Vento Homeless Assistance Program	$5,040	$4,549
ARRA Special Education, Part B-IDEA	$1,084,556	$532,999
ARRA Early Childhood Spec Education, IDEA	$34,191	$24,554
The American Recovery and Reinvestment Act (ARRA) Total:	**$2,385,907**	**$1,160,528**
School Improvement Competitive 1003 (g)		
School Improvement Competitive 1003 (g)	$00	$2,447,424
School Improvement Competitive 1003 (g) Total:	**$00**	**$2,447,424**
Grand Total:	**$200,120,133**	**$7,995,786**

S 1.1) Differentiated engaging instruction

Description:

Teachers will deliver differentiated engaging instructional learning activities that are aligned to the Academic Content Standards.

S 1.2) Use of assessments to guide instruction

Description:

Teachers will use assessments that are aligned to the Academic Content Standards to monitor and adjust instruction to meet the needs of all students.

S 1.3) High Quality Professional Development

Description:

The staff will engage in goal appropriate, job-embedded high quality professional development on research based instructional practices and implement them into daily classroom instruction.

S 1.4) Address teaching and learning needs related to academic problems of low achieving students.

Description:

Our district is providing standards-based instruction for all learners by providing accommodations of time (i.e, extended day/year, intervention classes giving additional practice and work time, etc.), accommodations of difficulty (i.e., supplemental/alternate materials, accommodations of support (i.e., cooperative learning, skill groups, tutoring sessions outside the typical class, etc.) and accommodations of size (i.e.class size reduction, chunking the assignments, and coordination of assignments between teachers to avoid overloading.) In addition, the district is encouraging teachers to improve delivery systems to maximize learning for all students. This differentiating of the curriculum will include supporting instruction that increases the use of multiple intelligences, higher-order thinking skills and integrated, thematic approaches.

S 1.5) Class-Size Reduction

Description:

Hire highly qualified teachers in order to reduce class size.

S 1.6) Promote effective parental involvement

Description:

The district Central Advisory Committee members (parent representation from each building in the district) are involved in the planning, implementing and evaluating of district improvement activities. At district CAC meetings, district improvement activities will be shared by appropriate staff and CAC member input will be solicited and acted upon when necessary. At the building level, parent/family activities include sharing Academic Content Standards, looking at ways for parents to help their children academically, and other workshops identified by parents through a needs assessment. It is the belief of Springfield City Schools that in order for students to be successful the support of the parents/families is crucial.

S 1.7) Transition from Help Me Grow to Preschool

Description:

The Springfield City School district has a plan developed to implement the transition for the Help Me Grow services for infants and toddlers under 3 years of age with disabilities as described under Executive Order 94-13V, as enacted by the Education of the Handicapped Act Amendments of 1986 to preschool.

G 2) Mathematics Achievement

Description:

The percentage of students scoring at proficient or higher in mathematics will increase from 58.2% to 80% by the spring of 2011 as measured by the OAT/OGT mathematics test administered from 2009-11.

Performance Measure:

Mathematics achievement will increase from 58.2% to 80% by the spring of 2011 as measured by the OAT/OGT mathematics test administered from 2009-11.

Fiscal Resources

Grant	Notes	2010	2011
Consolidated			
Title I		$1,940,726	$1,744,477
Neglected, Title I		$30,596	$21,544
Delinquent, Title I-D		$24,304	$16,392
School Improvement Sub A, Title I		$300,000	$300,000
Improving Teacher Quality, Title II-A		$469,012	$464,574
Technology, Title II-D (Formula)		$21,726	$7,489
Special Education, Part B-IDEA		$760,250	$939,903
Early Childhood Spec Education, IDEA		$12,276	$31,199
Consolidated Total:		**$3,558,890**	**$3,525,578**
21st Century			
21st Century		$100,000	$100,000
21st Century Total:		**$100,000**	**$100,000**
Alternative Education Challenge			
Alternative Education Challenge		$92,294	$51,959

Alternative Education Challenge Total:	**$92,294**	**$51,959**
Poverty Based Assistance (PBA)		
PBA Academic Intervention	$515,086	$00
PBA Closing The Achievement Gap	$378,050	$00
Poverty Based Assistance (PBA) Total:	**$893,136**	**$00**
Title II-D (Competitive)		
Title II-D (Competitive)	$22,000	$6,312
Title II-D (Competitive) Total:	**$22,000**	**$6,312**
ARRA Title II-D (Competitive)		
ARRA Title II-D (Competitive)	$152,549	$112,800
ARRA Title II-D (Competitive) Total:	**$152,549**	**$112,800**
The American Recovery and Reinvestment Act (ARRA)		
ARRA Title I	$1,227,032	$583,862
ARRA Neglected, Title I	$19,344	$8,118
ARRA Delinquent, Title I	$15,744	$6,446
ARRA McKinney-Vento Homeless Assistance Program	$5,040	$4,549
ARRA Special Education, Part B-IDEA	$1,084,556	$532,999
ARRA Early Childhood Spec Education, IDEA	$34,191	$24,554
The American Recovery and Reinvestment Act (ARRA) Total:	**$2,385,907**	**$1,160,528**
School Improvement Competitive 1003 (g)		
School Improvement Competitive 1003 (g)	$00	$1,468,454
School Improvement Competitive 1003 (g) Total:	**$00**	**$1,468,454**
Grand Total:	**$7,204,776**	**$6,425,631**

S 2.1) Differentiated engaging instruction

Description:

Teachers will deliver differentiated engaging instructional learning activities that are aligned to the Academic Content Standards.

S 2.2) Use of assessments to guide instruction

Description:

Teachers will use assessments that are aligned to the Academic Content Standards to monitor and adjust instruction to meet the needs of all students.

S 2.3) High Quality Professional Development

Description:

The staff will engage in goal appropriate, job-embedded high quality professional development on research based instructional practices and implement them into daily classroom instruction.

S 2.4) Promote effective parental involvement

Description:

The district Central Advisory Committee members (parent representation from each building in the district) are involved in the planning, implementing and evaluating of district improvement activities. At district CAC meetings, district improvement activities will be shared by appropriate staff and CAC member input will be solicited and acted upon when necessary. At the building level, parent/family activities include sharing Academic Content Standards, looking at ways for parents to help their children academically, and other workshops identified by parents through a needs assessment. It is the belief of Springfield City Schools that in order for students to be successful the support of the parents/families is crucial.

S 2.5) Address teaching and learning needs related to academic problems of low achieving students.

Description:

Our district is providing standards-based instruction for all learners by providing accommodations of time (i.e, extended day/year, intervention classes giving additional practice and work time, etc.), accommodations of difficulty (i.e., supplemental/alternate materials, accommodations of support (i.e., cooperative learning, skill groups, tutoring sessions outside the typical class, etc.) and accommodations of size (i.e.class size reduction, chunking the assignments, and coordination of assignments between teachers to avoid overloading.) In addition, the district is encouraging teachers to improve delivery systems to maximize learning for all students. This differentiating of the curriculum will include supporting instruction that increases the use of multiple intelligences, higher-order thinking skills and integrated, thematic approaches.

G 3) Learning environment and conditions effecting student progress.

Description:

The number of student out of school suspensions will decrease from 1282 in 2007 to 897 by 2011 as measured by the data reported to EMIS in the spring 2009-11.

Performance Measure:

The number of student out of school suspensions will decrease from 1282 in 2007 to 897 by 2011 as measured by the data reported to EMIS in the spring 2009-11.

