

Application

Tomorrow Center (148981) - Morrow County - 2014 - School Improvement Competitive 1003 (g) - Rev 0 - Non-ARRA School Improvement Competitive 1003(g) - Application Number (16)

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: Transformation</p> <p>FY13 Proposed Budget: \$458,120.00</p> <p>15.00 Projected percentage increase in reading as evidenced on the OAA or OGT at the end of this grant year</p> <p>100 Number of students impacted by the SIG initiative</p> <p>54.00 Percentage of students meeting Reading/ Language Arts proficiency on state assessment (this is a projection at the time of application)</p> <p>38.00 Percentage of students meeting proficiency on state or local assessments in Science</p> <p>0 Percentage of students meeting proficiency on local assessments in Fine Arts/ non-core areas</p> <p>82.00 Student attendance rate (%)</p> <p>0 High school dropout rate (%)</p> <p>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: SI Year 2</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: \$789,357.00</p> <p>FY14 Proposed Budget (Cohort 2 only): \$543,120.00</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>100 Total building enrollment</p> <p>31.00 Percentage of students meeting Math proficiency on state assessment (this is a projection at the time of application)</p> <p>25.00 Percentage of students meeting proficiency on state or local assessments in Social Studies</p> <p>300 Extended Learning Time: additional minutes per student for the previous school year</p> <p>71.00 Teacher attendance rate (%)</p> <p>25.00 Graduation rate (%)</p> <p>0 Percentage of students completing advanced coursework (AP and/or dual enrollment classes)</p> <p>Other description: Projections based on Spring 2012 OGT results</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 Rates * Implementation of Model or SI Strategies-SBR

The Tomorrow Center, a Tier 1 conversion community school in rural Morrow County, serves regular education students as well as students with disabilities. TC is the only school in a 9 county area that provides the academic and therapeutic services which addresses the immediate needs of at risk students. 95% of the student body is on free/reduced lunches, 56% are students with disabilities, 30% are on probation/parole, 29% are credit recovery students and 11% are in foster care. The TC currently services 15 school districts in our immediate area. In conjunction with the OIP and through the research of the staff and Governing Board of the TC, the Transformation Model (Board approved March, 2011) was selected to be the catalyst that will lead to effective change in the instruction and achievement of our students. In accordance with the Transformation Model, the following areas have been addressed: the principal was replaced FY10 school year, two teachers out of six were replaced FY10; two were non-renewed at the end of FY11 with one being non-renewed at the end of FY12. A hiring system has been implemented utilizing a research-based behavioral interview process from OSU based on the work of Dr. Wayne K. Hoy. At the conclusion of each year, the hiring needs are identified by the CSLT. Members of the hiring team included SST7, principal and teachers. Criteria were established including using the current staff qualifications to ensure student needs were addressed. Overall educational experience, certification, mental health and special education experience were major factors in determining the final candidates to interview. The team screened the candidates, made phone interviews and finally selected candidates for face to face interviews. As part of our work in the OIP Process, the Decision Framework (DF) conducted this spring, illustrates the high level of concern in the following: By grade level the percentage of proficiency area as follows for reading: 3rd grade-0%; 4th grade-0%; 5th grade-50%; 6th grade-0%; 7th grade-40%; 8th grade-0%; 10th grade-38.5%. The DF also illustrates the high level of concern for math intervention, specifically in the areas of data analysis, number sense, algebra, geometry and measurement. By grade level the percentage of proficiency area as follows for math: 3rd grade-0%; 4th grade-0%; 5th grade-50%; 6th grade-0%; 7th grade-0%; 8th grade-25%; 10th grade-46.2%. All of the strategies and curricula required HQPD training for all staff. Additionally, OSU, under the direction of Dr. Belinda Gimbert, conducted HQPD in formative instructional practice (FIP) an assessments as well as provided ongoing data analysis utilizing formative and summative assessments to obtain an accurate calculation of growth in each area. In addition to the HQPD, OSU developed a model of evaluation that was used to measure the overall effectiveness of the HQPD sessions. (See Program Evaluation Section for details). All staff received HQPD through SST7, Literacy coach, and respective publishers in June/August of 2011 as well as throughout the school year (by OSU) by built in PD days (9 total). Through the use of the DF tool, the CSLT was able to develop an Improvement Plan with three specific goals targeting deficiencies: Goal 1) Reading; By 2014, there will be a 10% increase of students 3-12, including students with disabilities that scored proficient from the previous year in reading process and informational text on state assessments Goal 2) Math; By 2014, there will be a 10% increase of students 3-12, including SWD that scored proficient from the previous year in data analysis (3-12); Algebra & Geometry (grades 7-12); measurement & number sense (3-6) on state assessments. Goal 3) Attendance; By 2014, the attendance rate will increase by 5% to meet state minimum to include SWD and economically disadvantaged subcategories.

