

Application

Columbus Bilingual Academy (000420) - Franklin County - 2014 - School Improvement Competitive 1003 (g) - Rev 0 - Non-ARRA School Improvement Competitive 1003(g) - Application Number (1)

Needs Assessment

Tier I	School Improvement Status: SI Year 2
Building is served as a Schoolwide OR Applies for a waiver to implement a SW program in Tier I school that does not meet 40% poverty: Yes	Apply for a waiver to "start over" in SI timeline (only if implementing turnaround or restart model in Tier I school): No
Intervention Model: Transformation	FY12 Proposed Budget: \$253,778.00
FY13 Proposed Budget: \$325,000.00	FY14 Proposed Budget (Cohort 2 only): \$225,000.00
10.0 Projected percentage increase in reading as evidenced on the OAA or OGT at the end of this grant year	10.0 Projected percentage increase in math as evidenced on the OAA or OGT at the end of this grant year
200 Number of students impacted by the SIG initiative	200 Total building enrollment
70.70 Percentage of students meeting Reading/ Language Arts proficiency on state assessment (this is a projection at the time of application)	54.70 Percentage of students meeting Math proficiency on state assessment (this is a projection at the time of application)
42.80 Percentage of students meeting proficiency on state or local assessments in Science	55.00 Percentage of students meeting proficiency on state or local assessments in Social Studies
70.0 Percentage of students meeting proficiency on local assessments in Fine Arts/ non-core areas	75345.00 Extended Learning Time: additional minutes per student for the previous school year
92.00 Student attendance rate (%)	96.00 Teacher attendance rate (%)
High school dropout rate (%)	Graduation rate (%)
College Enrollment rates (%) - may be N/A for non-high schools	Percentage of students completing advanced coursework (AP and/or dual enrollment classes)
Other (goals established in initial application)	Other description
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Please note that failure to notify ODE of changes to school configuration or amendments could result in delay or forfeiture of SIG funds.

Indicators of Impact

Indicators of Impact: LEA should provide information regarding how the selected intervention model or improvement strategy matches the LEA's needs and will impact student achievement. Discuss standards of performance for the following, but not limited to: * Reading Achievement * Math Achievement * Graduation Rate/ Attendance Rate/ Implementation of Model or SI Strategies-SBR

We are nearing the completion of year 2 as a school under the SIG program. Last year, our school received a rating of "Effective" on the state report card. However, when we review our school ranking under the newly revised state ranking system, we find that we still have leap and bounds to grow. We know that our currently plan and strategies are making big gains and therefore we are only making minor adjustments to the third year of our grant. We have hired a new school leader who is not only assisting with the planning for this grant, but has been instrumental in our comprehensive school reform. In addition, we have created an evaluation for our teachers and academic leader, which is based upon student performance data, performance evaluations based on classroom observation and video-taped lessons, and collaborative dialogue and reflection between leaders and teachers to inform instruction. Our comprehensive evaluation is entirely based upon OTEs. Teachers must be held accountable for student growth and when teachers fail to produce academic achievement, the teacher must change the instructional strategies in order to ensure all students are making adequate progress. If the teacher is unable to meet the agreed upon expectations for student growth and evaluation and has been provided sufficient opportunities to demonstrate improvement, we must replace the teacher. These transformation strategies will impact student learning and will help to transform the school community into a high performing organization where both students and teachers are committed to achieving their personal best. Finally, we will support teachers and staff in meeting these high expectations by providing effective, on-going and high quality professional development (PD) that is job-embedded. All new and returning staff will participate in PD throughout the summer and the school year. This professional development will ensure that effective instruction is the most visible priority of the school community. We will accomplish this by: 1) ensuring that all teaching colleagues, and those with the responsibility of supporting and supervising their work, have a common language of instruction 2) having all teachers and supervisors analyze and discuss classroom instruction through video-taped lessons, using focused feedback and practice, on specific targeted areas, 3) studying and applying research-based instructional strategies including establishing student learning goals, developing lesson plans based on Backwards Design, helping students generate and test hypotheses about new knowledge, helping students practice and deepen their understand of new knowledge, developing effective relationships with students, maintaining classroom rules and procedures, recognizing adherence and lack of adherence to classroom rules and procedures, and communicating high expectations for all students and 4) establishing, by modeling, a purposeful community focused on high achievement for ALL students based on the group's collective efficacy. The professional learning community will continue to be supported throughout the year with weekly opportunities to discuss teaching and learning, weekly observational "rounds" conducted by BLT members and support personnel, and multiple opportunities for targeted instruction based on teachers' identified individual growth and development plans. We believe that instructional improvement is the shared responsibility of the instructional leader, teachers, and subject area coaches.

