Application

V L T Academy (000909) - Hamilton County - 2014 - School Improvement Competitive 1003 (g) - Rev 1 - Non-ARRA School Improvement Competitive 1003(g) - Application Number (36)

Needs Assessment

Tier I	School Improvement Status: SI Year 5
Building is served as a Schoolwide OR Applies for a waiver to implement a SW program in Tier I school that does not meet 40% poverty: Yes	Apply for a waiver to "start over" in SI timeline (only if implementing turnaround or restart model in Tier I school): No
Intervention Model: Transformation	FY12 Proposed Budget: $1,583,652.00
FY13 Proposed Budget: $607,659.00	FY14 Proposed Budget (Cohort 2 only): $630,109.00
15.00 Projected percentage increase in reading as evidenced on the OAA or OGT at the end of this grant year	15.00 Projected percentage increase in math as evidenced on the OAA or OGT at the end of this grant year
765 Number of students impacted by the SIG initiative	765 Total building enrollment
75.00 Percentage of students meeting Reading/ Language Arts proficiency on state assessment (this is a projection at the time of application)	50.00 Percentage of students meeting Math proficiency on state assessment (this is a projection at the time of application)
25.00 Percentage of students meeting proficiency on state or local assessments in Science	33.00 Percentage of students meeting proficiency on state or local assessments in Social Studies
75.00 Percentage of students meeting proficiency on local assessments in Fine Arts/ non-core areas	19305.00 Extended Learning Time: additional minutes per student for the previous school year
94.00 Student attendance rate (%)	97.50 Teacher attendance rate (%)
10.00 High school dropout rate (%)	79.00 Graduation rate (%)
70.0 College Enrollment rates (%)- may be N/A for non-high schools	0 Percentage of students completing advanced coursework (AP and/or dual enrolment classes)
Other description Tier I, II, and III /academics/discipline)Strengthen the response to intervention Tiers.	Other description Tier I, II, and III /academics/discipline
Other (goals established in initial application)	Other description

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

VLT Academy continues to implement the transformation model to drive deep systemic reform and overall improvement for the school. VLT is a large urban community school with an expected enrollment of 765 students. Our report card rating is currently Academic Watch. We were in Continuous Improvement in 2010-2011. Collaborative school-wide and teacher-based teams(TBT) listed root causes as: (1) low scores in ELA, Math and Science, (2) 45% turnover in staff, (3) Using district assessment to evaluate effectiveness of pacing guides and curriculum (4) underdeveloped "3Tiered Approach" to support and intervention. We will use the OTES and OPES models to ensure staff is held accountable to student success. Strengths: Visionary leader, extended professional development time, curriculum team to monitor implementation of common core, multi-site facility, and community support, graduation rate, attendance. Our intervention model, "Building Scholars" focuses on quality teaching and instruction, data management/assessment, retaining excellent teachers, early literacy and parent involvement. SI Strategies: Add instructional coach to build consistent best practices and quality instruction, purchase MAP testing system to track and monitor progress. We will implement an accelerated Primary K-1 program, and develop a STEM program. We will offer extended learning opportunities which are open to all students. Our curriculum alignment, assessment and teacher quality strategies are based in scientific best-practices, recommended by Ohio Leadership Advisory Council (OLAC) and includes research by Reeves, Marzano, Wiggins, McTighe, McNaughty, and Stigginis. Building Scholars will improve student outcomes in reading 3-8, math3-10, science 3-10; evaluate, reward and provide incentives for highly effective teachers; provide access to real-time data for instructional monitoring and decision making; strengthen tiered interventions and supports school wide.

Integration into Ohio Improvement Plan

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

VLT has implemented all of the OIP strategies in all stages of our reform efforts. Our district's DLT, BLT, and Teacher Based Teams have identified and prioritized the needs for our CCIP, RttT Scope of Work and review of our 2012 and 2013 OIP Decision Framework (DF). Our CCIP (Stage 2) was written to reflect the needs identified in the DF and a paper document (IMM template) listing SMART goals, strategies, action steps, communication and evaluation plan was completed at the request of our sponsor, ERCO. These written goals have been transferred to the IMM. An external school and instructional program review was conducted in 2011. It revealed the need for a stronger alignment of goals, revised curriculum and assessments, and a new teacher evaluation system. We are continuing our review and modifications of these weaknesses. In preparation for OIP,we took steps to measure target areas through the development of benchmark assessments, walk through observation tools,

