

Application

East End Comm Heritage School (134288) - Hamilton County - 2014 - School Improvement Competitive 1003 (g) - Rev 0 - Non-ARRA School Improvement Competitive 1003(g) - Application Number (15)

Needs Assessment

<p>Tier I</p> <p>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</p> <p>Intervention Model: Turnaround</p> <p>FY13 Proposed Budget: \$432,897.00</p> <p>10.0 Projected percentage increase in reading as evidenced on the OAA or OGT at the end of this grant year</p> <p>97 Number of students impacted by the SIG initiative</p> <p>37.00 Percentage of students meeting Reading/ Language Arts proficiency on state assessment (this is a projection at the time of application)</p> <p>6.30 Percentage of students meeting proficiency on state or local assessments in Science</p> <p>90.0 Percentage of students meeting proficiency on local assessments in Fine Arts/ non-core areas</p> <p>87.10 Student attendance rate (%)</p> <p>22.00 High school dropout rate (%)</p> <p>20.0 College Enrollment rates (%) - may be N/A for non-high schools</p> <p>Other (goals established in initial application)</p> <p>Other (goals established in initial application)</p>	<p>School Improvement Status: OK</p> <p>Apply for a waiver to "start over" in SI timeline (only if implementing turnaround or restart model in Tier I school): No</p> <p>FY12 Proposed Budget: \$353,925.25</p> <p>FY14 Proposed Budget (Cohort 2 only): \$400,000.00</p> <p>10.0 Projected percentage increase in math as evidenced on the OAA or OGT at the end of this grant year</p> <p>97 Total building enrollment</p> <p>30.0 Percentage of students meeting Math proficiency on state assessment (this is a projection at the time of application)</p> <p>30.0 Percentage of students meeting proficiency on state or local assessments in Social Studies</p> <p>318.00 Extended Learning Time: additional minutes per student for the previous school year</p> <p>95.00 Teacher attendance rate (%)</p> <p>45.80 Graduation rate (%)</p> <p>0 Percentage of students completing advanced coursework (AP and/or dual enrollment classes)</p> <p>Other description</p> <p>Other description</p>
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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

East End Community Heritage School (EECHS) identified and documented a root cause analysis using a collaborative team approach. The BLT, our Building Leadership Team, was identified and assigned to monitor implementation of the goals, strategies and action steps and to provide evidence required by Indistar. The BLT/DLT reviewed input from the administration, teachers, office staff, parents, community leaders, university partners, business owners, and students. Critical needs were identified using the following data found in student scores on State assessments: Performance Level Across All Grades 3-8 and 10 For All Tested Subjects: Untested 5.7% Limited 42.9% Basic 32.4% Proficient 16.2% Accelerated 2.9% Advanced 0%. The annual goal for student achievement on the State assessment in both Reading and Math is 75%. Progress will be evaluated using State assessment guidelines in Reading and Math, Safe Harbor or by Value Added. An environment conducive to learning will be obtained and monitored by surveying parents, students, and staff at the end of the school year. All applicable deadlines including student indicators, adult indicators, assessment schedules, review dates, targets and goals (SI, RTI, AVID, OIP, CCIIP) and communication plans will be completed in a timely manner. Quarterly results, formative and summative assessments such as monthly benchmark assessment will also be used to evaluate progress and will be included in Indistar for proper monitoring.

Integration into Ohio Improvement Plan

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

The EECHS team analyzed assessment results including MAP, DIBELS, KRA-L, District Approved Assessments, and OGT/OAA results to determine academic needs. Discipline, attendance and graduation data were evaluated. Following this review data from the Decision Framework was addressed. SMART goals were created to address the most critical needs of the school. These goals, determined and created by the team, focus on academic areas of Math, Literacy and Climate for grades K-12 and HQPD. EECHS student body consists of 97.2% economically disadvantaged students. 97.2% of our students are eligible for free and reduced lunch, which is significantly higher than the State average. Student body population is 99% African-American and 1% Caucasian/other ethnicity students. 30% of student body population is designated as Special Education. These students are taught through the inclusion model. Attendance is a persistent problem. Non-monetary incentives, public recognition at assemblies, parent nights, newsletters and other viable venues will be utilized to improve in this area. Also, Fine Arts opportunities and increased technology will serve to motivate attendance. EECHS formed a Graduation Retention Committee to carefully monitor student progress academically, to check attendance, and to investigate any student who may be at risk of not graduating. Action steps have

been outlined and assigned to specific personnel. EECHS intends to make every effort necessary to ensure that we, once again, meet graduation requirements.