Integration into Ohio Improvement Plan

How is this grant supported by your LEA(s)? Describe joint planning that occurred. Include OIP alignment information.

CBA's SIG application is supported by our LEA and management team, both of which are directly involved in the school improvement process. OIP, utilizing data for instruction and planning for the 2013-2014 school year. Our team is comprised of Donray Bennett, Director of Instruction, Linnæe Clinton, Mangan & Associates DOI, Melissa Richardson, Grants Manager, Lanre Oriowo, Instructional Support Specialist, Douglas Mangan, Treasurer and Building Leadership Team Members. As a team, we utilized the OIP and reviewed our decision framework to analyze student achievement data, create an intervention plan and utilize post assessment data to monitor progress. Our data shows that a critical need for additional intervention in Reading and Mathematics continues to exist for our students. We are applying for this SIG because we are not satisfied with the incremental progress we have made in the last several years. We recognize that to close the achievement gap between economically disadvantaged Hispanic English language learners and the general population, we must implement an intervention plan that is aggressive and sustainable, with a high likelihood of success. Using the OIP Framework, we have used data to identify goals and strategies that will insure students' success. The 2009-10 school report card reveals that 40% of 3rd graders and 31.3% of 5th graders were proficient in Reading. In Math, 35.7% of 3rd graders and 37.5% of 5th graders were proficient. In 2010-11, 41.7% of 3rd Grade students, 60% of 4th grade students, and 38.9% of 5th grade students were proficient in Reading. In Math, only 66.7% of 3rd grade students and 27.8% of 5th grade students were proficient. In analyzing this data in conjunction with results of the OTELA (Ohio Test of English Language Acquisition), the OIP team determined that a root cause of low achievement in English last year on the OTELA. Although we have taken steps to intensify deficiencies in both English comprehension and production. Only 3% of our students identified as ELL were deemed proficient in English last year on the OTELA. Although we have taken steps to intensify intervention in these areas, there is a critical need for a full language acquisition program. Teachers and staff who continue at the school will assume responsibility for implementation of a school wide, integrated approach to all components of English comprehension and production. The students' lack of English proficiency is obviously a significant factor in their low achievement in Reading and Math; nevertheless, a second root cause of students' suppressed performance in reading and math is inconsistent and/or ineffective instruction. In order to insure high achievement in both areas there is a need for staff development in reading and math pedagogy. Finally, in the past, the root cause of low achievement has been attributed to a weak relationship between the school and the families it serves. The reasons for this are twofold. First, there was a language barrier that was difficult to overcome. However, we have hired school leaders who are bilingual in order to aid with this. A second reason is that there had been limited attempt to engage the community in the development of the school. The previous board and the school administration, while well intentioned, did not represent the Hispanic community. There was limited understanding of what the families wanted and expected from the school; likewise, there had been limited attempts to communicate the school's perspective to families. However, in the 2011-12 and 2012-2013 school years, we have made strides towards engaging the community and families in the development of the school.

Capacity To Implement

What is your capacity to implement this grant and its continuation?