Integration into Ohio Improvement Plan

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

The TC's application is supported by the principal hired 2009-10 by the LEA and CSLT who have met monthly since January 2011 in identifying/researching curriculum/interventions using data to progress monitor action steps from the IMM tool. Since being identified as a Tier 1 school, a team comprised of the administrator, teachers and Governing Board, State Support Team #7 have analyzed student achievement data. The OIP continues to provide the framework by which TC identifies areas of weakness in relationship to the data and allows staff to formulate action steps necessary to focus our work and improve student achievement. In March 2012 the CSLT revisited the DF using the data to determine areas of weakness; reading process/comprehension, math, attendance/mobility and safety. Utilizing the Needs Assessment, a revised Action Plan was developed with 3 goals, strategies, actions steps for addressing the areas for the 2012-2013 school year. The Action Plan correlated to the team's decision to utilize the Transformation Model. The following action steps were established for Grades 2-12: Reading: 1) Fully implement reading curriculum in grades 2-12 aligned to the Common Core 2) Provide job embedded HQPD for all staff 2-12 as designed by the reading literacy coach in informational text; using research based reading strategies. 3) Provide assistance within classroom instruction for grades 2-12, through Reading Street, READ180 and Write To Learn curriculum. 4) Implement Reading Street, grades 2-5 (including students with disabilities) with emphasis on reading process and informational text. 5) Implement READ180, utilizing technology, grades 6-12 (including students with disabilities) with emphasis on reading process and informational text. 6) Utilize technology (computers/promethean boards) to deliver the Write To Learn curriculum grades 4-12, with emphasis on cross-curricular writing. 7) Post & utilize learning targets in classrooms. 8) Provide students and parents with access to learning targets. 9) Collect & share data from interventions Math: 1) Continue to implement Pearson Math, grades 2-12 (including students with disabilities) with emphasis on data analysis (3-12); algebra & geometry (7-12); measurement & number sense (3-6) aligned with the Ohio Common Core. 2) Provide job-embedded HQPD for all math staff 2-12. 3) Implement formative assessments to benchmark improvement in number sense, measurement, data analysis, algebra and geometry. 4) Utilize math software/technology for student intervention in the 2-12 math curriculum with emphasis on data analysis (3-12); algebra & geometry (7-12); measurement & number sense (3-6). 5) Post and utilize learning targets in classrooms. 6) Provide students and parents with access to learning targets for appropriate grade level. 7) Collect & share data from interventions chosen by stakeholders. Attendance: 1) Provide job-embedded HQPD for Positive Behavioral Interventions & Supports (PBIS) 2) Implement the standard operating procedure for attendance per board policy. 3) Utilize the Family & Civic Engagement Coordinator to coordinate family & stakeholder communication and activities. 4) Utilize the guidance counselor to coordinate interventions and services to support the social, academic and emotional needs of students. 5) Build partnerships with families. 6) Assist with the identification of students with disabilities (IAT) process utilizing the guidance counselor. 7) Assist with the identification of transition services, utilizing the guidance counselor and FCE Coordinator. 8) Maximize instructional time by providing a safe school environment. Please consult Indicators of Impact for specific data points from the OIP. As identified, the root causes of academic deficiencies are being rectified through various means including the replacement of ineffective staff and antiquated curriculum. The Aimsweb, OAA, OGT, SRI, SMI as well as classroom formative/summative assessments have been utilized to ensure progress and meet student needs.

