

SI Building Overview

Xenia Community City (045153) - Greene County - 2011 - School Improvement Competitive 1003 (g) - Rev 2 - 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SI Strategies
<p>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.</p>										
023671	McKinley	Tier III	SI 4	437	728,032.00	490,781.00	490,781.00	<input type="checkbox"/>	<input type="checkbox"/>	SI Strategies
<p>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</p>										
034249	Shawnee	Tier III	SI 1 D	270	616,853.00	463,530.00	463,530.00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SI Strategies
<p>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.</p>										