CBA's student body is 90+% Hispanic and 7% African American. Over 95% of the students are economically disadvantaged; 71% are limited English proficient. Even though the school's state report card is unacceptable, the performance of the school's Hispanic students remains comparable to that of the Hispanic population throughout the state. Our report in 2012 - 2013 suggests we have the capacity to affect positive change in students' academic performance and the underlying conditions which support it. Our students will achieve at high levels and we can achieve a state report card rating of excellent by using data to inform decision-making, using a focused goal setting process, using instruction that is focused on learning, engaging community resources, aligning resources with targeted academic goals, and being mindful of board development and governance of the school. We will continually monitor the implementation of our plan and its impact on student learning, keep true to the goals and strategies that we have set, maintain our focus over time, go deeper into the implementation rather than changing course, constantly clarify high quality instruction by sharing and reflecting on instructional practice, work toward implementation of such practices by all teachers and support staff, and monitor, provide feedback, and support to both students and the adults with whom they work. To address the root cause of low achievement, limited vocabulary acquisition, we will implement a school wide approach to language development. Teachers in all classrooms will use Marzano's strategies for language acquisition and will scaffold curriculum to accommodate learners' language level. Marzano's 6-step method for vocabulary acquisition will be used consistently within the school, grades K-5. Teaching content vocabulary using a systematic approach is documented to be a powerful tool for student success (Marzano and Pickering, 2005). Additionally, drawing on the research of Gibbons (2002), we will scaffold content so that students will interact with new knowledge at their level of understanding. We will use the STEP UPTO WRITING curriculum to support students' writing and reading comprehension. This program applies research-supported practice and explicitly teaches conventions of writing genres (Gersten and Baker: National Reading Panel, 2000) through the use of text structures, as well as graphic guides for summary, persuasive, expository and narrative writing. Finally, to address the lack of strong partnership with parents and community we plan to engage families and community members in activities that build community. First, we will invite them to be part of strategic planning sessions where we collaboratively determine how to best support students in maintaining their cultural heritage while also developing skills needed to be productive citizens in this country. This plan will reveal shared goals, strategies for achieving them, and assessment tools to determine the extent to which we are accomplishing our goals. Our work with families will be based on The Epstein model of Six Types of Involvement. This model provides a framework to review research that ties family and community involvement in schools to positive student outcomes. Developed by Joyce Epstein, PhD, of Johns Hopkins University, this research-based model emphasizes the importance of recognizing three overlapping spheres of influence on student development. Family, school and community can collaborate to foster a caring community that children need to maximize their potential in school and in later life. The Epstein model is the basis for the National Standards for Parent/Family Involvement developed by the National PTA and the National Coalition for Parent Involvement.

Partnership Commitment: Stakeholder Involvement/Collaboration

Who are your major partners? Describe each partner's level of commitment.

Since we are committed to data driven decision making and realize that formative assessments are key to determining the appropriate content to be taught, we are partnering with NWEA (Northwest Evaluation Association) to use its research-based, comprehensive assessment system. This system will allow us to measure student skill and concept acquisition for both literacy and math. We will have data specific to each student regarding his/her achievement in each literacy and math standard. With this data, teachers can create flexible groups to differentiate instruction, establish individual goals for each student, predict student success on proficiency tests, and modify instruction and/or instructional time to close the achievement gap of all learners. The NWEA assessment system focuses on a continuum of required literacy and math skills, rather than grade level indicators. Students can see where they are and where they need to go to perform at or above grade level. Given that the assessments can be given multiple times, students can chart their growth and see the results of their efforts. This type of assessment contributes to students' efficacy and reinforces the work ethic needed for optimal achievement. Our instructional team of teachers, literacy and math coaches, and instructional leader will use the data and these tools to evaluate instructional strategies, inform decisions around grouping,

differentiate instruction, allocate resources, and make curricular and/or instructional adjustments based on proficiency projections. Columbus Bilingual Academy created a Transformation Team for the planning and implementation of this grant. This included Donray Bennett, the Director of Instruction, Linnae Richardson, M&A DOI, Melissa Richardson, Grants Manager, Lanre Oriowo, Instruction Support Specialist and Doug Mangan, Treasurer. Our school Board is also updated monthly on our progress. This team met to determine the best model to use in our reform. This joint planning created the strategic plan that would become our Transformation model for the SIG. Our Transformation Team's role is to lead the SIG implementation. The contributions of this team are the creation and implementation of a successful project. Other stakeholders are parents, students and community members, all of which have provided feedback and input throughout the year that our Transformation Team has incorporated into the planning of the SIG. Their contributions are crucial to the successful implementation, since their support directly impacts student achievement. We believe our students and parents will be excited to transform CBA from a low performing school to one of the top academies in Columbus. The Transformation Team reviewed outcomes from this year and created recommendations for our SIG Transformation plan. We recognize that in order to create a smooth implementation and in order to predict student academic success, we need student buy-in and support of all major partners. Additionally, communication with all stakeholders and partners will be critical to the successful implementation of our SIG Transformation. As English language learners become more skilled in vocabulary acquisition, their understanding of content increases and their self-confidence grows. This in turn leads to increases in motivation to learn. With a rigorous and systematic approach to language acquisition, our students will not only improve their understanding of English, but will also increase their understanding of content which in turn will increase their motivation to learn.