Fiscal Resources

Grant	Notes	2010	2011
Consolidated			
Title I		$970,363	$872,239
School Improvement Sub A, Title I		$60,000	$00
Special Education, Part B-IDEA		$380,125	$00
Early Childhood Spec Education, IDEA		$6,138	$00
Consolidated Total:		**$1,416,626**	**$872,239**
Alternative Education Challenge			
Alternative Education Challenge		$92,294	$53,000
Alternative Education Challenge Total:		**$92,294**	**$53,000**
Poverty Based Assistance (PBA)			
PBA Other Uses		$195,572	$00
Poverty Based Assistance (PBA) Total:		**$195,572**	**$00**
The American Recovery and Reinvestment Act (ARRA)			
ARRA Title I		$613,516	$291,931
The American Recovery and Reinvestment Act (ARRA) Total:		**$613,516**	**$291,931**
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$978,970
School Improvement Competitive 1003 (g) Total:		**$00**	**$978,970**

Grand Total: **$2,318,008** **$2,196,140**

S 3.1) A Multi- tiered Systems of Behavioral Support

Description:

District and building leadership teams will build multi- tiered systems of behavioral support to provide students with a safe and secure learning environment

S 3.2) Family/Community Involvement

Description:

Refers to awareness and training activities for parents, law enforcement officials, judicial officials, health service providers, and community leaders in the areas of V/ATOD prevention, education, early intervention or rehabilitation referral.

Related District/Agency Plan Action Steps

G 1) Reading Achievement

S 1.1) Differentiated engaging instruction

AS 1.1.1) Engaging Lesson Development and Implementation

Description:

Implement with integrity and monitor engaging lessons framework: 1. Continue monthly training of principals and coaches on effective lesson design & the use of classroom standards. 2. Drop an engaging work template for lesson design into Progress Book 3. Guide Building Leadership Teams who will lead the professional development for quality lesson design 4. Implement lesson designs that reflect response to data analysis and embeds focus on high level cognition (Bloom's) 5. Embed authentic reading and writing experiences 6. Differentiate instruction, based on student needs 7. Utilize reading strategies across the curriculum 8. Balance comprehension versus skills in language arts

Benchmark Indicator

Collaboratively- designed lesson plans Focus Walks for Student Artifacts

Grant

21st Century

21st Century

Consolidated

Title I

Neglected, Title I

Delinquent, Title I-D

School Improvement Sub A, Title I

Improving Teacher Quality, Title II-A

Technology, Title II-D (Formula)

Special Education, Part B-IDEA

Early Childhood Spec Education, IDEA

Alternative Education Challenge

Alternative Education Challenge

Poverty Based Assistance (PBA)

PBA Academic Intervention

Reading First

Reading First

Title II-D (Competitive)

Title II-D (Competitive)

ARRA Title II-D (Competitive)

ARRA Title II-D (Competitive)

The American Recovery and Reinvestment Act (ARRA)

ARRA Title I

ARRA Neglected, Title I

ARRA Delinquent, Title I

ARRA School Improvement, Title I

ARRA McKinney-Vento Homeless Assistance Program

ARRA Special Education, Part B-IDEA

ARRA Early Childhood Spec Education, IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.5) After school intervention

Description:

Students provided after school tutoring. Instruction will be based on data from LEA's and CBO's. Research based materials and strategies will be implemented in the instruction.

Grant
21st Century
21st Century
School Improvement Competitive 1003 (g)
School Improvement Competitive 1003 (g)

S 1.3) High Quality Professional Development

AS 1.3.2) HQPD Focus

Description:

The district will provide HQPD on the following: 1. Co-teaching and models of collaboration for inclusive practice, 2. 6 Trait writing process, 3. Leadership training for the DLT, 4. Instructional leadership

training for principals, 5. Train the trainer PD on designing engaging instruction for the curriculum coaches, 6. Building level engaging instructional design PD for the teachers, 7. Reading PD on research-based best practice, 8. A web based researched-based PD program, 9. Training for all buildings in "Assessment For Learning", and 10. Effective integration of technology into instruction.

Grant

21st Century

21st Century

Consolidated

Title I

Neglected, Title I

Delinquent, Title I-D

School Improvement Sub A, Title I

Improving Teacher Quality, Title II-A

Technology, Title II-D (Formula)

LEP, Title III

Special Education, Part B-IDEA

Early Childhood Spec Education, IDEA

Alternative Education Challenge

Alternative Education Challenge

Poverty Based Assistance (PBA)

PBA Closing The Achievement Gap

Reading First

Reading First

Title II-D (Competitive)

Title II-D (Competitive)

ARRA Title II-D (Competitive)

ARRA Title II-D (Competitive)

The American Recovery and Reinvestment Act (ARRA)

ARRA Title I

ARRA Neglected, Title I

ARRA Delinquent, Title I

ARRA School Improvement, Title I

ARRA Technology, Title II-D (Formula)

ARRA McKinney-Vento Homeless Assistance Program

ARRA Special Education, Part B-IDEA

ARRA Early Childhood Spec Education, IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 2) Mathematics Achievement

S 2.3) High Quality Professional Development

AS 2.3.2) HQPD Focus

Description:

The district will provide HQPD on the following: 1. Co-teaching and models of collaboration for inclusive practice, 2. 6 Trait writing process, 3. Leadership training for the DLT, 4. Instructional leadership training for principals, 5. Train the trainer PD on designing engaging instruction for the curriculum coaches, 6. Building level engaging instructional design PD for the teachers, 7. Reading PD on research-based best practice, 8. A web based researched-based PD program, 9. Training for all buildings in "Assessment For Learning", and 10. Effective integration of technology into instruction.

Grant
21st Century
21st Century
Consolidated
Title I
Neglected, Title I
Delinquent, Title I-D
School Improvement Sub A, Title I
Improving Teacher Quality, Title II-A
Technology, Title II-D (Formula)
Special Education, Part B-IDEA
Early Childhood Spec Education, IDEA
Alternative Education Challenge
Alternative Education Challenge
Poverty Based Assistance (PBA)
PBA Closing The Achievement Gap
Title II-D (Competitive)
Title II-D (Competitive)
ARRA Title II-D (Competitive)
ARRA Title II-D (Competitive)
The American Recovery and Reinvestment Act (ARRA)
ARRA Title I
ARRA Neglected, Title I
ARRA Delinquent, Title I

ARRA School Improvement, Title I

ARRA Special Education, Part B-IDEA

ARRA Early Childhood Spec Education, IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 3) Learning environment and conditions effecting student progress.

S 3.2) Family/Community Involvement

AS 3.2.2) Truancy and Behavior Mediation

Description:

Create a strong family and school partnership. (AEC) Description: Develop, implement and evaluate program in truancy prevention and truancy reduction and programs in behavior adaptations in cooperation with Juvenile Court official to improve student attendance in school and to decrease discipline problems in the classroom. Continue the district's partnership with mental health services from the county to provide intervention and referral services for families and individual students. Performance Measures: Collect attendance data and data from court probation and diversion programs related to disciplinary actions taken in individual buildings and compare the data before and after the implementation of the probation and diversion programs. Improve student attendance and reduce and or eliminate negative behavior patterns Description: The schools will use court mediation services and the probation and diversion programs to establish a working partnership with families to reduce and eliminate those issues that cause negative student attendance and disruptive student behavior. Both goals will contribute to district wide improve student attendance rates and improved student discipline rates.

