SI Building Overview

Lima City (044222) - Allen County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g)

There are **6** 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
008296	Progressive Academy	Tier II	SI 3	396	1,756,847.55	1,150,170.51	1,150,170.51	☐	☐	Transformatic

The Progressive Academy staff will increase teacher and school leader effectiveness by developing a teaching and learning tool that defines and measures effectiveness of instruction. Models being reviewed are the IMPACT Guidebook with Washington D.C. and the Danielson Model with Cincinnati Public Schools. The Progressive Academy staff will work to analyze data which will encourage action to help our students grow academically. The Academy will purchase services of programs (such as ALEKS Math, Study Island, and Read 180) that will assist the teachers in collecting progress data on the students. The teachers will then systematically work on individual class interventions, as departments, targeting content area achievement gaps, and in Teacher Based Teams to develop instructional interventions to increase student achievement. Emphasis will be on Algebra I and English 9, as research shows passage of these critical courses correlate to graduation rates. The Progressive Academy will consult with New Tech Foundation. This relationship will enhance the current project-based learning model and add 21st Century standards. To increase learning time and create a community-oriented school, we would like to work with New Tech and Dr. Robert Lynn Canady to refine scheduling options for teachers to impact at-risk students. Using the programs of intervention mentioned above, the Progressive Academy will have an Intervention Assistance Team that follows RTI. The "red" coned students will have their schedules reviewed to determine if modifications can be made to increase immersion in content area and promotion when content area competencies are met. We will employ an Intervention Specialist who will work with the "red" coned students one-on-one or in a Study Skills class to help with intervention. We will also develop an After-School Program that will be aimed, primarily, at 9th graders to stay on grade level and provide other skills, like technology, to prepare them for future studies. Also, we will provide a Summer Bridge program to bridge the transition from 8th grade to 9th grade by introducing the students to staff of the Progressive Academy in a unique environment. This program will be held off-campus at a Boy Scout Camp to allow for students to gain experiences that they would not have had while living in the urban city. Students and staff will work cooperatively to survive the outdoors and build relationships of trust that will assist teachers and students later in their academic studies. Progressive Academy would like to hire or contract the following positions to assist with student academic growth: 1)Data Coach - this person will assist teachers with data collection and analysis skills, as they work on improving their skills in using data to inform instruction. 2) Social Worker - this person would conference and set goals with identified students in order to foster better academic habits for their growth. 3) College Access advisor - this person would help seniors with FAFSA, internships, campus visits, senior projects and keep our seniors on track with graduation. This person would also work to set up college visitations. 4) Math/Science Coach (half time) - work with existing English coach to help staff with teaching strategies and intervention in the core areas. 5) CTAG / Home Linkage Advisor - Focus on supporting 9th grade over-age Black males and provide our parents with linkage opportunities that will involve them in their children's academics by providing them with training that equips them with skills to successfully support their students. We appreciate the opportunity this initiative brings to significantly impact our students' lives, while in our school and well beyond. We expect that, once fully developed and implemented, all strategies will result in meeting AYP, in meeting ODE's Reading and Math indicators, in soaring graduation rates and, most significantly, in continuing growth for all our students