Implementation of revised pacing, and replacement of instructional leaders and staff. We are in the process of implementing Ohio's OTES, based in part on teacher performance as reflected in student achievement data. In 2013-14, we will effectively monitor our SMART goals through the IMM and review all evaluations for principals and teachers. To better understand the results (Stage 4) and impact of implemented strategies and action steps, our BLT will respond to evaluation questions. VLT believes the root causes for low achievement in ELA, Science and Math are: poor primary(K-2) readiness, teacher/leader quality, weak curriculum alignment and pacing, limited Tier 1 intervention, low parent involvement, inconsistent implementation and monitoring of SI initiatives, inconsistent training and assistance for newly placed staff, 45% staff turnover rate in the last two years. VLT has access to training from its sponsor, ERCO, and Hamilton County Educational Service Center to facilitate integration of school efforts into the OIP. VLT internally monitors school improvement initiatives and ensures alignment within the building leadership team. School improvement activities will continue to be refocused and monitored through one collaborative team (BLT).Teams will no longer work on separate projects), they will come together under a consolidated VLT Building Leadership Team. This team will examine progress from formative assessments, district assessments, and observation data at monthly meetings. To strengthen implementation of the school improvement plan goals (Stage 2) and to help identify gaps in instruction, the BLT will use baseline data to compare to benchmarks at three other points during the year. These quarterly-monitoring activities will be facilitated by the BLT and curriculum team for analysis. Implementation will be measured and monitored by these teams using walk through protocols, assessment data and student and adult work samples. VLT will monitor for deep implementation (Stage 2 and 3). Assistance will be given through the instructional coaches. Targeted and timely intervention will take place for the neediest 20% of the student population. In addition, Stage 3 of the OIP focuses on monitoring climate strategies and the impact on achievement. The data generated through the IMM will be used to provide ongoing feedback on our SI strategies and to evaluate the overall progress of our plan.

Capacity To Implement

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

The BLT continues in the process of reviewing staff, identifying curriculum gaps, developing benchmark assessment system, examining the impact of instruction, and aligning resources to support fortified content. VLT has the instructional positions to build capacity to support SIG activities. For the 2013-2014 school year, recommendations were made to: add (1)instructional coaches and (2) Curriculum Leaders. By the end of the grant, the responsibilities of the coaches and data management will be assumed by trained staff. The BLT drives our leadership refocus and works in conjunction with our principals as instructional decision maker in 3 areas:(a) school-wide improvement strategies, (b) curriculum selection incl. technology and (c)staffing decisions. The BLT includes Directors, Instructional Coaches, SpecialEd Leader, Teachers and representatives from parents and community. One barrier to success in 2012-2013 was effectiveness of classroom teachers and existence of teacher turnover. Classroom walk-through data shows that students are not engaged due to lack of motivation and low engagement of instruction. We are recruiting high-quality candidates and rewarding students with incentives who are on track academically and behaviorally. Students are more motivated to become engaged in the school atmosphere due to better teaching and recognition for their efforts. Low teacher attendance rate is detrimental to student success and decreases the amount of instructional time on task. In the spring of 2013, teacher recruitment is being re-evaluated to obtain higher quality staff. IIS, THINKGATE, is being adopted through Race to the Top. VLT evaluates and pays the external providers based upon the measureable deliverables that are required by every contract. Parents will have input in all the recommendations for improvement services made to the BLT. The alignment process will be designed to build capacity and expertise at the district level. The continuous monitoring of a school-wide BLT at each program level will provide for on-going evaluation of reform efforts. Teams will be trained in OIP strategies and supported by instructional coaches. These positions will be supported through other grants and absorbed into the general budget when grant funds are expended. Changes to data management efforts will focus on the selection and implementation of a web-based instructional management system. All data pertinent to our student academic success will be tracked frequently and stored in an accessible format. Data management capacity will be maintained through regular training, maintenance and upgrades from vendors or through general funds. The three-tiered Approach to Support and Intervention will provide support to students in each Tier during our extended time. We will strengthen the time on task, focus on learning, and Response to Intervention. Tier I supports all students. Tier II supports small groups. Tier III supports individualized instruction. In Year 3, VLT Academy will use 2 Directors of Intervention in Behavior and Academics. These qualified staff member will monitor the continued implementation of common core curriculum for grades 4-6 and 7-12 and lead the Tiered approach to academic and behavioral support.

