Xenia Community City (045153) - Greene County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - History Log

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

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/12/2010 8:09:33 AM	Harper, Kathy	Status changed to 'Consultant Approved'.	S
	7/12/2010 7:27:16 AM	Lewis, Jeffrey	Status changed to 'Authorized Representative Approved'.	S
	7/9/2010 2:54:47 PM	Townsend, Rosalie	Status changed to 'Fiscal Representative Approved'.	S
	7/6/2010 11:18:38 AM	Napier, Mary	Status changed to 'Revision Completed'.	S
	7/1/2010 12:30:07 AM	System	Status changed to 'Revision Started'.	S

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Xenia Community City (045153) - Greene County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - History Log

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Allocations

Xenia Community City (045153) - Greene County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Allocations

	(1)	SIGC	Total
Original		2,370,389.30	2,370,389.30
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		2,370,389.30	2,370,389.30

Budget

Xenia Community City (045153) - Greene County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (101)

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	328,968.00	113,724.32	166,921.99	222,524.51	488,337.00	0.00	1,320,475.82
Support Services	75,118.16	40,465.00	0.00	0.00	0.00	0.00	115,583.16
Prof Development	445,704.00	156,543.08	158,339.00	8,380.00	0.00	0.00	768,966.08
Family/Community	0.00	0.00	0.00	12,746.24	0.00	0.00	12,746.24
Facilities	0.00	0.00	0.00	0.00	1,500.00	0.00	1,500.00
Transportation	3,112.00	650.00	720.00	0.00	0.00	0.00	4,482.00
Indirect Cost						53,036.00	53,036.00
Governance/Admin	68,100.00	25,500.00	0.00	0.00	0.00	0.00	93,600.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	921,002.16	336,882.40	325,980.99	243,650.75	489,837.00	53,036.00	2,370,389.30
						Adjusted Allocation	2,370,389.30
						Remaining	0.00

Application

Xenia Community City (045153) - Greene County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (101)

Needs Assessment

1016 Total number of students impacted

Integration into Ohio Improvement Process

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

The district has focused considerable effort in building collaborative teams at both the district and school level. For the past 12 years each building has maintained a Leadership Team and these building level leaders have been the front line of school improvement in each of the district schools. While these earlier efforts have yielded measurable success (the district has posted twelve consecutive years of increasing student achievement and moved from Academic Emergency to Excellent), this success was not universal or complete. As a result, the district participated in the Ohio Improvement Process starting in May, 2008. Over the last two years the district has invested considerable time and resources in the OIP, working collaboratively with leaders across the district as well as enhancing the teamwork of all schools' BLT's. Because the district has no schools identified as Tier I or Tier II, the district team focused on student needs and then developed carefully targeted and well researched strategies and action steps that would provide the greatest leverage for increasing student achievement based on these needs. Through the OIP, the DLT and Building Teams have been reviewing state and district student data (results from OAA's, universal screeners and common assessments, etc.) on an ongoing basis and have completed the Decision Framework. As a natural extension of these collaborative results, the BLT's in the three buildings met with district reps in a coordinated effort to address the specific expectations of this grant application. Already very familiar with student results at each targeted building, the teams worked together to develop strategies and action steps to address these identified needs. Drawing on data and analyses from the Decision Framework for the district and buildings as well analyses of student data from the 2009-10 school year, each BLT developed strategies and action steps that hold considerable potential to boost student achievement, based on research. From these analyses of student data it was apparent that, while there are some similarities among the three buildings, there were also critical differences in needs. Among the priority needs identified in this process there are significant gaps in the background and knowledge of entering Kindergarteners (Shawnee), significant underachievement of students with disabilities when compared with peers in this building and others (McKinley), and insufficient background and knowledge of teaching staff to implement best practices in instruction and intervention, especially in addressing the most needy students (Cox). The strategies and action steps selected for each school will target the specific needs at each building. The new initiatives funded by this grant will be substantial and represent a major ramping up of the professional development and intervention efforts at each school. In order to facilitate success and maintain fidelity of implementation, these efforts will be coordinated and supported by the district through the new district "School Improvement Coordinator."

Capacity To Implement

Design and implement interventions consistent with the final requirements:

As a result of ongoing analysis of district student data, the district team identified priority student needs and focused discussion and design on probable ways to address these student needs. In each case district and school officials studied the options and selected strategies with solid research basis and a strong track record of successful implementation. Throughout the discussion, DLT/BLT members examined the long-term impact of the strategies on the schools, teachers and students and considered how initiatives will be sustained beyond the projected timeline of the grant. (See timeline below) Whenever possible, school teams were able to build on earlier successful improvement efforts in other district schools. The district has established a successful track record in implementing school improvement interventions in other schools and areas and lessons from these successes have been built into this grant application. For example, other district schools have used selected strategies and have achieved superior performance from initiatives such as Reading Recovery, Literacy Collaborative and coach-supported implementation of Everyday Math. In other cases, the teams were able to draw on the documented success from other districts and schools in areas such as RTI and technology integration. To support and monitor these considerable initiatives, the district will create a "School Improvement Office" staffed by a SI coordinator. This .5 FTE coordinator will devote his/her time to guiding schools by actively monitoring and providing critical support to these initiatives, as well as provide coordination with the School Improvement Office at ODE. To ensure that the district and schools have the capacity to implement planned initiatives and deliver as promised, the DLT/BLT's developed an ambitious but achievable timeline for accomplishing the goals of the grant. (This proved to be significantly challenging as one of the three schools involved is on a "year round" schedule and is scheduled to start the 2010-11 school year in late July.) But for all initiatives, considerations have been given to the timeframe needed for purchase, professional development and making structural changes. The schedule and the timeline below represent our best effort at building in sufficient time for tasks, while still maintaining the urgency of moving forward. For example, a considerable amount of tasks and planning will need to be completed before the start of the 2010-11 school year and provisions have been built into the grant to accomplish these. Throughout this process, the district and schools have sought and received support from all aspects of the school community. Because the district and school teams have been involved in the Ohio Improvement Process for the past two years, the discussion, design and development of this application was merely a logical outgrowth of these earlier efforts. From the start, administrators and teachers have collaborated in the design of this grant application. In addition, teams actively sought and received input and support from parents and community members as well as the Xenia Education Association (the teachers' union). Finally, Xenia Community Schools have posted a successful track record in designing and faithfully implementing school improvement initiatives. Some of the initiatives have been district-initiated such as Everyday Math and Reading Recovery while others have evolved from federal grants such as the American History Grant (third year) and Physical Education Program (PEP grant) completed in 2008-09. In each of these initiatives, the district and individual schools have used these resources to change instructional practice, to better serve students and to raise student achievement.

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

The initiatives made possible by this grant have been selected primarily because they have a strong research base and a proven track record; in other words, they have a strong likelihood of supporting and raising student achievement. It will be the district's responsibility to organize, support and monitor these strategies, but district staff will collaborate with a few external providers, especially in providing high quality professional development. The few external partners we will be working with are already well recognized for the quality of their professional development and the effectiveness of their programs. For

example, teachers from all three buildings will be working and learning with colleagues from the Ohio State University (Leveled Literacy Intervention and Literacy Collaborative), Wright State University (Reading Recovery) and Kent State (Impact Professional Development-Math Coaching). The vendors and resources selected for inclusion will be similarly vetted. For example, the technology resources selected will have a demonstrated track record of positively impacting student achievement. One of the responsibilities of the School Improvement Coordinator will be to ensure that providers, vendors and resources meet and maintain this rigorous standard of strong research base and track record in improving student performance, especially for the subgroups we are targeting.

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

The district and individual schools have worked aggressively over the past decade to strengthen student achievement and have achieved considerable success. For example, from 2000 to 2009, Xenia Community Schools have moved from "Academic Emergency" to "Excellence" and the three schools in this grant have been an integral part of this improvement effort, evidencing similar progress during this time. However, both for these schools and the district, some student groups have not made comparable progress in improving achievement with other groups of students. To address the needs of these identified students, schools must do "school" differently. After extensive analysis of district procedures, schedules and data, it has become evident to DLT and BLT's that the schools' current instructional program has been held back by limited available time, resources and in some cases, expertise. This grant has provided BLT's an opportunity to examine the status quo and think beyond it. As part of the grant, BLT's have analyzed the building schedules (of both teachers and students) to consider options for providing more extended high quality professional development for teachers AND greater opportunities for instruction and intervention for students. All three buildings have proposed, as part of the grant, extended learning time for students, beyond the school day and school year. These additional times for learning and intervention have been designed based upon the needs of each targeted population and determined by student data. In order to provide critical PD time in an already crowded staff schedule-and not compromise the central role of the schools which is student learning--BLT's have planned to hire quality long-term subs to provide instruction in multiple classrooms as teachers participate in training initiatives. This will enable each building to scale up professional development efforts in areas such as RTI and LLI and provide teachers with the critical time to modify their instructional practice, while continuing strong instruction in the classrooms. Further, the integration of technology is an important component of this grant in accelerating the learning of teachers and in expanding learning options for students, enabling teachers to further alter instructional practice. Although the teachers in these buildings are hardly tech phobic, their skills and strengths in this area will be significantly strengthened through this grant. One reason for teachers' current limited ability to integrate technology as effectively as possible is due to limited access. Equipping classrooms with mobile labs, student response systems and quality learning software will provide teachers with the tech tools that will enable teachers to change instructional practice. Pairing the professional development and support for making these improvements in technology will ensure that these changes can become embedded in everyday practice and, more importantly, will lead to improved student achievement.

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

Xenia Community Schools have no schools in either Tier I or Tier II. Therefore, district teams carefully analyzed student data in the three identified Tier III elementary buildings-Cox, McKinley and Shawnee, and have selected and designed initiatives to address these identified student needs.

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.

No great plan is ever developed in a vacuum. Although the timeline for development of this grant application was very tight, we attempted to work with various groups and partners, hoping to benefit from their perspectives and expertise. This collaboration was possible because we have a long-standing working relationship with these partners that will enhance our ability to meet the expectations set forth in this application. We have consulted and met with colleagues from several universities (Ohio State, Wright State and Kent State) to help to identify initiatives that have both a solid research base and a strong record of success in implementation. These initiatives such as expended Reading Recovery service, Literacy Collaborative, Response to Intervention, Leveled Literacy Lessons and Impact Professional Development, will meet the identified needs of our targeted student population. We worked with parent groups in designing sections that involved after-school learning time as well as the parent collaboration and engagement activities. Our School Support Team members were valuable "idea" persons in the early brainstorming process of developing this application. Also, we collaborated with representatives from the Greene County Educational Service Center in developing the initiatives focused on changing instructional practice working with students with disabilities. Clearly these partners enabled us to strengthen this application.

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.

Xenia Community Schools have devoted considerable time, efforts and resources to build a long-term collaborative culture. Over the past decade, the district has supported and nurtured principal/teachers leadership teams at all ten schools, including the three Tier III schools in this grant application. Teams within the buildings and teams across the district have extensive experience working together to develop programs, plans and innovations to improve achievement. Working through structures such as the Leadership Retreat and Principal/Teacher-Leader Academies, district leaders addressed issues and solved problems together. This collaborative culture has been a critical component in the long-term improvement strategy. Two years ago, this collaborative process was given greater structure and a more clarified purpose through participation in the Ohio Improvement Process (OIP). Each school enhanced its leadership team, raising it to the BLT (Building Leadership Team) standard as part of the OIP. Although the district and building teams continue to develop and refine process and organization, this experience enabled the joint planning for the grant application process to proceed more smoothly and in a more coordinated fashion. After being identified, the BLT's from the three schools met together with district administrators and the Coordinator of Federal Programs to identify concerns, share perspectives and brainstorm possible solutions to targeted needs. Then, because the planning time fell during spring break, it became difficult to coordinate common working schedules among all three teams. Instead, individual BLT's worked on the portion of the grant targeted to the needs of the students in their building. Then, after school resumed and all members had returned from vacation, the BLT's met together to share the results of each team's planning and design. Finally, representatives from each BLT met with district representatives to organize the application into a coherent whole, while retaining separate action steps for each building plan targeted to the identified needs for improvement from individual building data.

Goals, Strategies and Action Steps

G 1) Reading

Description:

By 2012, student performance on the Reading OAA, OAT, Universal Screeners and Common Assessments will increase 6% each year at each grade level with a focus on economically disadvantaged, minority and students with disabilities.

Performance Measure:

6% annual increase

Fiscal Resources

Grant	Notes	2010	2011
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$1,786,041
School Improvement Competitive 1003 (g) Total:		**$00**	**$1,786,041**
Grand Total:		**$00**	**$1,786,041**

S 1.1) Implement district approved literacy practices

Description:

Implement or expand district approved comprehensive literacy programs and practices across all grade levels.

AS 1.1.1) Guided Reading

Description:

(K-5) Create & implement a district-wide guided reading program for all Language Arts teachers K-5 (including General, Special Education & Title I). 1) Define guided reading and create district wide teacher pre and post informational surveys and reflection surveys. 2) Plan a district wide guided reading training schedule. 3)Monthly district wide half day trainings for each grade level. 4) District wide initial training K-2 completed. Provide ongoing high quality professional development at the school site for administrators, teachers and other instructional staff to understand the needs and improve results for: racial and ethnic groups; limited English proficient students; students with disabilities; economically disadvantaged students.

Grant
Consolidated
Title I
Special Education, Part B-IDEA
The American Recovery and Reinvestment Act (ARRA)
ARRA Title I
ARRA Special Education, Part B-IDEA
School Improvement Competitive 1003 (g)
School Improvement Competitive 1003 (g)

AS 1.1.2) Building level support/follow-up

Description:

(K-5) Develop building embedded support and follow-up for all Language Arts teachers K-5 (including general, Special Education & Title I) in guided reading implementation. 1) Principals will discuss implementation at monthly principal meetings. 2) Elementary literacy coaches will share recommendations with DLT in order to make adjustments for the following year based on data.

Grant

Consolidated

Title I

Special Education, Part B-IDEA

The American Recovery and Reinvestment Act (ARRA)

ARRA Title I

ARRA Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.3) Training program of summarization strategies

Description:

(6-12) Create & implement a training program of summarization strategies for all Language Arts, Science & Social Studies teachers. 1) Design district wide training, common rubrics, and protocols for summarization strategies. 2) Conduct two day district wide training of facilitators in summarization strategies, protocols, and adult learning theory. 3) Conduct half day district wide teacher training on strategies and protocols of summarization strategies to all LA, SS, and Science teachers. 4) Staff completes reflection on implementation at department meetings. 5)Follow-up training with Science, Social Studies, and Language Arts teachers based on feedback from reflection surveys.