000470	Independence	Tier III	SI 3 D	457	1,083,616.20	689,575.25	683,681.72	☑	☐	SI Strategies

The implementation of this school improvement grant will enable the 450 students who attend Independence Elementary to become competitive with their peers through academic gains in reading, mathematics, and 21st century skills. The means of this success will be due an improved delivery of services to address students social and emotional needs inside the educational setting and out; increased learning time; and the continued development of best instructional and intervention practices. The long term result of this grant will be that students will be better prepared to enter a middle school climate with the necessary skills that will enable them to be successful and engage in their educational future - looking onward to post-high school learning opportunities. Improvement in instructional strategies that enable for an increased ability to turn over data efficiently and make decisions regarding interventions practices that result in high yield gains by students. Independence Elementary Staff will be exposed to professional development and embedded coaching support. Implementation of Districted provided professional development will measured by a staff effectiveness tool. A cycle of professional development support will be put in place to help with any deficiencies that may be evident in the classroom. Increase in numerical literacy and a response by staff in mathematical interventions that rivals their efforts in literacy interventions will also be pursued. Results from effective instructional strategies implemented vary from 6 to 19 percentile gains (Hattie, J.A. 1992). This range of percentile gains would result in an elimination of the achievement gaps that exist in the building; particularly among students with disabilities, economically disadvantaged students, and our African American Males. Additional time will be built into the student's learning day. This time will be used for tutoring, intervention, social skills, and life experiences. The additional time will be centered on research based programming that addresses deficits among target groups of students. Coursework and programming will be identified that is will enhance crystallized intelligence and background knowledge in addition to building skill deficits in reading and mathematics. This approach will enable the building to greatly reduce the achievement gap between subgroups. According to Rolfhus and Ackerman's (1999) studies on correlation between crystallized intelligence and academic knowledge is highly associated (p.520). Filip Dochy, Mien Segers, and Michelle Buehl (1999) found that 91.5 percent of studies on background knowledge have positive effects on learning. This is highly telling data for students who are economically disadvantaged and are often times limited in the amount of exposure they have to enriching activities. Students who participate in programming outside the typical school day will demonstrate an increase in their Pro-Ohio scores for grades 2 through 4. Kindergarten and first grade students who are participants in programming outside of the school day will demonstrate an increase in their TEN's scores and DIBEL's Data that will demonstrate grade level performance. Higher attendance rates will be heavily impacted by our outreach efforts. This will include the creation of a "learning hub" that benefits the community. Transitional support will enable for students to achieve at a successful level when they enter and exit our building. Communication about the school will be increased. Wrap around services will be increased in order to have a positive impact upon the home environment. Xiato Fan and Michael Chen (2001) found that home environment accounts for 10.89 percent of variance in student achievement. Bridging the gap in between home and school will have a positive impact upon student achievement scores. This will be measured by a 15 percent increase in parental attendance at outreach events.

000472	Liberty	Tier III	SI 4	327	1,432,295.60	927,071.60	897,920.24	☑	☐	SI Strategies

Liberty Elementary is a K-4 building with the State Designation of Continuous Improvement. In school year 2008-09, 49% of our 3rd graders and 61% of our 4th graders passed the Reading OAA; 41% of 3rd graders and 69% of 4th graders passed the Math OAA. These scores are below the state requirement of 75%. Our students come to us lacking readiness skills. Liberty's average for this year's KRA-L (Kindergarten Readiness Assessment- Literacy) score is 14.7, the state average is 20.19. Receiving this grant would allow us to combat this deficit in several ways. We will focus on Early Literacy Skills to provide the foundation for future learning. Additional support will be provided through the services of a Transition Teacher and Early Intervention Specialists. Kinder Kamp will assist our endeavor to ready our students for Kindergarten. The

development of monthly family learning events will give our parents the opportunity to become more involved in their child's education. Understanding that our instructional practices need to be strengthened, this grant allows for the entire staff to be trained in our new initiatives. These new initiatives include project based learning, engaging students in whole group instruction, small group instruction, integration of technology into our instructional practices along with the appropriate use of data to drive instruction and interventions. The professional development that Liberty teachers will receive will enable them to enrich the educational experience of our students in all content areas while focusing on reading and math. Giving our elementary students the needed foundation to be successful in school and improve the district's graduation rate. The integration of technology into every classroom allows teachers to bring the world to our students. The use of a smart boards, LCD projectors, and computers will allow our teachers not only the opportunity to teach the basic skills of learning but also enable them to demonstrate real world applications. Through the use of technology and project based learning, students will be able to engage in real life problem solving, develop critical thinking skills and then present their learning through 21st Century technology skills. If Liberty Elementary is awarded this grant it will be a life changing event for our teachers, parents and especially our students. We will have the ability to offer our students new and exciting opportunities that will enrich their educational experience. The ultimate goal for the implementation of this grant is that student achievement will increase. The initiatives named in this grant will support our efforts to enable our students to develop a love of learning that will lead them to success.