Goals, Strategies and Action Steps

G 1) Reading/Language Arts & Math

Description:

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and math.

Performance Measure:

The percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency), who are at or above the proficient level in reading/language arts and math on the State's assessment (ESEA Section 1111(h)(1)(C)(i)). We will increase our Reading and Mathematics achievement by 10% in each grade level on the OAA. We will also see an increase in passage rate on the OTELLA of 25%.

Fiscal Resources

Grant	Notes	2013	2014
School Improvement Competitive 1003 (g)			
Non-ARRA School Improvement Competitive 1003(g)		\$225,000	\$225,000
School Improvement Competitive 1003 (g) Total:		\$225,000	\$225,000
Grand Total:		\$225,000	\$225,000

S 1.1) Prevention/Intervention (Reading & Mathematics)

Description:

We will provide focused supplemental support for children most at risk in reading and mathematics through tutoring and other focused supplemental supports.

AS 1.1.5) Literacy Coach, Mathematics Coach and two bilingual aides.

Description:

The transformation model will increase student achievement in literacy and math by 2 grade levels as measured by the NWEA assessment. We also believe that there will be a 10% increase in OAA scores in reading and math across all grades tested. Our English language learners will increase their passage rate on the OTELA by 25%. The process for selecting the model was based upon our low achievement and researched based intervention methods that have proven successful with other schools with a similar demographic. We will be able to measure the success of our intervention model at the end of the year by measuring growth on the Ohio Achievement Test. We will also utilize AIMSweb and NWEA as benchmark indicators along the way. These will help us to provide data driven instruction.

Grant

School Improvement Competitive 1003 (g)

ARRA School Improvement Competitive 1003(g)

Alignment of Other Resources

What are the 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.

Family connections is a supreme focus in support of our academic programs. A major focus of this school improvement initiative is to engage families in dialogue in order to reach a shared understanding of the vision and mission of the school. Our parent leadership team has bloomed this year, but we need to continue to grow our communications. Since most of our families are Hispanic and several require translators to effectively communicate with teachers, we plan to re-hire our bilingual aides, who can serve as instructional aides in the classroom and serve as a liaison between home and school. Our goal is to work toward a common understanding of the responsibility we share for supporting high achievement for all students. The support of parents, community and family members is critical to the success of our reform initiatives. Parents are a student's first teachers, so the job of the school becomes to not only educate our students, but also our parents. We know that there will be hesitation at first when we begin to roll out the transformation model; however, we know that once parents start to see the positive impact of our transformation, they will become our biggest supporters. We have developed a three step program for how to continue our program once funding has been reduced or ended. Columbus Bilingual Academy and our partners are committed to the continuation of this project through the three years of the grant and beyond. The following strategies will ensure our project's continuation: 1) Increase Student Enrollment. The successful implementation of this program will facilitate current recruitment efforts designed to increase student enrollment at Columbus Bilingual Academy. From this, CBA will have the opportunity to designate more general fund dollars to continue our transformation programs. We anticipate seeing an enrollment increase of 50 students during the first three years. 2) Future Federal Program Budgets. Federal program dollars provided by entitlement programs are expected to increase during this period as enrollment increases. These additional funds will be directed to the successful programs initiated during the first three years of the grant period. Newly allocated entitlement resources will begin to flow in Year 3. 3) Additional Philanthropic Support. CBA plans to use the data demonstrating increases in student academic achievement to leverage funding from private foundations. In Year 3, we will analyze the achievement data and introduce the student results to our current philanthropic partners, such as Mangel Family Foundation, and other community school supporters (The Walton Foundation and The Bill and Melinda Gates Foundation).

