

Application

East Cleveland City School District (043901) - Cuyahoga County - 2014 - School Improvement Competitive 1003 (g) - Rev 1 - Non-ARRA School Improvement Competitive 1003(g) - Application Number (26)

Needs Assessment

<p>Tier II</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: Transformation</p> <p>FY13 Proposed Budget: \$1,295,000.00</p> <p>5.00 Projected percentage increase in reading as evidenced on the OAA or OGT at the end of this grant year</p> <p>1045 Number of students impacted by the SIG initiative</p> <p>64.00 Percentage of students meeting Reading/ Language Arts proficiency on state assessment (this is a projection at the time of application)</p> <p>44.10 Percentage of students meeting proficiency on state or local assessments in Science</p> <p>65.00 Percentage of students meeting proficiency on local assessments in Fine Arts/ non-core areas</p> <p>87.76 Student attendance rate (%)</p> <p>35.00 High school dropout rate (%)</p> <p>36.00 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: SI Year 8</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: \$1,459,400.00</p> <p>FY14 Proposed Budget (Cohort 2 only): \$2,000,000.00</p> <p>5.00 Projected percentage increase in math as evidenced on the OAA or OGT at the end of this grant year</p> <p>1045 Total building enrollment</p> <p>62.40 Percentage of students meeting Math proficiency on state assessment (this is a projection at the time of application)</p> <p>63.00 Percentage of students meeting proficiency on state or local assessments in Social Studies</p> <p>31380.0 Extended Learning Time: additional minutes per student for the previous school year</p> <p>91.60 Teacher attendance rate (%)</p> <p>65.00 Graduation rate (%)</p> <p>19.00 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

The District is committed to positively impacting student achievement. The District will continue with the Transformation Model. This model was selected as a means to support its stakeholders in reaching its vision of "Emerging as a District of Excellence". Shaw High School's 2011-2012 Report Card depicted the 10th Grade OGT reading data at 61.4% proficient (vs. 86% state average), mathematics at 57.1% proficient (vs. 82.6% state average), the Graduation Rate at 60.4% (vs. 79.7% state average), and an attendance rate at 88% (vs. 94.5% state average). Shaw High School improved its performance index increasing the performance index from 77.8% to 82.2. The selected intervention model will continue to focus on three components. Component 1: The District Leadership Institute meant to support the development of Shaw leaders in fostering the strategies needed for school transformation efforts. The District will work with experts with proven track records of implementing research based best practices in school leadership development. The Summer 2013 District Leadership Institute will provide direct training for principals on the key skills and strategies necessary for success. The District will provide job-embedded executive coaching for Shaw HS principals, delivered by individuals with expertise in successfully leading school improvement efforts. Component 2: Comprehensive program to improve teacher effectiveness at Shaw. Through TM, the district will utilize a teacher effectiveness program. Coaches will be provided for all Shaw HS Reading and Math teachers (all HQT) to develop exemplary lessons aligned to Ohio New Learning Standards, prepare for the transition to Common Core Standards, train on research-based teaching strategies particularly around differentiation to help ensure successful implementation of instructional practices. Teacher response to this program was highly positive, and notable improvements were made in implementing teaching practices during this period. Component 3: A robust tiered intervention system for students struggling with foundational reading and math skills. Through the Transformation Model, intensive reading interventions will be implemented at Shaw. Use of highly researched and proven comprehensive literacy programs designed for struggling readers. To improve math performance, we will implement a high yield math intervention program. Finally, the District will extend the use of benchmark assessments which will allow Shaw staff to better differentiate instruction. We will also utilize end of course exams to get a better picture of teacher impact via value added teacher level reports. Together, initiatives will significantly address the following indicators of impact: 1) Reading Achievement, we aim to meet state average of 83% by the end of the three year term of the grant, 2) Math Achievement, we aim to meet state average of 80% by the end of the three year term of the grant, 3) Graduation Rate/ Attendance Rate, we aim to meet state averages of 83% and 94%, respectively, by the end of the three year term of the grant, and 4) Implementation of School Improvement Strategies will help us reach that goal.