Partnership Commitment: Stakeholder Involvement/Collaboration

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

Representatives from every group of stakeholders will play a vital role in the operations, programs and decision-making process for SIG. Professional Learning Communities and the VLT Academic Achievement Team will facilitate opportunities for input from key stakeholders. Community and parent input are critical for broad-based buy in. VLT will garner additional resources to support school improvement from designated community partners. These partners include but are not limited to: Miami University, the University of Cincinnati,Avon Golf Course, The Law Offices of Arnold S. Levine, The First Teacher, Lenscrafters, Premier Food Services, several generous doctors, lawyers, and business community members. The Talbert House is our lead social and mental health community agency and we have a procedure in place to refer students to their services. The Law Offices of Arnold S. Levine has assisted VLT in acquiring property for our school sites. All of the activities of the VLT school partners will be aligned with the goals and strategies of VLT SI, OIP, RttT and SIG plans. Agency and school data will be used to monitor the impact of these services to the families and children. Our primary stakeholders, the students and parents we serve, will continue to be included on our planning and evaluation committees and are invited toparticipate in the OIP for Stages 1-4. Teachers,administrators, parents and community members guide the BLT, give input to TBTs, and have roles on PLCs. Additionally, each of our parents sign a Parent Compact at the beginning of the school year which outlines expectations and guidelines for participation for the year. This compact requires parents to ensure attendance, help with homework, and make positive use of extracurricular time.Similar expectations are present for teacher and student in the compact.

Goals, Strategies and Action Steps

G 2) By 2015, improve performance in Reading at the K-12 level from 30% proficient to 75% proficient

Description:

By 2015 improve performance to 45% proficient. By 2016 improve performance to 60% proficient. By 2017 improve performance to 75% proficient.

Performance Measure:

Improve performance as measured by the OAA, OGT, Diagnostic and KRAL annual assessment by the indicated target amounts. To improve performance as measured by local benchmark assessments by 10% quarterly growth over the baseline.

Fiscal Resources

Grant	Notes	2013	2014
School Improvement Competitive 1003 (g)			
Non-ARRA School Improvement Competitive 1003(g)		$369,609	$392,352
School Improvement Competitive 1003 (g) Total:		**$369,609**	**$392,352**
Grand Total:		**$369,609**	**$392,352**

S 2.1) Align instructional program and PD with common core standards and best practices.

Description:

Align curriculum and pacing to new CCS, Implement quarterly benchmark assessments and 3 tiered approach to support and intervention, Provide high quality imbedded PD, Use OIP to monitor and adjust.

AS 2.1.5) Provide PD and monitoring

Description:

Provide high quality imbedded PD Use OIP to monitor and adjust

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.

SIG funds are aligned with resources from our RttT fund, which was allocated for revising curriculum and aligning to the new Common Core Content Standards. RttT funds also support the creation of assessments and tools for utilizing data in decision-making. In addition, RttT aligns with SIG in the recruitment of teachers in critical and high-needs areas. The funds from the SIG will support, not supplant RttT funds by allowing VLT to purchase materials and technology to support the new standards. Finally, the RttT funds can assist this initiative in developing a performance-based evaluation system and defining incentives for performance stipends. CCIP funds are also naturally aligned to enhance SIG initiatives in that the focus of the funds is to support school improvement. The CCIP includes Title I activities such as: parent involvement, professional development, coaching, supplemental materials, assessments, and salaries for qualified and effective staff. SIG and the OIP will support this transformation effort by evaluating the quality of implementation of the SIG initiatives. The implementation of strategies learned in high quality professional development and in-class support by instructional coaches in the use of standards-based materials and assessments will result in student mastery. VLT receives limited monetary resources generated by our community/staff partnerships. However, there are several in-kind contributions. The Art Academy of Cincinnati provides standards support in their instruction for our students. Parent volunteers are encouraged to support the Very Effective Parents Organization for communication and ongoing community engagement as necessary for governance and operation under several levels of the transformation model: extended learning time, participation on the PLCs, and social-emotional support. Tutors and classroom assistance is provided by University of Cincinnati and Miami University.

