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IRN	Building Name	Tier	SI Status	Total Enrollment	FY11 Proposed Budget	FY12 Proposed Budget	FY13 Proposed Budget	Schoolwide OR SW Waiver?	"Start Over" Waiver?	Intervention Model
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010421	Keifer Center	Tier I	SI 4	215	1,660,000.00	1,550,000.00	1,050,000.00	Transformatic ▶
Keifer Alternative Center now Keifer Academy (KA) is a Tier 1 building that serves the most challenging students in our district, currently 260 at risk students, including 50 emotionally disturbed & 210 at risk high school students. We have selected the Transformation Model & will address each of the required strategies of transformation. 78% of KA students receive a free or reduced lunch. KA is in year 4 of school improvement. Many high school students are referred to KA in lieu of expulsion throughout the school year. With the support of this grant, KA will expand its programming & will begin to serve our most challenging middle school students. Results from the 08-09 SI Diagnostic Review Team identified areas of needed improvement to include instructional methods, student engagement, and student behavior. From 06-09 10th & 11th grade reading scores declined, & 10th grade math scores declined, while 11th grade math showed an increase. The team determined that instructional improvements were necessary to increase student learning to include differentiated instruction, analysis of student assessments, job-embedded high quality PD, increased community/ parental involvement & development of a multi-tiered system of positive behavior supports. We will follow the transformation model as we accelerate our school improvement activities. Student impact measures: will be the OGT for grades 10-12, increasing the proficiency rate by 7% in reading & math. QAA reading & math proficiency rate will increase by 5% grades 3-8. Increased proficiency in short cycle assessments & reading diagnostic assessments for all levels. The level of instructional engagement & differentiated instruction will increase by 20% each quarter as measured by observations, focused walks, student/parent surveys & peer observations. 100% of instructional staff will undergo embedded PD, to include school reform pedagogy such as America's choice model, NPPS parent and community involvement, PBS training, and distance learning instructional strategies. Family/ Community progress measure: the percent of students whose parents/ family members attend monthly parent meetings & participate in other school activities will increase to 20%. We will enhance current staff strengths through providing embedded & ongoing professional development highlighting best practices, teacher incentives & rewards for proven student growth, increased opportunities for leadership & growth part of sustainability, six types of parent-community involvement training (NPPS), increased emphasis of technology embedded instruction, a summer academy & extended day programs. Our district has made significant commitments to operational flexibility & sustained support & we will continue to expand those commitments. KA provides flexibility to its students via a choice of instructional modes (classroom, online, home instruction) & houses our career based instruction (CBI) program. We have equipped a new computer lab & we have established KA as a site for summer food site. We will offer our staff flexible work days & retain supplemental & specialized consultants & staff as needed to support the programming designed by the building leadership. We will continue to provide transportation to students & expand this to serve our extended school day & year. We cover the indirect costs of operating the facility, including providing space for the Keifer Clinic, which is operated by a local healthcare entity. We will hire a Linkage Coordinator and participate in the Governor's Closing the Achievement Gap Initiative.								

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

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

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018820	Kenton	Tier III	SI 5	423	185,000.00	135,000.00	

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

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018895	Kenwood	Tier III	SI 4	432	260,216.00	257,216.00	

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

19430	Lagonda	Tier III	S15	364	240,000.00	218,000.00
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Coaching Model, we anticipate this grant will provide math and literacy coaches. A case manager would be hired to help intervene with the "whole" child and to support, in conjunction with the Nehemiah Foundation, the school counselor and the school community. Along with current partnerships, this grant will provide the opportunity to increase the time outside the normal teacher workday, provide more professional development opportunities, and dedicated substitute support during the workday; allowing for increased staff collaboration and student intervention. During this collaboration time, staff will analyze data to inform best practice classroom instructional decisions, share expertise and information from professional development activities, coordinate cross curricular instruction, and observe classroom teachers applying best practices, such as the use of formative assessment strategies and flexible grouping. The OIP states the use of research based, multi-tiered models will provide students with a safe and secure learning environment. This grant will allow the expansion of the current Positive Behavior Support system by providing training to teachers and parent leaders, who in turn will create an annual induction system for the school community; staff, students, parents. Implementing intervention strategies for identified students with academic, social and emotional needs will be addressed through the formation of an Intervention Assistance Team, advisory/reach period and providing students with a system of support using outside providers. Utilizing these systems of support will impact student performance.

[SI Strategies](#)

[170,981.00]

[168,200.00]

[222,500.00]

[283]

[414]

033704 Schaefer Tier III SI 4

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

[SI Strategies](#)

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[486]

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034801 Snowhill Tier III SI 1 D

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

[SI Strategies](#)

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034827 Snyder Tier III SI 5 Park

Snyder Park (SP), a K-6 school serving a population of 83.3% economically disadvantaged students strives to assure successful experiences and high achievement. Trend data from 07-09 indicate improvement: Performance Index scores from 74.3 to 81.3, improved Math proficiency for all grade levels and Math Proficiency AYP indicator met in 09, and move from Academic Emergency to Continuous Improvement. Further analysis of 09 Report Card data shows great academic need in Reading, as AYP was not met. 09 OAT reading percentages of students at/above the proficient level are: grades 3, 57.7%; 4, 86.7%; and 5, 48.8%. Also, 14.8% of our population are students with disabilities. While progress is evident, Performance Index tiered level data from 09 Report Card show 58.4% of students perform in Tier 1, 23.3% in Tier 2, and 18.2% in Tier 3. Tier 1 represents schoolwide instruction/supports that meet the needs of most students and includes the school core reading curriculum. SP staff is not satisfied with this distribution. Student Impact Measures: %

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

035527	SHS	Tier III	S15	400,000.00
				450,000.00
				600,000.00

039180	Warder Park-Wayne	Tier III	S14	148,960.00
				147,934.00

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

039180	Warder Park-Wayne	Tier III	S14	496
				200,000.00

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

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