Integration into Ohio Improvement Plan

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

The District Leadership Team in collaboration with the State Support Team had been involved with the Ohio Improvement Process for the past four years consecutively. Utilizing input provided by the Building Leadership Team, stage 1 of the OIP, identifying critical needs of the District and the School was completed. After jointly identifying the critical needs, a focused plan was developed which is stage 2. Stage 3 of implementing the focused plan and stage four of monitoring the process will continue to be driven by stage one and the response in stage 2. The DLT, BLTs and TBTs will continue with the Ohio Improvement Process. This grant will support the District's efforts to address the critical needs identified in stage one. Teacher Based Teams will collaborate to collect and chart student data; analyze student work specific to the data, establish shared expectations for implementing specific effective changes in the classroom; implement changes consistently across all classrooms; and the last step takes the team back to the first so the impact of their instruction can be evaluated and responded to. The grant will enable the District to provide extensive professional development that is needed to increase teachers' ability to implement the five step process and increase their repertoire of instructional skills. The District will extend the use of benchmark assessment which will allow Shaw staff to better differentiate instruction. Together, initiatives will significantly address the following indicators of impact: 1) Reading Achievement, we aim to meet state average of 83% by the end of the three year term of the grant, 2) Math Achievement, we aim to meet state average of 80% by the end of the three year term of the grant, 3) Graduation Rate/Attendance Rate, we aim to meet state averages of 83% and 94%, respectively, by the end of the three year term of the grant, and 4) implementation of school improvement strategies are research based best practices.

Capacity To Implement

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

The East Cleveland City School District (ECCSD) has tenaciously maintained, for over a decade, a Continuous Improvement Plan (CIP) designed yearly in response to its academic and psycho-social student data. The CIP is heavily informed by the data gathered in the OIP. The DLT's BLTs, and TBTs analyze the data, and respond by giving opportunities for all stakeholders to have input. In order to build the capacity of teachers and leaders the District will continue to deliver high quality job embedded professional development employing the gradual release model. The District/School calendar allows for professional development to occur weekly and for data to be monitored on an ongoing basis. The District, in response to the data, replaced some building leaders; contracted with a vendor to provide coaches to support building leaders and teachers; collaborated with the City of East Cleveland; General Electric; United Pastors of East Cleveland; the Police and Fire Departments. As a means to rally together for the challenge of reform we appeal to residents to remain in East Cleveland and support their child(ren)'s public education. Through the OIP the District in conjunction with Shaw's BLT will continue implementing the plan for Shaw High School that focuses on providing teachers and leaders with the critical instructional delivery skills needed in order for students to be successful. This task will be accomplished by utilizing SIG funds to facilitate job embedded professional development for Shaw teachers and leaders. This initiative will continue to improve instructional delivery and will yield an increase in student academic achievement. We strive to create classroom environments that promote an instructional focus and decrease disciplinary incidences. Additionally, there will be an increase in high quality professional development that is aligned to the standards for the teaching profession. The OIP/BLT will evaluate professional development sessions in terms of effectiveness in student outcomes. These sessions will be revised to address 2013 student data. Also, teachers and leaders have been surveyed relative to what they feel their needs are; this data will be taken into consideration in determining 2013 - 2014 professional development for Shaw.