Capacity To Implement

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

As a Tier 1 school, the TC is applying under the Transformation Model which has provided the necessary framework to fully implement our interventions and allowing us to differentiate instruction and erase potential barriers to student success to which we are fully committed. The grant has allowed the TC to expand upon comprehensive instructional reforms that specifically target the needs of our students as reflected in the continuous use of data (OAA/OGT/SRI/SMI/SWIS). The TC faculty, having the expertise and experience necessary to research, design and implement the selected curriculum/interventions have set aside weekly meetings to ensure that each area of need is fully addressed as well as using SIG funds to purchase and implement the interventions selected. The literacy coach will continue to assist faculty through co-teaching and the implementation of research-based reading strategies. Adjustments in the teacher day (194 contracted days) and the school calendar through an MOU with the teachers' union will continue to allow additional instructional/intervention/enrichment time (343 hours) for our at risk students. TC will continue to reward staff in the form of merit pay for increasing student achievement. In addition, the literacy coach will continue offering to all students, enrichment activities after school as well as assisting faculty through co-teaching and the implementation of research-based reading strategies. Ten professional development days are also embedded throughout the 2012-13 school year to be utilized for DLT/CSLT and TBT work as well as continued professional development in Formative Instructional Practice (FIP) and the development of formative assessments. (See PD Section) TC will continue to work in collaboration with the Ohio Alliance for Public Charter Schools (OAPCS), Ohio Educational Service Center (NCOESC) and collaborate with OSU for "Formative Instructional Practice" *(FIP) and data collection. As a result of TC participating in the OTES Pilot program, formative evaluations (OTES) will be used to monitor the fidelity of implementation for targeted areas and the monitoring of specific goals and action steps. New staff hired in FY12 will be retained for FY13. Guidance services as well as the FCE Coordinator will continue to address students' social-emotional needs and form partnerships with families and community organizations. A part time library aide will be added to provide much needed support for the instructional setting. Barriers to implementing the Transformation Model have been identified and addressed as follows: increasing instructional/intervention/enrichment time would be addressed through the extended school day and via an MOU with the teachers' union and common planning time would be afforded the staff. As a result of the high concern reflected in the Needs Assessment for severe discipline occurrences and the end of year student survey acknowledging the need for a safer school environment, maximizing instructional time and providing a safe school environment has been indicated as a barrier as such a full time sensory room aide will be added.

Partnership Commitment: Stakeholder Involvement/Collaboration

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

While there are stakeholders that are invested in the TC, none provide financial assistance. Two provide indirect support: Central Ohio Mental Health-COMH has 4 FT staff assigned to the TC in its partial hospitalization program (Students receive half day therapy/half day academics). Recovery and Prevention Resources is an agency committed to the prevention/intervention and treatments of alcohol/drug abuse provide substance abuse /cognitive behavioral therapy. OSU will act as the research/PD external provider for the grant. SST7: assisted the TC in using data and working through the DF so that an Action Plan for improvement could be established. North Central Ohio ESC: will provide support as it directly relates to the community school setting. Morrow Co. JFS: the TC Board of Director's Vice-President is a supervisor in the Children's Services division. Morrow Co. Juvenile Courts/Marion Co. Courts: juvenile courts work closely with the TC in providing legal assistance for students that are on probation. Morrow Co. Juvenile & Adult Probation/Marion Co. Juvenile Probation: TC staff, currently serving 16% of TC students on juvenile probation, works