Professional Development

What is your professional development plan for all individuals connected to this program?

Teachers and bilingual aides will begin receiving PD trainings in May and June 2013, prior to summer school programming. There are two full weeks of PD prior to school beginning, as well as four network PD days in the summer months of June and July. We will also plan to have at least 25 hours of Professional Development offered to teachers, aides and staff throughout the school year. We will begin to utilize the technology that we have available to us to attend webinars. These trainings will target all staff members and tutors and topics will range from classroom management, lesson planning and development, TBT / BLT school / program culture, Individual Learning Plan implementation and alignment to the common core standards. Our programs are already in alignment to common core standards. We continue to believe that teacher and tutor excellence begins with proper training. Our PD needs emphasize individual learning plans and focus on student achievement. The professional development opportunities we will offer for staff are supported by SBR that shows proper communication between teachers, aides and families will ensure success in the classroom. We will continue the model that all staff will be attending training two weeks prior to the beginning of the school year, where they will learn to utilize skills, curriculum planning and software that will enable us to create and implement individual curricular plans. Each teacher and aide attends a series of comprehensive trainings. These PD sessions are proven effective in two ways. First we see a direct increase in OAA scores from the several years of implementation to this year. We analyze pre and post test data, as well as short cycle assessment to monitor student progress. Second, we evaluate the effectiveness and overall comprehension of the PD trainings through teacher surveys and verify that teachers and tutors are utilizing the themes of our PD trainings in the classroom and during enrichment. The PD series not only enables us to enhance the 21st CCLC program, but it coordinates with our overall organizational plans to have all students, teachers, tutors and parents actively participate in their child's education, which speaks directly to all of our PPOs.

Program Evaluation

How will you evaluate your progress in achieving your goals and objectives?

Our goal for both reading and math is to increase student achievement by 7% on each grade level Ohio Achievement Assessment. We will continuously monitor our progress toward achieving this goal by utilizing NWEA assessments. Additionally, using the NWEA assessment, our goal is to increase each student's achievement by 1.5 grade levels on each of the standards measured in literacy and math. For students who are more than two grade levels behind, we aim to achieve 2.0 years of growth. The use of data driven instruction will ensure that we are continuously reviewing student achievement and focusing on remediating student weakness. Given that the majority of our students are ELL, and must take the test in English, a concomitant goal is to increase the passage rate on the OTELA by 15% in the varying grade levels. Our bilingual aides will be instrumental in helping our students achieve this growth on OTELA. We will monitor and evaluate progress by monthly assessments of individual student learning using DRA or Dibels, and Curriculum-based measures. Benchmark and formative assessments will take place monthly based on pacing guides. Since these assessments are aligned with the state proficiency tests, we will have recurring feedback to allow for adjustments to individual students' learning programs. We plan to incorporate Buckle Down and Study Island as on-going assessment tools, as well. The instructional leader, in concert with the Lead/Mentor Teachers, will evaluate teachers' effectiveness in promoting student learning, according to the OTES evaluation. Contract decisions will be based on the extent to which teachers and support staff have contributed to establishing a culture of data-driven decision making and the extent to which their students have accomplished their goals. The school community will follow a research-based rubric for measuring the multi-faceted dimensions of effective teaching and learning. The language of this rubric will be common to all personnel and will serve to illuminate clear expectations about what constitutes high quality instruction and will support internal accountability of and by all stakeholders. Marzano's work details the importance of having a common language of instruction, engaging teams of teachers/coaches/administrator to observe and analyze teaching and providing specific feedback and on-going assessment of teachers' work. In addition to a two week staff development workshop to share the language and expectations for high quality instruction and to practice the use of instructional protocols, there will be weekly expectations for

"working on the work." This will include teachers' participation in instructional rounds of classroom observation; analysis of video-taped lessons; collaborative lesson development; and peer coaching.

