History Log

Trimble Local (045922) - Athens County - 2011 - School Improvement Competitive 1003 (g) - Rev 0 - History Log

There are **8** status/comments. Displaying page: **1** of **1**

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	6/16/2010 2:46:07 PM	Harper, Kathy	Status changed to 'Reviewed'.	S
	4/30/2010 2:18:02 PM	Costanzo, John	Status changed to 'Authorized Representative Approved'.	S
	4/30/2010 2:15:48 PM	Rhonemus, Cindy	Status changed to 'Fiscal Representative Approved'.	S
	4/30/2010 2:15:36 PM	Rhonemus, Cindy	Status changed to 'Draft Completed'.	S
	4/30/2010 2:09:29 PM	Rhonemus, Cindy	Status changed to 'Fiscal Representative Returned Not Approved'.	S
	4/30/2010 2:02:06 PM	Rhonemus, Cindy	Status changed to 'Draft Completed'.	S
	4/23/2010 4:01:23 PM	Mitchell, Mary	Status changed to 'Draft Started'.	S
	3/30/2010 7:26:03 AM	System	Status changed to 'Not Started'.	S

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Allocations

Trimble Local (045922) - Athens County - 2011 - School Improvement Competitive 1003 (g) - Rev 0 - Allocations

	(1)	SIGC	Total
Original	340,985.00		340,985.00
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	340,985.00		340,985.00

Budget

Trimble Local (045922) - Athens County - 2011 - School Improvement Competitive 1003 (g) - Rev 0 - School Improvement Competitive 1003 (g) - Application Number (119)

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	0.00	0.00	0.00	19,385.00	157,500.00	0.00	176,885.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	88,000.00	16,100.00	60,000.00	0.00	0.00	0.00	164,100.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	88,000.00	16,100.00	60,000.00	19,385.00	157,500.00	0.00	340,985.00
						Adjusted Allocation	340,985.00
						Remaining	0.00

Application

Trimble Local (045922) - Athens County - 2011 - School Improvement Competitive 1003 (g) - Rev 0 - School Improvement Competitive 1003 (g) - Application Number (119)

Needs Assessment

601 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).

Support for grant: Trimble Middle School (SIyr.5) & Trimble Elementary (SIyr.2) Overall student performance scores on state tests were well below state targets before district committed to systems development (Baldrige) which seemed to positively impact performance in Rdg & Math (increased from 20-40% to 50-70%) Through this process the schools implemented grde level teams (PK-8), goal teams, (Rdg, Math, PBS), and a building level teams (BLTs). This system included use of meeting agendas supported by data to identify improvement areas & make adjustments to instruction. Due to staff turnover & use of the more detailed OIP process, focus & alignment of these teams are in need of refinement. The SWD subgroup scores consistently flat line; ranging between20-40%. Joint planning occurred prior to actual grant proposal through work of the DLT within the OIP process. With input from the admn team, DLT, BLTs, and Reading Goal Teams, the principals & SLC volunteered to jointly write grant. OIP alignment: Certain aspects of Transformation Model have been addressed at recent attempts of SI- replacement of TMS principal eff: 2009-10 school yr, providing research-based, job-embedded PD, ensuring use of data to inform instruction, providing increased learning time for students & teachers, partnering to provide social-emotional & community-oriented services & supports, ensuring ongoing technical assistance, & providing sufficient operating flexibility to implement reform. Emerging practices/revision of current practices within the TM model & SI Strategy through grant include recognizing staff positively impacting student achievement & refining/aligning work of the TBTs to drive instruction. Root cause for TES/TMS not meeting AYP is Reading, specifically the SWD subgroup. TMS data- Evidence found in previous 4 yrs of student performance data (OAA): Performance Index ranged from 80.8 -83.7 (downward trend), Reading scores 5-8 ranged from 47.9% -78.9%. Since 2007, downward trend in two grade levels (5 &7) no significant change (grades 6& 8). Reading scores for the SWD subgroup 5-8 flat lined between 20-40% proficient. Value Added Data: Negative 3-Yr Avg. in 2 grades (5 &7), at expected growth (8). VA Diag Report shows negative growth for the lowest quadrants of students in all grades, but sixth. DIBELS and Accelerated Reader (AR) show 2/3 student population reading 2+ yrs below grade level. OAA report shows Rdg Processes and Vocabulary as a weakness. Further staff examination of state and local assessments revealed an actual weakness in understanding the language (vocab) and ability to summarize. Intentional planning for system structures using aligned goals & procedures for collaboration among teachers (vertically/ horizontally) & for personalized student intervention based on needs has dropped off since 2007. Loss of focus is evident in lower student performance in Reading scores overall. Therefore, through this grant TMS staff will focus on these specific curricular areas (summarization & vocabulary) among the targeted population (Reading ALL and SWD). TMS also intends to refocus TBT to work more effectively and efficiently across the school to drive this improvement. TES data: School rated Effective in 2008-09; PI ranges from88.2-93.5 (upward trend) OAA scores over past 3 years: 3rd Reading 62.7- 78.3 4th: 64.5-79.7% (upward trends) AYP met expected growth (both) Even though SWD do not count for Elementary, the mere quantity of students labeled SWD(19.4%)&ED(70.3%), along with local diagnostic and QA scores reflect SWD as a need. Through this grant TMS & TES staff will focus on the use of specific instructional areas (TMS summarizing & vocabulary- TES summarizing and main idea) along with aligned assessments to increase achievement among the targeted population (Reading ALL & SWD). TMS & TES also intends to refocus the TBTs to work more effectively and efficiently across the schools to drive this improvement.