Grant

Consolidated

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.4) Building embedded support for summarization strategies

Description:

(6-12) Develop building embedded support and follow-up for summarization strategies. 1) Weekly implementation of summarization strategies. 2) Every other month department meetings to discuss progress on the implementation of summarization strategies. 3) Principals will discus implementation at monthly principal meetings. 4) 1/2 day Quarterly Facilitator meeting to determine plus/delta, implementation and mid course corrections and compile a written report based on results.

Grant

Consolidated

Special Education, Part B-IDEA

The American Recovery and Reinvestment Act (ARRA)

ARRA Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.1) Guided Reading (Cox Elementary School)

Description:

(K-5) Create & implement a district-wide guided reading program for all Language Arts teachers K-5 (including General, Special Education & Title I). 1)Define guided reading and create district wide teacher pre and post informational surveys and reflection surveys. 2) Plan a district wide guided reading training schedule. 3)Monthly district wide half day trainings for each grade level. 4)District wide initial training K-2 completed. Provide ongoing high quality professional development at the school site for administrators, teachers and other instructional staff to understand the needs and improve results for: racial and ethnic groups; limited English proficient students; students with disabilities; economically disadvantaged students.

AS 1.1.2) Building level support/follow-up (Cox Elementary School)

Description:

(K-5) Develop building embedded support and follow-up for all Language Arts teachers K-5 (including general, Special Education & Title I) in guided reading implementation. 1)One hour district wide monthly grade level meetings with teachers to discuss implementation pluses and deltas. 2) Principal will discuss implementation at monthly principal meetings. 3) District wide initial training for cohort two completed. 4) Elementary Literacy Coaches will share recommendations with DLT in order to made adjustments or changes for the following year based on data.

AS 1.1.3) Hire RTI Coach (Cox Elementary School)

Description:

Hire an RTI Coach to provide professional development for teachers in implementing the Fountas and Pinnell Leveled Literacy Intervention Program to enhance differentiated instruction and student intervention to support RTI efforts. The Coach will also work to oversee implementation of Tier II and Tier III interventions.

AS 1.1.4) Higher order thinking skills (Cox Elementary School)

Description:

Provide high quality professional development to enable teachers to teach students to use high order thinking skills through Marzano's learning tasks from "Classroom Instruction that Works".

AS 1.1.5) Provide full implementation of Reading Recovery Program (Cox Elementary School)

Description:

Hire and train additional Reading Recovery Teachers to provide service for the most at risk first grade students. The Reading Recovery Teacher will serve as a resource for classroom teachers providing ideas and strategies for reading interventions.

AS 1.1.1) Guided Reading (McKinley Elementary School)

Description:

(K-5) Create & implement a district-wide guided reading program for all Language Arts teachers K-5 (including General, Special Education & Title I). 1)Define guided reading components and create district wide teacher pre and post informational surveys and reflection surveys. 2) Plan a district wide guided reading training schedule (dates, times. locations). 3)Monthly district wide half day trainings for each grade level (K-1/2, 2-1/2, 3-5-1/2). 4)District wide initial training for cohort 1 completed. Provide ongoing high quality professional development at the school site for administrators, teachers and other instructional staff to understand the needs and improve results for: racial and ethnic groups; limited English proficient students; students with disabilities; economically disadvantaged students.

AS 1.1.2) Building level support/follow-up (McKinley Elementary School)

Description:

(K-5) Develop building embedded support and follow-up for all Language Arts teachers K-5 (including general, Special Education & Title I) in guided reading implementation. 1)One hour district wide monthly grade level meetings with teachers to discuss implementation pluses and deltas. 2) Principal will discuss implementation at monthly principal meetings. 3) District wide initial training for cohort two completed. 4) Elementary Literacy Coaches will share recommendations with DLT in order to make adjustments or changes for the following year based on data.

AS 1.1.3) Accelerated Reader and STAR online (McKinley Elementary School)

Description:

A Partnership will be formed with Renaissance Learning Advanced Technology for Data Driven Schools to start Accelerated Reader online as well as STAR Reading Assessment. Professional

development will be provided for all Language Arts Teachers. Accelerated Reader and STAR Programs will be used for grades 2-5 to assess reading comprehension and supplement district wide use of guided reading. This program has proven to motivate students to realize the value of reading in their lives.

AS 1.1.4) Build classroom and home libraries (McKinley Elementary School)

Description:

K-5 teachers will receive Accelerated Reader books to form classroom libraries thus providing a print rich environment in each classroom. Each quarter students will receive books on their independent reading level to begin building a home library.

AS 1.1.5) Family Reading Nights (McKinley Elementary School)

Description:

Parents will be introduced to the Accelerated Reader Program. Using research parents will be informed that reading to their children and children reading to their parents increases reading ability. Parents will also be motivated to encourage their children to spend more time reading independently.

AS 1.1.6) After school intervention/Hire highly qualified licensed staff (McKinley Elementary School)

Description:

After school intervention will be implemented for one hour two days per week throughout the school year. Priority will be given to students who are below grade level, African American students, and students with disabilities.

AS 1.1.7) Differentiated Instruction/Hire Coach (McKinley Elementary School)

Description:

The differentiated coach will conduct professional development on differentiated instruction. The coach will support teachers on the implementation of differentiated instruction techniques.

AS 1.1.8) Family literacy computer lab nights (McKinley Elementary School)

Description:

Family computer lab nights will be open to parents and students to utilize programs designed to provide differentiated instruction.

AS 1.1.9) Implement Fountas & Pinnell Leveled Literacy Intervention Program (LLI) (McKinley Elementary School)

Description:

Leveled LIteracy will be provided for at risk students with priority given to students below grade level, students with disabilities and African American students. Teachers will be trained to use leveled literacy intervention. The district literacy coach will monitor use of LLI and provide needed teacher support.

AS 1.1.10) Computer based instructional programs (Hire technology integration specialist) (McKinley Elementary School)

Description:

Technology will be integrated into the student learning process through computer based programs that will be used to differentiate instruction. The technology integration specialist will train and monitor teachers in the use of the computer based programs.

AS 1.1.1) Guided Reading (Shawnee Elementary School)

Description:

(K-5) Create & implement a district-wide guided reading program for all Language Arts teachers K-5 (including General, Special Education & Title I). 1)Define guided reading components and create district wide teacher pre and post informational surveys and reflection surveys. 2) Plan a district wide guided reading training schedule (dates, times, locations). 3)Monthly district wide half day trainings

for each grade level (K-1/2, 1-1/2, 2-1/2, 3-5-1/2) 4) District wide initial training for cohort 1 completed. Provide ongoing high quality professional development at the school site for administrators, teachers and other instructional staff to understand the needs and improve results for: racial and ethnic groups; limited English proficient students; students with disabilities; economically disadvantaged students.

AS 1.1.2) Building level support/follow-up (Shawnee Elementary School)

Description:

(K-5) Develop building embedded support and follow-up for all Language Arts teachers K-5 (including general, Special Education & Title I) in guided reading implementation. 1) One hour district wide monthly grade level meetings with teachers to discuss implementation pluses and deltas. 2) Principal will discuss implementation at monthly principal meetings. 3) District wide initial training for cohort two completed. 4) Elementary Literacy Coaches will share recommendations with DLT in order to made adjustments or changes for the following year based on data.

AS 1.1.3) Fountas & Pinnell Leveled Literacy Intervention Program (Shawnee Elementary School)

Description:

Teachers will receive highly qualified professional development in the Fountas & Pinnell Leveled Literacy Intervention Program (LLI). LLI will be used for at risk students in reading.

AS 1.1.4) After school program/Hire teachers and paraprofessionals (Shawnee Elementary School)

Description:

An after school intervention program will be provided for at risk students. At risk students will be identified based on data from OAA, DIBELS and common assessments. Highly qualified licensed staff and paraprofessionals will be hired to provide instruction. Teachers will receive training on intervention strategies to meet students' needs. Transportation will be provided to take students home after tutoring. Technology will be integrated into the after school intervention program through the use of computer based instructional programs for reading. These programs include Earobics and the ReadAbout Program.

AS 1.1.5) Hire Reading Recovery.50FTE/RTI Coach .50FTE (Shawnee Elementary School)

Description:

The Reading Recovery/RTI Teacher will receive Reading Recovery training through Wright State University and will provide services for at risk grade one students. The RTI Coach will provide Tier II and Tier III interventions during the second half of the day for identified students.

AS 1.1.6) Literacy Collaborative Coach (Hire) (Shawnee Elementary School)

Description:

A Literacy Collaborative Coach will be hired to provide teachers with extensive professional development in teaching balanced literacy. The LC Coach will model research based instructional strategies and coach teachers toward implementation of these strategies. During the second half of the day the LC Coach will provide Tier II and Tier III intervention for identified students.

AS 1.1.7) Kindergarten Preparation Program (Hire highly qualified teacher/paraprofessional) (Shawnee Elementary School)

Description:

A three week Kindergarten Preparation Program will be provided during the summer for incoming students identified as having developmental delays based on kindergarten screening results.

S 1.2) Higher order constructed response questions

Description:

Writing in response to reading using higher order 2-4 point constructed response questions.

AS 1.2.1) All core teachers will use 2-4 point questions

Description:

All Core teachers (including General and Special Education) K-12, will consistently use 2 & 4 point questions as a response to content and as a part of instructional practice on a weekly basis. 1) DLT subcommittee will develop a discussion protocol for building level use. 2) K-5: Each elementary building will determine facilitator(s((1 primary and 1 intermediate) for CRQ facilitator training. 3) District will train teacher facilitators on categories of constructed response use (modeling, analysis, terminology, organization and student practice) and discussion protocol. 4) Facilitators will conduct district level grade span specific (K-2, 3-5, 6-12) high quality professional development on categories of constructed response instructional strategies to all teachers including general, special education and Title I. 5) Facilitators will conduct meetings every other month to discuss student achievement on CRQ's. 6) K-5: Document completion of the scored CRQ each week. 7) Principals will conduct monthly small group meetings with staff to show evidence of CRQ use and student work.

Grant

Consolidated

Title I

Improving Teacher Quality, Title II-A

Special Education, Part B-IDEA

The American Recovery and Reinvestment Act (ARRA)

ARRA Title I

ARRA Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.1) All core teachers will use 2-4 point questions (Cox Elementary School)

Description:

All Core teachers (including General and Special Education) K-12, will consistently use 2 & 4 point questions as a response to content and as a part of instructional practice on a weekly basis. 1) DLT subcommittee will develop a discussion protocol for building level use. 2)Each elementary building will determine facilitators (1 primary and 1 intermediate) for CRQ facilitator training. 2A) Facilitators will be assigned by the principal after record review and individual teacher instruction. 3) District will train district facilitators on categories of constructed response use (modeling, analysis, terminology, organization, student practice) and discussion protocol. 4) Facilitators will conduct district level grade span specific (K-2, 3-5, 6-12) high quality professional development on categories of constructed response use (modeling, analysis, terminology, organization, student practice) to all teachers including general, special education and Title I. 5) Facilitation at every other month meetings with teachers to discuss student achievement on CRQ's (6-12). 5A) Facilitators will create a meeting schedule for the school year and submit it to teachers and principal. 5B) Teachers will bring the most recent CRQ student work samples and weekly notebook to the scheduled meeting. 5C) Teachers are responsible for scheduling a meeting with the CRQ facilitator for review of student work samples and notebook if they miss the scheduled monthly meeting. 5D Facilitators will submit meeting notes to principal using discussion protocol within one week of meeting. 6) Document completion of the scored CRQ each week. 6A) Teacher documentation will indicate: grade level, core subject area, student names, date, point value, level of Bloom's Taxonomy, student scores, and brief evaluation of class performance.

AS 1.2.1) All core teachers will use 2-4 point questions (McKinley Elementary School)

Description:

All Core teachers (including General and Special Education) K-12, will consistently use 2 & 4 point questions as a response to content and as a part of instructional practice on a weekly basis. 1) DLT subcommittee will develop a discussion protocol for building level use. 2) Each elementary building will determine facilitators (1 primary and 1 intermediate) for CRQ facilitator training. 2A) Denise Garrett/intermediate 2B) Brooke Gibbs primary 3) District will train teacher facilitators on categories of constructed response use (modeling, analysis, terminology, organization, student practice) and discussion protocol. 4) Facilitators will conduct district level grade span specific (K-2, 3-5, 6-12) high quality professional development on categories of constructed response use (modeling, analysis, terminology, organization, student practice) to all teachers including general, special education and Title I. 5) Facilitators will conduct meetings every other month with teachers to discuss student achievement on CRQ's. 5A) Last Tuesday (school day) of the indicated month. 5B) Two concurrent meetings: One for primary, one for intermediate. 6) Document completion of the scored CRQ each week. 6A) One CRQ per month supplied by a target team: Science-week 1, math-week 2, Social Studies-week 3 and Language Arts-week 4. 6B) Notebook format and method of submission to be determined by the principal.

AS 1.2.1) All core teachers will use 2-4 point questions (Shawnee Elementary School)

Description:

All Core teachers (including General and Special Education) K-12, will consistently use 2 & 4 point questions as a response to content and as a part of instructional practice on a weekly basis. 1) DLT

subcommittee will develop a discussion protocol for building level use. 2) Each elementary building will determine facilitators (1 primary and 1 intermediate) for CRQ facilitator training. 3) District will train teacher facilitators on categories of constructed response use (modeling, analysis, terminology, organization, student practice) and discussion protocol. 4) Facilitators will conduct district level grade span specific (K-2, 3-5, 6-12) high quality professional development on categories of constructed response use (modeling, analysis, terminology, organization, student practice) to all teachers including general, special education and Title I. 5) Facilitators will conduct meetings every other month with teachers to discuss student achievement on CRQ's. 6) Document completion of the scored CRQ each week.

S 1.3) Use common assessments/universal screeners

Description:

Use results from common assessments and universal screeners to improve instructional practice through the use of response to intervention to increase student achievement.

AS 1.3.1) All teachers use universal screeners

Description:

Buildings will administer universal screeners and all Teachers (including General, Special Education, & Title I) will understand and analyze results. 1) Train all staff who will be administering the reading universal screener (by building). 2) Administer universal screener designated by DLT to all students (including, General, Special Education & Title I) K-9 a minimum of three times per year (Fall, Winter, Spring) to monitor student progress. 3) Conduct district wide training in each grade level of all elementary teachers (including General, Special Education & Title I) on analyzing universal screener results to focus on improved instructional practice and increased student achievement to occur before and after school for a minimum of one hour. 4) Lower student ratio in 9th grade language arts classes to address student needs.

Grant

Consolidated

Title I

Improving Teacher Quality, Title II-A

Special Education, Part B-IDEA

The American Recovery and Reinvestment Act (ARRA)

ARRA Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.2) Response to common data

Description:

Teachers and curriculum specialist will analyze and respond to existing common assessment tests and common assessment data. 1) Common assessments will be used to identify instructional needs and inform instruction.