Grant

Alternative Education Challenge

Alternative Education Challenge

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Related School Plan Action Steps

G 1) Reading Achievement

S 1.1) Differentiated engaging instruction

AS 1.1.1) Integration of technology into instruction (Fulton Elementary School)

Description:

Teachers will design engaging instruction that includes learning activities which integrate technology. These instructional activities provide focused instruction driven by data. The students will have opportunities to be exposed to various resources. Research web-based programs will be used to individualize instruction based on the learning needs of the student as well as incorporating the use of web-based instructional tools such as Learning A-Z, RAZ-Kids, and Google Earth. Other active technology such as interactive student response systems, interactive white boards, and other computer-based software will be used to enhance the classroom instruction and increase student engagement and motivation. Passive technology such as digital document cameras, televisions, projectors and video hardware and software will assist the teacher in demonstrating instructional activities.

Grant

Consolidated

Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.5) 1A4- Aligned Strategies with Lesson Goals (124) (Fulton Elementary School)

Description:

The literacy staff will align the written curriculum, taught curriculum, learned curriculum, and assessed curriculum around state standards and indicators. Literacy units will be created providing more focused and in-depth instruction and learning. State standards and indicators will be analyze and grouped around units of study and assessments will be aligned accordingly.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.6) 1A5- Cross Grade Level Collaboration (124) (Fulton Elementary School)

Description:

The literacy staff will initiate cross grade level collaboration for lesson/unit design as well as to provide time to analyze and discuss student progress and grouping. Grade level tutors and intervention specialists, in addition to teachers, will be included in these collaborative meetings.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.1) Engaging standards-based lessons (Hayward Middle School)

Description:

Design, implement, and evaluate standards-based lessons with the assistance of computerized instruction that are engaging to all students (SW1, SI3, SI6)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.1) Integration of technology into instruction (Keifer Alternative Center)

Description:

Teachers will design engaging instruction that includes learning activities which integrate technology. These instructional activities provide focused instruction driven by data. The students will have opportunities to engage in 21st century technologies.

Grant

ARRA Title II-D (Competitive)

ARRA Title II-D (Competitive)

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.2) 21st Century Strategies (Keifer Alternative Center)

Description:

The teachers will utilize innovative 21st. Century instructional strategies to design meaningful and engaging lessons that will lead to higher student achievement.

Grant

ARRA Title II-D (Competitive)

ARRA Title II-D (Competitive)

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.3) Differentiated and aligned lessons (Keifer Alternative Center)

Description:

Deliver differentiated and aligned lessons as evidenced by lesson plans. (SW1, SI3)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.4) Collaboration on differentiated instruction (Keifer Alternative Center)

Description:

Collaborate and partner with other teachers regarding differentiated instruction and alignment to the standards. (SW2, SI1, SI4)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) Inquiry-based lessons (Keifer Alternative Center)

Description:

25% of lesson plans will be inquiry-based. (SW1, SI3) --Through local partnerships with University and colleges, Clark County ESC, and relevant community resources

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.8) Reading Specialist (Keifer Alternative Center)

Description:

Provide reading intervention strategies, reading level diagnosis, small group instruction to improve struggling readers guidance and support

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.9) Distance learning lab facilitators (2) (Keifer Alternative Center)

Description:

Oversee distance learning initiatives between Keifer Center, Springfield High School, flex credit distance opportunities, and community agencies -Assist teachers with connecting content and distance learning technology -Provide assistance and training for staff to seek and create distance learning opportunities

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.3) Design, delivery and reflection upon effectiveness (Kenton Elementary School)

Description:

Design, deliver and reflect upon effectiveness of aligned units of study by using the Understanding by Design framework.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.2) Engaging Lesson Development and Implementation (Kenwood Elementary)

Description:

Implement with integrity and monitor engaging lessons framework: 1. Continue monthly training of principals and coaches on effective lesson design & the use of classroom standards. 2. Drop an engaging work template for lesson design into Progress Book 3. Guide Building Leadership Teams who will lead the professional development for quality lesson design 4. Implement lesson designs that reflect response to data analysis and embeds focus on high level cognition (Bloom's) 5. Embed authentic reading and writing experiences 6. Differentiate instruction, based on student needs 7. Utilize reading strategies across the curriculum 8. Balance comprehension versus skills in language arts

Benchmark Indicator

Collaboratively- designed lesson plans Focus Walks for Student Artifacts

Grant

Reading First

Reading First

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.3) 1A1- Common Lessons/Language That Reflect District and Building PD (148) (Kenwood Elementary)

Description:

Differentiation of instruction that integrates 21st century goals in visual literacy. Working knowledge of research based Differentiation of Instruction pedagogy and methodology for implementation into daily practices

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.4) 1A2- Dialog and Reflection (148) (Kenwood Elementary)

Description:

Teachers will dialogue with the differentiation coach and reflect in grade level teams

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.5) 1A3- Monitor and Feedback (148) (Kenwood Elementary)

Description:

Monitor and provide feedback (focused walkthroughs/classroom observations)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) 1A5-Use technology to increase engagement and differentiate instruction (Kenwood Elementary)

Description:

Integration of visual and digital literacy strategies in daily teaching and learning practices

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.9) 1A7- Best Practices in Reading (148) (Kenwood Elementary)

Description:

Incorporate reading best practices

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.2) Engaging Lesson Development and Implementation (Lagonda Elementary School)

Description:

Implement with integrity and monitor engaging lessons framework: 1. Continue monthly training of principals and coaches on effective lesson design & the use of classroom standards. 2. Drop an engaging work template for lesson design into Progress Book 3. Guide Building Leadership Teams who will lead the professional development for quality lesson design 4. Implement lesson designs that reflect response to data analysis and embeds focus on high level cognition (Bloom's) 5. Embed authentic reading and writing experiences 6. Differentiate instruction, based on student needs 7. Utilize reading strategies across the curriculum 8. Balance comprehension versus skills in language arts

Benchmark Indicator

Collaboratively- designed lesson plans Focus Walks for Student Artifacts

Grant

Reading First

Reading First

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.3) Collaborative planning for differentiated instruction and aligned lessons (Lagonda Elementary School)

Description:

Provide opportunities for teachers to collaboratively plan, deliver differentiated instruction and reflect on aligned lessons 1a. Develop common language concerning differentiation, engagement and standards(SW -1, SW -2, SW -3, SI- 1)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.6) Collaborative methods for monitoring differentiated instruction (Lagonda Elementary School)

Description:

Develop and implement collaborative methods for monitoring implementation of differentiated instruction (SW-1, SW -2, SI -1)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) Utilizing technology for differentiated instruction (Lagonda Elementary School)

Description:

Increase, expand and utilize technology to deliver differentiated instruction(SW- 1, SW -2, SW -3, SI -3) 5a. Progress Book

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.10) After School Tutoring (Lagonda Elementary School)

Description:

The Springfield City School District will partner with Eagle and Dove to provide a comprehensive after school intervention program to address the academic needs of our most at-risk students. This program will provide initial diagnostic assessment of students reading and math strengths and weaknesses and an individual learning plan will be developed for each student based on assessment results. Student will be in a three hour structured learning program four evenings each week for 32 weeks.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) Research Based Reform Model (Lincoln Elementary School)

Description:

Teachers will continue to implement a research-based reform model that includes a best practices framework for language arts.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.2) 21st Century Strategies (Roosevelt Middle School)

Description:

The teachers will utilize innovative 21st. Century instructional strategies to design meaningful and engaging lessons that will lead to higher student achievement.