Capacity To Implement

Design and implement interventions consistent with the final requirements:

The CCIP is driven by the District Improvement Plan which was developed through the OIP. Each building plan reflects the goals, strategies, and action steps of the District Improvement Plan; which includes specific goals for Reading including goals for raising SWD student achievement. Data Utilized: The data utilized to determine the proposed strategies and action steps comprised 5 years of OAA, local quarterly assessment data, Accelerated Reader Grade Level Reports, DIBELS Fluency Reports, Value Added, and state and local diagnostics. Strategies and Action Steps: Proposed strategies and action steps support the OIP plan in that they specifically target precise Reading subskills that hinder overall reading performance. By targeting these specific subskill weaknesses (TMS: vocabulary & summarization TES: summarization & main idea), we plan to improve overall student reading skills especially among the targeted subgroups, SWD & ED, both rated as HIGH level of concerns in the building's Decision Frameworks. Monitoring of TBTs: Monitoring of the TBTs will be through the use of systematic reporting of team's weekly agendas & minutes that include adjustments made to instructional practice based on data. Monitoring of the SWD/Reading Growth: Growth in reading achievement, including that of SWDs, will be through the use of quarterly assessments, short cycle assessments, and walk through data measuring implementation of instructional strategies, which in turn are based on assessment tool results. How it is integrated: This model and strategy directly supports the Reading goal in our existing OIP: "By 2012, all subgroups in grades k-12 will increase their performance in Reading by 10% annually or meet AYP target as measured by state assessments." One method we have already implemented is the TBT structure. The district has been involved in the development of a systems based approach to learning for the past 10 years. Through the Ohio Improvement Process, we have identified Teacher Based Teams work in data analysis and adjusting curriculum to be directly correlated to student achievement. Therefore, we intend to refocus Teacher Based Teams to work more effectively & efficiently across schools to drive improvement. Strategies and Action Steps: Proposed strategies and action steps support the OIP plan in that they specifically target precise Reading subskills that hinder overall reading performance. By targeting these specific subskill weaknesses (TMs: vocabulary and summarization TES: summarization and main idea), we plan to improve overall student reading skill especially among the targeted subgroups, SWD & ED, rated as HIGH level of concern in both building's Decision Frameworks. Monitoring of TBTs: Monitoring of the TBTs will be through the use of systematic reporting of team's weekly agendas and minutes that include adjustments made to instructional practice based on data. Monitoring of the SWD/Reading Growth: Growth in reading achievement, especially that of SWDs will be through the use of quarterly assessments, short cycle assessments, and walk throughs measuring implementation of instructional strategies, which in turn are based on assessment tool results. How it is integrated: This model and strategy directly supports the Reading goal in our existing OIP: "By 2012, all subgroups in grades k-12 will increase their performance in Reading by 10% annually or meet AYP target as measured by state assessments." One method we have already implemented is the TBT structure. The district has been involved in the development of a systems based approach to learning for the past 10 years. Through the Ohio Improvement Process, we have identified Teacher Based Teams work in data analysis and

adjusting curriculum to be directly correlated to student achievement. Therefore, we intend to refocus the Teacher Based Teams to work more effectively and efficiently across the school to drive this improvement.

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

Track Record of Successful School Improvement by External Providers: Through the Ohio Department of Education's Region 16 State Support Team, TMS/TES have identified providers of professional development and support through coaching for each building. Both providers have a proven track record of successful school improvement coaching; one at TMS in 2005-2007 and the other at TES 2008-2009. With the help of these individuals, both schools met AYP; however, since that time only the elementary school has been able to sustain the gains completely. Due to change in TMS administration twice over the past three years, , the structures put in place during 2005-2007 did not withstand such change. Therefore, with the support of the providers to rebuild/refine these structures, student achievement should raise. How providers match to needs of students and interventions: Both external providers have an expertise in the OIP process; having been trained at the state level by Brian McNulty and actively helping to design Ohio's model for systems development; specifically in the functioning of TBTs and special education services. Through the OIP's decision framework, TMS/TES identified the SWD subgroup as in greatest need and the TBT model as a way of supporting teachers in identifying the specific reading needs of students with disabilities. Approved by ODE: While we have identified two possible providers for TMS/TES, we will also consult the list provided by ODE to recruit, screen and select our external providers.

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

The goals, strategies, and action steps chosen through the OIP and for this grant directly align with our negotiated agreements. No further action will need to be taken.

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

TES and TMS are both identified as Tier III schools. Therefore, both will be served through this grant.

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.

Over the past two years TMS/TES have worked with two external facilitators from Region 16's State Support Team (organizational partner) through the OIP process. TMS/TES have identified the goals, strategies, and action steps needed to address school improvement. It is through this work with the SST that TMS/TES have specifically identified goals, strategies, and action steps geared at increasing achievement for SWD in Reading. An additional identified organizational partner is eReads Ohio through which the Developing Adolescent's Content Vocabulary and Word Power and Marzano's High Yield Strategies modules at TMS will be provided.