Grant

Consolidated

Title I

Improving Teacher Quality, Title II-A

Special Education, Part B-IDEA

The American Recovery and Reinvestment Act (ARRA)

ARRA Title I

ARRA Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.1) All teachers use universal screeners (Cox Elementary School)

Description:

Buildings will administer universal screeners and all Teachers (including General, Special Education, & Title I) will understand and analyze results. 1)Train all staff who will be administering the reading universal screener (by building). 1A) DIBELS coordinator will be trained. 2)Administer universal screener designated by DLT to all students (including general, Sp. Ed. and Title I) K-5 a minimum of three times per year (fall, winter, spring) to monitor student progress. 2A) DIBELS coordinator will be responsible for administering the reading universal screener (grades K-5). 2B) The DIBELS coordinator will be responsible for maintaining DIBELS data base. 3) Conduct building level training training of all teachers (including general, sp. ed., and Title I) on analyzing universal screener results to occur before and after for a minimum of two hours. 4) Conduct district wide training in each grade level of all elementary teachers (including general, sp. ed., and Title I) on analyzing universal screener results to focus on improved instructional practice and increased student achievement to occur before and after school for a minimum of one hour.

AS 1.3.2) Adjust teacher schedules (Cox Elementary School)

Description:

Reconstruct teacher schedules to allow for increased common planning time to develop common formative assessments.

AS 1.3.3) Hire Technology Teacher (Cox Elementary School)

Description:

Common assessment and universal screener data will be used to determine the computer based instructional programs selected by the staff. The Technology Teacher will assist teachers with integrating computer based instruction at all levels. This will be done in a computer lab environment and in the classroom.

AS 1.3.4) Extended school day/hire highly qualified licensed staff (Cox Elementary School)

Description:

After school tutoring for at risk students in grades 1-5 will be provided for one hour sessions twice each week. Certified staff and community stake holder volunteers will provide instruction.

AS 1.3.5) Family Focus Nights for Parent Training and home/school connections (Cox Elementary School)

Description:

Provide family support through evening workshops to assist parents with helping their children at home. We will provide strategies, materials and web based connections to encourage parents to reinforce student learning at home. Family focus nights will place emphasis on specific skills and content and will be held quarterly. Family training will help parents learn instructional strategies to implement at home and will be held monthly.

AS 1.3.1) All teachers use universal screeners (McKinley Elementary School)

Description:

Buildings will administer universal screeners and all teachers (including General, Special Education, & Title I) will understand and analyze results. 1)Train all staff who will be administering the reading universal screener (by building). 2)Administer universal screener designated by DLT to all students (including general, Sp. Ed. and Title I) K-5 a minimum of three times per year (fall, winter, spring) to monitor student progress. 2A)Fall DIBELS benchmark to be administered August 3-14. 2B) Winter DIBELS benchmark to be administered December 7-18. 2C) Spring DIBELS benchmark to be administered May 10-21. 3) Conduct building level training of all teachers (including general, sp. ed., and Title I) on analyzing universal screener results to occur before and after for a minimum of two hours. 4) Conduct district wide training in each grade level of all elementary teachers (including general, sp. ed., and Title I) on analyzing universal screener results to focus on improved instructional practice and increased student achievement to occur before and after school for a minimum of one hour.

AS 1.3.2) Implement the Project More Program (McKinley Elementary School)

Description:

This program will mobilize volunteers and teachers to provide intervention for students will disabilities in the area of reading. Strategies will matched to identified student needs based on data from common assessments and universal screener data. Volunteers will be trained to implement program strategies. A stipend will be provided as a way to retain volunteers.

AS 1.3.1) All teachers use universal screeners (Shawnee Elementary School)

Description:

Buildings will administer universal screeners and all Teachers (including General, Special Education, & Title I) will understand and analyze results. 1)Train all staff who will be administering the reading universal screener (by building). 2) Administer universal screener designated by DLT to all students (including general, Sp. Ed. and Title I) K-5 a minimum of three times per year (fall, winter, spring) to monitor student progress. 3) Conduct building level training training of all teachers (including general, sp. ed., and Title I) on analyzing universal results to occur before and after for a minimum of two hours. 4) Conduct district wide training in each grade level of all elementary teachers (including general, sp. ed., and Title I) on analyzing universal screener results to focus on improved instructional practice and increased student achievement to occur before and after school for a minimum of one hour.

S 1.4) 100% of teachers teaching core academic subjects meet HQT as well as teachers teaching in programs supported by Title I funds.

Description:

The district mandates all staff members at least 7 hours of focused PD outside the regular school day. Based on student assessments the district is implementing ongoing PD in the areas of improving reading and math and learning differences within sub groups. The district provides waiver days to offer focused instructional help. Also, subs are hired on as needed basis in order or teachers to work together. Job embedded staff development will be provided for teachers through various departmental training sessions offered at the district and building level.

AS 1.4.1) High quality and continuous professional development for teachers and staff (Cox Elementary School)

Description:

Staff will participate in collaboration activities that enhance teaching and learning. Staff will also participate in ongoing district quality staff development, data collection and analysis and goal setting.

S 1.5) Highly qualified teacher status is documented

Description:

Teachers use the recommended ODE HQT forms to document their HQT status according to core academic subjects as well as teachers teaching in title I schools. The district implements employment procedures that require HQT documentation. the HR director is responsible for insuring that all teachers have documented HQT status. We use appropriate tools including TDF files.

S 1.6) Address district improvement (adequate yearly progress) issues

Description:

Alignment of curriculum with content standards across grade levels and between grade levels. Implementation of a data driven strategic planning process to ensure student achievement.

S 1.7) Fiscal and human resources are targeted in the schools with the lowest proportion of highly qualified teachers

Description:

The district will use local state and federal funds to address quality PD opportunities based on student data. Annually principals will be aware of HQT status information in order to properly assign teachers to grade level positions. We have reviewed our data and show 100% HQT teachers. We are satisfied with the equity distribution.

S 1.8) Assist non HQT to become highly qualified

Description:

The district will continue to correct coding errors in EMIS dealing with teacher certification and course information. We will continue working with area universities to recruit teachers who meet the definition of highly qualified teacher.

S 1.9) Address how the district will demonstrate the annual measurable objective in meeting HQT requirements

Description:

Key stakeholders in our district will continue work with area universities to provide ongoing support. We will use the ODE HQT forms and status sheets, Title I principal and district attestation forms to document and update HQT status of all teachers of core academic subjects, including new teachers and teachers in programs supported with Title I funds both public and nonpublic.

S 1.10) Systems of intervention: Special Education, Title I, Early Childhood Education

Description:

Align systems of intervention and special education with scientifically based research curriculum, instruction and assessment and with the state's academic contend standards. Hiring of special education educators, aides, and administrative support for addressing students special learning needs. Instructional supplies and purchased services for instructional support will be provided. Special transportation will be provided for students who need to practice academic skills in real life context including maintenance of vans to transport small groups. Non public will purchase special ed services to address student needs. HQT teacher professional will be provided. ECSE support salaries/benefits will be used to support psychologist services during the school year as well as for summer assessment of preschool students.

S 1.11) Technology that is focused on teaching and learning

Description:

Use technology to impact the quality, content and structure of teaching and learning in our schools. Continue to integrate technology into the total curriculum utilizing ODE technology standards and indicators. Provide technical support to enable teachers and students to effectively use hardware and software. Nonpublic staff will be informed (via district wide email) of technology training sessions and invited to participate in district sponsored staff development sessions.

S 1.12) Class size reduction

Description:

The K-4 district wide average is 1-25 therefore the district is using IIA monies to reduce grade one from 25 to 19.

S 1.13) Summer school activities

Description:

Incorporate, as appropriate, activities during the summer to address learning needs of struggling students in core content areas. Purchase services will be provided for summer activities as well as hiring licensed teachers to conduct summer sessions,

S 1.14) Understand student needs

Description:

Provide ongoing professional development for school staff members to understand the needs of students who are residing in a shelter or who are doubled up with family or friends.

S 1.15) Professional Development-Improve student performance

Description:

Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance. Purchase services will support both public and non-public professional development for district administrators and teachers in all student achievement areas.

S 1.16) Enrichment Education

Description:

Improve and enrich student achievement by providing opportunities and motivation for all students in reading.

S 1.17) Develop staffing plans to ensure that new district special education teachers are HQT in appropriate areas. All hired special education teachers will have Highly Qualified status.

Description:

Regular and special education teachers will be highly qualified.

S 1.18) Prevention/intervention

Description:

Provide tutoring and other focused supplemental supports for children most at risk in reading and mathematics.

S 1.19) Professional Development

Description:

Based on student assessments the district is implementing ongoing professional development in the areas of RTI, differentiated instruction, data analysis, strengthening literacy and math instruction and support for the state initiatives of DLT (District Leadership Team). The goal is to provide high quality PD activities for teachers, administrators and other instructional staff and to impact student achievement in all subjects. Funds budgeted for IA and IIA PD salaries will pay for substitutes when teachers attend various PD activities.

S 1.20) School Improvement

Description:

The District Leadership Team will continue their work to analyze data to monitor the district improvement plan for 2010-2011.

S 1.21) RTI Training

Description:

All teachers and administrators will be trained in RTI (Response to Intervention) to provide a tiered system of support for all students.

G 2) Math

Description:

By 2012, all students district wide will increase the cumulative mathematics achievement on the OAT and OGT by at least 7% each year and reduce the achievement gap by 10% each year for economically disadvantaged, minority students and students with disabilities.

Performance Measure:

7% achievement increase, 10% reduction achievement gap

Fiscal Resources

Grant	Notes	2010	2011
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$565,347
School Improvement Competitive 1003 (g) Total:		**$00**	**$565,347**
Grand Total:		**$00**	**$565,347**

S 2.1) Writing in response to math problem solving

Description:

Writing in response to math problem solving using higher order 2-4 point constructive response questions.

AS 2.1.1) Use 2 & 4 point questions as response to content on a weekly basis.

Description:

All core teachers (including general, special education) 6-12, will consistently use 2 and 4 point questions as a response to content and as a part of instructional practice on a weekly basis. 1) DLT subcommittee will develop a discussion protocol for building level use. 2) Each elementary building will determine facilitators (one primary and one intermediate) for CRQ facilitator training. 3) District will train teacher facilitators on categories of constructed response use (modeling, analysis, terminology, organization, student practice) and discussion protocol. 4) Teacher facilitators will conduct district level grade span specific (6-12) HQPD on categories of constructed response use to all teachers (including general, special education and exploratory/elective). 5) Facilitation at every other months meetings with teachers to discuss student achievement on CRQ's. 6) K-5 documentation of completion of scored CRQ's each week. 7) Principals will conduct monthly small group meetings with staff to show evidence of CRQ use and student work.

Grant

Consolidated

Delinquent, Title I-D

Improving Teacher Quality, Title II-A

Special Education, Part B-IDEA

The American Recovery and Reinvestment Act (ARRA)

ARRA Delinquent, Title I

ARRA Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 2.2) Implement district adopted math curriculum

Description:

Teachers will implement the district adopted math curriculum and provide appropriate interventions based on student needs.

AS 2.2.1) K-5 teachers will use Everyday Math

Description:

(K-5) Teachers will use the Everyday Math program. 1) District wide HQPD will be provided for all new K-5 math teachers (including General, Special Education, & Title I). 2) With the use of district math pacing guides, teacher lesson plans will reflect the use of Everyday Math for instruction. 3) Quarterly assessments based on Everyday Math Program will be administered at the end of each quarter and submit results to elementary curriculum supervisor. 5) Quarterly math assessment data will be analyzed to identify students instructional needs.

Grant

Consolidated

Title I

Improving Teacher Quality, Title II-A

Special Education, Part B-IDEA

The American Recovery and Reinvestment Act (ARRA)

ARRA Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.2) 6-12 teachers will provide appropriate interventions based on need

Description:

All 6-12 math teachers (including General & special Education) will provide appropriate interventions based on student needs. 1) Teachers and Curriculum Specialists will analyze and respond to existing common assessment tests and common assessment data. 2) Common assessments will be used to identify instructional needs and to inform instruction. 3) HQPD will be provided on targeted instructional strategies. Intervention strategies will be a component of the HQPD.

Grant

Consolidated

Special Education, Part B-IDEA

The American Recovery and Reinvestment Act (ARRA)

ARRA Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.1) K-5 teachers will use Everyday Math (Cox Elementary School)

Description:

K-5 teachers will use the Everyday Math program. 1) District wide HQPD will be provided for all new K-5 math teachers (including general, sp. ed., and Title I). 2) Ongoing district wide HQPD will be provided for all K-5 math teachers (including general, special education, and Title I). 3) With the use of district math pacing guides, teacher lesson plans will reflect the use of Everyday Math for instruction. 3A) Math teachers will submit a copy of the lesson plans reflecting the use of Everyday Math to the building math representative for principals review no later the Monday morning. 4) Quarterly assessments based on Everyday Math Program will be administered at the end of each quarter and submit results to elementary curriculum supervisor. 4A) Math teachers will submit quarterly assessment forms to the building math representative within one week of the end of quarters one, two, three and on week prior to end of quarter four. 4B) Building math representative will meet with principal to discuss and submit quarterly assessment forms. 5) Quarterly math assessment data will be analyzed to identify students instructional needs. 5A) Math teachers will document student performance on each indicator. 5B) Math teachers will reteach identified indicators with less than 75% mastery using targeted small group instruction.

AS 2.2.2) Hire Math Coach (Cox Elementary School)

Description:

A Math Coach will be hired to provide high quality professional development to ensure a complete understanding of the Ohio Academic Content Standards in Math as well as oversee that the implementation of the Everyday Mathematics Program is presented with fidelity. The Coach will do model teaching and assist with data collection and interpretation.

AS 2.2.3) Computer based instruction (Cox Elementary School)

Description:

The Technology Teacher will assist teachers with integrating computer based instruction in math. Computer based programs will be selected by staff based on building assessment data.

AS 2.2.4) Family Focus Nights for Parent Training and home/school connections (Cox Elementary School)

Description:

Provide family support through evening workshops to assist parents with helping their children at home. We will provide strategies, materials and web based connections to encourage parents to reinforce student learning at home. Family focus nights will place emphasis on specific skills and content and will be held quarterly. Family training will help parents learn instructional strategies to implement at home and will be held monthly.

AS 2.2.5) Extended school day/hire paraprofessionals/hire licensed staff (Cox Elementary School)

Description:

After school tutoring for at risk students in grades 1-5 will be provided for one hour sessions twice each week. Highly qualified licensed staff and paraprofessionals will provide instruction. (Please note:

In subsequent years a summer start up program will be provided for at risk students in grades 1-3).