Grant

ARRA Title II-D (Competitive)

ARRA Title II-D (Competitive)

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.4) Collaboration on aligned/engaging instruction (Roosevelt Middle School)

Description:

Teachers regularly collaborate on creating aligned and engaging instruction - Utilize protocols for collaborative team meetings - Develop and sustain a schedule for frequent collaborative team meetings - Coordinate cross-curricular aligned instruction to share in the teaching of reading power indicators and strategies - Coaches as liaisons to facilitate effective professional learning and continuously improve teacher instructional capacity and student learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) Extended learning opportunities (Roosevelt Middle School)

Description:

Provide extended learning opportunities in the classroom, after school, and during the summer (SW1, SW3, SW9, SI - Optional 1)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.8) Materials, supplies, technology (Snowhill Elementary School)

Description:

Purchase materials, supplies, and technology that will support differentiated engaging instruction

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.2) 1A1- Engaging lessons aligned to Content Standards (184) (Snyder Park Elementary School)

Description:

Teachers will utilize PD to design and implement engaging lessons that are aligned to the Content Standards: a) Share strategies that work in data/grade level team meetings and during weekly collaboration sessions outside the contracted day; b) Visit other model programs

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.3) 1A2- Monitoring planning/teacher feedback (184) (Snyder Park Elementary School)

Description:

Monitor for continued planning and teacher feedback.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.4) 1A3- Parent exposure to Reading Standards (184) (Snyder Park Elementary School)

Description:

Provide opportunities for parent exposure to Reading Standards (i.e. conferences, Reading activity, newsletters, Progress Book)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.5) High School Literacy Intervention Specialist (Springfield High School)

Description:

Create a high school literacy intervention program by hiring a literacy intervention specialist who will: -Implement a research based Tier 2 RTI Intervention program -Provide technical reading support in areas such as, engineering, biotechnology, medicine and practice. -Provide content reading support placing emphasis on mathematics problem solving strategies. -Provide classroom support by team-teaching and modeling with other literacy teachers.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.2) 1C1- Professional Development for New and Current Staff (124) (Warder Park-Wayne Elementary School)

Description:

Provide professional development opportunities for new staff and ongoing professional development for current staff on building/district initiatives (cross building train, grade level mentor)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.3) Implement Workshop Model (Warder Park-Wayne Elementary School)

Description:

With the assistance of external provider, Warder Park Wayne will implement the workshop models in every classroom in reading, called the Readers' Workshop. This model combines research-based best practices under one umbrella, including differentiated instruction, conferencing, running records, and student presentations.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.2) Use of assessments to guide instruction

AS 1.2.2) 1B2-Data to Monitor and Adjust Instruction (124) (Fulton Elementary School)

Description:

The literacy staff will use data such as the DRA, formative and summative unit assessments, Benchmark assessments, SCA, teacher-made assessments and informal assessments such as anecdotal records, student work samples, and conferencing notes in order to monitor and adjust instruction. Data will also be used to make decisions in how instruction will be delivered to students (i.e. whole group, small group, or individual.) This information will be used to note student strengths and next steps toward reaching grade level benchmarks as well students individual needs.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.1) Revise instruction through use of assessment data (Hayward Middle School)

Description:

Utilize and analyze assessments and computerized instructional data to revise instruction (SW1, SW8, SI3)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.4) Use of Technology (Hayward Middle School)

Description:

Utilize technology-based interventions to support instruction

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.2) Assessment data to monitor growth and adjustment to instruction (Keifer Alternative Center)

Description:

Collect and summarize state, district, and classroom assessment data to monitor growth and adjust instruction. (SW8, SI6)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.3) Student data folders for self-reflection and student-led conferences (Keifer Alternative Center)

Description:

Create student data folders for self-reflection and student-led conferences with the following types of data, when applicable: (SW8, SI6) --Attendance --Behavior Points --Exemplary Work --Assessment Data --Goals (transition back to home school)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.1) Data analysis to guide instruction (Lagonda Elementary School)

Description:

The district will support the data analysis to guide instruction needed by: 1. Providing time for data meetings 2. Creating processes and protocols for discussion 3. Assistance in developing instructional interventions for all students

Grant

Reading First

Reading First

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.3) Analysis of formative and summative assessments (Lagonda Elementary School)

Description:

Collaboratively analyze formative and summative assessments to make revisions to make them more effective 2a. Explore different assessments 2b. Textbook assessments (SW-2,SW-8)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.2) Data analysis to drive best practices (Roosevelt Middle School)

Description:

Data analysis of state, district, and school assessments will be used to drive and revise best-practice instruction (design, teach, assess) (SW3, SW8, SI3, SI4)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.2) 1B2- Assessments as tools (184) (Snyder Park Elementary School)

Description:

Provide professional development (PD) on the effective use of assessments, including diagnostic reading assessments, as tools to guide instruction and determine focused interventions.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.3) 1B3- Data driven instruction (184) (Snyder Park Elementary School)

Description:

Use data from assessments to drive instruction, monitor progress and target interventions which are aligned to our RTI model and include extended learning opportunities.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.3) High Quality Professional Development

AS 1.3.1) HQPD in the integration of technology into instruction (Fulton Elementary School)

Description:

Teachers will receive on-going job embedded professional development to equip them to integrate technology into their instruction.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.5) 1C4- Feedback on Implementation of PD (124) (Fulton Elementary School)

Description:

Monitor and provide feedback on classroom implementation of professional development including Comprehensive Reform Model

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.5) Networking with universities/educational agencies (Hayward Middle School)

Description:

Network with universities and other educational agencies regarding professional development opportunities for staff that enhance research-based best practices and meet HQT status (SW6)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.6) Training for families (Hayward Middle School)

Description:

Provide training and materials for families to meet the needs of the whole child (SW4, SW5)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.9) Curriculum support personnel (Hayward Middle School)

Description:

Provide personnel that model effective standards-based lessons, provide on-going feedback to teachers, monitor fidelity of instruction to standards, train teachers in research-based best practices, correlate student data to instructional differentiation, participate in curriculum evaluation and serve as resource in all areas that enhance student learning

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.1) HQPD in the integration of technology into instruction (Keifer Alternative Center)

Description:

Teachers will receive on-going job embedded professional development to equip them to integrate technology into their instruction.

Grant

ARRA Title II-D (Competitive)

ARRA Title II-D (Competitive)

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.3) PD on differentiated instruction (Keifer Alternative Center)

Description:

Provide professional development with differentiated instruction. (SW2, SI4) --Bloom's Taxonomy --Learning Styles

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.8) Literacy specialist/math specialist coach (Keifer Alternative Center)

Description:

Provide ongoing embedded professional development modeling differentiated engaging lessons plans for teachers

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.3) Implementation of PD (Kenton Elementary School)

Description:

Through an area university, educators will receive professional development and work collaboratively to plan, implement, and evaluate the impact on student achievement.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.4) External Curriculum Support (Kenton Elementary School)

Description:

The external curriculum support person is an integral part of the building OIP Leadership Team and will work to build the capacity of teachers to effectively implement standards based practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.1) HQPD Focus (Lagonda Elementary School)

Description:

The district will provide HQPD on the following: 1. Co-teaching and models of collaboration for inclusive practice, 2. 6 Trait writing process, 3. Leadership training for the DLT, 4. Instructional leadership training for principals, 5. Train the trainer PD on designing engaging instruction for the curriculum coaches, 6. Building level engaging instructional design PD for the teachers, 7. Reading PD on research-based best practice, 8. A web based researched-based PD program, 9. Training for all buildings in "Assessment For Learning", and 10. Effective integration of technology into instruction.