005660	Lima North	Tier III	SI 6	415	1,999,972.89	1,861,121.05	1,594,069.55	☑	☐	SI Strategies

Lima North MS has elected to implement the effective, researched-based practices of the STEAM (Science, Technology, Engineering, Arts, and Mathematics) model, which ultimately fulfills the school improvement goals to apply effective practices to improve Reading, Math, culture and climate of the school. The STEAM model has been piloted with success in the Arts Magnet program at North for more than ten years. Its noted success is evident in the standardized test results of students enrolled. To make the STEAM model effective school-wide, so all of our students will have measurable success, we focus our efforts in three main areas: 1) Effective practices that are culturally responsive, and project-based which purposely, and creatively enhance Reading and Math throughout all subjects with the STEAM model, 2)Technology, needed to allow teachers to include 21st Century Skills in their curriculums while fulfilling the STEAM expectations and 3)Social, family and community support strategies that allow our school to help meet the social-emotional needs of the students and families with full-time social services. Furthermore, the SI grant will allow us to provide professional development and training in these three areas for students, staff and parents accordingly, with the assistance of an external best practices coach, and data coach who will oversee, and help facilitate our efforts to maintain the integrity of our goals. The grant helps us to purchase actual Reading and Math intervention programs such as: Read 180, Fastmath, and System 44, which research has proven to effectively raise student achievement. And, the funding allows us to provide differentiated instruction and interventions to individually meet the needs of students grouped 5/6 and 7/8 in a School within a School setting. This funding also will provide extended learning times for students that would include an extended day (math and reading instruction after the regular school day) and targeted instruction during the summer when school is not in session, so they can flourish and have greater success. This grant helps us to propel Reading and Math to its highest potential, with technology, using the STEAM model. First, the SI grant enables us to update the technology infrastructure, set up the server to support classroom upgrades, and have a distance learning lab for uninterrupted learning of our students. Then, with the grant, we can equip the classrooms with Interactive Whiteboards, Throw Projectors and technology docking stations for all rooms, with a mobile cart containing a mixer board, CD player, amplifier, 2- way speakers with stands and cables, and portable microphones for large group student and adult PD meetings, presentations, and concerts which support our STEAM initiative. We will hire a teacher to teach 21st century skills to students and a technology coach to train staff on effective classroom use of advanced technology, as they train the teachers to be trainers of future staff. SIG funding for Lima North Middle School will allow our school to help meet the social-emotional needs of the students and families with full-time social services. These needs are the root cause for students not being engaged in learning at school and the lack of parent involvement in the school. Wrap around social services will connect families to ongoing school and community interventions. Furthermore, parent training, and parent, school, community collaboration will enable all stakeholders to be empowered to enhance the lives of all North students. In summary, all budgeted items combine to impact students with positive, proven strategies.