AS 2.2.1) K-5 teachers will use Everyday Math (McKinley Elementary School)

Description:

1) District wide HQPD will be provided for all new K-5 math teachers (including general, sp. ed., and Title I). 2) Ongoing district wide HQPD will be provided for all K-5 math teachers (including general, special education, and Title I). 3) With the use of district math pacing guides, teacher lesson plans will reflect the use of Everyday Math for instruction. 4) Quarterly assessments based on Everyday Math Program will be administered at the end of each quarter and submit results to elementary curriculum supervisor. 5) Quarterly math assessment data will be analyzed to identify students instructional needs. 5A) Color coded sheets to be created and distributed for tracking and recording interventions to address weaknesses.

AS 2.2.2) Partnership with Impact Professional Development/Hire Math Coach (McKinley Elementary School)

Description:

A partnership will be formed with Impact Professional Development (Kent State and Ohio State initiative). Based on building data, teachers will be trained on research based instructional strategies in math, specifically number sense the first year and geometry the second year. Teachers will receive a stipend for participating in the Impact Professional Development. A Math Coach will be hired to give support to classroom teachers and to provide/coordinate professional development. The Math Coach will also monitor the use of the First in Math software program, the Everyday Math Program, as well as plan and direct Family Math nights.

AS 2.2.3) First in Math software program (McKinley Elementary School)

Description:

Technology will be integrated into the Everyday Mathematics program through the use of First in Math software. First in Math motivates students to improve their math skills and provides non tangible online rewards.

AS 2.2.4) Family Math Night (McKinley Elementary School)

Description:

Family Math Nights will be held once each semester. Students will bring their parents to introduce them to The First in Math Program so that they will understand how it can be accessed for home use.

AS 2.2.1) K-5 teachers will use Everyday Math (Shawnee Elementary School)

Description:

K-5 Teachers will use the Everyday Math program. 1) District wide HQPD will be provided for all new K-5 math teachers (including general, sp. ed., and Title I). 2) Ongoing district wide HQPD will be provided for all K-5 math teachers (including general, special education, and Title I as needed). 3) With the use of district math pacing guides, teacher lesson plans will reflect the use of Everyday Math for instruction. 4) Quarterly assessments based on Everyday Math Program will be administered at the end of each quarter and submit results to elementary curriculum supervisor. 5) Quarterly math assessment data will be analyzed to identify students instructional needs.

AS 2.2.2) Kindergarten Preparation Program (Hire highly qualified teacher/paraprofessional) (Shawnee Elementary School)

Description:

A three week Kindergarten Preparation Program will be provided during the summer for incoming students identified as having developmental delays based on kindergarten screening results.

AS 2.2.3) Hire Math Coach (Shawnee Elementary School)

Description:

A Math Coach will be hired to provide high quality professional to ensure a complete understanding of the Ohio Academic Content Standards in Math, as well as oversee that the implementation of the Everyday Math Program is taught with fidelity. The coach will do model teaching and assist with data collection and interpretation. In addition, during the second half of the day the Math Coach will provide Tier II and Tier III intervention for identified at risk students.

AS 2.2.4) First in Math (Shawnee Elementary School)

Description:

Technology will be integrated into the Everyday Mathematics Program through the use of First in Math software. First in Math motivates students to improve their skills and provides non tangible rewards. Students can access the program at home to continue practicing math skills.

AS 2.2.5) After school intervention program/Hire teachers and paraprofessionals (Shawnee Elementary School)

Description:

An after school intervention program will be provided for at risk students. At risk students will be identified based on data from OAA and common assessments. Highly qualified licensed staff and paraprofessionals will be hired to provide instruction. Teachers will receive training on intervention strategies to meet students' needs. The computer based First in Math Program will be a part of the after school intervention program. Transportation will be provided to take students home after tutoring. Technology will be integrated into the after school intervention program through the use of computer based instructional programs for math

S 2.3) Non-public math intervention

Description:

Non public teacher will provide supplemental math instruction for identified students using appropriate intervention methods and materials.

S 2.4) Group Home math intervention

Description:

Provide after school tutoring offering a variety of learning modalities to meet individual learning needs.

G 3) School Culture

Description:

By 2012, the district will adopt a culture that demonstrates open communication, effective collaboration and ongoing reflective practice to create a more positive learning environment.

Performance Measure:

100%

Fiscal Resources

Grant	Notes	2010	2011
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$30,000
School Improvement Competitive 1003 (g) Total:		**$00**	**$30,000**
Grand Total:		**$00**	**$30,000**

S 3.1) Establish collaborative structures

Description:

Establish collaborative structures across the district to create a more positive learning environment.

AS 3.1.1) Pre and post surveys

Description:

District will administer a pre and post survey to all staff. DLT will discuss survey results and building plans. 1) 100% of staff will take electronic pre surveys in May of 2010. 2) BLT will interpret results to identify one area of concern and develop one action step for the area of concern. 3) 100% of staff will take electronic post surveys.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.1) Pre and post surveys (Cox Elementary School)

Description:

District will administer a pre and post survey to all staff. DLT will discuss survey results and building plans. 1) 100% of staff will take electronic pre surveys in May of 2010. 2) BLT will interpret results to identify one area of concern and develop one action step for the area of concern. 3) 100% of staff will take electronic post surveys.

AS 3.1.2) Decrease teacher frustration (Cox Elementary School)

Description:

Cox school will decrease teacher frustration in structured and non structured building environments. 1)100% of teachers will complete a teacher questionnaire to identify areas of frustration. 2) BLT will analyze teacher responses to questionnaire and identify targeted areas to provide additional teacher support. 3) 100% of teachers will participate in a book study and team building activities targeting ways to cope with professional frustration.

AS 3.1.1) Pre and post surveys (McKinley Elementary School)

Description:

District will administer a pre and post survey to all staff. DLT will discuss survey results and building plans. 1) 100% of staff will take electronic pre surveys in May of 2010. 2) BLT will interpret results to identify one area of concern and develop one action step for the area of concern. 3) 100% of staff will take electronic post surveys.

S 3.2) Parent involvement

Description:

Provide workshops, materials and other training opportunities using a variety of delivery systems to support parents in helping their children learn reading and math.

AS 3.2.1) Parent involvement (Cox Elementary School)

Description:

A minimum of 1% of the Title I allocation will be set aside for the purpose of providing parent involvement at targeted and schoolwide buildings. Workshops and materials will be provided to support parents in helping their children learn reading and mathematics. Title I buildings provide parent compacts for all students outlining the responsibilities of the teaching staff, the students and parents as partners in the educational process. There will be a parent policy which will be shared with parents and reviewed annually.

AS 3.2.3) Family Focus Nights for Parent Training and home/school connections (Cox Elementary School)

Description:

Provide family support through evening workshops to assist parents with helping their children at home. We will provide strategies, materials and web based connections to encourage parents to reinforce student learning at home. Family focus nights will place emphasis on specific skills and content and will be held quarterly. Family training will help parents learn instructional strategies to implement at home and will be held monthly.

S 3.3) Create positive learning environment

Description:

Establish collaborative structure across the district to create a more positive learning environment.

AS 3.3.2) District staff survey

Description:

District will administer a pre and post survey to all Staff. DLT will discuss survey results and building plans. 100% of staff will take electronic surveys. BLT's will interpret results to identify one area of concern and develop action steps for area of concern. 100% of staff will take electronic surveys,

Grant

Consolidated

Title I

The American Recovery and Reinvestment Act (ARRA)

ARRA Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 3.4) Program monitoring (Title I)

Description:

The Title I coordinator will provide guidance for staff members focused on procedures required for program compliance.

S 3.5) Homeless education

Description:

Provide after school and/or in school tutoring for homeless children. Emphasis will be given to improving reading and math skills with intervention strategies geared to individual student needs. The tutor will work cooperatively with school staff to ensure that students remain in school. Tutor will remove barriers to education of student who find themselves in a homeless situation. Such barriers may include: lack of supplies, transportation to/from school, parental support for student intervention, enrollment of students in school, and other encumbrances which would interfere with expedient enrollment.

S 3.6) Title ID

Description:

To provide educational opportunities for delinquent students to meet state proficiency standards. Hiring of tutoring staff to address student learning challenges in all curricular areas. Learning resources will be purchased to strengthen student achievement. Gov/administrative cost is added to Title ID to help cover the cost of program monitoring to ensure compliance.

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.

The district is fortunate to have considerable other resources to coordinate with and support the intervention work of this grant. Although this grant will represent a significant "ramping up" of intervention targeted to identified student groups, it will build on and utilize many of the programs and efforts individual buildings and the district have used to achieve continual academic progress over the past twelve years. For example, the Title I program and the schoolwide programs for individual buildings (and to a lesser extent resources from Title II-A and McKinney-Vento) have supported earlier successful intervention efforts such as Reading Recovery and Response to Intervention. The initiatives in this grant have been designed so that they will scaffold upon these strategies and interventions, providing students with more opportunities for successful learning and staff with even greater skill sets. Grant strategies will also utilize existing special education staff and resources and then will expand the knowledge and expertise of these intervention specialists through ongoing high-quality professional development as well as provide them with a broader array of tools to meet student needs. The district is currently in the middle of a two-year program to move elementary reading instruction to best practice standards of guided reading through coordinated professional development and support. This training and teacher support program will continue through the 2010-11 and beyond. Grant initiatives were able to utilize this new training as a jumping off point and will coordinate grant efforts to strengthen reading instruction and intervention with this ongoing district initiative. The staff in all three buildings have demonstrated some level of expertise in technology integration prior to the grant and the district has had some success in scaling up prior technology initiatives. The district employs a full-time technology integration specialist and technology support staff for elementary students and teachers. These staff

support resources will be coordinated with grant initiatives in technology to ensure these strategies are successfully implemented and integrated into instruction and intervention efforts. The district has been fortunate to have considerable support from volunteers, both from individual parents as well as from community groups such as the local Rotary and Kiwanis Clubs. The grant initiatives will be aligned with these efforts and will provide resources to expand and strengthen these volunteer programs.

Continuation

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

The district team has given great thought to the prospect of sustainability. Throughout planning, BLT's selected strategies and designed efforts that had a greater chance of success and replication without additional funds at the end of the grant period. Here are a few examples of this planning: - A primary focus of the application is high quality professional development, e.g., LLI, RTI, Impact Professional Growth (Math Coach) to build capacity that will stand beyond the grant period. For each of these initiatives, the research and track record of these HQPD activities indicates that changes in practice can be accomplished within the timeline of the grant (three years). If successful, the knowledge and instructional/intervention skill sets of building teachers will be significantly enhanced and the instructional practice and culture of the buildings will be transformed within this timeframe. After initial investment, this model will build the capacity of teachers to provide leadership and professional development for colleagues for years to come. - Even where new staff members are being added through this grant, considerations of sustainability were part of the BLT's analyses and discussions. For example, research on effective implementation of Response to Intervention indicates that this can be embedded into the culture within three years. According to the research, in initial stages, building staffs need additional support both to directly provide intervention for students and to train other teachers how to adapt their instruction and schedule to deliver this intervention. With successful implementation, after three years, other schools have found that the additional intervention staff is not needed and the program can be sustained with little or no additional cost to the school or district. - Also during the final year of the grant (2012-13) the district is looking at the prospect of consolidation in the elementary grades. The district is engaged in a comprehensive construction process that will replace the current seven elementary buildings with only five new elementary schools, slated to open either in fall, 2012 or fall, 2013. (At this writing the completion date was not yet finalized.) As part of the construction and consolidation process, the district is anticipating reaping some savings through the combining of staffs and students. This will provide district representatives a unique opportunity to utilize the savings from these consolidations to sustain resources from this grant that need to be continued. Sustaining needed staff and resources for intervention will be a top priority for the district. - Finally, the teams kept sustainability in mind in the selection of the technology component of this application. In addition to ensuring that all technology strategies are using research-based resources, plans were embedded for sustainability. Technology equipment purchased through this grant will be added to the current technology replacement cycle the district maintains. Also, whenever possible, software resources identified in this grant will be purchased and owned by the district (as opposed to annual subscriptions). Then the only ongoing district costs for these resources beyond the grant period will be the maintenance and upgrade expenses, costs that will be far more manageable.

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)

The timeline for implementation of this grant is a complicated one. Because the three identified buildings have different student needs-and hence different initiatives to address these needs-and are on two different calendars (traditional and year round) the schedule for implementation is quite involved. However we will try to provide an overview. July-August, 2010 The district office of School Improvement will open. The School Improvement Coordinator will meet with each BLT to support work to initiate grant activities. Partners will be contacted and confirmation of participation will be achieved and schedules for professional development will be finalized. (These partners have been contacted and are well aware of the grant initiatives. Upon notice of the reception of the grant, partner contacts will be informed so these groups can coordinate planning with district initiatives. For some initiatives, e.g., Reading Recovery and Leveled Literacy Intervention, initial professional development will be conducted based upon established schedules. New staff will be recruited or hired from existing staff (and those vacant positions and grant positions will be filled. For buildings on the traditional calendar (not year round) the summer extended learning program will be conducted. Although preliminary plans for this experience have already been developed, these plans will be fleshed out and staff will be recruited and hired. (The Year Round building-McKinley will start the school year a few weeks after the start of the grant period.) Make purchases of equipment and resources, e.g., mobile computer labs and student response systems and research-based software such as Skills Tutor, so that these resources are installed and ready for the start of school year (traditional) Design changes in daily schedules of both teachers and students to accommodate the plans of the grant Fall--Spring, 2010 Provide HQPD for staff as identified in the grant application-RTI, LLI, Math Coaching-on an ongoing basis. (These professional development experiences will be conducted based upon their research-based schedule, some ongoing, everyday, others on a monthly or quarterly basis.) Select and train high quality subs who can work with teams of teachers to provide quality instruction when teachers are pulled for PD. Provide support and training for teachers and students on new technology. Utilize technology resources to change delivery of instruction and provide more students with interactive experience Begin parent/volunteer programs as identified in individual buildings. Programs are conducted throughout the year on a regular, ongoing basis Implement more extensive Tier II intervention program/RTI training to provide targeted assistance to needy students Summer, 2011 Review student data (state assessment, universal screener and common assessment results) to determine effectiveness of interventions during 2010-11 Survey teachers, students, parents and partners to collect perceptual data to gauge impact of grant initiatives Review grant activities and make changes to professional development plans, assignment of staff and use of resources Design differentiated plans for support and PD for teachers based upon first year results and needs Revise grant plans for 2011-12 based upon results from analysis of data (both student assessment and perceptual) Review student/teacher schedule and determine any necessary changes for 2011-12 Coordinate summer extended learning programs for students (first time for McKinley and continuing for other schools 2011-12 and 2012-13 The schedule for successive the two successive years of the grant will be conducted in similar fashion as year one-with recognition that experience from each year will inform decisions in successive years.