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

Joint planning: Joint planning for this project began with DLT sharing SIG grant with administration (ADM) team. After reviewing grant goals & responsibilities & identifying how grant could help sustain goals/programs in place throughout district, ADM team decided the two Tier III schools, TES & TMS should apply for the grant. The TMS principal, TES principal & the school literacy coach (SLC) volunteered to act as grant writing committee; however, to maximize ownership of project primary partners; technology coordinator, curriculum coordinator, school psychologist, Reading Goal Teams, and the BLTs, were also included in planning & writing of proposal. Including these teams in process has helped to build a stronger foundation for partnership among staff empowering them to better drive fundamental school changes & support systemic improvements throughout schools needed for success of this project. The BLT/ Reading Goal Teams, which include intervention specialists, specials teachers & reps from all grade levels, including SLC, will act as the catalyst for systemic change in buildings. Teams will provide project direction along with SLC, administrators, school psychologist and curriculum coordinator. Commitment among all parties: Because idea behind grant includes improvement efforts schools have been implementing yet simply need time & resources to refine, there is great commitment for such project at all levels; from school board, administration, teachers, and support staff. Commitment is evident in development of academic calendars & schedules that implement common collaboration time at all levels. It is also evident in planning, facilitation, & support for TBTs in which teachers use data to constantly review & revise instructional practices to meet needs of individual students. Stakeholder roles & their contributions to success of project: DLT: Role is to oversee overall implementation of OIP across district & provide support through fiscal, human, & material resources needed to meet goals in district plan. The DLT will help in success of project by monitoring actual progress of reading achievement in all buildings; especially the SWD subgroup; & then giving support to buildings as the project progresses. Adm Team: ADM team's role is to act as & plan for support to all three administrators in day-to-day operations of schools. The ADM team will help in success of project by working together to plan BLT meetings around each building's individual needs while keeping district focus in mind. ADM team will also provide needed resources to improve instruction of SWD population at the building levels. BLTs role is to keep an eye on individual building's role in implementation of the OIP goals. This may or may not include additional needs of school beyond plan. The BLT will oversee TBT's work toward meeting the OIP's goals and provide resources (human, fiscal, and material) as needed. TMS/TES Reading Goal Team: The role of Rdg.team is to focus on progress of reading at building level. It acts as core to success for SWD students by meeting weekly & working through PD/CSS to research & implement best practices for increasing reading achievement. Technology Coordinator: TC role is to provide tech support for video streaming for PD from Teachscape and other tech issues as needed. For this grant's success, the TC will also provide classroom teacher support in use of LCD, whiteboards, and multimedia to enhance modalities currently used by teachers. SLC: Role is to design, plan, deliver and help support implementation of PD and overall evaluation. Will help in success of grant by co-planing, co-teaching, & modeling of research based strategies in classrooms & facilitate the administration and analysis various reading assessments. Curr. Coor role is to provide guidance to staff around curricular issues and will help to ensure alignment of materials and resources across buildings that will meet needs of SWD students.

Goals, Strategies and Action Steps

G 1) Goal 1: Reading and Math Academic Goal

Description:

By 2012 all subgroups in grades K-12 will increase their performance in reading and math by 10% annually or meet the AYP target as measured by state assessments.

Performance Measure:

As measured by the % of students who: -Graduate from THS as reported on the LRC -Perform at/above proficient on state and local assessments -Meet/exceed grade level on standardized tests -Meet/exceed attendance requirements - participate in OAT and OGT - make at least 1 year growth on Value Added report .

Fiscal Resources

Grant	Notes	2010	2011	2012	2013
School Improvement Competitive 1003 (g)					
School Improvement Competitive 1003 (g)		$00	$340,985	$321,600	$234,100
School Improvement Competitive 1003 (g) Total:		**$00**	**$340,985**	**$321,600**	**$234,100**
Grand Total:		**$00**	**$340,985**	**$321,600**	**$234,100**

S 1.1) State Content Standards Alignment and Implementation

Description:

Continue to align and monitor scientifically based research curriculum, instruction and assessment with the State's academic content standards. Pacing Guides, Curriculum Maps and Cummulative Assessments are being updated in accordance with the district and building plans

S 1.2) Parent Educ Involvement (Reading & Mathematics)

Description:

Parent Advisory Councils will continue at the Elementary and a new PAC will be started at the Middle School. These parent councils will work to implement the parental involvement requiredments of the Title 1 School Wide Component as well as the building improvement plans. Before October the Ohio Resource Center documentation is given to parents as well as the yearly meeting to let parents know about Title One. Parents are involved with the Title One plans as well as activite scheduled through out the year.

S 1.3) Class-Size Reduction

Description:

Class sizes will be reduced through staff being available to provide intensive intervention

S 1.4) Communication with families through the use of technology

Description:

Technology teacher in every building to implement technology standards. The use of technology that aligns to the Ohio Improvement Process tDistrict Plan hat engages parents in student learning.

S 1.5) Provide Extended Learning Opportunities

Description:

Based on needs shown in data students will be identified for intense intervention as well as after school programming.

S 1.6) Children with Disabilities Participate in Statewide Assessments

Description:

Children with disabilities will participate in district cummulative assessments as well as statewide assessments with or without accommodations according to their IEP. Students with disabilities will have IEP goals and measures aligned with the academic content standards.

S 1.7) Early childhood special education

Description:

Students with identified disabilities will have an IEP in place before the age of three and be served through our preschool special education unit. The Pre-school coordinator will seek out these students through multiple agancies to identify them a get them enrolled.

Estimated Cost

$1,000.00

S 1.8) System of Accountability

Description:

To ensure that the District Plan is systemic monitoring tools will be developed and implemented to determine progress of the plans strategies and actions.

S 1.9) ECO summary form

Description:

Pre-school special education teachers and supervisors receive training in the ECO summary form in order to provide child outcome information to state and federal funders.

S 1.10) Coordination of Programs

Description:

Our district will identify and coordinate Federal, State, and Local programs and identify resources to implemement the OIP district plan.

S 1.11) Document Highly Qualified Teacher Status

Description:

The Superintendent is the single point-of contact who works directly with school administrators and ODE staf on Highly Qualified issues. The district provides an annual orientation at the beginning of the school year and guidance to teachers regarding HQT requirements.We use the ODE HQT forms and status sheets, Title I Principal and District Attestation forms to document and update status of all teachers in core academic subjects, including new teachers teaching in programs supported with Title I funds. The district office annually reviews board policies and procedures regarding the employment and HQT requirements. Specific activites and plans are identified for those individuals that need to become/remain HQ. The EMIS Coodinatror provides an oversight for these documents.

S 1.12) 2010 Trimble 21st. CCLC Grant

Description:

Provide after school tutoring and enrichment for identified students during the school year and in the summer months and parent and community engagement opportunities.

S 1.13) Strategies, Indicators, and Progress Measures

Description:

Implement district identified research based instructional strategies and best practices in reading using the 5 big ideas in reading at the Elementary Level with the focus of reading process. Marzanos High Yield Strategies at the Middle and High School with the focus of setting objectives and providing feedback, reinforcing effort, and providing recognition. All reading/language arts teachers will use cummulative quarterly assessments focused on reading to drive instruction and monitor student progress. Implement district indentified research based, word problem-solving instructional approach using the understand, plan, solve, and check stragegy. All math teachers will use cummulative quarterly assessments focused on rmath to drive instruction and monitor student progress.