closely with probation officers to ensure accountability of students. Marion Co. Juvenile Detention Center: services students from Morrow County should incarceration occur while a student at TC. Ohio Department of Youth Services: ensuring compliance on while on parole. Edison Police: Conducts periodic walkthroughs to interact with students and provide assistance when needed. Mt. Gilead EVS: serves as the sponsoring school district for the TC. As such, they provide various services including fiscal, payroll, hiring assistance, etc. The TC services 15 school districts in central Ohio. FCE Coordinator has developed & compiled results of a survey for the stakeholders to provide input & feedback around the design/implementation of the interventions. Area business leaders will provide feedback to the TC staff as to the employability skills necessary for their respective businesses. The FCE coordinator has developed a parent volunteer group & community advisory committee to assist with student achievement. Ongoing communication with stakeholders has been done via the school website/open houses/parent newsletters and other activities. The single-point of contact will be the FCE Coordinator. Parent expectations will be conveyed via an Open House at the beginning of school. Community Advisory Committee meets quarterly. Parent Club meets monthly. The specific roles of the stakeholders, as outlined in the previous section, allow for the TC to have a direct and substantial relationship with its community. The high level of commitment amongst all stakeholders, including participating agencies during this process, has proven their support and cooperation to ensure the school's success by providing representative speakers to the students. The CSLT has worked with the SST7 to conduct the DF and build an action plan for school improvement as part of the OIP. The stakeholders have shown their level of commitment in other ways as well as those previously outlined. The TC has worked to formulate a new community school contract with the sponsoring school district. The contract stipulated that membership would be comprised of community members and agencies including COMH, RPR as well as members appointed by the Mt. Gilead B of E. With the change in principals in 2009-10 and a 3 year contract extension, the Mt. Gilead EVS has made a commitment to support the initiatives of the grant. No later than the first day of August of each school year, members of the NCOESC, SST7, OSU, OAPCS and faculty and principal of the TC will convene to formulate a PD plan aligned with our OIP action plan for the upcoming Fiscal Year. The group will determine dates and PD activities appropriate for the staff members and which entity will conduct the training.

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.

The success of the Tomorrow Center is rooted in its relationships with its partners. The TC's partners allow the school to provide counseling and academic services in a variety of formats to our student population. The Tomorrow Center services 15 school districts and is the only school in the surrounding 9 counties that provides intensive academic, behavioral and mental health services. In order to successfully serve these 15 school districts a combination of funds (non-ARRA, ARRA, Title 1, Title 2, Special Education-Part B IDEA) will be utilized. The Tomorrow Center is located in a structure with the original foundation built in 1882. As such, the school building (the former Edison High School) has been a pillar of the local community and does have an active Alumni Association. The Edison Alumni Association, as part of the changes made by the new principal for FY12, has provided one of its members (past president) to serve on the Tomorrow Center's Board of Directors. Central Ohio Mental Health & Recovery and Prevention Resources actually provide on-site staff to assist our students daily with various mental health, behavioral and coping issues. In addition Morrow County Job and Family Services supplement the funding for one of our teacher's aide positions with a small monetary donation. Of course, the school districts we have served send students to our school regularly, allowing the TC to fulfill the newly written vision and mission statements of the Tomorrow Center. The Vision Statement is: "The Tomorrow Center meets the academic, emotional and social needs of individual students while preparing them for a successful transition to a better tomorrow." The Mission Statement is: "The Tomorrow Center respects and reveres individuality while reaching towards each child's unique potential." Our purpose is to build a strong academic and social foundation for all students enabling them to communicate and contribute effectively and responsibly within their community. The Mt. Gilead EVS, our sponsoring district, provides the building, albeit a very old one (1882) for our students (we must pay utilities). The Tomorrow Center accesses the services provided by the SST7 as well as the ODE assigned transformation specialist to assist with the overall direction, monitoring and scope of the school. In implementing the Transformation Model, we will rely on a combination of grant funds and our partners contributions in form of donated resources (non- monetary), manpower and/or sponsorship of the Tomorrow Center's community events.