Capacity To Implement

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

Considering the critical needs and goals selected by the teams, the Transformation Model was selected as the best intervention model for EECHS. The key components of the Transformation Model are to: create new hiring practices, implement an instructional model based on student needs, provide HQPD to staff while building capacity, continuous use of data to inform and drive differentiated instruction, provide increased learning time for staff and students, provide social/emotional and community oriented services and supports, as well as creating a new governance structure to grant more operational flexibility to the school leader. EECHS completed their requirement associated with school wide components and has been approved by the State. We adopted the innovated program approved by the ODE in our school wide Transformation Model, the AVID Program. The AVID Program best addresses our goals for the School Improvement Plan. BLT/DLT conducted a comprehensive analysis that informed the design and implementation of intervention strategies. EECHS will make dynamic changes to the school schedule to accelerate achievement of goals in both Reading and Math. A Reading and Math Lab class for ALL K-8 students, ensuring each student receives 100 minutes per day in both disciplines, will be incorporated into student daily schedules. Multiple strategies and resources will be investigated and implemented in both Reading and Math Labs. Job embedded Professional Development to enhance instruction will be provided for Lab teachers. In addition, our school day will be extended by 45 minutes changing the end of day from 3:45 p.m. to 4:30 p.m. This will afford EVERY STUDENT the opportunity to attend ELT-EVERY DAY! Transportation inflexibility has prevented us from implementing this program in the past. The innovative scheduling is predicted to result in higher attendance in ELT, resulting in higher State Mandated Testing scores in Reading and Math. In an effort to build capacity and ensure sustainability, EECHS will employ and utilize an Instructional Coach to provide embedded professional development on a daily basis. The Instructional Coach will receive PD for instructional coaching and go through OTES training and receive proper OTES certification. In addition, EECHS will also employ a Data Analyst/Indistar Coordinator to manage instructional data and coordinate and implement all Indistar requirements. The Data Analyst/Indistar Coordinator will receive PD to acquire necessary skills to properly analyze all data and develop skills in the best use of data application to inform and drive instruction. The Data Analyst/Indistar Coordinator will work closely with the Instructional Coach.

Partnership Commitment: Stakeholder Involvement/Collaboration

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

Xavier University has provided support with training, professional development and technical support. They have provided academic tutors to assist our students, academic coaches and mentors for our staff. In an effort to show sustainability, our dependence on Xavier will decrease incrementally as capacity increases. EECHS has been quite successful in building strong partnerships with a wide range of organizations and service providers. The Foster Grandparents Organization, YMCA, North Fairmount Civic Association, St. Leo's, District 3 Police Department and Hopple Street Health Clinic are our valued stakeholders.

Goals, Strategies and Action Steps

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.

All SIG initiatives are integrated within our CCIP and RttT goals.

Professional Development

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

EECHS Professional Development will become less reliant upon Xavier University's X-CEED Program, but will utilize the services of a Professor to oversee and advise staff in the reading and math lab ensuring quality instruction and building capacity and sustainability. Xavier Tutors will be used on a more limited basis, placing them in the most critical areas. In an effort to provide rigorous and relevant PD, more emphasis will be placed on individual teacher needs. Targeted PD in critical areas will improve classroom instruction practices and student academic growth. The Professional Development Plan for all individuals connected to the program includes PBS (Positive Behavior Support), MAP assessment training, FIP (Formative Instructional Practices) Curriculum Mapping for all content areas in grade K-12, college credits for teachers in the areas of literacy and math, and other professional development as determined by data results on 2013 OGT/OAA test scores as recommended by the CSLT/BLT. Other professional development will be based on classroom rounds, observations, teacher input and instructional coach observation.

Program Evaluation

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

EECHS will use multiple strategies to evaluate progress in achieving the goals and objectives set forth. The annual goal for student achievement on the State assessment in both Reading and Math is 75%. Progress will be evaluated using State assessment guidelines in Reading and Math, Safe Harbor or by Value Added. An environment conducive to learning will be obtained and monitored by surveying

parents, students, and staff at the end of the school year. All applicable deadlines including student indicators, adult indicators, assessment schedules, review dates, targets and goals (SI, RTI, AVID, OIP, CCIP) and communication plans will be completed in a timely manner. Quarterly results, formative and summative assessments such as monthly benchmark assessment will also be used to evaluate progress and will be included in Indistar for proper monitoring.

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.