Budget/Allocation of Resources/Costs/Budget Integration

How are you spending these funds? Include an explanation for each expenditure and how each expenditure aligns with your goals in an efficient and effective manner. If applicable, provide local match information and the amount spent for local match.

Instruction/ Salaries (Object Level100): \$ \$80,000 We will pay for a literacy specialist (\$40k) and a Math specialist, (\$40k). The hiring of these essential positions will ensure that we create individualized goals for student achievement in Reading /Language Arts and Mathematics. Instruction / Benefits (Object Level200): \$ 12,360 Support/ Salaries (Object Level 100):\$ 92,000 We will hire an assistant director of culture and discipline. This position is critical to the culture and behavior reform that will be required of our students and staff. The assistant director of culture and discipline will be responsible for creating and modeling this change. We will also hire two bilingual aides. (\$47k) Support /Benefits (Object Level200): \$ 14,214 Support / Purchased Services (Object Level 400): \$ 3,000 The assessments below will help us to track achievement data and create data driven instructional plans. NWEA Assessment (\$3,000). Professional Development / Salaries (Object Level 100): \$ 10,000. We will be paying ten classroom teachers for ten PD days during our two week summer program. The rate will be\$100 per day for each attendee. In addition, we will pay them \$100 for the on-going monthly job-embedded PDs during the school year (10 PD days). Professional Development / Benefits(Object Level 200): \$ 1545 Instruction / Supplies (Object Level500): \$ 11,881 These supplies will provide our students with every opportunity to practice their reading skills. This is a necessary purchase, as our school has a very limited number of books. We will purchase leveled readers, as well as a multitude of electronic resources (including eBooks) that will encourage reading. We also want to incorporate Reading A-Z, as well as the Scholastic. These tools will aid with vocabulary and language acquisition.

Timeline

What is your program implementation timeline for the fiscal year?

Our timeline for year 3 will also resemble our previous years' implementation. July: Award Notification and meeting with Transformation Team to finalize plans for implementation. Continue BLT and TBT meetings to make policies and review progress. Administration and Director of Instruction map out plan and schedule for teacher performance evaluations and make announcements. Summer programs come to an end. August: Curriculum mapping and student involvement in summer programs, coordinated with professional development plans and 21stCentury Summer activities. Professional Development covering new procedures and policies for culture and discipline, teacher expectations and implementation of student individual learning plans. September: Begin bi-monthly PD sessions. This will begin with training on Reading / Language Arts, Math and ELL instruction. Beginning of targeted activities to maintain and increase parent involvement September-January: Follow-up implementation with walk-throughs, observations, and teacher coaching. The TBT and BLT will continue to meet. Evaluations will be completed by the Director of Instruction. We will conduct the first formal teacher performance evaluation with professional growth plans in November. January: Second teacher performance evaluation for teachers with most serious deficits. Development of Professional Growth Plans. In January, we will begin working on a sustainability plan for the FY15 school year. March: Third Performance evaluation for staff on Growth Plans; Final preparation for OAA and administration of tests; evaluation of results, and planning for next year begins.

Continuation

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

As we have stated in Years 1 and 2 , we want this program to become sustainable for the success of all students. Our focus will remain on proper intervention implementation, teacher professional development and training, data driven instruction, student assessment, teacher evaluation, and a relentless set of core values demonstrated daily that we can achieve. Our new academic leader will be key in providing us with the tools necessary for success, while also providing oversight that our program runs like a well-oiled machine. Two weeks of staff development in the summer of2013 will help to re-establish a our school culture and will be implemented by Donray Bennet and Linnae Clinton. Professional development will include training all staff on new protocol, curriculum design and implementation, and assessment. Should staff begin to demonstrate that they are not able to meet the newly outlined expectations, we will create an individual plan to success; however if staff fail to comply with new school culture or cannot demonstrate adequate growth in the classroom, teachers will be replaced. CBA's partnership with Mangen & Associates will help to ensure that we can continue this successful initiative. We are also able to apply for additional funding through the Mangen Family Foundation, Bill and Melinda Gates Foundation and several other private funding sources.