Professional Development

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

The 2013-2014 school year's professional development plan represents a shift from theory into practice. During the 2011-2012 school year, teachers learned the theory of formative instruction and they began to examine their own practice in addition to HQPD on the Common Core. This year, the Tomorrow Center, in cooperation with The Ohio State University and State Support Team 7, will provide high quality, sustained professional development that will ensure proper implementation of the Transformation Model (See Program Evaluation section for details of effectiveness of PD sessions). The PD will help teachers examine their own student data from formative and summative classroom assessments, AIMSweb, SRI, SMI, and state assessments and apply the practices they learned in the 2011-2012 school year. In addition, the Rigor and Relevance Framework from the International Center for Leadership in Education will be consulted to help instructional staff strive to have students think in complex ways and apply their knowledge and skills, a quadrant D task. All teachers are also expected to focus on reading, writing, and speaking, regardless of their content area, so the professional development facilitator will train them on writing across the curriculum. Our overarching focus for the year will include three main topics: building quality assessments and evaluating the effectiveness of assessments, providing effective feedback that elicits student learning, and tracking student progress collaboratively with student data portfolios that are shared with parents and a tool for self-reflection for students. We will also use the community advisory committee to help us tap community resources to supplement instruction (refer to the Partnership Commitment, Stakeholder Involvement/Collaboration section for specific information about stakeholders). In addition, the professional development team will model formative instructional practice and use formative evidence to guide the pace of professional development, so the experience is individualized for each teacher. Professional development sessions will be purposeful, structured, and a continuous process over the entire school year. They will be structured with a portion dedicated to new information and a block of time to work in teacher-based teams to analyze specific student data in order to set goals. Facilitators will be present in each of the groups to ensure the teachers are making progress and addressing the goals in the CCIP (see OIP section for details). In addition to formal evaluations by the principal, teachers will be in ongoing self-reflection and peer assessment (aligns to OTEs model) for their short and long-term impact on professional practice. Teachers will also be trained to communicate with parents more effectively, so they can partner with them to address the whole child and help all students grow. Special attention will be paid to students with disabilities, and the professional development sessions will have dedicated time to

analyze behavioral data and classroom impact, so teachers can enhance and refine their classroom management and instruction skills and can set monthly long and short term goals for instruction that is tailored to meet the needs of individual students. As part of our first topic, building quality assessments, teachers will become experts in the content standards of their area, understand how to deconstruct standards, and will be trained to create quality assessments and use the data from classroom and state assessments to drive instruction. The professional development will be sustained, with the same facilitators from The Ohio State University and the State Support Team 7, who will also serve as consultants and resources to individual teachers as needs arise. Refer to Program Evaluation Section for details on measuring the effectiveness of the professional development.