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?

This application was able to build upon the excellent work completed by district staff and SST's through the Ohio Improvement Process over the past two years. Through the OIP, the District Leadership Team has constructed the Xenia Improvement Plan (XIP) focused on two primary goals, one in reading and a second in math. These goals are: -By 2012, student performance on the Reading OGT, OAT, Universal Screeners and Common Assessments will increase 6% each year at each grade level with a focus on economically disadvantaged, minority and students with disabilities. -By 2012, all students

district wide will increase the cumulative mathematic achievement on the OAT and AGT by at least 7% each year and reduce the achievement gap by 10% each year for economically disadvantaged, minority students and students with disabilities. Because these XIP goals have been developed as "SMART" goals with clear monitoring and evaluation expectations, district teams and BLT's for this grant application decided to utilize the same two goals as objectives for this grant. For the SIG, the district will however have an increased focus on student subgroups. It seemed more appropriate and efficient to identify specific strategies and building action steps rather than inventing new goals. For example, even though an action step is targeted for intervention serving identified student subgroups, the goal is still to strengthen student achievement in reading and/or math. This grant has allowed schools to focus on the section of goals dealing with subgroups-minority, economically disadvantaged, and SWD-and then measure the progress of these groups more carefully. The specifics of these monitoring measures will be integrated into the specifics of the CCIP and will include both student performance indicators and adult implementation indicators. Because this grant application covers such a wide range of initiatives, (from changing instructional practice through such avenues as Literacy Collaborative or the math coaching initiative, to strengthening the systems and delivery of research-based interventions through RTI and LLI, to providing supported extended learning experiences, to the integration of technology through such researched-based resources as My Skills Tutor and Earobics) the monitoring process can not be simplistic. Rather, evaluation expectations need to be clearly articulated and tied to individual strategies and action steps. Therefore, we have tied the monitoring of each initiative to the IMM within the CCIP with specific monitoring expectations. For student performance indicators, we will use data such as results from state tests from the OAA's and KRA-L as well data from district assessments including common assessments and universal screeners. For the adult implementation indicators, the monitoring process is more complex. One advantage of working with partners like Wright State and Ohio State is that, because these professional development initiatives have a significant body of research experience, they already have evaluation processes within the program. Training programs such as Literacy Collaborative and Impact Professional Development (math coaching) already have an evaluation protocol in place; we plan to utilize these evaluation systems as our monitoring process. In addition, for adult indicators we will use measures of changes in teacher behavior in areas such as classroom practice, effective use of intervention and effective integration of technology as documented through observation and walkthroughs as well as pre- and post-surveys of teachers themselves. For each strategy or building action step in the grant, the IMM will have a corresponding student performance indicator (when appropriate) and an adult implementation indicator.

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.

In preparing this application, building teams carefully reviewed and analyzed multiple years of student data such as state assessment data, data on student disabilities and district student data. From these analyses, BLT's identified critical needs for improvement and targeted student groups, which varied from building to building. Although the student population as a whole has performed satisfactorily on most measures and all schools, each building had one or two subgroups whose performance was significantly lower than the larger group and did not make AYP. The teams studied various alternative strategies, resources and models and then selected these intervention models because they have demonstrated evidence of their success, especially with specific student populations. For example, expanding Reading Recovery service has been shown to decrease early student failure and referral to special education. Literacy Collaborative was selected because it has a body of research of effectiveness in raising student reading performance, especially for students in at-risk populations. In choosing to use grant resources to expand and implement (depending on the building) the Response to Intervention model, BLT's recognized that the model has a successful track record of being able to provide a wider range of interventions sooner for students in need, and therefore reduce the number of students referred to special education. The same can be said about Impact Professional Development (The Ohio State/Kent State math coaching model); there a considerable body of research that this model, implemented with fidelity, will improve student achievement in math. Each of these models have documented evaluation protocols; for example, Reading Recovery research indicates that 75-80% of the students who complete the program will demonstrate sufficient reading achievement to be in the "middle of the class" and need little or no further intervention. Also, less than 1% of the students who complete the program should need to be referred to special education. The progress and achievement of students in these schools, especially those in target populations, will be assessed against these expectations. Each of the technology resources has similar research, documenting its effectiveness in raising student achievement and was selected because of the strength of this evidence. In the use of My Skills Tutor for example, Xenia schools will be able to assess the effectiveness and fidelity of this implementation by comparing the actual progress of Xenia students with the documented research. The two SMART goals of the CCIP (and this grant) have specific measures for expected increases in reading (6%) and math achievement (7%), both for the whole student population and for identified subgroups--closing the gap (10%). Though the school teams will use numerous measures to document success-e.g., changes in teacher behavior, greater engagement of students, broader involvement of parents, more effective integration of technology in instruction--the specific goals of the XIP/CCIP will also be used to assess the effectiveness of district initiatives in raising student achievement.

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.

Staff expenses (100 and 200): - Program Support o A district School Improvement Coordinator to support, monitor and coordinate all aspects of the grant (.5) - Professional Development/Support o Technology integration (3.0 FTE's), math coaching (3.0 FTE's), literacy coaching (.5 FTE), RTI/LLI/Differentiation coaching (3.0 FTE's) Each of these additional staff members play a critical role in altering the instruction/intervention processes in the school improvement - Direct Instruction o Reading Recovery teachers (2.0 FTE's) o Long term HQPD substitute for support of classroom instruction during PD (2.0 FTE) o Extended learning /Paraprofessional support for summer and after school programs (.2 FTE) o Extended learning /instruction (teachers and tutors) during the summer and after school (Stipends based on negotiated agreement--$25.00/hour plus benefits-approximately $55,000) These teachers/paraprofessionals will deliver direct instruction either during the school day or during extended learning times. Purchased services (400) - Professional development services for teachers in various areas of the grant (LLI/RTI/Differentiation, technology, Reading Recovery, Literacy Collaborative, Impact Professional Development/math, Marzano Research) Each of these changes in practice requires some additional training of staff (both off site and onsite) to support these changes, e.g., LC Coordinator training, RR coursework/training, outside consultants for Marzano and Differentiation). Resources (500) - Reading books, family games and incentives for parents and students, supplies and materials for the new programs, (e.g., LLI and Accelerated Math) additional math materials and leveled books and miscellaneous supplies such as headphones and replacement bulbs and batteries - Software for the various aspects of the grant including MySkillTutot, Accelerated Reading and Math, EarobicsSOLO 6, eSuite, First in Math, Fluency Tutor, Red & Write/Gold-approximately $82,000 These materials are the necessary resources to provide students, parents and in a few cases, teachers with the learning materials and software needed for each program or initiative. Equipment (600) - Four mobile laptop labs for each building, additional document cameras and projectors, student response systems, scanners and some furniture (book shelves)

2,627,691.00 FY11 proposed LEA budget

1,713,865.00 FY12 proposed LEA budget

1,713,865.00 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.

This grant will enable these three schools to make dramatic changes in instructional practice, knowledge, background and culture. Overall the grant will allow the schools to build on the success and initiatives the district and buildings have begun and will, through the use of additional funds, will provide the additional time and resources not currently possible. These schools are blessed with strong teachers with a firm commitment to address students' needs. For this reason the primary focus of the grant is to provide high quality professional development to expand these teachers' knowledge and skills, especially in working with at risk populations. During 2009-10 and 2010-11, the district is conducting HQPD to help all elementary teachers to raise their instruction closer to best practice in guided reading. The schools in this grant will build on this new knowledge by implementing a Literacy Collaborative program in grades K-5. Although the district has made considerable strides in math over the past decade, the math achievement of two of these schools lags behind and they will ramp up their PD and, hence, skill sets of their teachers through the math coaching program. The great challenge for all three schools is to change schedules, delivery of instruction and instruction/intervention options to meet the varied needs of their increasingly diverse student populations. To address these needs the schools have included in the application a major segment for improving the Response to Intervention programs in the buildings. This will be accomplished through both additional expert intervention support for students and ongoing PD for teachers. Tangential to this initiative will be the resources and PD needed to implement Leveled Literacy Instruction and greater differentiation in instruction. The final PD component is in technology. One key to providing students with a wider range of alternatives for learning is having available high quality technology resources and having teachers who are skilled and comfortable in using them. The district has been limited in both these areas and the grant will address these needs. The grant will add technology integration support staff to train teachers in making this jump and who will also model these changes with the students. This grant will also provide targeted, increased direct intervention to the most needy students. It would add staff in both Reading Recovery and RTI specialist positions. These students will provide critical, early intervention efforts for those students most in need of support. Additionally, all three schools have designed programs to provide extended learning opportunities for all students but especially for those in greatest need. Based upon the needs of their students, these programs will be offered both as a "boost" before the school year as well ongoing tutoring after school throughout the school year. Also, schools have developed strategies for increasing parent knowledge and involvement in both reading and math. As part of these initiatives, the schools will also be providing parents with additional resources to enable them to better support their children's learning. These changes in instruction and intervention, though, are only made possible through the securing of additional equipment, resources and materials. A key of component, for example, of the parent involvement initiatives is to provide parents with books to read with their children and tech nights to explore programs with students. The BLT's have also researched and selected high quality instructional technology resources because they hold the greatest potential for generating changes in learning and at the same time being sustainable. But all of these changes, from greater intervention to more student engagement, are dependent upon more ready access to technology for both teachers and students.

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 Jeffery K. Lewis-Superintendent-Xenia Community Schools-4-29-10

SI Building Overview

Xenia Community City (045153) - Greene County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g)

There are **3** 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
007542	Cox	Tier III	SI 1 D	309	1,036,504.30	759,554.00	759,554.00	☑	☐	SI Strategies

The impact of the grant will be evident in various ways. The comprehensive PD program will result in an altered school culture and modifications in daily schedules and instruction to more effectively accommodate the needs of all students and better utilize teachers' time and talents. The building will develop a working RTI system with effective Tier I and Tier II interventions as a result of both the additional support and the targeted HQPD. This (and the additional RR teacher) will result in addressing the needs of more students earlier, which will, in turn, will reduce the number of students referred to special education. As a result of the math coach program, there will be a considerable movement toward best practice as evident through observations and walkthroughs. This will parallel increases in math achievement especially by the most at-risk students. The support and resources in technology will result in dramatic shifts toward the integration of technology in instruction, resulting in greater engagement by students and greater differentiation by teachers. The infusion of technology will provide new and additional avenues for students to learn in both instruction and intervention contexts. These changes will also be evident through observations and walkthroughs. The extended learning time will result in significant improvement in student attendance, performance and satisfaction with school as well as greater support from students' parents. The parent education and engagement components will produce greater understanding by parents of students' academic needs, greater confidence with providing support for their children and increased satisfaction with school, as evidenced through parent surveys. Impact-McKinley The impact of the grant will be evident in various ways. The building will design and use differentiation as an integral part of the instructional program with the additional support and the HQPD. This will result in addressing the needs of more students earlier, which will, in turn, will reduce the number of students referred to special education. As a result of the math coach program, there will be a considerable movement toward best practice as evident through observations and walkthroughs. This will parallel increases in math achievement especially by the most at-risk students. The expansion of resources and training in reading will result in greater interest in and performance in reading as well as increased interest from both students and parents. The support and resources in technology will result in dramatic shifts in the integration of technology in instruction, resulting in greater engagement by students and greater differentiation by teachers. The infusion of technology will provide new and additional avenues for students to learn in both instruction and intervention contexts. These changes will also be evident through observations and walkthroughs. The extended learning time will result in significant improvement in student attendance, performance and satisfaction with school as well as greater support from students' parents. The parent education and engagement components will produce greater understanding by parents of students' academic needs, greater confidence with providing support for their children and increased satisfaction with school, as evidenced through parent surveys.

023671	McKinley	Tier III	SI 4	437	728,032.00	490,781.00	490,781.00	☐	☐	SI Strategies

The impact of the grant will be evident in various ways. The building will design and use differentiation as an integral part of the instructional program with the additional support and the HQPD. This will result in addressing the needs of more students earlier, which will, in turn, will reduce the number of students referred to special education. As a result of the math coach program, there will be a considerable movement toward best practice as evident through observations and walkthroughs. This will parallel increases in math achievement especially by the most at-risk students. The expansion of resources and training in reading will result in greater interest in and performance in reading as well as increased interest from both students and parents. The support and resources in technology will result in dramatic shifts in the integration of technology in instruction, resulting in greater engagement by students and greater differentiation by teachers. The infusion of technology will provide new and additional avenues for students to learn in both instruction and intervention contexts. These changes will also be evident through observations and walkthroughs. The extended learning time will result in significant improvement in student attendance, performance and satisfaction with school as well as greater support from students' parents. The parent education and engagement components will

034249	Shawnee	Tier III	SI 1 D	270	616,853.00	463,530.00	463,530.00	☑	☐	SI Strategies

The impact of the grant will be evident in various ways. The comprehensive PD program will result in an altered school culture and modifications in daily schedules and instruction to more effectively accommodate the needs of all students and better utilize teachers' time and talent. The building will develop a working RTI system with effective Tier I and Tier II interventions as a result of both the additional support and the HQPD. This (and the additional RR teacher) will result in addressing the needs of students earlier, which will, in turn, will reduce the number of students referred to special education. The LC program will enable teachers to raise their instruction much closer to best practice and will improve student reading performance as evident on both district and state indicators. These changes will be documented as part of the LC program monitoring. As a result of the math coach program, there will be a considerable movement toward best practice as evident through observations and walkthroughs. This will parallel increases in math achievement especially by the most at-risk students. The support and resources in technology will result in dramatic shifts in the integration of technology in instruction, resulting in greater engagement by students and greater differentiation by teachers. The infusion of technology will provide new and additional avenues for students to learn in both instruction and intervention contexts. These changes will also be evident through observations and walkthroughs. The extended learning time will result in significant improvement in student attendance, performance and satisfaction with school as well as greater support from students' parents. The Kindergarten Preparation program will result in a greater number of K students having success in school early and fewer of these students being referred for additional intervention. The parent education and engagement components will produce greater understanding by parents of students' academic needs, greater confidence with providing support for their children and increased satisfaction with school, as evidenced through parent surveys.

Plan Relationships

Xenia Community City (045153) - Greene County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (101)

Go To

Related Goals

G 1) Reading

Description:

By 2012, student performance on the Reading OAA, OAT, Universal Screeners and Common Assessments will increase 6% each year at each grade level with a focus on economically disadvantaged, minority and students with disabilities.