S 1.14) Highly Qualified Teacher Component Professional Development for Being Highly Qualified

Description:

100% of teachers teaching core academic subjects meet HQT as well as teachers teaching in program supported by Title I fund On going training and professional development will assist teachers in the core academic subjects in being Highly Qualified as well as teachers teaching in a program supported with Title I funds.

S 1.15) K-12 students will increase their performance in Math by 10% annually or meet the yearly AYP targets.

Description:

Implement identified research-based, word problem-solving instructional approach. Understand, Plan, Solve, and Check

S 1.16) Math Assessments

Description:

All Math teachers will use cumulative quarterly assessment to drive instruction and monitor student progress focusing on subgroups.

S 1.17) School Improvement Competitive 1003g

Description:

Trimble Elementary and Middle School will participate in high quality professional development and implement strategies from the professional development to improve learning for at risk students and students with disabilities.

AS 1.17.1) Identification of services and activities within the Transformation Model

Description:

Administrative Personnel of Trimble Elementary School and Trimble Middle School within the Trimble Local School District commits to all services and actions outlined in the School Improvement Grant. Actions and Services are summarized as follows: Summer 2010: -DLT to set clear expectations of TBT for all district; including expectations for meeting time, number of meetings per week, data to be used, form to be used for agenda and reporting out, use of roles within the teams, etc. -Provide professional development to staff on using the reading evaluation tools and intervention tools; Lexia Reading Software & DRA to identify student weaknesses in Reading -Provide professional development and support to teachers to use the data from the assessment to design and adjust intervention instruction based on a student's individual needs. -Form a scheduling committee to create a building schedule with available personnel to implement individualized intervention class time for all at-risk readers that is in addition to regular core class time, not instead of class time. -Posting and hiring of TBT Facilitators -Provide PD for TBT Facilitators around the OIP process and what their roles and responsibilities include. August 2010: -Provide PD for all staff on how we need to revise our TBT structure and the systemic use of data to ensure the academic success for ALL students in Reading; success depends on each individual being an active member in the process. -Share with entire staff the focus for special education and the need for PD around best practices for SWD subgroup -Create an SWD goal team at each building to focus on researching and providing instruction to all staff on best practices in reading to increase student achievement -Revise the existing 30 minute meeting time each day to include grade level, goal team, SWD team, and BLT team time. -Goal teams and grade level teams will use data from the OAA, AR, and other data to form students into intervention groups or to initiate further testing for specific students. -Intervention groups will be formed and specific strategies used based on specific needs of individual students determined through assessments Sept-May 2010 -Monitor progress of all students through the use of DRA, short cycle (weekly/bi-weekly)assessments and building developed quarterly assessments -Adjustments to instructional strategies will be based on student performance data -Provide quarterly meeting time for all TBT facilitators to meet to reflect and revise the working of the TBTs to ensure continued focus on school improvement at the classroom/department level -Provide monthly professional development to all staff on the use of new technology to increase the modalities used to provide instruction in the classroom to help meet the learning preferences of more students. -Use data from TBT at BLTs quarterly to check in on student progress and make adjustments to plans based on results - Continue video library documenting implementation of reading strategies in all classrooms for teacher use in planning and revising of classroom instruction

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

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.

Internal Building(s) Resources are as follows: Intervention Assistance Teams (IAT) will identify students in need of intervention, as well as, make recommendations for students at-risk which support the SWD strategy. Curriculum Coordinator will look at overall trend of Reading subgroup data and keep Teacher Based Teams informed of data results. In addition, curriculum coordinator is instrumental to designing, planning, and organizing PD with teachers to revisit and revise curriculum maps, pacing guides, and quarterly assessments. The administrators/ principals plan and implement structures needed- such as school schedule and meeting times- to reflect needs. They will also facilitate acquisition of resources needed to support both Reading PD and SWD PD. Local Community: TMS Parent Advisory Council will continue to act as a liaison between the school and home focused on Reading and Math. Trimble Textbook and Supplies Committee will continue to provide resources needed for implementation of instructional strategies and assessments. Athens County Public Library will continue to provide staff who work with students through modeling of read-alouds necessary for early literacy instruction in elementary classrooms. Business Partners: Athens County Children Services will provide school social worker who will act as a liaison between school and home for students at-risk for academic success. Tri County Mental Health will provide in-house mental health specialist to work with students who are not experiencing academic success due to mental/emotional needs. Kids on

Campus will continue to work with TES/TMS through a grant partnering with Ohio University to provide an after school program that focuses on student's physical and academic needs as is currently in place. This project will leverage the previously stated supporting resources in the implementation of the identified intervention model selected by TMS & TES. This grant will also allow us to leverage the disparity of quality in education to economically disadvantaged students and students with disabilities by providing much needed updated technology in all reading and SWD classrooms k-8. By putting whiteboards, LCD projectors, and interactive voting systems in these classrooms, teachers will be better able to identify, locate, and implement resources that enhance the learning of students with disabilities that would otherwise not be available simply due to physical boundaries of the classroom environment.

Continuation

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

TLS/TMS/ TES are committed to sustaining the OIP process and the focus on Reading instruction for our target population beyond the existence of this grant. Because TMS/TES have undergone both Baldrige and OIP training, systems are already in place for sustaining the collaborative efforts of TBT's through daily meeting times and current common agenda/minutes procedures. However, we have found that with turnover in staff, we need a way to inform new staff of our goals and procedures within the district and the expectations surrounding these commitments. To do this, we intend to create a TLS District Folder to hand out to all staff; new and existing. This folder will contain our mission and vision of our district, the district and building plans, various teams in place and their role in the district, expectations of the staff in sustaining these efforts, as well as common forms needed and used for these teams. This folder will be distributed each August at the beginning of school. Most of the need from this grant will focus on the sustainment of the instructional methods learned during professional development around Reading Instruction for SWD. Because the staff will have had the training through the grant, this can be sustained through monitoring tools for both the individual teacher and the collaborative learning communities of the TBTs. In addition, the district will need to provide PD to new staff members around reading instructional strategies geared toward-at risk students. This PD can be provided through TBT meetings, in which the teachers and administrators themselves can present the information, in which new teachers can learn, while the veteran staff can reflect on current use of strategies. In addition, the SLC worked to create a video library on the district network that gives all staff access to strategies being used correctly within our own district. These videos alone can be use to guide and revise instruction for all staff beyond the physical limits of the regular school day. By being able to access these videos, the teachers can watch the videos and plan for implementation at their own convenience.