Partnership Commitment: Stakeholder Involvement/Collaboration

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

Improving Shaw High School's academic status is the primary focus of any partnership. SHS' major partners provide resources and opportunities to students to extend their learning and/or minimize non-academic barriers. SHS partners with various organizations and entities that will enhance our efforts to reach our OIP and CIP goals. The District invites stakeholders to contribute via advisory boards, District Wellness Committee, and the Family and Civic Engagement Team. The Family and Civic Engagement team works to create, sustain, and evaluate annually the partnerships with various entities. They also ensure appoint person for each partnership in the District, and that there is pd given to administrators to create, sustain and expand partnership. Data on partnerships is communicated on the District website, school newsletters, and at parent events to highlight academic gains as a result of participation. NASA has partnered with SHS to showcase speakers and projects to encourage students to pursue careers in science, technology, engineering and math. Many area universities host SHS students in the Post Secondary Education Option: Cleveland State University, Case Western Reserve University, Cuyahoga Community College, University of Akron, and Kenyon College. Case Western Reserve University provides speakers, service learning projects, internships and mentoring programs especially in the areas of mathematics and science. The Auditor of State, PNC Bank, and the Ohio Realist Association partner with the district to offer a comprehensive financial literacy program entitled, "Money Matters." Cleveland Clinic's Department of Civic Education and Huron Hospital provides students with internships, participate in Distance Learning Courses, and health care dialogues. NEON Health Services, Inc. provides a wellness center housed at SHS. University Circle, Inc. partners with SHS through the Future Connections Program, an eight week, paid internship at an arts institution and a business institution. McGregor Nursing Home provides practical experience for SHS Diversified Health Occupation students. and the Senior to Senior Prom Program. Youth Opportunities Unlimited provides seminars focuses on job and career readiness skills while working to find gainful employment. The Cleveland Scholarship Program works on site to assist students in their pursuit of higher education; completing the FAFSA, and finding applicable scholarships. Bellefaire, Beechbrook and Berea Children's Home provides counseling and referral services for children experiencing social, and emotional, difficulty. The City of East Cleveland provides a School Resource Officer, the Mayor's Youth Council, and various other activities. Facing History and Ourselves provides pd for teachers and leadership training for students in the area of social justice training and civic responsibility. Linkage Coordinators monitor students' academic progress while connecting them with resources to minimize the effects of non-academic barriers. Other partnerships that increase effectiveness towards academic excellence include the Cleveland Bar Association, East Cleveland Library, Bridges of Hope, RTA, Cuyahoga County Board of Health, State Department Diplomacy Program, University of Toledo, YWCA, E-City, and many others. The District strives to provide families with multiple avenues to connect with the academic goals. Partnerships expand the walls of the classroom and broaden the horizons of our students, and their families. Career and Technical Education programs bring many community members into SHS for services in Cosmetology, Automotive Technology and Culinary Arts. Career and Technical Education students participate in internships in community businesses. Parents, community members and students have many opportunities to give feedback on a building level, district level, and at the monthly Board meetings. The District welcomes parent volunteers in our schools.

Goals, Strategies and Action Steps

G 1) Reading, Language Arts, Mathematics and Science

Description:

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics and science. 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, mathematics and science on the State's assessment (ESEA Section 1111(h)(1)(C)(i)).

Fiscal Resources

Grant	Notes	2013	2014
School Improvement Competitive 1003 (g)			
Non-ARRA School Improvement Competitive 1003(g)		\$205,000	\$ 1,000,000
School Improvement Competitive 1003 (g) Total:		\$205,000	\$1,000,000
Grand Total:		\$205,000	\$ 1,000,000

S 1.21) Teacher Based Teams

Description:

Staff will be trained in using data to drive instruction as well as the Teacher Based Teams (TBD) processing model. Teachers will meet in their applicable teams to analyze data and make decisions following the TBD model.

AS 1.21.1) Correlate Professional Development to Schools in School Improvement Based Upon Data

Description:

Shaw High School staff members will utilize the TBD model as a means to positively impact student performance. Staff will analyze student data and make academic decisions relative to instructional practices that are responsive to student needs as indicated via performance and other data.

Grant

School Improvement Competitive 1003 (g)

ARRA School Improvement Competitive 1003(g)

Non-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.