Performance Measure:

6% annual increase

Fiscal Resources

Grant	Notes	2010	2011
Consolidated			
Title I		$00	$700,000
Delinquent, Title I-D		$00	$44,884
Improving Teacher Quality, Title II-A		$00	$171,442
Technology, Title II-D (Formula)		$00	$2,311
Special Education, Part B-IDEA		$00	$783,772
Early Childhood Spec Education, IDEA		$00	$15,381
Consolidated Total:		**$00**	**$1,717,790**
Early Childhood Education (Entitlement)			
Early Childhood Education		$00	$90,000
Early Childhood Education (Entitlement) Total:		**$00**	**$90,000**
The American Recovery and Reinvestment Act (ARRA)			
ARRA Title I		$580,000	$276,121
ARRA Delinquent, Title I		$00	$15,156
ARRA Special Education, Part B-IDEA		$00	$525,209
ARRA Early Childhood Spec Education, IDEA		$00	$15,000
The American Recovery and Reinvestment Act (ARRA) Total:		**$580,000**	**$831,486**
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$00	$1,786,041
School Improvement Competitive 1003 (g) Total:		**$00**	**$1,786,041**
Grand Total:		**$580,000**	**$4,425,317**

S 1.1) Implement district approved literacy practices

Description:

Implement or expand district approved comprehensive literacy programs and practices across all grade levels.

S 1.2) Higher order constructed response questions

Description:

Writing in response to reading using higher order 2-4 point constructed response questions.

S 1.3) Use common assessments/universal screeners

Description:

Use results from common assessments and universal screeners to improve instructional practice through the use of response to intervention to increase student achievement.

S 1.4) 100% of teachers teaching core academic subjects meet HQT as well as teachers teaching in programs supported by Title I funds.

Description:

The district mandates all staff members at least 7 hours of focused PD outside the regular school day. Based on student assessments the district is implementing ongoing PD in the areas of improving reading and math and learning differences within sub groups. The district provides waiver days to offer focused instructional help. Also, subs are hired on as needed basis in order or teachers to work together. Job embedded staff development will be provided for teachers through various departmental training sessions offered at the district and building level.

S 1.5) Highly qualified teacher status is documented

Description:

Teachers use the recommended ODE HQT forms to document their HQT status according to core academic subjects as well as teachers teaching in title I schools. The district implements employment procedures that require HQT documentation. the HR director is responsible for insuring that all teachers have documented HQT status. We use appropriate tools including TDF files.

S 1.6) Address district improvement (adequate yearly progress) issues

Description:

Alignment of curriculum with content standards across grade levels and between grade levels. Implementation of a data driven strategic planning process to ensure student achievement.

S 1.7) Fiscal and human resources are targeted in the schools with the lowest proportion of highly qualified teachers

Description:

The district will use local state and federal funds to address quality PD opportunities based on student data. Annually principals will be aware of HQT status information in order to properly assign teachers to grade level positions. We have reviewed our data and show 100% HQT teachers. We are satisfied with the equity distribution.

S 1.8) Assist non HQT to become highly qualified

Description:

The district will continue to correct coding errors in EMIS dealing with teacher certification and course information. We will continue working with area universities to recruit teachers who meet the definition of highly qualified teacher.

S 1.9) Address how the district will demonstrate the annual measurable objective in meeting HQT requirements

Description:

Key stakeholders in our district will continue work with area universities to provide ongoing support. We will use the ODE HQT forms and status sheets, Title I principal and district attestation forms to document and update HQT status of all teachers of core academic subjects, including new teachers and teachers in programs supported with Title I funds both public and nonpublic.

S 1.10) Systems of intervention: Special Education, Title I, Early Childhood Education

Description:

Align systems of intervention and special education with scientifically based research curriculum, instruction and assessment and with the state's academic contend standards. Hiring of special education educators, aides, and administrative support for addressing students special learning needs. Instructional supplies and purchased services for instructional support will be provided. Special transportation will be provided for students who need to practice academic skills in real life context including maintenance of vans to transport small groups. Non public will purchase special ed services to address student needs. HQT teacher professional will be provided. ECSE support salaries/benefits will be used to support psychologist services during the school year as well as for summer assessment of preschool students.

S 1.11) Technology that is focused on teaching and learning

Description:

Use technology to impact the quality, content and structure of teaching and learning in our schools. Continue to integrate technology into the total curriculum utilizing ODE technology standards and indicators. Provide technical support to enable teachers and students to effectively use hardware and software. Nonpublic staff will be informed (via district wide email) of technology training sessions and invited to participate in district sponsored staff development sessions.

S 1.12) Class size reduction

Description:

The K-4 district wide average is 1-25 therefore the district is using IIA monies to reduce grade one from 25 to 19.

S 1.13) Summer school activities

Description:

Incorporate, as appropriate, activities during the summer to address learning needs of struggling students in core content areas. Purchase services will be provided for summer activities as well as hiring licensed teachers to conduct summer sessions,

S 1.14) Understand student needs

Description:

Provide ongoing professional development for school staff members to understand the needs of students who are residing in a shelter or who are doubled up with family or friends.

S 1.15) Professional Development-Improve student performance

Description:

Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance. Purchase services will support both public and non-public professional development for district administrators and teachers in all student achievement areas.

S 1.16) Enrichment Education

Description:

Improve and enrich student achievement by providing opportunities and motivation for all students in reading.

S 1.17) Develop staffing plans to ensure that new district special education teachers are HQT in appropriate areas. All hired special education teachers will have Highly Qualified status.

Description:

Regular and special education teachers will be highly qualified.

S 1.18) Prevention/intervention

Description:

Provide tutoring and other focused supplemental supports for children most at risk in reading and mathematics.

S 1.19) Professional Development

Description:

Based on student assessments the district is implementing ongoing professional development in the areas of RTI, differentiated instruction, data analysis, strengthening literacy and math instruction and support for the state initiatives of DLT (District Leadership Team). The goal is to provide high quality PD activities for teachers, administrators and other instructional staff and to impact student achievement in all subjects. Funds budgeted for IA and IIA PD salaries will pay for substitutes when teachers attend various PD activities.

S 1.20) School Improvement

Description:

The District Leadership Team will continue their work to analyze data to monitor the district improvement plan for 2010-2011.

S 1.21) RTI Training

Description:

All teachers and administrators will be trained in RTI (Response to Intervention) to provide a tiered system of support for all students.

G 2) Math

Description:

By 2012, all students district wide will increase the cumulative mathematics achievement on the OAT and OGT by at least 7% each year and reduce the achievement gap by 10% each year for economically disadvantaged, minority students and students with disabilities.

Performance Measure:

7% achievement increase, 10% reduction achievement gap

Fiscal Resources

Grant	Notes	2010	2011
Consolidated			
Title I		$00	$564,993
Delinquent, Title I-D		$00	$44,884
Improving Teacher Quality, Title II-A		$00	$141,442
Technology, Title II-D (Formula)		$00	$2,310
Special Education, Part B-IDEA		$00	$335,903
Early Childhood Spec Education, IDEA		$00	$10,381
Consolidated Total:		**$00**	**$1,099,913**
Early Childhood Education (Entitlement)			
Early Childhood Education		$00	$30,000
Early Childhood Education (Entitlement) Total:		**$00**	**$30,000**
The American Recovery and Reinvestment Act (ARRA)			
ARRA Title I		$20,300	$20,000
ARRA Delinquent, Title I		$00	$15,156

ARRA Special Education, Part B-IDEA	$00	$225,089
ARRA Early Childhood Spec Education, IDEA	$00	$9,697
The American Recovery and Reinvestment Act (ARRA) Total:	**$20,300**	**$269,942**
School Improvement Competitive 1003 (g)		
School Improvement Competitive 1003 (g)	$00	$565,347
School Improvement Competitive 1003 (g) Total:	**$00**	**$565,347**
Grand Total:	**$20,300**	**$1,965,202**

S 2.1) Writing in response to math problem solving

Description:

Writing in response to math problem solving using higher order 2-4 point constructive response questions.

S 2.2) Implement district adopted math curriculum

Description:

Teachers will implement the district adopted math curriculum and provide appropriate interventions based on student needs.

S 2.3) Non-public math intervention

Description:

Non public teacher will provide supplemental math instruction for identified students using appropriate intervention methods and materials.

S 2.4) Group Home math intervention

Description:

Provide after school tutoring offering a variety of learning modalities to meet individual learning needs.

G 3) School Culture

Description:

By 2012, the district will adopt a culture that demonstrates open communication, effective collaboration and ongoing reflective practice to create a more positive learning environment.

Performance Measure:

100%

Fiscal Resources

Grant	Notes	2010	2011
Consolidated			
Title I		$00	$80,500
Delinquent, Title I-D		$00	$89,768
Improving Teacher Quality, Title II-A		$5,000	$30,000
Early Childhood Spec Education, IDEA		$00	$5,000
Consolidated Total:		**$5,000**	**$205,268**
McKinney-Vento Homeless Assistance Program			

McKinney-Vento Homeless Assistance Program	$00	$37,800
McKinney-Vento Homeless Assistance Program Total:	**$00**	**$37,800**
The American Recovery and Reinvestment Act (ARRA)		
ARRA Delinquent, Title I	$00	$15,157
ARRA McKinney-Vento Homeless Assistance Program	$00	$21,128
The American Recovery and Reinvestment Act (ARRA) Total:	**$00**	**$36,285**
School Improvement Competitive 1003 (g)		
School Improvement Competitive 1003 (g)	$00	$30,000
School Improvement Competitive 1003 (g) Total:	**$00**	**$30,000**
Grand Total:	**$5,000**	**$309,353**

S 3.1) Establish collaborative structures

Description:

Establish collaborative structures across the district to create a more positive learning environment.

S 3.2) Parent involvement

Description:

Provide workshops, materials and other training opportunities using a variety of delivery systems to support parents in helping their children learn reading and math.

S 3.3) Create positive learning environment

Description:

Establish collaborative structure across the district to create a more positive learning environment.

S 3.4) Program monitoring (Title I)

Description:

The Title I coordinator will provide guidance for staff members focused on procedures required for program compliance.

S 3.5) Homeless education

Description:

Provide after school and/or in school tutoring for homeless children. Emphasis will be given to improving reading and math skills with intervention strategies geared to individual student needs. The tutor will work cooperatively with school staff to ensure that students remain in school. Tutor will remove barriers to education of student who find themselves in a homeless situation. Such barriers may include: lack of supplies, transportation to/from school, parental support for student intervention, enrollment of students in school, and other encumbrances which would interfere with expedient enrollment.

S 3.6) Title ID

Description:

To provide educational opportunities for delinquent students to meet state proficiency standards. Hiring of tutoring staff to address student learning challenges in all curricular areas. Learning resources will be purchased to strengthen student achievement. Gov/administrative cost is added to Title ID to help cover the cost of program monitoring to ensure compliance.

Related District/Agency Plan Action Steps

G 1) Reading

S 1.1) Implement district approved literacy practices

AS 1.1.1) Guided Reading

Description:

(K-5) Create & implement a district-wide guided reading program for all Language Arts teachers K-5 (including General, Special Education & Title I). 1) Define guided reading and create district wide teacher pre and post informational surveys and reflection surveys. 2) Plan a district wide guided reading training schedule. 3)Monthly district wide half day trainings for each grade level. 4) District wide initial training K-2 completed. Provide ongoing high quality professional development at the school site for administrators, teachers and other instructional staff to understand the needs and improve results for: racial and ethnic groups; limited English proficient students; students with disabilities; economically disadvantaged students.

Grant

Consolidated

Title I

Special Education, Part B-IDEA

The American Recovery and Reinvestment Act (ARRA)

ARRA Title I

ARRA Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.2) Building level support/follow-up

Description:

(K-5) Develop building embedded support and follow-up for all Language Arts teachers K-5 (including general, Special Education & Title I) in guided reading implementation. 1) Principals will discuss implementation at monthly principal meetings. 2) Elementary literacy coaches will share recommendations with DLT in order to make adjustments for the following year based on data.

Grant

Consolidated

Title I

Special Education, Part B-IDEA

The American Recovery and Reinvestment Act (ARRA)

ARRA Title I

ARRA Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.3) Training program of summarization strategies

Description:

(6-12) Create & implement a training program of summarization strategies for all Language Arts, Science & Social Studies teachers. 1) Design district wide training, common rubrics, and protocols for summarization strategies. 2) Conduct two day district wide training of facilitators in summarization strategies, protocols, and adult learning theory. 3) Conduct half day district wide teacher training on strategies and protocols of summarization strategies to all LA, SS, and Science teachers. 4) Staff completes reflection on implementation at department meetings. 5)Follow-up training with Science, Social Studies, and Language Arts teachers based on feedback from reflection surveys.

Grant

Consolidated

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.4) Building embedded support for summarization strategies

Description:

(6-12) Develop building embedded support and follow-up for summarization strategies. 1) Weekly implementation of summarization strategies. 2) Every other month department meetings to discuss progress on the implementation of summarization strategies. 3) Principals will discus implementation at monthly principal meetings. 4) 1/2 day Quarterly Facilitator meeting to determine plus/delta, implementation and mid course corrections and compile a written report based on results.

Grant

Consolidated

Special Education, Part B-IDEA

The American Recovery and Reinvestment Act (ARRA)

ARRA Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.2) Higher order constructed response questions

AS 1.2.1) All core teachers will use 2-4 point questions

Description:

All Core teachers (including General and Special Education) K-12, will consistently use 2 & 4 point questions as a response to content and as a part of instructional practice on a weekly basis. 1) DLT subcommittee will develop a discussion protocol for building level use. 2) K-5: Each elementary building will determine facilitator(s((1 primary and 1 intermediate) for CRQ facilitator training. 3) District will train teacher facilitators on categories of constructed response use (modeling, analysis, terminology, organization and student practice) and discussion protocol. 4) Facilitators will conduct district level grade span specific (K-2, 3-5, 6-12) high quality professional development on categories of constructed response instructional strategies to all teachers including general, special education and Title I. 5) Facilitators will conduct meetings every other month to discuss student achievement on CRQ's. 6) K-5: Document completion of the scored CRQ each week. 7) Principals will conduct monthly small group meetings with staff to show evidence of CRQ use and student work.

Grant

Consolidated

Title I

Improving Teacher Quality, Title II-A

Special Education, Part B-IDEA

The American Recovery and Reinvestment Act (ARRA)

ARRA Title I

ARRA Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.3) Use common assessments/universal screeners

AS 1.3.1) All teachers use universal screeners

Description:

Buildings will administer universal screeners and all Teachers (including General, Special Education, & Title I) will understand and analyze results. 1) Train all staff who will be administering the reading universal screener (by building). 2) Administer universal screener designated by DLT to all students (including, General, Special Education & Title I) K-9 a minimum of three times per year (Fall, Winter, Spring) to monitor student progress. 3) Conduct district wide training in each grade level of all elementary teachers (including General, Special Education & Title I) on analyzing universal screener results to focus on improved instructional practice and increased student achievement to occur before and after school for a minimum of one hour. 4) Lower student ratio in 9th grade language arts classes to address student needs.