Grant

Reading First

Reading First

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.2) PD on inclusive teaching models (Lagonda Elementary School)

Description:

Provide professional development on inclusive teaching models (SW-2,SI-4)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.1) 1C1- PD on research-based instructional strategies and assessment (151) (Lincoln Elementary School)

Description:

Assure common understanding and implementation of research-based instructional strategies and assessment through professional development and evidence monitoring through a school-wide reform model.

Grant

Consolidated

Title I

Neglected, Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.5) Reading Endorsement (Lincoln Elementary School)

Description:

Provide teachers graduate work, through a local universary, that will lead to a reading endorsement

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.6) External Curriculum Support (Lincoln Elementary School)

Description:

The external curriculum support person is an integal part of the building OIP leadership team and will work to reinforce standards based practices and modify or eliminate practices that are not research-based.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.8) Building Design Team (Lincoln Elementary School)

Description:

The building design team will evaluate instructional programs, schedules, and climate in an effort to increase the effectiveness of the Math program.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.1) HQPD in the integration of technology into instruction (Roosevelt Middle School)

Description:

Teachers will receive on-going job embedded professional development to equip them to integrate technology into their instruction.

Grant

ARRA Title II-D (Competitive)

ARRA Title II-D (Competitive)

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.5) HQPD on aligned/engaging lessons (Roosevelt Middle School)

Description:

HQPD on designing aligned and engaging lessons (SW2)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.7) System of support for best practices (Roosevelt Middle School)

Description:

Develop a system to support teachers in the implementation of best-practices learned in HQPD (SW2) - Use coaches as liaisons to facilitate effective professional learning and continuously improve teacher instructional capacity and student learning. - Using data-driven needs assessments, professional development will be offered to address achievement gaps (SI4)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.2) Differentiated PD using research based best practices (Snowhill Elementary School)

Description:

Provide differentiated professional development to increase quality of instruction through use of research based best practices (SW1,SW2,SW6) Support a partnership with a school from a neighboring district for mentoring and support

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.4) Literacy Specialist Coach (Snowhill Elementary School)

Description:

Provide ongoing job embedded professional development modeling differentiated engaging lesson plans for teachers

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.3) 1C2- Lesson design collaboration (184) (Snyder Park Elementary School)

Description:

Collaboratively design lessons: a) analyze assessment data, b) identify Standard, c) design common targeted assessment, d) design engaging lesson. After instruction: a) debrief, b) evaluate effectiveness of lesson

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.4) 1C3- PD on best practices (184) (Snyder Park Elementary School)

Description:

Provide differentiated professional development on best practices including Guided Reading and Balanced Literacy, designing engaging lessons, Marzano's effective instructional strategies, Bloom's Taxonomy, Six Traits Writing, Better Answers Framework, and technology integration.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.11) Literacy Leader (Snyder Park Elementary School)

Description:

Provide on-site, job-embedded professional development through the services of an External Literacy Leader to build teacher capacity to implement Best Practices in Literacy.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.2) Model Classrooms (Warder Park-Wayne Elementary School)

Description:

Warder Park Wayne will implement job embedded professional development in the form of model classrooms for teachers throughout the school to visit and emulate. Monitoring evidence includes classroom visitations, peer observations, focus walks, and sharing at meetings.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.8) Differentiated PD using research based best practices (Warder Park-Wayne Elementary School)

Description:

Provide differentiated professional development to increase quality of instruction through use of research based best practices (SW1,SW2,SW6) Support a partnership with a school from a neighboring district for mentoring and support

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.4) Address teaching and learning needs related to academic problems of low achieving students.

AS 1.4.1) After School Tutoring (Fulton Elementary School)

Description:

The Springfield City School District will partner with Eagle and Dove to provide a comprehensive after school intervention program to address the academic needs of our most at-risk students. This program will provide initial diagnostic assessment of students reading and math strengths and weaknesses and an individual learning plan will be developed for each student based on assessment results. Student will be in a three hour structured learning program five evenings each week for 30 weeks.

Grant

21st Century

21st Century

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.4.2) Reference RTI Model Strategies (Fulton Elementary School)

Description:

Using RTI model strategies, teachers and counselor will address the individual needs of low achieving students by identifying their strengths and weaknesses then developing goals with the student to meet their learning needs. With the assistance of classroom tutors, small group instruction will further assist struggling students and increase the time the classroom teacher to assist students

individually.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.4.1) Data analysis- data team and grade level meetings. (Keifer Alternative Center)

Description:

Schedule the analysis of class, district and state level data during periodic data team and/or grade level meetings

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.4.3) PD on Best Practices (Keifer Alternative Center)

Description:

Provide differentiated embedded and ongoing professional development on best practices including Bloom's Taxonomy, Six Traits Writing, workshop model, professional learning communities, cross grade level and curricular routines, and technology integration

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.4.2) After School Academic Clubs (Lagonda Elementary School)

Description:

Teachers will be recruited to sponsor and write curriculum directly correlated to state standards for after school academic clubs. These clubs will meet once a week and support the students' academic needs and interests as well integrate academics into practical everyday use. Students will have opportunities for enrichment, remediation and exploration of academics with technology and project based learning that reflects 21st Century skills. Examples of clubs may include: Science, Chess, Technology, Newspaper, Book, Chefs, Photography, Think Green, etc.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.4.1) High School Literacy Intervention Specialist (Springfield High School)

Description:

Create a high school literacy intervention program by hiring a literacy intervention specialist who will: -Implement a research based Tier 2 RTI Intervention program -Provide technical reading support in areas such as, engineering, biotechnology, medicine and practice. -Provide content reading support placing emphasis on mathematics problem solving strategies. -Provide classroom support by team-teaching and modeling with other literacy teachers.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.4.2) Tier 2 RTI Literacy Intervention Program (Springfield High School)

Description:

Implement a Tier 2 RTI Literacy Intervention that supports low achieving students by: -Using instructional strategies based on cognitive science and reading research -Teaching commonly used structures found in informational texts, such as cause and effect, sequence, and claim and evidence -Builds recognition and understanding of elements critical to comprehending content-rich, dense passages connecting words, pronoun reference, substitute words and phrases. -Uses graphic organizers and focused writing tasks to help students understand and demonstrate relationships among ideas. -Scaffolds student application of comprehension strategies through focused reading of increasingly complex text. -Uses embedded assessments (pre-tests and post-tests) to identify additional instructional needs and monitor student progress.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.4.3) Extended Day Academic Support Academy (Springfield High School)

Description:

The district will implement an extended day academic support academy focused on preparing all students for graduation by: -improving scores for low achieving students in all content areas, focusing on reading and math by using research based structured curriculum and strategies -offering academic and transition support to all students, grades 7-12, in Springfield City Schools -offering professional development for parents on issues like health care, parenting strategies, academic home support, and social services -involving parents and community members into the educational process by establishing a 2-way communication process -providing a safe and healthy learning environment for all stakeholders -providing educational resources that may be of limited access outside the traditional school day -providing recreational, academic, and cultural programs for all stakeholders -communicating student progress information to all students, parents, and traditional school day instructors

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.5) Class-Size Reduction

AS 1.5.1) Highly Qualified Teachers for Tutoring (Snyder Park Elementary School)

Description:

Small group and one-on-one tutoring to provide focused interventions. Tutoring during school will reduce student-teacher ratios during reading instruction.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.6) Promote effective parental involvement

AS 1.6.1) After school parent support program (Fulton Elementary School)

Description:

As part of our partnership with Eagle and Dove parents will be provided CITI outlook program. This program focuses on behavioral issues confronted by parents and students. Springfield City Schools and Eagle and Doves work collaboratively to meet the individual needs of the families of the students served under this program. Materials are provided to help the parents work with their students at home. Parents are also part of the governing committee of the 21 Century program.