EECHS is requesting an increase to \$450,000.00 from last year's \$400,000.00. These additional dollars will be used to design, supply, staff and implement both a reading and math lab. The labs will guarantee 100 minutes of both math and reading instruction daily. Based on current research, this extra time will positively impact learning and increase our test scores. The budget allocation of resources and an explanation of each expenditure and its alignment with goals is as follows: SALARIES - Paraprofessional K-3 - a new position added to support the Third Grade Reading Guarantee and to provide more small group instruction in reading and math. Reading and Math Lab Specialists - Grant request increase to \$450,000.00 from last year's \$400,000.00 will partially cover the expense of adding a Reading and Math specialist to our staff. The addition of these innovative labs will ensure that students receive a total of 100 minutes of targeted instruction daily, resulting in higher State Mandated Testing Scores. Data Analyst/Indistar Coordinator - This critical position is necessary to analyze multiple streams of data and effectively implement targeted, evidence based classroom instruction, building capacity and sustainability into the Program. Job description also includes oversight and responsibility for entering all data into Indistar in a timely manner. Instructional Coach - In an effort to become less reliant on external providers, EECHS will use the services of an Instructional Coach to provide embedded PD. This will ensure continuous monitoring of instruction and site-based observation, collaboration, and improvement in instruction, building both capacity and sustainability. PROFESSIONAL DEVELOPMENT - EECHS will become less reliant upon Xavier University's X-CEED Program, but will utilize the services of a Professor to oversee and advise staff in the reading and math lab ensuring quality instruction and building capacity and sustainability. Xavier Tutors will be used on a more limited basis, placing them in the most critical areas. In an effort to provide rigorous and relevant PD, more emphasis will be placed on individual teacher needs. Targeted PD in critical areas will improve classroom instruction practices and student academic growth. SUPPORT SERVICES - School Nurse, Psychologist, OT/PT, Speech, Counselor, and any service required for students. FAMILY/COMMUNITY - In a concerted effort to engage families in educational services provided by EECHS and to build strong family and community bonds, every effort will be made to involve the community in their neighborhood school, EECHS, through newsletters, community organization meetings, PTO and family outreach programs. This will result in increased enrollment and sustainability. INSTRUCTION - Educational material, including math manipulatives, common core supplemental texts (hard copy and computer based programs) will enhance classroom instruction in reading and math. Math and reading lab material to provide enhanced learning opportunities. GOVERNANCE/ADMIN - Salary for Administration Assistant who will assist the Principal in matters of student attendance, discipline, graduation and Principal assigned duties. This provides the Principal more time to be in the classrooms resulting in quality, best practice procedures and instruction. Expected student outcomes are clearly supported by our budget. Student goals are expected to be met based on our cost analysis. The project cost and scope are aligned. Funding issues will be addressed with multiple strategies including possible reallocation of dollars, creative use of personnel, Title funding, possible 21st Century Grant dollars.

Timeline

What is your program implementation timeline for the fiscal year?

The actual planning for the 2014 school year began well before May. Sustainability has entered into every decision we have made. Opportunities for reflection and revision have been and will continue to be provided. May - Grant submission and review - Building needs assessment - Finalize school calendar June - Focus on recruiting and hiring staff, data review and PD analysis July - Funds become available to EECHS - Purchase necessary materials for instruction enhancement and schedule PD for materials August - Review final test data - Focus on training school staff (designing sustainability measures into program and building capacity) September - Administer assessments and collect baseline data of students by September 30, 2013. MAP, KRA-L, DIBELS and District approved test results. - Instructional Coach and Data Analyst will provide integrated assessment of all baseline data to assist in correct instructional areas. - Xavier University tutors placed strategically in areas of critical need. - Xavier University X-CEED Professor reviewing progress in math and reading labs. October - Monitor new programs/methods. Evaluate effectiveness and make necessary adjustments in scheduling/instruction. - Xavier University X-CEED Professor reviewing progress in math and reading labs. November - Review progress, communicate with stakeholders concerning progress. - Xavier University X-CEED Professor reviewing progress in math and reading labs. December - Continuing implementation of academic plan and reviewing progress. - Xavier University X-CEED Professor reviewing progress in math and reading labs. January - Short cycle assessments administered, reviewed and evaluated. Report progress to stakeholders. - Xavier University X-CEED Professor reviewing progress in math and reading labs. February - Increase number of supports in place in preparation for OGT/OAA - Xavier University X-CEED Professor reviewing progress in math and reading labs. March - Review progress and sustainability, share information with stakeholders. - Xavier University X-CEED Professor reviewing progress in math and reading labs. April - Planning for upcoming school year. Review sustainability. Adjust as needed. - Xavier University X-CEED Professor reviewing progress in math and reading labs. May - Review progress. Prepared required reports. Check sustainability and capacity. - Xavier University X-CEED Professor reviewing progress in math and reading labs.

Continuation

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

When funding is reduced or ended, our initiative will sustain itself because of some key strategies we have put in place. The staff and wider community share in the reform. Time is reserved and protected for educator collaboration and job embedded professional development through the services of an Instructional Coach. We have and will continue to convey to the faculty, School Board, the community and its leaders, including the community councils the appropriateness and effectiveness of all our researched based efforts. This support is critical to the sustainability of our program. We are purchasing multiple year agreements with NWEA (MAP) in order to continue data collection and usage. The AVID Program is affordable and sustainable beyond the three year cycle. The curriculum library is a one time cost. To maintain these programs beyond the SIG Grant funding period is of minimal cost to the school. High quality PD is building capacity within our staff and will increase our enrollment. We will be proactive concerning anything that might threaten practices resulting in improved achievement by maintaining open lines of communication and including all stakeholders in reports of our progress.