035097	Lima South	Tier III	SI 6	335	1,998,094.69	1,416,200.78	1,416,139.78	☑	☐	SI Strategies

Lima South Middle School studied its trend data to define the root cause for the need for improvement. Data indicates achievement has "flat lined." South ODE performance index scores are as follows: 2006-07 (65.8), 2007-08 (69.2), 2008-09 (70.2.) 2008-09 Reading scores range from a high of 47% passage at Grade 6 to a low of 41.5% passage at Grade 7. 2008-09 Math scores range from a high of 43.9% at Grade 7 to a low of 36.4% at Grade 6. Value Added was not met in 2008-09 and attendance was the only indicator met. 2009-10 Pro Ohio short cycled assessment scores correlate to less than adequate progress for OAA success. Non academic barriers to student achievement were examined through use of The Ohio State University's Ohio Community Collaboration Model to School Improvement. Building Leadership Team has concluded root causes to be: lack of a 21st Century instructional delivery system that engages students substantially and lack of behavioral supports for students. South has selected Project Based Learning as its comprehensive instructional reform strategy. This model links with an essential 21st Century skill set for our students that is authentic, engaging and puts them at the center of the learning process. This change of instructional delivery system scaffolds well to our high school model to align efforts to improve graduation rate. In order to develop and increase teacher and school leader effectiveness, ongoing, high quality, job embedded professional development for staff will be provided. This includes external coaching and professional development around Project Based Learning. Internal coaching will provide direct support in the classroom for fidelity to new strategies as well as student data analysis to monitor growth, inform instruction and provide RTI. Integration of technology based supports and interventions will be incorporated through direct instruction of 21st Century technology and applications to students and staff. Internal support will be provided to teach skills, facilitate distance learning opportunities, and maintain technology equipment. Implementation of a "response to intervention" model that incorporates accelerated learning and behavioral supports. William Glasser's "School within a School" model will allow students who may be over-age, behind academically, struggling with traditional methods to receive intensive remediation and social skill instruction. Increased Learning Time through grade level enrichment academies will be offered outside of current school hours. Implementing approaches to improve school climate and discipline will be addressed through a school social worker and planned advisory, partnering with community based organizations to provide youth development activities, and providing ongoing mechanisms for family and community engagement through the development of a community partner table facilitated by a parent advocate. This proposed initiative will give South Middle School is very appreciative of the opportunity to implement substantial reform strategies resulting in the capture of AYP, value added, and effective school status. Students will be engaged in collaborative and authentic learning using 21st Century tools. Job embedded professional development will continue to elevate classroom instruction to a relevant and rigorous delivery system. South's partnership with its parents, interested citizens, and community agencies will allow for a safe, culturally relevant, and supportive school climate. Success will be realized for all with the ultimate celebration of students properly prepared and supported for graduation.

040576	Lima West	Tier III	SI 6	365	1,994,979.32	1,434,831.51	1,424,831.51	☑	☐	SI Strategies

SIG funding for Lima West Middle School will allow our school to help meet the social-emotional needs of the students and families with full-time social services. These needs are the root cause for students not being engaged in learning at school and the lack of parent involvement in the school. Wrap around social services will connect families to ongoing school and community interventions. SIG funding will INCREASE TEACHER EFFECTIVENESS by allowing for external coaching that will impact effective delivery of instruction in the classrooms and create a school climate that conducive to middle school adolescent needs. External coaches will provide high yield strategy coaching to classroom teachers and to promote the continuous use effective student data analysis to determine specific interventions needed for improving students' math and

reading skills. SIG funding will allow for Lima West Middle School teachers to include 21st Century Skills in their curriculums and allow us to scaffold or bridge instructional practice model (PBL) to the high school. We are currently using traditional instructional delivery in the classrooms and the PBL at the high school is new. The funding will provide the staff with ongoing, high-quality, job-imbedded professional development that is aligned to the new instructional model for effective teaching and learning and preparing students for the high school model. SIG funding will provide our students with the technology equipment that will allow each of our students to have access to current technology within their core subjects. There will also be a technology teacher to teach specific technology skills to all students and monitor the technology lab which includes distance learning within and outside the district for all subjects areas and aligns to the PBL instructional model. Included in the technology component is a technology support person who will troubleshoot technology issues and support technology equipment in the classrooms. These technology opportunities will support the overriding planning phases for the PBL process. SIG funding will provide extended learning times for students that would include an extended day (math and reading instruction after the regular school day) and targeted instruction during the summer when school is not in session. SIG funding will provide intensive instruction to students who cannot function in a traditional classroom setting. Targeted students will be provided with effective reading and math instruction in specific small group settings. With the potential for significant improvement through this funding, West Middle School expects to meet AYP, demonstrate value added growth for all our students and to achieve effective school status. Staff will continue to improve instructional effectiveness through embedded and individualized professional development. All staff will receive training in problem-based instruction and, once implemented, students will be engaged in collaborative and authentic learning using 21st Century tools. West's partnership with its parents, interested citizens, and community agencies will allow for a safe, culturally relevant, and supportive school climate. Success will be realized for all with the ultimate celebration of students properly prepared and supported for graduation.