Timeline

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

Summer 2010: -DLT to set clear expectations of TBT for all district; including expectations for meeting time, number of meetings per week, data to be used, form to be used for agenda and reporting out, use of roles within the teams, etc. -Provide professional development to staff on using the reading evaluation tools and intervention tools; Lexia Reading Software & DRA to identify student weaknesses in Reading -Provide professional development and support to teachers to use the data from the assessment to design and adjust intervention instruction based on a student's individual needs. -Form a scheduling committee to create a building schedule with available personnel to implement individualized intervention class time for all at-risk readers that is in addition to regular core class time, not instead of class time. -Posting and hiring of TBT Facilitators -Provide PD for TBT Facilitators around the OIP process and what their roles and responsibilities include. August 2010: -Provide PD for all staff on how we need to revise our TBT structure and the systemic use of data to ensure the academic success for ALL students in Reading; success depends on each individual being an active member in the process. -Share with entire staff the focus for special education and the need for PD around best practices for SWD subgroup -Create an SWD goal team at each building to focus on researching and providing instruction to all staff on best practices in reading to increase student achievement -Revise the existing hour meeting time to include grade level, goal team, SWD team, and BLT team time. -Goal teams and grade level teams will use data from the OAA, AR, and other data to form students into intervention groups or to initiate further testing for specific students. -Intervention groups will be formed and specific strategies used based on specific needs of individual students determined through assessments Sept-May 2010 -Monitor progress of all students through the use of DRA, short cycle (weekly/bi-weekly)assessments and building developed quarterly assessments -Adjustments to instructional strategies will be based on student performance data -Provide quarterly meeting time for all TBT facilitators to meet to reflect and revise the working of the TBTs to ensure continued focus on school improvement at the classroom/department level -Provide monthly professional development to all staff on the use of new technology to increase the modalities used to provide instruction in the classroom to help meet the learning preferences of more students. -Use data from TBT at BLTs quarterly to check in on student progress and make adjustments to plans based on results - Continue video library documenting implementation of reading strategies in all classrooms for teacher use in planning and revising of classroom instruction

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?

The annual goals for student achievement on State assessments in reading/language arts as stated in the OIP read as: Reading/Language Arts GOAL 1: By 2012 all subgroups in grades k-12 will increase their performance in Reading by 10% annually or meet the yearly AYP target as measured by state assessments. Because this grant has been written with the specific focus on the increased achievement of students with disabilities, TMS/TES have committed to additional goals that will act as steps toward decreasing the gap between the lowest performing and highest performing students within our school to meeting the 2012 overarching goal. Therefore the additional goals read: - By May 2011, the SWD subgroup in grades k-8 will show an overall increase of 10% in Reading performance as measured by each (3) of the locally-developed quarterly assessments. - By May 2012, the SWD subgroup in grades k-8 will show an increase of 2 grade levels equivalents of reading as measured by the Grade Level Equivalent score on the Accelerated Reader STAR Reading Assessment. -By May 2012 the SWD subgroup in all grades 3-8 will show "at least expected growth" as measured on Value Added Diagnostic Reports. How will you evaluate progress: Progress toward these goals will be evaluated at grade level teams, Reading Goal Teams, and BLTs through the use of data and item analysis on quarterly assessments, short cycle assessments, and the use of Accelerated Reader progress reports. In addition, walk through data reflective of adult implementation of reading strategies and use of technology to enhance student learning will also be used in this process.

Data Collection - Student Achievement

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

The intervention model chosen by TMS & TES is a combination of various aspects contained within the Transformation model & the school improvement strategy of strengthening Teacher Based Teams through data analysis. In addition, we would like to incorporate the use of 21st century technology into all the Language Arts and Special Education classrooms to be able to meet the needs at-risk students By implementing a combination of these three systems, it is anticipated to positively impact reading achievement of ALL students, especially those identified as students with disabilities (non-readers), both of which exemplify the reason for not meeting AYP in both buildings. The main goal is to improve the achievement of the SWD subgroup through the use of job-embedded PD to all staff across grade levels and content areas, including specials teachers. This PD will focus on Reading processes, in particular- TMS: vocabulary and summarizing TES; summarizing and main idea and the use of 21st Century Technology to increase reading abilities. The impact of alignment across the schools will be seen in reading lessons driven by state standards with the same reading strategies being used regardless of content area. This similarity alone will allow students to focus on content not process. In addition, because these classrooms will be using interactive technology to engage learners and provide teachers instant feedback on learning, the information in which to judge areas of weakness for at-risk readers will lead to the ability to provide quicker access to intervention on immediate needs. Finally, the specific focus of PD on reading strategies, assessments, and support for TBTs will ensure continuous use of data to identify and inform instruction of all students, especially for at-risk students. Measures of success of this intervention will include, but are not limited to, the increase of reading achievement scores of all learners, especially of students with disabilities, as evident on OAA scores, QA scores, weekly short cycle scores, Accelerated Reader Grade Level Equivalent Scores, and other reading assessments. In addition, success will be evident through the aligned functioning of goal teams use of data to inform instruction. This will be seen in meeting notes and agendas, as well as implementation of stated interventions being implemented in all classrooms. Walk through data will provide a measure of success as to who and how technology is being used to support at-risk learners in the classroom. In addition, success will be measured through an increase in teacher implementation of research based strategies- TMS- summarization and vocabulary TES- summarization and main idea as seen on teacher walk through. Item analysis of grade level short cycle assessments, quarterly assessments, and state assessments would show success of students using strategies to answer questions around summarization, main idea, and vocabulary.