Grant

21st Century

21st Century

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.2) Parent assist program (124) (Fulton Elementary School)

Description:

Fulton E.S. in partnership with area organizations, churches, and government agencies assist families by providing fundamental resources such as children's clothing, school supplies and food assistance. We will help to remove the obstacles that may keep a child from making academic progress by addressing some of the environmental challenges their families maybe experiencing

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.1) 2A5- Parent notice of SI (184) (Keifer Alternative Center)

Description:

Provide written notice about the SI identification to parents, invite parents to attend monthly meetings, incorporate a framework, such as NNPS (National Network fo Partnership Schools-Six Types of Involvement, John Hopkins University), into daily building operations.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.4) 3A9- Parents in Decision Making Process (148) (Keifer Alternative Center)

Description:

Continue including parents, and create a framework for expanding parental/community input in decision making processes.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.5) 1C6- Parent Literacy Training (148) (Keifer Alternative Center)

Description:

Provide parents with literacy training and materials

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.1) Parent and Family Engagment Training (Lagonda Elementary School)

Description:

Training for parents will be provided to families of Lagonda based on interests and needs documented on our parent surveys. The goal is to equip our parents with skills and knowledge that will empower them to be better parents and partners with our school.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.1) Parental Involvement (Lincoln Elementary School)

Description:

Provide parent literacy trainings that will be based on best practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.2) Parental Involvement Literacy Support Group (Lincoln Elementary School)

Description:

Create and train neighborhood group leaders to facilitate parent/guardian literacy support group sessions.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.3) Improve communication (Lincoln Elementary School)

Description:

Improve communication with parents, families and community though involvement with listening campaign in developing a new school and community design.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.1) Digital Literacy for Schaefer families (Schaefer Middle School)

Description:

Provide opportunity for the Schaefer Middle School students and families to access the computer labs after school hours for digital literacy.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.6.1) Extended Day Academic Support Academy (Springfield High School)

Description:

The district will implement an extended day academic support academy focused on preparing all students for graduation by: -improving scores for low achieving students in all content areas, focusing on reading and math by using research based structured curriculum and strategies -offering academic and transition support to all students, grades 7-12, in Springfield City Schools -offering professional development for parents on issues like health care, parenting strategies, academic home support, and social services -involving parents and community members into the educational process by establishing a 2-way communication process -providing a safe and healthy learning environment for all stakeholders -providing educational resources that may be of limited access outside the traditional school day -providing recreational, academic, and cultural programs for all stakeholders -communicating student progress information to all students, parents, and traditional school day instructors

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 2) Mathematics Achievement

S 2.1) Differentiated engaging instruction

AS 2.1.1) Integration of technology into instruction (Fulton Elementary School)

Description:

Teachers will design engaging instruction that includes learning activities which integrate technology. These instructional activities provide focused instruction driven by data. The students will have opportunities to be exposed to various resources, such as Voyager, Compass Learning (computer-assisted instruction program).

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.5) 2A4- Student Conferencing (124) (Fulton Elementary School)

Description:

Implement student conferencing in grades 2-6 to assess needs and instruction as well as establish reasonable academic goals with student input.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.8) 2A7- Family Involvement and Available Resources (124) (Fulton Elementary School)

Description:

Provide feedback and opportunities to families to be involved and connect to resources to increase student success

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.9) After School Tutoring (Fulton Elementary School)

Description:

The Springfield City School District will partner with Eagle and Dove to provide a comprehensive after school intervention program to address the academic needs of our most at-risk students. This program will provide initial diagnostic assessment of students reading and math strengths and weaknesses and an individual learning plan will be developed for each student based on assessment results. Student will be in a three hour structured learning program five evenings each week for 30 weeks.

Grant

21st Century

21st Century

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.1) Engaging standards-based lessons (Hayward Middle School)

Description:

Design, implement, and evaluate standards-based lessons with the assistance of computerized instruction that are engaging to all students (SW1, SI3, SI6)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.5) Revise instruction through use of assessment data (Hayward Middle School)

Description:

Utilize and analyze assessments and computerized instructional data to revise instruction (SW1, SW8, SI3)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.6) Use of Technology (Hayward Middle School)

Description:

Utilize technology-based interventions to support instruction

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.1) Integration of technology into instruction (Keifer Alternative Center)

Description:

Teachers will design engaging instruction that includes learning activities which integrate technology. These instructional activities provide focused instruction driven by data. The students will have opportunities to engage in 21st century technologies.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.2) 21st Century Strategies (Keifer Alternative Center)

Description:

The teachers will utilize innovative 21st. Century instructional strategies to design meaningful and engaging lessons that will lead to higher student achievement.

Grant

ARRA Title II-D (Competitive)

ARRA Title II-D (Competitive)

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.4) Collaboration on differentiated instruction (Keifer Alternative Center)

Description:

Collaborate and partner with other teachers regarding differentiated instruction and alignment to the standards. (SW2, SI1, SI4)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.6) Distance learning lab facilitators (2) (Keifer Alternative Center)

Description:

Oversee distance learning initiatives between Keifer Center, Springfield High School, flex credit distance opportunities, and community agencies -Assist teachers with connecting content and distance learning technology -Provide assistance and training for staff to seek and create distance learning opportunities

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.3) Design, deliver and reflect upon effectiveness (Kenton Elementary School)

Description:

Design, deliver and reflect upon effectiveness of aligned units of study by using the Understanding by Design framework.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.3) Incorporate technology (Kenwood Elementary)

Description:

Use of visual and digital technology

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.5) 2A5- Mathematics Best Practices (148) (Kenwood Elementary)

Description:

Incorporate Cognitively Guided Instructional strategies

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.1) Collaborative planning for differentiated instruction and aligned lessons (Lagonda Elementary School)

Description:

Provide opportunities for teachers to collaboratively plan, deliver differentiated instruction and reflect on aligned lessons 1a. Develop common language concerning differentiation, engagement and standards (SW-1,SW-2,SW-3,SI-1)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.2) 21st Century Strategies (Roosevelt Middle School)

Description:

The teachers will utilize innovative 21st. Century instructional strategies to design meaningful and engaging lessons that will lead to higher student achievement.

Grant

ARRA Title II-D (Competitive)

ARRA Title II-D (Competitive)

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.4) Collaboration on aligned/engaging instruction (Roosevelt Middle School)

Description:

Teachers regularly collaborate on creating aligned and engaging instruction - Utilize protocols for collaborative team meetings - Develop and sustain a schedule for frequent collaborative team meetings - Coordinate cross-curricular aligned instruction to share in the teaching of math power indicators and strategies - Coaches as liaisons to facilitate effective professional learning and continuously improve teacher instructional capacity and student learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.7) Extended learning opportunities (Roosevelt Middle School)

Description:

Provide extended learning opportunities in the classroom, before and after school, and during the summer (SW1, SW3, SW9, SI - Optional 1)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.5) High School Literacy Intervention Specialist (Springfield High School)

Description:

Create a high school literacy intervention program by hiring a literacy intervention specialist who will: -Implement a research based Tier 2 RTI Intervention program -Provide technical reading support in areas such as, engineering, biotechnology, medicine and practice. -Provide content reading support placing emphasis on mathematics problem solving strategies. -Provide classroom support by team-teaching and modeling with other literacy teachers.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.2) 1C1- Professional Development for New and Current Staff (124) (Warder Park-Wayne Elementary School)

Description:

Provide professional development opportunities for new staff and ongoing professional development for current staff on building/district initiatives (cross building train, grade level mentor)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 2.2) Use of assessments to guide instruction

AS 2.2.3) 2B3- Data to Monitor and Adjust Instruction (124) (Fulton Elementary School)

Description:

Use data to monitor and adjust instruction to meet student needs

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.2) Assessment data to monitor growth and adjustment to instruction (Keifer Alternative Center)

Description:

Collect and summarize state, district, and classroom assessment data to monitor growth and adjust instruction. (SW8, SI6)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.3) Student data folders for self-reflection and student-led conferences (Keifer Alternative Center)

Description:

Create student data folders for self-reflection and student-led conferences with the following types of data, when applicable: (SW8, SI6) --Attendance --Behavior Points --Exemplary Work --Assessment Data --Goals (transition back to home school)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.2) Data analysis to drive best practices (Roosevelt Middle School)

Description:

Data analysis of state, district, and school assessments will be used to drive and revise best-practice instruction (design, teach, assess) (SW3, SW8, SI3, SI4)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 2.3) High Quality Professional Development

AS 2.3.1) HQPD in the integration of technology into instruction (Fulton Elementary School)

Description:

Teachers will receive on-going job embedded professional development to equip them to integrate technology into their instruction.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.2) 2C1- PD Opportunities for New and Current Staff (124) (Fulton Elementary School)

Description:

Provide professional development opportunities for new staff on building initiatives (cross building train, grade level mentor). A partnership with area universities will provide job-embedded, content specific training PD that will assist teachers in meeting students math needs.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.5) 2C4- Feedback on PD (124) (Fulton Elementary School)

Description:

Monitor and provide feedback on classroom implementation of professional development including Comprehensive Reform Model

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.6) Training for families (Hayward Middle School)

Description:

Provide training and materials for families to meet the needs of the whole child (SW4, SW5)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.9) Curriculum Support Personnel (Hayward Middle School)

Description:

Provide personnel that model effective standards-based lessons, provide on-going feedback to teachers, monitor fidelity of instruction to standards, train teachers in research-based best practices, correlate student data to instructional differentiation, participate in curriculum evaluation and serve as resource in all areas that enhance student learning

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.1) HQPD in the integration of technology into instruction (Keifer Alternative Center)

Description:

Teachers will receive on-going job embedded professional development to equip them to integrate technology into their instruction.

Grant

ARRA Title II-D (Competitive)

ARRA Title II-D (Competitive)

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.3) PD on differentiated instruction (Keifer Alternative Center)

Description:

Provide professional development with differentiated instruction. (SW2, SI4) --Bloom's Taxonomy --Learning Styles

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.9) Math/Reading Literacy Coach (Keifer Alternative Center)

Description:

Provide ongoing job embedded professional development modeling differentiated and engaging lesson plans for teachers

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.5) Implementation of PD (Kenton Elementary School)

Description:

Through an area university, educators will receive professional development and work collaboratively to plan, implement, and evaluate the impact on student achievement.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.6) External Curriculum Support (Kenton Elementary School)

Description:

The external curriculum support person is an integral part of the building OIP Leadership Team and will work to build the capacity of teachers to effectively implement standards based practices.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.3) 2C3- Common Lessons/Language that Reflect District and Building Professional Development (148) (Kenwood Elementary)

Description:

Develop common lessons/language that reflect district and building professional development (high yield strategies, student engagement, Cognitively Guided Instruction)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.1) PD on inclusive teaching models (Lagonda Elementary School)

Description:

Provide professional development on inclusive teaching models (SW-2,SI-4)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.1) 2C1- PD on research-based instructional strategies and assessment (151) (Lincoln Elementary School)

Description:

Assure common understanding and implementation of research-based instructional strategies and assessment through professional development and evidence monitoring

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.5) 1C1- PD on research-based instructional strategies and assessment (151) (Lincoln Elementary School)

Description:

Assure common understanding and implementation of research-based instructional strategies and assessment through professional development and evidence monitoring through a school-wide reform model.

Grant

Consolidated

Title I

Neglected, Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.6) External Curriculum Support (Lincoln Elementary School)

Description:

The external curriculum support person is an integal part of the building OIP leadership team and will work to reinforce standards based practices and modify or eliminate practices that are not research-based.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.7) Building Design Team (Lincoln Elementary School)

Description:

The building design team will evaluate instructional programs, schedules, and climate in an effort to increase the effectiveness of the Language Arts program.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.8) Research based reform model (Lincoln Elementary School)

Description:

Teachers will implement a research based reform model that includes a best practices framework for math.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.3.5) HQPD on aligned/engaging lessons (Roosevelt Middle School)

Description:

HQPD on designing aligned and engaging lessons (SW2)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 2.4) Promote effective parental involvement

AS 2.4.2) Parent assist program (124) (Fulton Elementary School)

Description:

Fulton E.S. in partnership with area organizations, churches, and government agencies assist families by providing fundamental resources such as children's clothing, school supplies and food assistance. We will help to remove the obstacles that may keep a child from making academic progress by addressing some of the environmental challenges their families maybe experiencing

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.4.1) Parent and Family Engagment Training (Lagonda Elementary School)

Description:

Training for parents will be provided to families of Lagonda based on interests and needs documented on our parent surveys. The goal is to equip our parents with skills and knowledge that will empower them to be better parents and partners with our school.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.4.1) Parental Involvement Literacy Support Group (Lincoln Elementary School)

Description:

Create and train neighborhood group leaders to facilitate parent/guardian literacy support group sessions.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.4.1) Digital Literacy for Schaefer families (Schaefer Middle School)

Description:

Provide opportunity for the Schaefer Middle School students and families to access the computer labs after school hours for digital literacy.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.4.1) Extended Day Academic Support Academy (Springfield High School)

Description:

The district will implement an extended day academic support academy focused on preparing all students for graduation by: -improving scores for low achieving students in all content areas, focusing on reading and math by using research based structured curriculum and strategies -offering academic and transition support to all students, grades 7-12, in Springfield City Schools -offering professional development for parents on issues like health care, parenting strategies, academic home support, and social services -involving parents and community members into the educational process by establishing a 2-way communication process -providing a safe and healthy learning environment for all stakeholders -providing educational resources that may be of limited access outside the traditional school day -providing recreational, academic, and cultural programs for all stakeholders -communicating student progress information to all students, parents, and traditional school day instructors

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 2.5) Address teaching and learning needs related to academic problems of low achieving students.

AS 2.5.1) After School Academic Clubs (Lagonda Elementary School)

Description:

Teachers will be recruited to sponsor and write curriculum directly correlated to state standards for after school academic clubs. These clubs will meet once a week and support the students' academic needs and interests as well integrate academics into practical everyday use. Students will have opportunities for enrichment, remediation and exploration of academics with technology and project based learning that reflects 21st Century skills. Examples of clubs may include: Science, Chess, Technology, Newspaper, Book, Chefs, Photography, Think Green, etc.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.5.1) High School Literacy Intervention Specialist (Springfield High School)

Description:

Create a high school literacy intervention program by hiring a literacy intervention specialist who will: -Implement a research based Tier 2 RTI Intervention program -Provide technical reading support in areas such as, engineering, biotechnology, medicine and practice. -Provide content reading support placing emphasis on mathematics problem solving strategies. -Provide classroom support by team-teaching and modeling with other literacy teachers.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.5.2) Extended Day Academic Support Academy (Springfield High School)

Description:

The district will implement an extended day academic support academy focused on preparing all students for graduation by: -improving scores for low achieving students in all content areas, focusing on reading and math by using research based structured curriculum and strategies -offering academic and transition support to all students, grades 7-12, in Springfield City Schools -offering professional development for parents on issues like health care, parenting strategies, academic home support, and social services -involving parents and community members into the educational process by establishing a 2-way communication process -providing a safe and healthy learning environment for all stakeholders -providing educational resources that may be of limited access outside the traditional school day -providing recreational, academic, and cultural programs for all stakeholders -communicating student progress information to all students, parents, and traditional school day instructors

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 3) Learning environment and conditions effecting student progress.