Program Evaluation

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

The goals and action steps developed as a result of the DF will be monitored in conjunction with The OSU, as to their progress and overall effectiveness with regard to the new curriculum and interventions. The TC staff to determine if the interventions chosen are effective and if not, the root causes for that ineffectiveness. The OSU developed a data collection tool that will be utilized throughout the course of the funding period to provide feedback necessary for proper implementation of curriculum and interventions. Data will be collected using a cross-sectional and longitudinal design over the course of the funding period. The study will also determine how reading and math proficiency levels are related to student behavior. Behavior data will be collected from the SWIS provided as part of Positive Behavior Intervention and Supports Implementation. Formative evaluation will be conducted to determine the level of implementation fidelity for the reading and math programs, the quality and quantity of teacher PD sessions and coaching, and to monitor progress of stated goals. Evaluation methods: The use of quarterly benchmark assessments provided by the reading and math programs will be used to monitor progress in teacher instruction and student learning. These data and associated reports will be used in monthly teacher PD and to evaluate progress. Teachers will complete a log, co-constructed between the evaluators and project director, documenting key indicators of implementation (e.g., number of minutes of instruction by rotation in Scholastic's Read 180 program). PD sessions will include a survey measuring participant satisfaction and perceived use of material in the classroom. These data will be triangulated with classroom walkthroughs and teacher observation data. Teachers and coaches will provide coaching logs to track the number of hours of teacher-to-coach interaction, the coaching activities, and perceptions of applicability. TC will monitor the improvement process with an external evaluator dedicated 10hrs per/ week to the project. Corrections will be discussed between TC staff/admin and evaluators; implementation will be conducted accordingly. Concluding the end of first quarter implementation, a preliminary review will be completed and mid-year adjustments will be communicated to but developed by TC staff. An annual evaluation report will be provided to TC; mid course corrections will be decided on prior to year two. Bi-monthly meetings will occur between TC staff and the evaluator. All students will be tested using the assessments mentioned herein during the first two weeks of school. They will subsequently test every quarter thereafter. The merit pay rubric Year 1, goal would be to achieve in either reading and/or math, a 2% reduction in students' scoring below proficient; the Year 2 goal would be to reduce by 6% from the baseline, students' scoring below proficient. Year 3 would be to reduce by 10% from the baseline, students' scoring below proficient. For attendance, the goal would be to maintain 88% attendance in year 1 with an increase of 3% for year 2 and an increase of 2% for year 3 for an overall attendance rate equaling the state minimum of 93%. In Year 1, if one or more of the targets are reached, the staff would receive the merit pay per the rubric. In Years 2 and 3, two or more of the goals must be reached in order for staff to receive the merit pay per the rubric. The rubric is as follows: 1 goal attained = \$1500 per staff member; 2 goals attained = \$2000 per staff member; 3 goals attained = \$2500 per staff member for a maximum per year expense of \$47,500 or \$142,500 over the entire funding period.

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.

This budget will follow all current Ohio Department of Education Fiscal procedures (the TC treasurer will monitor this process). This budget supports the 3 goals (Reading, Math and Attendance) as outlined in the Decision Framework and the OIP Action Plan of the Tomorrow Center for implementation of the chosen curriculum and interventions. Other funds used to support these initiatives will be/have been Race to the Top, Title 1, and General Fund. Year 3: INSTRUCTION: Purchased services=\$234,400 for guidance counselor, Read180 teacher & aide, literacy coach, merit pay for staff. Supplies=\$75,248 including TeachScape Walkthrough program, Aimsweb and OCIS access; Apex Computer Curriculum, Fast Math, and System 44, IEPAnywhere access; Consumables for math and reading. SUPPORT SERVICES: - for staff retention, student, incentives, parent and community advisory committee supplies. Office manager-extended time, OSU Research and Professional Development, PROFESSIONAL DEVELOPMENT: =\$3,000 Purchased Services- expenses including travel for SIG. FAMILY AND COMMUNITY - Purchased Services including FCE Coordinator totaling \$80,000. Grand Total for FY14 \$456,438.00.

Timeline

What is your program implementation timeline for the fiscal year?

In implementing the Transformation Model at the Tomorrow Center, the following improvement activities and timelines are reflected in the Action Steps of the IMM. In order for the proper implementation of the SIG, the following timeline will be implemented: MARCH: With the assistance of the SST #7, the DLT/BLT, using current data, worked through the Decision Framework which established a Needs Assessment and revised action steps to meet current needs. The TC will meet those goals related to the improvement of reading, math, and attendance as outlined in the OIP Action Plan. JUNE: Formulation of PD Plan for FY2014, with SST#7, OSU, TC teacher leader, and principal in conjunction with FY13 PD survey results and exit survey from the May TBT meeting. JULY: Announcement of awarding of funds, purchasing of consumable items, renewal of services (SWIS/CICO, Teach Scape, OAPCS membership, ordering library materials, Finalizing employee contracts for NCOESC employees with NCOESC rep, and finalizing contract with OSU for research and professional development. AUGUST: Professional development to include Instructional Model based on Charlotte Danielson, CPI recertification, PBIS/CICO, FY13 end of year data, teacher merit pay requirements, OTES review and training. Implement alternative calendar that illustrates additional learning time. SEPTEMBER: Monthly PD and TBT begins with FIP review and FY13 PD plan overview in addition specific data on school improvement initiatives will be reviewed monthly by CSLT and TBT. SEPT -MAY: Community and parent groups begin monthly meetings through the FCE coordinator. Follow up implementation with Walk Throughs and staff observations and evaluations. SST #7 will progress monitor the OIP work through DLT/CSLT and TBT meetings as well as through three (3) Partnership Agreement meetings. These action steps and timelines may be revised during the year at monthly TBT meetings should the data/needs of the students dictate that change is necessary. NOVEMBER: Begin teacher observations utilizing the OTES Evaluation Model. MOU with the teachers' union was completed in FY12. MARCH-2014: The Decision Framework with Action Steps will be revised annually to progress monitor the needs of the school with assistance from the SST#7. The BLT will review the PD plan from current