Based on the Continuous Improvement Plan and the OIP Shaw High School has identified various additional and supporting resources that will build capacity in our building leadership, teachers and students. Our current Continuous Improvement Plan is monitored closely and evaluated annually to ensure alignment with model curriculum, district initiatives, and student achievement. Through SIG Funding Shaw high school will deploy technical assistance through job embedded professional development for teachers. Coaches will focus the sessions on data driven decision making, differentiated instruction, and mathematics/literacy research-based best practices. Additionally, the Collective Bargaining Agreement includes Early Release Wednesdays which release students from school in order for the teachers to focus on professional development activities. This time allows for more focused implementation of the Transformation Model. Building leaders will attend a summer District Leadership Institute to focus on an in depth understanding of the Common Core Standards. To ensure that students are meeting the goals set forth in the OIP and District CIP, data will be monitored from the performance on the OGT as well as the District's formative assessments. By coupling this Institute with the monthly Principal professional development sessions, the District will be able to support and monitor the instructional leadership skills and growth of all participants. Tutoring will be available for all grade levels and the credit recovery program will be ongoing. Through SIG funding, it is proposed that within this model, two intensive reading interventions be purchased and/or continued at Shaw High School in response to an indicator of impact whereas a high percentage of Shaw students are identified as limited or basic readers. SIG funding will allow Shaw to purchase and continue a technology math intervention program, to provide students with skill support for "at risk" math students. The focus will continue to be individualized support that will positively impact academic performance. The STAR benchmark assessments will help our district to monitor student achievement. By combining the robust

reading and mathematics interventions with the close monitoring of progress on district formative assessments, we will ensure the academic progress of all students in reading and mathematics. At the school level we are ensuring the maximum and most flexible use of funds, all targeted toward the school's improvement goals. By building capacity in stakeholders we are utilizing additional resources that will enhance existing entities, programs and services necessary for the effective implementation of the school improvement goals. East Cleveland City School District offers credit recovery via PLATO online learning environment, Study Island web-based intervention, Pro-Ohio short cycle web assessments to ensure student growth. Through SIG funding we would like to continue online professional development modules for teachers, robust reading interventions online for students, additional monitoring tools for district leaders, teachers, and students.

Professional Development

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

In line with the six standards of high quality professional development, all PD associated with this grant will be purposeful, structured, and continuous process that occurs overtime. The calendar and school day are reflective of the need for ongoing HQPD, and thus the impact of this professional development will be monitored closely over time and coupled with the job embedded components to ensure optimized actualization of the outcomes and delivery. Every HQPD experience associated with this grant is informed by multiple sources of data: student data, principal walkthroughs, consultant input, nonacademic barriers, community input, surveys, and teacher identified needs. This data will be utilized to inform the DLT, BLT, and TBT of the areas of critical concern to be addressed through Professional Development. The SIG Grant will continue to feature HQPD that is collaborative. Teachers will continue to have the opportunity to voice best practices, ask questions, shape the facilitation and give feedback on the most effective methods for delivery. The communication at the sessions will be complex and feature a variety of avenues for involvement - message boards, face to face, email, online courses and more. The SIG grant will continue to feature HQPD that includes varied learning experiences that accommodate individual educator's knowledge and skills. We will continue to differentiate the level and content that is offered teachers to increase every teacher's repertoire of knowledge while enhance their tool box, no matter the level of expertise they are currently exhibiting. The SIG grant will continue to evaluate the effectiveness of each HQPD experience based on the impact on professional skills of teachers and the achievement level of all students. Continuous monitoring of the impact of teacher implementation will also inform the trends as they relate to student achievement. At the core of the SIG grant it is imperative that the results of every HQPD experience will result in the acquisition, enhancement or refinement of skills and knowledge. We will continue to monitor the increase in capacity over time, and collect information about how to structure HQPD and balance the level of new information, while offering refreshers along the way. The balance of new information must be coupled with opportunities to put the new knowledge to work, which speaks to the importance of job embedded professional development. The professional development for the SIG program will have the six standards embedded in the implementation as well as the District goal of improving academic achievement at the forefront of every HQPD experience.