Grant

Consolidated

Title I

Improving Teacher Quality, Title II-A

Special Education, Part B-IDEA

The American Recovery and Reinvestment Act (ARRA)

ARRA Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.2) Response to common data

Description:

Teachers and curriculum specialist will analyze and respond to existing common assessment tests and common assessment data. 1) Common assessments will be used to identify instructional needs and inform instruction.

Grant

Consolidated

Title I

Improving Teacher Quality, Title II-A

Special Education, Part B-IDEA

The American Recovery and Reinvestment Act (ARRA)

ARRA Title I

ARRA Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 2) Math

S 2.1) Writing in response to math problem solving

AS 2.1.1) Use 2 & 4 point questions as response to content on a weekly basis.

Description:

All core teachers (including general, special education) 6-12, will consistently use 2 and 4 point questions as a response to content and as a part of instructional practice on a weekly basis. 1) DLT subcommittee will develop a discussion protocol for building level use. 2) Each elementary building will determine facilitators (one primary and one intermediate) for CRQ facilitator training. 3) District will train teacher facilitators on categories of constructed response use (modeling, analysis, terminology, organization, student practice) and discussion protocol. 4) Teacher facilitators will conduct district level grade span specific (6-12) HQPD on categories of constructed response use to all teachers (including general, special education and exploratory/elective). 5) Facilitation at every other months meetings with teachers to discuss student achievement on CRQ's. 6) K-5 documentation of completion of scored CRQ's each week. 7) Principals will conduct monthly small group meetings with staff to show evidence of CRQ use and student work.

Grant

Consolidated

Delinquent, Title I-D

Improving Teacher Quality, Title II-A

Special Education, Part B-IDEA

The American Recovery and Reinvestment Act (ARRA)

ARRA Delinquent, Title I

ARRA Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 2.2) Implement district adopted math curriculum

AS 2.2.1) K-5 teachers will use Everyday Math

Description:

(K-5) Teachers will use the Everyday Math program. 1) District wide HQPD will be provided for all new K-5 math teachers (including General, Special Education, & Title I). 2) With the use of district math pacing guides, teacher lesson plans will reflect the use of Everyday Math for instruction. 3) Quarterly assessments based on Everyday Math Program will be administered at the end of each quarter and submit results to elementary curriculum supervisor. 5) Quarterly math assessment data will be analyzed to identify students instructional needs.

Grant

Consolidated

Title I

Improving Teacher Quality, Title II-A

Special Education, Part B-IDEA

The American Recovery and Reinvestment Act (ARRA)

ARRA Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.2) 6-12 teachers will provide appropriate interventions based on need

Description:

All 6-12 math teachers (including General & special Education) will provide appropriate interventions based on student needs. 1) Teachers and Curriculum Specialists will analyze and respond to existing common assessment tests and common assessment data. 2) Common assessments will be used to identify instructional needs and to inform instruction. 3) HQPD will be provided on targeted instructional strategies. Intervention strategies will be a component of the HQPD.

Grant

Consolidated

Special Education, Part B-IDEA

The American Recovery and Reinvestment Act (ARRA)

ARRA Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 3) School Culture

S 3.1) Establish collaborative structures

AS 3.1.1) Pre and post surveys

Description:

District will administer a pre and post survey to all staff. DLT will discuss survey results and building plans. 1) 100% of staff will take electronic pre surveys in May of 2010. 2) BLT will interpret results to identify one area of concern and develop one action step for the area of concern. 3) 100% of staff will take electronic post surveys.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 3.3) Create positive learning environment

AS 3.3.2) District staff survey

Description:

District will administer a pre and post survey to all Staff. DLT will discuss survey results and building plans. 100% of staff will take electronic surveys. BLT's will interpret results to identify one area of concern and develop action steps for area of concern. 100% of staff will take electronic surveys,

Grant

Consolidated

Title I

The American Recovery and Reinvestment Act (ARRA)

ARRA Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Related School Plan Action Steps

G 1) Reading

S 1.1) Implement district approved literacy practices

AS 1.1.1) Guided Reading (Cox Elementary School)

Description:

(K-5) Create & implement a district-wide guided reading program for all Language Arts teachers K-5 (including General, Special Education & Title I). 1)Define guided reading and create district wide teacher pre and post informational surveys and reflection surveys. 2) Plan a district wide guided reading training schedule. 3)Monthly district wide half day trainings for each grade level. 4)District wide initial training K-2 completed. Provide ongoing high quality professional development at the school site for administrators, teachers and other instructional staff to understand the needs and improve results for: racial and ethnic groups; limited English proficient students; students with disabilities; economically disadvantaged students.

Grant

Consolidated

Title I

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.2) Building level support/follow-up (Cox Elementary School)

Description:

(K-5) Develop building embedded support and follow-up for all Language Arts teachers K-5 (including general, Special Education & Title I) in guided reading implementation. 1)One hour district wide

monthly grade level meetings with teachers to discuss implementation pluses and deltas. 2) Principal will discuss implementation at monthly principal meetings. 3) District wide initial training for cohort two completed. 4) Elementary Literacy Coaches will share recommendations with DLT in order to made adjustments or changes for the following year based on data.

Grant

Consolidated

Title I

Special Education, Part B-IDEA

The American Recovery and Reinvestment Act (ARRA)

ARRA Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.3) Hire RTI Coach (Cox Elementary School)

Description:

Hire an RTI Coach to provide professional development for teachers in implementing the Fountas and Pinnell Leveled Literacy Intervention Program to enhance differentiated instruction and student intervention to support RTI efforts. The Coach will also work to oversee implementation of Tier II and Tier III interventions.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.4) Higher order thinking skills (Cox Elementary School)

Description:

Provide high quality professional development to enable teachers to teach students to use high order thinking skills through Marzano's learning tasks from "Classroom Instruction that Works".

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.5) Provide full implementation of Reading Recovery Program (Cox Elementary School)

Description:

Hire and train additional Reading Recovery Teachers to provide service for the most at risk first grade students. The Reading Recovery Teacher will serve as a resource for classroom teachers providing ideas and strategies for reading interventions.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.1) Guided Reading (McKinley Elementary School)

Description:

(K-5) Create & implement a district-wide guided reading program for all Language Arts teachers K-5 (including General, Special Education & Title I). 1)Define guided reading components and create district wide teacher pre and post informational surveys and reflection surveys. 2) Plan a district wide guided reading training schedule (dates, times. locations). 3)Monthly district wide half day trainings for each grade level (K-1/2, 2-1/2, 3-5-1/2). 4)District wide initial training for cohort 1 completed. Provide ongoing high quality professional development at the school site for administrators, teachers and other instructional staff to understand the needs and improve results for: racial and ethnic groups; limited English proficient students; students with disabilities; economically disadvantaged students.

Grant

Consolidated

Title I

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.2) Building level support/follow-up (McKinley Elementary School)

Description:

(K-5) Develop building embedded support and follow-up for all Language Arts teachers K-5 (including general, Special Education & Title I) in guided reading implementation. 1)One hour district wide monthly grade level meetings with teachers to discuss implementation pluses and deltas. 2) Principal will discuss implementation at monthly principal meetings. 3) District wide initial training for cohort two completed. 4) Elementary Literacy Coaches will share recommendations with DLT in order to make adjustments or changes for the following year based on data.

Grant

Consolidated

Title I

Special Education, Part B-IDEA

The American Recovery and Reinvestment Act (ARRA)

ARRA Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.3) Accelerated Reader and STAR online (McKinley Elementary School)

Description:

A Partnership will be formed with Renaissance Learning Advanced Technology for Data Driven Schools to start Accelerated Reader online as well as STAR Reading Assessment. Professional development will be provided for all Language Arts Teachers. Accelerated Reader and STAR Programs will be used for grades 2-5 to assess reading comprehension and supplement district wide use of guided reading. This program has proven to motivate students to realize the value of reading in their lives.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.4) Build classroom and home libraries (McKinley Elementary School)

Description:

K-5 teachers will receive Accelerated Reader books to form classroom libraries thus providing a print rich environment in each classroom. Each quarter students will receive books on their independent reading level to begin building a home library.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.5) Family Reading Nights (McKinley Elementary School)

Description:

Parents will be introduced to the Accelerated Reader Program. Using research parents will be informed that reading to their children and children reading to their parents increases reading ability. Parents will also be motivated to encourage their children to spend more time reading independently.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.6) After school intervention/Hire highly qualified licensed staff (McKinley Elementary School)

Description:

After school intervention will be implemented for one hour two days per week throughout the school year. Priority will be given to students who are below grade level, African American students, and students with disabilities.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) Differentiated Instruction/Hire Coach (McKinley Elementary School)

Description:

The differentiated coach will conduct professional development on differentiated instruction. The coach will support teachers on the implementation of differentiated instruction techniques.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.8) Family literacy computer lab nights (McKinley Elementary School)

Description:

Family computer lab nights will be open to parents and students to utilize programs designed to provide differentiated instruction.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.9) Implement Fountas & Pinnell Leveled Literacy Intervention Program (LLI) (McKinley Elementary School)

Description:

Leveled LIteracy will be provided for at risk students with priority given to students below grade level, students with disabilities and African American students. Teachers will be trained to use leveled literacy intervention. The district literacy coach will monitor use of LLI and provide needed teacher support.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.10) Computer based instructional programs (Hire technology integration specialist) (McKinley Elementary School)

Description:

Technology will be integrated into the student learning process through computer based programs that will be used to differentiate instruction. The technology integration specialist will train and monitor teachers in the use of the computer based programs.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.1) Guided Reading (Shawnee Elementary School)

Description:

(K-5) Create & implement a district-wide guided reading program for all Language Arts teachers K-5 (including General, Special Education & Title I). 1)Define guided reading components and create district wide teacher pre and post informational surveys and reflection surveys. 2) Plan a district wide guided reading training schedule (dates, times, locations). 3)Monthly district wide half day trainings for each grade level (K-1/2, 1-1/2, 2-1/2, 3-5-1/2) 4) District wide initial training for cohort 1 completed. Provide ongoing high quality professional development at the school site for administrators, teachers and other instructional staff to understand the needs and improve results for: racial and ethnic groups; limited English proficient students; students with disabilities; economically disadvantaged students.

Grant

Consolidated

Title I

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.2) Building level support/follow-up (Shawnee Elementary School)

Description:

(K-5) Develop building embedded support and follow-up for all Language Arts teachers K-5 (including general, Special Education & Title I) in guided reading implementation. 1) One hour district wide monthly grade level meetings with teachers to discuss implementation pluses and deltas. 2) Principal will discuss implementation at monthly principal meetings. 3) District wide initial training for cohort two completed. 4) Elementary Literacy Coaches will share recommendations with DLT in order to made adjustments or changes for the following year based on data.

Grant

Consolidated

Title I

Special Education, Part B-IDEA

The American Recovery and Reinvestment Act (ARRA)

ARRA Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.3) Fountas & Pinnell Leveled Literacy Intervention Program (Shawnee Elementary School)

Description:

Teachers will receive highly qualified professional development in the Fountas & Pinnell Leveled Literacy Intervention Program (LLI). LLI will be used for at risk students in reading.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.4) After school program/Hire teachers and paraprofessionals (Shawnee Elementary School)

Description:

An after school intervention program will be provided for at risk students. At risk students will be identified based on data from OAA, DIBELS and common assessments. Highly qualified licensed staff and paraprofessionals will be hired to provide instruction. Teachers will receive training on intervention strategies to meet students' needs. Transportation will be provided to take students home after tutoring. Technology will be integrated into the after school intervention program through the use of computer based instructional programs for reading. These programs include Earobics and the ReadAbout Program.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.5) Hire Reading Recovery.50FTE/RTI Coach .50FTE (Shawnee Elementary School)

Description:

The Reading Recovery/RTI Teacher will receive Reading Recovery training through Wright State University and will provide services for at risk grade one students. The RTI Coach will provide Tier II and Tier III interventions during the second half of the day for identified students.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.6) Literacy Collaborative Coach (Hire) (Shawnee Elementary School)

Description:

A Literacy Collaborative Coach will be hired to provide teachers with extensive professional development in teaching balanced literacy. The LC Coach will model research based instructional strategies and coach teachers toward implementation of these strategies. During the second half of the day the LC Coach will provide Tier II and Tier III intervention for identified students.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) Kindergarten Preparation Program (Hire highly qualified teacher/paraprofessional) (Shawnee Elementary School)

Description:

A three week Kindergarten Preparation Program will be provided during the summer for incoming students identified as having developmental delays based on kindergarten screening results.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.2) Higher order constructed response questions

AS 1.2.1) All core teachers will use 2-4 point questions (Cox Elementary School)

Description:

All Core teachers (including General and Special Education) K-12, will consistently use 2 & 4 point questions as a response to content and as a part of instructional practice on a weekly basis. 1) DLT subcommittee will develop a discussion protocol for building level use. 2)Each elementary building will determine facilitators (1 primary and 1 intermediate) for CRQ facilitator training. 2A) Facilitators will be assigned by the principal after record review and individual teacher instruction. 3) District will train district facilitators on categories of constructed response use (modeling, analysis, terminology, organization, student practice) and discussion protocol. 4) Facilitators will conduct district level grade span specific (K-2, 3-5, 6-12) high quality professional development on categories of constructed response use (modeling, analysis, terminology, organization, student practice) to all teachers including general, special education and Title I. 5) Facilitation at every other month meetings with teachers to discuss student achievement on CRQ's (6-12). 5A) Facilitators will create a meeting schedule for the school year and submit it to teachers and principal. 5B) Teachers will bring the most recent CRQ student work samples and weekly notebook to the scheduled meeting. 5C) Teachers are responsible for scheduling a meeting with the CRQ facilitator for review of student work samples and notebook if they miss the scheduled monthly meeting. 5D Facilitators will submit meeting notes to principal using discussion protocol within one week of meeting. 6) Document completion of the scored CRQ each week. 6A) Teacher documentation will indicate: grade level, core subject area, student names, date, point value, level of Bloom's Taxonomy, student scores, and brief evaluation of class performance.