S 3.1) A Multi- tiered Systems of Behavioral Support

AS 3.1.2) 3A2- Teach Expectations (124) (Fulton Elementary School)

Description:

Continue the school-wide strategy of teaching expectations and procedures quarterly to every student. Identified Tier II and Tier III students will meet with the counselor individually or in small groups on a regular basis to reinforce expectations. Meetings will be set up with parents to collaboratively set up student behavior goals as they negatively impact the students academic progress.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.4) Behavioral Support Personnel (Hayward Middle School)

Description:

Coordinate and network with local agencies for the purpose of providing staff and families with additional resources to promote a safe learning environment

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.1) PD on academic and behavior supports (Keifer Alternative Center)

Description:

Provide formal and ongoing professional development on academic and behavior supports (using data). (SW2, SI4) --Crisis Prevention (case study approach) --Functional Behavior Assessments --Behavior Intervention Plans --Behavioral Data Collection

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.2) Student/family support from school-based mental health clinic (Keifer Alternative Center)

Description:

Expand services of school-based mental health clinic to support students and families. (SW9) --Prevention and support for other schools --Universal support for Keifer students and families

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.3) Multi-tiered academic and behavioral support team (Keifer Alternative Center)

Description:

Form a multi-tiered academic and behavioral support team (including paraprofessionals) (SW3)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.4) Enhanced communication with parents and staff (Keifer Alternative Center)

Description:

Enhance communication with parents and staff: (SW4, SI2, SI5, SI7) --Bi-monthly paper and electronic newsletter/newspaper with staff and student contributions - Implement community/parent engagement framework, such as NNPS, 6 types of involvement (J. Epstein) ---Provide parental written notice of school improvement status with explanation about the status and what supports will be put in place to address the issue --Conduct two open houses for families per year (fall and spring) --Schedule meetings to discuss reform efforts at Keifer

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.5) Extended learning program (Keifer Alternative Center)

Description:

Implement an extended learning program: (SW3) --Service learning --Curriculum-based field trips --Tutoring (after and before school, peer tutoring, and in school tutoring) --Summer school opportunities --Expand computer/internet based instruction

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.6) Transition strategies for students (Keifer Alternative Center)

Description:

Implement transition strategies to aid students as they move between schools: (SW5) --Inbound Students (contact information, data, interventions implemented, interview process, huddle) --Off-Site Students (change in expectations and procedures) --Outbound Students (collaborative meetings, transition plans, workforce orientation, postsecondary goals)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.7) Building facilitator (assistant principal) (Keifer Alternative Center)

Description:

Primarily monitor Positive Behavior support systems, collecting and analyzing discipline data (SWIS), and assist with building management

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.8) Individual Learning Plan Coordinator (career exploration and community specialist) (Keifer Alternative Center)

Description:

Manage individual learning plans for students, assist students with developing career plans utilizing OCIS, recruit community business members to mentor students, tutor students, and provide technological support as well as job shadowing, service learning opportunities.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.4) Referral process to support compliance (Lagonda Elementary School)

Description:

Review the referral process (IAT, office referrals, FBA's/BIP's and attendance) to support compliance. (SI-3)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.5) Family engagement to increase academic/behavioral success (Lagonda Elementary School)

Description:

Provide opportunities for family engagement to increase academic and behavioral success (SW-4,SI-2)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.8) Parental behavior support groups (Lincoln Elementary School)

Description:

To provide parents and guardians with materials and information for attending behavior support groups

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.9) Extend counseling services (Lincoln Elementary School)

Description:

Extend current counseling services to increase by 2.5 days to enhance educational, social and emotional climate.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.3) Collaboration on behavioral intervention strategies (Roosevelt Middle School)

Description:

Collaborative team meetings to discuss behavioral intervention strategies

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.5) Improving building-wide academic/behavior support system (Roosevelt Middle School)

Description:

Continue, reflect and improve building-wide academic and behavior support system

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.8) Parent communication system (Roosevelt Middle School)

Description:

Develop a system of communication with parents (SW4) - Provide information and strategies to parents/families on community resources and family living (SW2, SW4) - Provide written notification to parents of school improvement status, what it means, and what support will be provided (SI5) - Provide opportunities for parents to participate in planning, implementation, and evaluation of school improvement activities through the parent advisory council and surveys (SI2)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.3) Analysis of data to design interventions (Schaefer Middle School)

Description:

3.1.3a Analyze data to design academic and behavioral classroom and school-wide interventions (SI-3,SI-4,SI-7) (SW-1,SW-3, SW-8) 3.1.3b To add a personnel position to support our behavioral support goal to teach, model, and communicate expectations and procedures with students, staff, and families.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.4) Systemic process for identifying/implementing interventions (Schaefer Middle School)

Description:

Develop a systemic process for identifying and implementing interventions involving students, staff and families. 4a. Review IAT process (SI-2,SI-3,SI-4,SI-7) (SW-3,SW-4) 4b. Develop a digital learning academy before/during/after school programming to implement interventions and provide opportunities for high school transition.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.2) 3A2- PD on building-wide behavioral systems (184) (Snyder Park Elementary School)

Description:

Assure understanding and implementation of building-wide behavioral systems through professional development and evidence monitoring for all teachers. The Building Leadership Team on Discipline/Climate, including grade-level teachers, counselors (1 day per week district provided with additional days through purchased services), and Home-School Connector, will facilitate PD.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.3) 3A3- Student support plans (184) (Snyder Park Elementary School)

Description:

Counselor (1 day per week district provided with additional days through purchased services), Discipline/Climate Building Leadership Team, and District Behavioral Specialists develop and implement a system to create and communicate support plans for students at each Tiered-Level.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.1) Dean of Students (Warder Park-Wayne Elementary School)

Description:

Warder Park Wayne will hire a dean of students to assist with student conduct, building climate, counseling of students who are having diffculties stemming from factors outside of school. The dean will mediate with students who are having difficulty getting along with others, with the goal of getting them refocused on their academics as soon as possible. The dean will conduct staff development activities with the end result of staff learning to effectively mediate and set up positive behavioral supports within each classroom. The dean will coordinate a school-wide character education program that is consistent with the positive behavioral support system currently in place. The dean will work with students, parents, and staff to reduce the suspension rate by 30% in 2011 from 2007.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 3.2) Family/Community Involvement

AS 3.2.1) Access Community Resources (Keifer Alternative Center)

Description:

Collaborate with local community agencies to include youth organizations such as Boy Scouts, Girl Scouts, On-the Rise Farm, and Juvenile Court representatives, to provide mentoring and alternative learning experiences

Grant

School Improvement Competitive 1003 (g)

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Contacts

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Funding Application Contact

Shafer, Peggy

Substantially Approved Dates

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Grant	Substantially Approved Date
School Improvement Competitive 1003 (g)	Tuesday, September 07, 2010

Assurances

Springfield City (044818) - Clark County - 2011 - School Improvement Competitive 1003 (g) - Rev 3 - 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.