Program Evaluation

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

Continual monitoring is an integral component of the District Leadership Team's implementation of the plan devised in conjunction with the Ohio Improvement Process. Teacher based teams meet to analyze monthly assessment data; identify strengths and obstacles; define instructional strategies identified in the plan by examining student work and students' conditions for learning; implement and monitor instructional practices and system supports that produces conditions for learning; analyze the next cycle of monthly assessment data, identifying strengths and obstacles and make plan corrections. Teacher based teams meet weekly to focus on the student progress as evidenced by the formative assessment tools. The teacher based teams report a summary of their progress to the Building Leadership Team. The Building Leadership team monitors the effectiveness of the instructional strategies based on the data rendered from walk throughs, student achievement and teacher based team reports. The building leadership team then evaluates the overall success of the building as it relates to progress toward the overall goals. Utilizing a variation of the five step process the building leadership team reports to the District leadership team as well as gives recommendations to the teacher based teams. The District leadership team convenes a variation of the five step process to identify strengths and obstacles; identify recommendations for implementation; analyze adult process indicators as they relate to student outcomes; record data; make recommendations to the BLT for optimized implementation and results. TBTs, BLT and the DLT utilize SMART Goals set forth at the beginning of the year to ensure that the interventions are moving students toward reaching AYP. Each facet of the plan is aligned to closely monitor leadership's impact on student outcomes and teacher implementation; teacher input on student outcomes as it relates to the high quality professional development experiences; and intervention tools on student outcomes to monitor the success of selected interventions. The structures are in place to inform this process and will continue: curriculum maps, formative assessments, summative assessments, differentiated instruction, job embedded professional development for principals, DLT, BLT and TBT communication. Monitoring is consistent, frequent and embedded at the teacher, building and district levels.

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: \$150,000 The funds will be used to pay for teachers who facilitate extended learning time in before/after school tutoring; summer enrichment academy; credit recovery opportunities, and Saturday school. These opportunities extend beyond the normal school day. Students will have more opportunities to spend time covering the standards, receiving enrichment and intervention. Retirement Fringe Benefits: \$32,750 The funds will cover any costs associated with Retirement and Fringe Benefits for the extended learning time endeavors. Purchased Services - \$20,000 The fund will be used to cover expenses associated with Battelle for Kids Extended Testing Pool and Speakers for students in specialized content areas to increase exposure to the standards in a real world context. Supplies: \$50,000 - The funds will be used to purchase ACT Quality Core End of Course Assessments. Quality Core End-of-Course Assessments measure the learning outcomes all students must attain in order to succeed in college and careers. Each assessment includes problem-based questions embedded in both academic and real-world contexts that are accessible and relevant to high school students. These real-world problems require practical applications of concepts, theories, principles, and process. Capital Outlay: \$200,000 The funds will be used to purchase new computers to facilitate 21st Century learning, blended classroom models, and prepare for the next generation of assessments. Support Services: Salaries: \$10,000 Twelfth grade students, who have passed all five parts of the OGT, will serve as tutors for students in the tenth grade. They will provide assistance with multiple choice questions, extended response questions, and prerequisite skills to impact the performance on the OGT and other standardized tests. Supplies: \$5,000 Manipulatives and other specialized products will be purchased for the peer tutors to conduct meaningful, personalized tutoring sessions. Professional Development: Salaries: \$100,000 These funds will be utilized to offer high quality professional development on high yield instructional strategies that will impact academic achievement. The District will offer online

courses, personalized professional development opportunities, and other technology based models that will enhance teacher performance. Retirement Fringe Benefits: \$25,000 The funds will cover any costs associated with Retirement and Fringe Benefits for the professional development opportunities. Purchased Services: \$308,950 These funds will be used in order to facilitate the contract and fees associated with offering various professional development opportunities. Supplies: \$10,000 The funds will be used to purchase supplemental materials to extend the professional learning, such as books, specialized rubrics and connected manipulatives. We will purchase the Teachscape professional development library to help teachers enhance areas of weakness and build on areas of strength. Capital Outlay: \$10,000 The funds will be used to purchase Teachscape panoramic cameras, so that teachers can collaborate electronically and give feedback to each other from actual teaching. Transportation Salaries: \$1000 The funds will be used to cover special transportation to increase participation in extended learning opportunities. Retirement Fringe Benefits: \$300 These funds will be used to cover any costs associated with Retirement and Fringe Benefits for Transportation. Purchased Services: \$10,000 These funds will be used to cover the expenses associated with travel for the purposes of extending the standards for students outside the walls of the classroom. Indirect Cost Other: The projected amount of indirect cost is \$67,000

Timeline

What is your program implementation timeline for the fiscal year?