Grant

Consolidated

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.1) All core teachers will use 2-4 point questions (McKinley Elementary School)

Description:

All Core teachers (including General and Special Education) K-12, will consistently use 2 & 4 point questions as a response to content and as a part of instructional practice on a weekly basis. 1) DLT subcommittee will develop a discussion protocol for building level use. 2) Each elementary building will determine facilitators (1 primary and 1 intermediate) for CRQ facilitator training. 2A) Denise Garrett/intermediate 2B) Brooke Gibbs primary 3) District will train teacher facilitators on categories of constructed response use (modeling, analysis, terminology, organization, student practice) and discussion protocol. 4) Facilitators will conduct district level grade span specific (K-2, 3-5, 6-12) high quality professional development on categories of constructed response use (modeling, analysis, terminology, organization, student practice) to all teachers including general, special education and Title I. 5) Facilitators will conduct meetings every other month with teachers to discuss student achievement on CRQ's. 5A) Last Tuesday (school day) of the indicated month. 5B) Two concurrent meetings: One for primary, one for intermediate. 6) Document completion of the scored CRQ each week. 6A) One CRQ per month supplied by a target team: Science-week 1, math-week 2, Social Studies-week 3 and Language Arts-week 4. 6B) Notebook format and method of submission to be determined by the principal.

Grant

Consolidated

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.1) All core teachers will use 2-4 point questions (Shawnee Elementary School)

Description:

All Core teachers (including General and Special Education) K-12, will consistently use 2 & 4 point questions as a response to content and as a part of instructional practice on a weekly basis. 1) DLT subcommittee will develop a discussion protocol for building level use. 2) Each elementary building will determine facilitators (1 primary and 1 intermediate) for CRQ facilitator training. 3) District will train teacher facilitators on categories of constructed response use (modeling, analysis, terminology, organization, student practice) and discussion protocol. 4) Facilitators will conduct district level grade span specific (K-2, 3-5, 6-12) high quality professional development on categories of constructed response use (modeling, analysis, terminology, organization, student practice) to all teachers including general, special education and Title I. 5) Facilitators will conduct meetings every other month with teachers to discuss student achievement on CRQ's. 6) Document completion of the scored CRQ each week.

Grant

Consolidated

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.3) Use common assessments/universal screeners

AS 1.3.1) All teachers use universal screeners (Cox Elementary School)

Description:

Buildings will administer universal screeners and all Teachers (including General, Special Education, & Title I) will understand and analyze results. 1)Train all staff who will be administering the reading universal screener (by building). 1A) DIBELS coordinator will be trained. 2)Administer universal screener designated by DLT to all students (including general, Sp. Ed. and Title I) K-5 a minimum of three times per year (fall, winter, spring) to monitor student progress. 2A) DIBELS coordinator will be responsible for administering the reading universal screener (grades K-5). 2B) The DIBELS coordinator will be responsible for maintaining DIBELS data base. 3) Conduct building level training training of all teachers (including general, sp. ed., and Title I) on analyzing universal screener results to occur before and after for a minimum of two hours. 4) Conduct district wide training in each grade level of all elementary teachers (including general, sp. ed., and Title I) on analyzing universal screener results to focus on improved instructional practice and increased student achievement to occur before and after school for a minimum of one hour.

Grant

Consolidated

Title I

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.2) Adjust teacher schedules (Cox Elementary School)

Description:

Reconstruct teacher schedules to allow for increased common planning time to develop common formative assessments.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.3) Hire Technology Teacher (Cox Elementary School)

Description:

Common assessment and universal screener data will be used to determine the computer based instructional programs selected by the staff. The Technology Teacher will assist teachers with integrating computer based instruction at all levels. This will be done in a computer lab environment and in the classroom.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.4) Extended school day/hire highly qualified licensed staff (Cox Elementary School)

Description:

After school tutoring for at risk students in grades 1-5 will be provided for one hour sessions twice each week. Certified staff and community stake holder volunteers will provide instruction.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.5) Family Focus Nights for Parent Training and home/school connections (Cox Elementary School)

Description:

Provide family support through evening workshops to assist parents with helping their children at home. We will provide strategies, materials and web based connections to encourage parents to reinforce student learning at home. Family focus nights will place emphasis on specific skills and content and will be held quarterly. Family training will help parents learn instructional strategies to implement at home and will be held monthly.

Grant

Consolidated

Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.1) All teachers use universal screeners (McKinley Elementary School)

Description:

Buildings will administer universal screeners and all teachers (including General, Special Education, & Title I) will understand and analyze results. 1)Train all staff who will be administering the reading universal screener (by building). 2)Administer universal screener designated by DLT to all students (including general, Sp. Ed. and Title I) K-5 a minimum of three times per year (fall, winter, spring) to monitor student progress. 2A)Fall DIBELS benchmark to be administered August 3-14. 2B) Winter DIBELS benchmark to be administered December 7-18. 2C) Spring DIBELS benchmark to be administered May 10-21. 3) Conduct building level training of all teachers (including general, sp. ed., and Title I) on analyzing universal screener results to occur before and after for a minimum of two hours. 4) Conduct district wide training in each grade level of all elementary teachers (including general, sp. ed., and Title I) on analyzing universal screener results to focus on improved instructional practice and increased student achievement to occur before and after school for a minimum of one hour.

Grant

Consolidated

Title I

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.2) Implement the Project More Program (McKinley Elementary School)

Description:

This program will mobilize volunteers and teachers to provide intervention for students will disabilities in the area of reading. Strategies will matched to identified student needs based on data from common assessments and universal screener data. Volunteers will be trained to implement program strategies. A stipend will be provided as a way to retain volunteers.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.3.1) All teachers use universal screeners (Shawnee Elementary School)

Description:

Buildings will administer universal screeners and all Teachers (including General, Special Education, & Title I) will understand and analyze results. 1)Train all staff who will be administering the reading universal screener (by building). 2) Administer universal screener designated by DLT to all students (including general, Sp. Ed. and Title I) K-5 a minimum of three times per year (fall, winter, spring) to monitor student progress. 3) Conduct building level training training of all teachers (including general, sp. ed., and Title I) on analyzing universal results to occur before and after for a minimum of two hours. 4) Conduct district wide training in each grade level of all elementary teachers (including general, sp. ed., and Title I) on analyzing universal screener results to focus on improved instructional practice and increased student achievement to occur before and after school for a minimum of one hour.

Grant

Consolidated

Title I

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.4) 100% of teachers teaching core academic subjects meet HQT as well as teachers teaching in programs supported by Title I funds.

AS 1.4.1) High quality and continuous professional development for teachers and staff (Cox Elementary School)

Description:

Staff will participate in collaboration activities that enhance teaching and learning. Staff will also participate in ongoing district quality staff development, data collection and analysis and goal setting.

Grant

Consolidated

Title I

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 2) Math

S 2.2) Implement district adopted math curriculum

AS 2.2.1) K-5 teachers will use Everyday Math (Cox Elementary School)

Description:

K-5 teachers will use the Everyday Math program. 1) District wide HQPD will be provided for all new K-5 math teachers (including general, sp. ed., and Title I). 2) Ongoing district wide HQPD will be provided for all K-5 math teachers (including general, special education, and Title I). 3) With the use of district math pacing guides, teacher lesson plans will reflect the use of Everyday Math for instruction. 3A) Math teachers will submit a copy of the lesson plans reflecting the use of Everyday Math to the building math representative for principals review no later the Monday morning. 4) Quarterly assessments based on Everyday Math Program will be administered at the end of each quarter and submit results to elementary curriculum supervisor. 4A) Math teachers will submit quarterly assessment forms to the building math representative within one week of the end of quarters one, two, three and on week prior to end of quarter four. 4B) Building math representative will meet with principal to discuss and submit quarterly assessment forms. 5) Quarterly math assessment data will be analyzed to identify students instructional needs. 5A) Math teachers will document student performance on each indicator. 5B) Math teachers will reteach identified indicators with less than 75% mastery using targeted small group instruction.

Grant

Consolidated

Title I

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.2) Hire Math Coach (Cox Elementary School)

Description:

A Math Coach will be hired to provide high quality professional development to ensure a complete understanding of the Ohio Academic Content Standards in Math as well as oversee that the implementation of the Everyday Mathematics Program is presented with fidelity. The Coach will do model teaching and assist with data collection and interpretation.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.3) Computer based instruction (Cox Elementary School)

Description:

The Technology Teacher will assist teachers with integrating computer based instruction in math. Computer based programs will be selected by staff based on building assessment data.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.4) Family Focus Nights for Parent Training and home/school connections (Cox Elementary School)

Description:

Provide family support through evening workshops to assist parents with helping their children at home. We will provide strategies, materials and web based connections to encourage parents to reinforce student learning at home. Family focus nights will place emphasis on specific skills and content and will be held quarterly. Family training will help parents learn instructional strategies to implement at home and will be held monthly.

Grant

Consolidated

Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.5) Extended school day/hire paraprofessionals/hire licensed staff (Cox Elementary School)

Description:

After school tutoring for at risk students in grades 1-5 will be provided for one hour sessions twice each week. Highly qualified licensed staff and paraprofessionals will provide instruction. (Please note: In subsequent years a summer start up program will be provided for at risk students in grades 1-3).

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.1) K-5 teachers will use Everyday Math (McKinley Elementary School)

Description:

1) District wide HQPD will be provided for all new K-5 math teachers (including general, sp. ed., and Title I). 2) Ongoing district wide HQPD will be provided for all K-5 math teachers (including general, special education, and Title I). 3) With the use of district math pacing guides, teacher lesson plans will reflect the use of Everyday Math for instruction. 4) Quarterly assessments based on Everyday Math Program will be administered at the end of each quarter and submit results to elementary curriculum supervisor. 5) Quarterly math assessment data will be analyzed to identify students instructional needs. 5A) Color coded sheets to be created and distributed for tracking and recording interventions to address weaknesses.

Grant

Consolidated

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.2) Partnership with Impact Professional Development/Hire Math Coach (McKinley Elementary School)

Description:

A partnership will be formed with Impact Professional Development (Kent State and Ohio State initiative). Based on building data, teachers will be trained on research based instructional strategies in math, specifically number sense the first year and geometry the second year. Teachers will receive a stipend for participating in the Impact Professional Development. A Math Coach will be hired to give support to classroom teachers and to provide/coordinate professional development. The Math Coach will also monitor the use of the First in Math software program, the Everyday Math Program, as well as plan and direct Family Math nights.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.3) First in Math software program (McKinley Elementary School)

Description:

Technology will be integrated into the Everyday Mathematics program through the use of First in Math software. First in Math motivates students to improve their math skills and provides non tangible online rewards.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.4) Family Math Night (McKinley Elementary School)

Description:

Family Math Nights will be held once each semester. Students will bring their parents to introduce them to The First in Math Program so that they will understand how it can be accessed for home use.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.1) K-5 teachers will use Everyday Math (Shawnee Elementary School)

Description:

K-5 Teachers will use the Everyday Math program. 1) District wide HQPD will be provided for all new K-5 math teachers (including general, sp. ed., and Title I). 2) Ongoing district wide HQPD will be provided for all K-5 math teachers (including general, special education, and Title I as needed). 3) With the use of district math pacing guides, teacher lesson plans will reflect the use of Everyday Math for instruction. 4) Quarterly assessments based on Everyday Math Program will be administered at the end of each quarter and submit results to elementary curriculum supervisor. 5) Quarterly math assessment data will be analyzed to identify students instructional needs.

Grant

Consolidated

Title I

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.2) Kindergarten Preparation Program (Hire highly qualified teacher/paraprofessional) (Shawnee Elementary School)

Description:

A three week Kindergarten Preparation Program will be provided during the summer for incoming students identified as having developmental delays based on kindergarten screening results.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.3) Hire Math Coach (Shawnee Elementary School)

Description:

A Math Coach will be hired to provide high quality professional to ensure a complete understanding of the Ohio Academic Content Standards in Math, as well as oversee that the implementation of the Everyday Math Program is taught with fidelity. The coach will do model teaching and assist with data collection and interpretation. In addition, during the second half of the day the Math Coach will provide Tier II and Tier III intervention for identified at risk students.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.4) First in Math (Shawnee Elementary School)

Description:

Technology will be integrated into the Everyday Mathematics Program through the use of First in Math software. First in Math motivates students to improve their skills and provides non tangible rewards. Students can access the program at home to continue practicing math skills.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.2.5) After school intervention program/Hire teachers and paraprofessionals (Shawnee Elementary School)

Description:

An after school intervention program will be provided for at risk students. At risk students will be identified based on data from OAA and common assessments. Highly qualified licensed staff and paraprofessionals will be hired to provide instruction. Teachers will receive training on intervention strategies to meet students' needs. The computer based First in Math Program will be a part of the after school intervention program. Transportation will be provided to take students home after tutoring. Technology will be integrated into the after school intervention program through the use of computer based instructional programs for math

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 3) School Culture

S 3.1) Establish collaborative structures

AS 3.1.1) Pre and post surveys (Cox Elementary School)

Description:

District will administer a pre and post survey to all staff. DLT will discuss survey results and building plans. 1) 100% of staff will take electronic pre surveys in May of 2010. 2) BLT will interpret results to identify one area of concern and develop one action step for the area of concern. 3) 100% of staff will take electronic post surveys.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.2) Decrease teacher frustration (Cox Elementary School)

Description:

Cox school will decrease teacher frustration in structured and non structured building environments. 1)100% of teachers will complete a teacher questionnaire to identify areas of frustration. 2) BLT will analyze teacher responses to questionnaire and identify targeted areas to provide additional teacher support. 3) 100% of teachers will participate in a book study and team building activities targeting ways to cope with professional frustration.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.1.1) Pre and post surveys (McKinley Elementary School)

Description:

District will administer a pre and post survey to all staff. DLT will discuss survey results and building plans. 1) 100% of staff will take electronic pre surveys in May of 2010. 2) BLT will interpret results to identify one area of concern and develop one action step for the area of concern. 3) 100% of staff will take electronic post surveys.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 3.2) Parent involvement

AS 3.2.1) Parent involvement (Cox Elementary School)

Description:

A minimum of 1% of the Title I allocation will be set aside for the purpose of providing parent involvement at targeted and schoolwide buildings. Workshops and materials will be provided to support parents in helping their children learn reading and mathematics. Title I buildings provide parent compacts for all students outlining the responsibilities of the teaching staff, the students and parents as partners in the educational process. There will be a parent policy which will be shared with parents and reviewed annually.

Grant

Consolidated

Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 3.2.3) Family Focus Nights for Parent Training and home/school connections (Cox Elementary School)

Description:

Provide family support through evening workshops to assist parents with helping their children at home. We will provide strategies, materials and web based connections to encourage parents to reinforce student learning at home. Family focus nights will place emphasis on specific skills and content and will be held quarterly. Family training will help parents learn instructional strategies to implement at home and will be held monthly.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Contacts

Xenia Community City (045153) - Greene County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Contacts

Funding Application Contact

Overbeck, Oliver

Substantially Approved Dates

Xenia Community City (045153) - Greene County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
School Improvement Competitive 1003 (g)	Monday, July 12, 2010

Assurances

Xenia Community City (045153) - Greene County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Assurances

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

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

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

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