Budget Narrative

How funds will be used to implement the selected model in each Tier I and Tier II school it commits to serve; conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA?s Tier I and Tier II schools; and support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA?s application.

Applicants must show how these funds will be spent. The application should include an explanation for each expenditure, its source if part of the match and how each expenditure aligns with project goals in an efficient and effective manner.

The funds of this grant will be used to provide TES/TMS staff with the needed professional development, materials, technology and coaching support throughout the stated time frame. The budget has been developed to focus specifically on teachers of Reading and Intervention Specialists the first year. The additional budget years show the realm of the grant expanding to include all content areas that also work with reading and at-risk students. Therefore, the budget needs are addressed as follows: Year 1: -Pay of external ODE approved facilitators for PD, planning and coaching of TES/TMS staff $30,000 X 2 facilitators= $60,000. - Pay of internal School Literacy Consultant for TES/TMS $77,000 -Stipends to TBT facilitators for planning time to develop agendas and keep minutes: 4 hours a month X $25 an hour X 16 facilitators X 10 months (1 additional month for planning for summer work)= $19,000. -Subs to pay for QA testing grading and item analysis, results planning $90 X 30 X3 = $8,100. -Lexia Reading Program for 50 individual site licenses @$180= 9,000+ 3 year hosting fee @$126.00 X$ 50= $6,300= + $50.00 shipping= $15,350. -Headphones to use with computer software programs in TES & TMS SWD rooms and computer labs (12) Personal Stereo Headphones Lab Pack w/ 30 Headphones- 12x $180= $2,160 -Whiteboards packages (including mobile whiteboard, interactive voting pods, and castors) for TMS Reading teachers (7) and SWD (5) teachers & TES 1 per grade level at elementary (6)= 18 x $7,300=$131,400. -Elmo TT-02RX Document Cameras for all TMS Reading (7) and SWD (5) teachers &TES 1 per grade level elementary (6)= 18 x $650=$11,700. -LCD projectors, ceiling mounts, and cables for TMS Reading teachers (7) and SWD (5) teachers & TES 1 per grade level at elementary (6)= 18 x $800= $14,400 15 Flip Video cameras to video class lessons for interactive video library (PD): 15 X $125= 1,875 2nd year: -Pay of external ODE approved facilitators for PD, planning and coaching of TES/TMS staff $30,000 X 2 facilitators= $60,000. - Pay of internal School Literacy Consultant for TES/TMS $77,000 -Stipends to TBT facilitators for planning time to develop agendas and keep minutes: 4 hours a month X $25 an hour X 16 facilitators X 10 months (1 additional month for planning for summer work)= $19,000. -Subs to pay for QA testing grading and item analysis, results planning $90 X 30 X3 = $8,100. - Whiteboard packages (including mobile white board, interactive voting pods, and castors) for TMS Core Academic Teachers (12) and & TES 1 per grade level at elementary (6)= 18 x $7,300=$131,400. -Elmo TT-02RX Document Cameras for all TMS Core Academic teachers (12) and & TES 1 per grade level at elementary (6)= 18 x $650=$11,700. -LCD projectors, ceiling mounts, and cables for TMS Core Academic Teachers (12) teachers & TES 1 per grade level at elementary (6)= 18 x $800= $14,400 3rd Year: -Pay of external ODE approved facilitators for PD, planning and coaching of TES/TMS staff $30,000 X 2 facilitators= $60,000. - Pay of internal School Literacy Consultant for TES/TMS $77,000 -Stipends to TBT facilitators for planning time to develop agendas and keep minutes: 4 hours a month X $25 an hour X 16 facilitators X 10 months (1 additional month for planning for summer work)= $19,000. -Subs to pay for QA testing grading and item analysis, results planning $90 X 30 X3 = $8,100. -Whiteboard packages (including mobile whiteboard ,interactive voting pods, and castors) for TMS specials teachers (4) & TES specials teachers (4)= 8 x $7,300=$58,400. -Elmo TT-02RX Document Cameras for TMS specials teachers (4) & TES specials teachers (4)= 8 x $650=$5,200. -LCD projectors, ceiling mounts, and cables for TMS specials teachers (4) & TES specials teachers (4)= 8 x $800= $6,400

340,985.00 FY11 proposed LEA budget

321,600.00 FY12 proposed LEA budget

234,100.00 FY13 proposed LEA budget

Project Summary

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

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

The proposal of the grant developed jointly by TMS & TES administrators, teachers, SLC coach, curriculum coordinator, technology coordinator, and school psychologist will directly impact over 600 students in grades k-8, specifically targeted to the SWD subgroup, and 50 staff members within those grade levels. Over the past 10 years, both schools have been working diligently at systems development to help improve academic achievement for all students. In those ten years, the student performance in Reading and Math have increased dramatically (20-40% proficient to between 50-70% proficient). However, because the schools are located in an area of high poverty and have a high incidence of students identified as at-risk for academic success, the data is continuing to show over 2/3 of the student population reading 2 or more years below grade level. In addition, the Value Added data clearly shows students in the lowest quadrants learning below a year's expected growth. Therefore, we feel that if TES & TMS focus on the SWD subgroup through this program we will be able to identify, analyze, and implement instructional strategies that will not only meet the needs of the identified subgroup, but ALL students. This project will begin with professional development of ALL staff across content areas, including intervention specialists and specials teachers, on the use of identified reading process instructional strategies (TMS- Summarization and Vocabulary & TES- Summarization and Main Idea) and reading assessment tools used to identify individual students' areas of need in reading. From this data, staff will learn to use the information from assessments to identify and provide instructional support including use of interactive technology at that student level to increase individual academic performance in reading. The SLC and external coaches will provide both the PD and support for implementation through coaching at the grade level, department level, and school Level. The SLC will meet with Reading and SWD teachers weekly to plan collaboratively and then reflect on instruction to make adjustments for the coming weeks. In addition, this program will allow us to focus on continued use of data to drive decisions through Teacher Based Teams. These teams are already functioning; however, through the OIP process we have identified the need to refine and adjust these teams to better meet the needs of our targeted population. The TBT will be restructured so that the process and forms used for reporting are aligned across the district to allow for both building and district level SWD teams to function in a collaborative structure with the guidance of ODE external facilitators to determine the best means for addressing at-risk individual 's needs. In addition, the TBTs and SLC will use various technology (such as flip videos and white boards) to allow for continued development of a video library in which teachers can access district developed video examples of these strategies being used successfully with our students in our classrooms. The teachers will be able to use the whiteboard interactive systems throughout this program to enhance both their own learning during PD sessions, as well as the learning of their students. By using these tools, both the SLC and teachers will be able to make instant adjustments to instruction of teachers/students based on the data shown, making instruction more personalized to individuals needs. In the end, we will see increase academic performance of SWD students, as well as ALL students, on state assessments. In addition, evidence of research based instructional strategies will be evident in all classrooms engaging students in various processes using available technology to increase student engagement.