Because of the District's involvement in the Ohio Improvement Process, the timeline takes on somewhat of a cyclical nature. The extensive planning process and the data that the process yielded is the crest for the District's Transformation Model (TM). The District Leadership Team, consisting of representatives reflective of all District stakeholders, meets monthly to plan, develop, monitor and evaluate all District programming and initiatives through a rigorous process. This Team will continue to meet during the summer months to support the continuum of the implementation of activities that must occur to support the TM effectively once the school year begins. Summer support activities include a technical audit to ensure that any updates are installed for technology based, reading intervention programs and math interventions; pd for teachers of intervention programs. An Instructional Excellence Institute will be designed for all stakeholders as a means to communicate the Transformation Model to ensure staff continuation and understanding, further, the Institute will include: an in-depth data session to depict the State of the District; a session reflective of the Transformation Model's response to the data; sessions to implement the revised Curriculum Maps; and a session where reading and math indicators are analyzed to determine the prerequisite skills necessary for student mastery of the indicator; other sessions where as focused research based content area strategies will be presented. Job embedded professional development for teachers and building leaders to be continued throughout the course of the year; STAR Math and Reading assessments will be administered monthly; monthly progress monitoring begins and continues throughout the course of the year; monthly focused pd at buildings continues throughout the course of the year; teacher cadre meetings begin; DLT, BLT and TBTs meet to ensure success of the Transformation Model and continue throughout the course of the year. 10/13 activities: STAR Assessments administered, include: continuation activities from 9/13, implementation training for intervention teachers begins and continues throughout the year; DLT, BLT and TBTs ensure continuous flow of data and recommendations, quarterly data review, reporting, recommendations and adjustments; 1/14 activities include OAA/OGT Simulated Assessments (based upon old versions) administered; end of course exams for semester courses 2/14 include all previous activities; 3/14 includes Quarter 3 review and recommendations, OAA/OGT "Blitz" activities; OAA/OGT assessment; 5/14 activities include administer final STAR Assessments for growth measures; end of course exams for semester/year long courses. This timeline of events is reflective of a cyclical process whereas all calendar activities continue throughout the year beginning with "summer" and ending 5/14 for the 2013-2014 school year. Building the capacity of teachers and leaders as evidenced through student outcomes is the focus of each component monthly. The five step process will be followed on a cyclical basis to ensure student outcomes/ adult indicators are yielding the desired results.

Continuation

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

The efficacy that will be embedded as stakeholders matriculate through East Cleveland City School District's (ECCSD) Transformation Model (TM) designed for Shaw High will be sustained for years to come. The Transformation Model will build capacity for teachers and building leaders by aligning with existing resources that will end itself to have far impacting influence on the performance of Shaw students, teachers, building leaders, parents and the building culture. It is expected that teachers will continue with their new instructional delivery practices of differentiation techniques specific to all lessons; curriculum maps, student individualized intervention plans; bell schedules to support students; analyzing student data to drive instruction; increasing parental involvement; providing mentors for students; being proactive rather than reactive in dealing with student discipline and "carrying forward" Shaw's Vision Statement as developed within the Transformation Model process. Additionally, SIG funding will support robust math and reading reforms for many years to come as new computers will be purchased through SIG funding and the program materials will be utilized and sustained for years. Professional development opportunities which are central to the success of the transformation model may be supported via Title I; Title II-A; Title I School Improvement; and/or IDIEA for its applicable teachers. Building leaders will retain the training they received, the train-the-trainer model will be employed to transfer this learning to future building leaders, thus, embedding the practices learned into the culture of Shaw and ultimately, the District. It is also the intent of the ECCSD to seek and receive philanthropic funding to support Shaw's school reform efforts, Linkage Coordinators, Parent Liaisons; Instructional Coaches for teachers and Executive Coaches for building leaders and professional development for staff. The Family & Civic Engagement Team will continue its efforts to enhance and create meaningful partnerships and resources (financial and other) as a means to support the tenets of the Transformation Model for years to come.