year and make suggestions for the FY14. APRIL: Final staff evaluations are due. MAY-finalization of expenditures for the current fiscal year. June 2013: BLT to review year-end data with OSU to include short-cycle assessments, OAA, OGT results as well as attendance results and exit surveys of students and parents to determine patterns in implementing appropriate PD for the following year. Similar plans to occur in subsequent years of the funding period.

Continuation

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

The current principal will continue with a new 3 year contract (funded through the TC's General Fund) which will allow for the initiatives and programs to continue through the grant period. The data collection instrument developed by OSU will become the property of the TC. The TC's principal and staff will continue the data collection and analysis process (see Program Evaluation section). The faculty and staff will review the data monthly and use this data to drive instruction. The Family and Civic Engagement Coordinator position will be sustained with the assistance of the Medicaid School Program which can be billed for specific services as outlined in the job description of a Licensed Social Worker. In addition, funding from Job and Family Services already collected will be reallocated to help fund this position. The purchase of up to date equipment during the first year will sustain the school technologically while allowing the Center to begin a rotation system of replacement utilizing the TC's general fund. In addition, funds are available through eRate that will assist the school in maintaining an appropriate level of technology access. The job-embedded PD component will be sustained via a variety of sources including but not limited to the OAPCS, the State Support Team #7, NCOESC, and our lead teacher and principal at minimal expense to the school. The alternative calendar allows for teacher collaboration and monthly HQPD days, will be utilized to ensure that ongoing training occurs throughout each year (additional grants will be sought). The READ 180 teacher and teacher's aide as well as the guidance positions will be sustained via increased student enrollment (ADM-FTE). As a result of appropriate HQPD, the new curriculum and better instruction with increased outcomes, the population of the TC will continue to grow as reflected by the 114% growth in student population this year. Increased FTE's will translate to additional income for school operations. As the grant comes to a close, The TC will continue to seek other funding opportunities from state or national programs as well as private funding. The TC will constantly monitor the progress of the implementation of the new programs. The progress will be made public in a variety of ways including, but not limited to, updates on the school website, Family and Children's First Council updates, the TC Board of Directors' meetings, and monthly newsletters developed by the Family and Civic Engagement Coordinator to parents, students and staff. Staff will be provided with an additional stipend for increased student performance based upon a defined rubric aligned to the goals of the OIP. Applicants for open positions will be screened as to their commitments to at-risk youth and their alignment to the TC vision through the hiring process. New staff will receive training on current and new programming aspects including PBIS and Crisis Prevention Institute's (CPI) Non-Violent Physical Crisis Intervention Training. (The current principal is a licensed instructor). Changes to the teacher contract (MOU) will address the following topics: increased length of the daily schedule, calendar changes, and the rubric and expectations for the stipend. The NCOESC will be the provider of purchased services for the added positions which will also allow for a contingency plan if the positions are unable to continue past the funding period. The partnership with the OSU will provide an avenue for the TC to continue to apply for grants as evidenced by the Partnership Agreement. All other financial issues will be covered by the general fund. With the ongoing support of the MG Board of Ed, TC faculty and Board of Directors, the school is providing a community resource that will be sustained for the purpose of delivering a high quality academic environment for the at-risk youth in the community.