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", John Costanzo, Superintendent, Trimble Local Schools, 4/30/2010

SI Building Overview

Trimble Local (045922) - Athens County - 2011 - School Improvement Competitive 1003 (g) - Rev 0 - School Improvement Competitive 1003 (g)

There are **2** Buildings. Displaying page: **1** of **1**

IRN	Building Name	Tier	SI Status	Total Enrollment	FY11 Proposed Budget	FY12 Proposed Budget	FY13 Proposed Budget	Schoolwide OR SW Waiver?	"Start Over" Waiver?	Intervention Model
037556	Trimble	Tier III	OK	339	105,680.00	96,050.00	78,550.00	☑	☐	SI Strategies
065318	Trimble	Tier III	SI 6	262	235,305.00	225,550.00	155,550.00	☑	☐	SI Strategies

Plan Relationships

Trimble Local (045922) - Athens County - 2011 - School Improvement Competitive 1003 (g) - Rev 0 - School Improvement Competitive 1003 (g) - Application Number (119)

Go To

Related Goals

G 1) Goal 1: Reading and Math Academic Goal

Description:

By 2012 all subgroups in grades K-12 will increase their performance in reading and math by 10% annually or meet the AYP target as measured by state assessments.

Performance Measure:

As measured by the % of students who: -Graduate from THS as reported on the LRC -Perform at/above proficient on state and local assessments -Meet/exceed grade level on standardized tests -Meet/exceed attendance requirements - participate in OAT and OGT - make at least 1 year growth on Value Added report .

Fiscal Resources

Grant	Notes	2010	2011	2012	2013
Consolidated					
Title I		$688,692	$00	$00	$00
School Improvement Sub A, Title I		$60,000	$00	$00	$00
School Improvement Sub G, Title I		$60,000	$00	$00	$00
Improving Teacher Quality, Title II-A		$112,707	$00	$00	$00
Technology, Title II-D (Formula)		$8,625	$00	$00	$00
Innovative Programs, Title V		$2,306	$00	$00	$00
Special Education, Part B-IDEA		$272,978	$00	$00	$00
Early Childhood Spec Education, IDEA		$10,834	$00	$00	$00
Consolidated Total:		**$1,216,142**	**$00**	**$00**	**$00**
21st Century					
21st Century		$200,000	$200,000	$00	$00
21st Century Total:		**$200,000**	**$200,000**	**$00**	**$00**
The American Recovery and Reinvestment Act (ARRA)					
ARRA Title I		$557,119	$00	$00	$00
ARRA Special Education, Part B-IDEA		$285,341	$00	$00	$00
ARRA Early Childhood Spec Education, IDEA		$7,789	$00	$00	$00
The American Recovery and Reinvestment Act (ARRA) Total:		**$850,249**	**$00**	**$00**	**$00**
School Improvement Competitive 1003 (g)					
School Improvement Competitive 1003 (g)		$00	$340,985	$321,600	$234,100
School Improvement Competitive 1003 (g) Total:		**$00**	**$340,985**	**$321,600**	**$234,100**
Grand Total:		**$2,266,391**	**$540,985**	**$321,600**	**$234,100**

S 1.1) State Content Standards Alignment and Implementation

Description:

Continue to align and monitor scientifically based research curriculum, instruction and assessment with the State's academic content standards. Pacing Guides, Curriculum Maps and Cummulative Assessments are being updated in accordance with the district and building plans

S 1.2) Parent Educ Involvement (Reading & Mathematics)

Description:

Parent Advisory Councils will continue at the Elementary and a new PAC will be started at the Middle School. These parent councils will work to implement the parental involvement requiredments of the Title 1 School Wide Component as well as the building improvement plans. Before October the Ohio Resource Center documentation is given to parents as well as the yearly meeting to let parents know about Title One. Parents are involved with the Title One plans as well as activite scheduled through out the year.

S 1.3) Class-Size Reduction

Description:

Class sizes will be reduced through staff being available to provide intensive intervention

S 1.4) Communication with families through the use of technology

Description:

Technology teacher in every building to implement technology standards. The use of technology that aligns to the Ohio Improvement Process tDistrict Plan hat engages parents in student learning.

S 1.5) Provide Extended Learning Opportunities

Description:

Based on needs shown in data students will be identified for intense intervention as well as after school programming.

S 1.6) Children with Disabilities Participate in Statewide Assessments

Description:

Children with disabilities will participate in district cummulative assessments as well as statewide assessments with or without accommodations according to their IEP. Students with disabilities will have IEP goals and measures aligned with the academic content standards.

S 1.7) Early childhood special education

Description:

Students with identified disabilities will have an IEP in place before the age of three and be served through our preschool special education unit. The Pre-school coordinator will seek out these students through multiple agancies to identify them a get them enrolled.

Estimated Cost

$1,000.00

S 1.8) System of Accountability

Description:

To ensure that the District Plan is systemic monitoring tools will be developed and implemented to determine progress of the plans strategies and actions.

S 1.9) ECO summary form

Description:

Pre-school special education teachers and supervisors receive training in the ECO summary form in order to provide child outcome information to state and federal funders.

S 1.10) Coordination of Programs

Description:

Our district will identify and coordinate Federal, State, and Local programs and identify resources to implemement the OIP district plan.

S 1.11) Document Highly Qualified Teacher Status

Description:

The Superintendent is the single point-of contact who works directly with school administrators and ODE staf on Highly Qualified issues. The district provides an annual orientation at the beginning of the school year and guidance to teachers regarding HQT requirements.We use the ODE HQT forms and status sheets, Title I Principal and District Attestation forms to document and update status of all teachers in core academic subjects, including new teachers teaching in programs supported with Title I funds. The district office annually reviews board policies and procedures regarding the employment and HQT requirements. Specific activites and plans are identified for those individuals that need to become/remain HQ. The EMIS Coodinatror provides an oversight for these documents.

S 1.12) 2010 Trimble 21st. CCLC Grant

Description:

Provide after school tutoring and enrichment for identified students during the school year and in the summer months and parent and community engagement opportunities.

S 1.13) Strategies, Indicators, and Progress Measures

Description:

Implement district identified research based instructional strategies and best practices in reading using the 5 big ideas in reading at the Elementary Level with the focus of reading process. Marzanos High Yield Strategies at the Middle and High School with the focus of setting objectives and providing feedback, reinforcing effort, and providing recognition. All reading/language arts teachers will use cummulative quarterly assessments focused on reading to drive instruction and monitor student progress. Implement district indentified research based, word problem-solving instructional approach using the understand, plan, solve, and check stragegy. All math teachers will use cummulative quarterly assessments focused on rmath to drive instruction and monitor student progress.

S 1.14) Highly Qualified Teacher Component Professional Development for Being Highly Qualified

Description:

100% of teachers teaching core academic subjects meet HQT as well as teachers teaching in program supported by Title I fund On going training and professional development will assist teachers in the core academic subjects in being Highly Qualified as well as teachers teaching in a program supported with Title I funds.

S 1.15) K-12 students will increase their performance in Math by 10% annually or meet the yearly AYP targets.

Description:

Implement identified research-based, word problem-solving instructional approach. Understand, Plan, Solve, and Check

S 1.16) Math Assessments

Description:

All Math teachers will use cumulative quarterly assessment to drive instruction and monitor student progress focusing on subgroups.

S 1.17) School Improvement Competitive 1003g

Description:

Trimble Elementary and Middle School will participate in high quality professional development and implement strategies from the professional development to improve learning for at risk students and students with disabilities.

Related District/Agency Plan Action Steps

G 1) Goal 1: Reading and Math Academic Goal

S 1.17) School Improvement Competitive 1003g

AS 1.17.1) Identification of services and activities within the Transformation Model

Description:

Administrative Personnel of Trimble Elementary School and Trimble Middle School within the Trimble Local School District commits to all services and actions outlined in the School Improvement Grant. Actions and Services are summarized as follows: Summer 2010: -DLT to set clear expectations of TBT for all district; including expectations for meeting time, number of meetings per week, data to be used, form to be used for agenda and reporting out, use of roles within the teams, etc. -Provide professional development to staff on using the reading evaluation tools and intervention tools; Lexia Reading Software & DRA to identify student weaknesses in Reading -Provide professional development and support to teachers to use the data from the assessment to design and adjust intervention instruction based on a student's individual needs. -Form a scheduling committee to create a building schedule with available personnel to implement individualized intervention class time for all at-risk readers that is in addition to regular core class time, not instead of class time. -Posting and hiring of TBT Facilitators -Provide PD for TBT Facilitators around the OIP process and what their roles and responsibilities include. August 2010: -Provide PD for all staff on how we need to revise our TBT structure and the systemic use of data to ensure the academic success for ALL students in Reading; success depends on each individual being an active member in the process. -Share with entire staff the focus for special education and the need for PD around best practices for SWD subgroup -Create an SWD goal team at each building to focus on researching and providing instruction to all staff on best practices in reading to increase student achievement -Revise the existing 30 minute meeting time each day to include grade level, goal team, SWD team, and BLT team time. -Goal teams and grade level teams will use data from the OAA, AR, and other data to form students into intervention groups or to initiate further testing for specific students. -Intervention groups will be formed and specific strategies used based on specific needs of individual students determined through assessments Sept-May 2010 -Monitor progress of all students through the use of DRA, short cycle (weekly/bi-weekly)assessments and building developed quarterly assessments -Adjustments to instructional strategies will be based on student performance data -Provide quarterly meeting time for all TBT facilitators to meet to reflect and revise the working of the TBTs to ensure continued focus on school improvement at the classroom/department level -Provide monthly professional development to all staff on the use of new technology to increase the modalities used to provide instruction in the classroom to help meet the learning preferences of more students. -Use data from TBT at BLTs quarterly to check in on student progress and make adjustments to plans based on results - Continue video library documenting implementation of reading strategies in all classrooms for teacher use in planning and revising of classroom instruction

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Related School Plan Action Steps

Contacts

Trimble Local (045922) - Athens County - 2011 - School Improvement Competitive 1003 (g) - Rev 0 - Contacts

Funding Application Contact

Mitchell, Mary

Substantially Approved Dates

Trimble Local (045922) - Athens County - 2011 - School Improvement Competitive 1003 (g) - Rev 0 - Substantially Approved Dates

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

Assurances

Trimble Local (045922) - Athens County - 2011 - School Improvement Competitive 1003 (g) - Rev 0 - 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.

New Applicant Tentative Approval Override

Trimble Local (045922) - Athens County - 2011 - School Improvement Competitive 1003 (g) - Rev 0 - New Applicant Tentative Approval Override

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Grant Name	Applicant Name	Budget Amount	Applicant Score	Tentative Approval
School Improvement Competitive 1003 (g)	Trimble Local	$340,985.00	2.6	☑