Professional Development

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

We are training teachers in educational philosophies and foundations, the use of new pacing documents, classroom management, and new curricular materials. These connect to improving teacher quality

through all of our school improvement goals. Based on our student impact data and our teacher indicators, we will strategically focus on topics of greatest need. Deficits will be addressed and assessed by administrators and coaches. Coaches' reports, classroom walk throughs, evaluations, and student data will continue to be used to determine teacher deficits that remain to be addressed at year's end. Teacher comment and feedback will be used to modify presentation and content. Teacher implementation will be monitored through coaches and administrators. Teams collaboratively plan, develop, and lead professional development. Teams implement topics at the teacher level and with directors and academic coaches. Professional development that is related to content will take place in content teams rather than by grade level, which encourages vertical alignment of topics throughout the district. Professional development at VLT Academy is consistently centered on the most pressing needs of the teachers and is individualized so that all staff is attending sessions or breakouts that are relevant to their positions and IPDP goals. Adult learners are frequently asked to complete hands-on activities and analyze data during professional development, which is appropriate for the adult and professional learner. Staff is asked to help plan and facilitate PD along with directors and coaches. Staff will also be trained in the disaggregation of that data during professional development. We will use benchmark data to assess the effectiveness of instruction, examples of student work to help teachers create weekly/monthly goals and to assess short-term growth of students. Ohio Graduation Test and college matriculation rates will be used to assess the long-term impact of our educational program, a key component of which is professional development. The admin team meets weekly to reflect on strengths and weaknesses of educational programs and administrators are assigned duties to improve any areas of weakness. Administrators evaluate professional development (also using data from participants' evaluations) to be sure it meets National Standards for Teachers and local PD goals as determined by the BLT. The district LPDC evaluates professional development at the local, state, and national level and bring selected professional development back to educators at VLT Academy. It is vital for teachers to study the foundation of educational theory and how it affects instructional strategies while also remaining up-to-date on current research to ensure our education is preparing students for the future. Teachers will receive data stored in DataDirector and be trained on how to disaggregate it to determine patterns in student achievement. THINKGATE provides several types of charts and graphics, but teachers will work in collaborative teams to plan action steps and goals for improving student achievement. Our professional development that relates to outreach to families and the community will involve external partners to teach strategies to our staff. Double Heart nursing provides professional development for teachers on how to deal with and communicate with students who have been abused. Parents will come in and speak to teachers about their criteria and expectations for teachers. Will continue to send staff to off-campus workshops and innovative conferences. Eventually, teachers will be required to engage community members and/or participate in community events to foster the positive relationships between VLT and Over-the-Rhine/Cincinnati.

Program Evaluation

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

VLT will align goals, strategies, and action steps of all of its SI efforts. Our 765 students will be affected by initiatives in the SIG, CCIP, RttT SOW, and the IMM which monitor progress on the following: Through Grant Audits, Indistar and Assessments. Need-improve overall Reading proficiency 3-8. Goal -By 2014, improve performance in Reading Grades 3-8 from 30% to 75% proficiency. Targets -2012 - 45%, 2013 - 60%, 2014-75% Strategy -Align instructional program and PD. Action Steps- Align curriculum and pacing to new CCS, Implement quarterly benchmark assessments and 3-tiered approach to support and intervention, Provide high quality imbedded PD, Use OIP to monitor and adjust. Need -Improve Math proficiency in grades 3-10. Goal -By 2014, improve performance in Math in grades 3-10 from 24% to 75% proficiency. Targets: 2012 - 45%, 2013 - 60%, 2014-75%. Strategy -Align instructional program and PD. Action Steps- Align curriculum and pacing to new CCS. Implement quarterly benchmark assessments and 3-tiered approach to support and intervention, Provide high quality PD, Use OIP to monitor and adjust, use technology and manipulatives in instruction. SCIENCE Need -Improve Science proficiency in grades 3-10. Goal -By 2014, improve performance in Science in grades 5, 8 and 10 from 22% to 75%proficiency. Targets:2012 - 45%, 2013 - 60%, 2014-75%. Strategy-Align instructional program and PD. Action Steps- Align curriculum and pacing to new CCS, Implement quarterly benchmark assessments and 3-tiered approach to support and intervention, Provide high quality PD, Use OIP to monitor and adjust, use technology and hands-on experiences in instruction. Need - Improved readiness rate of K-2 students in reading and math. Goal -By 2014, improve kindergarten readiness with early literacy and numeracy skills resulting in "on track" performance of 80% of the students entering grade 3. Target-2012 determine baseline, 2013 - increase to 40% on track, 2014- increase to 80%on track. Strategy- Use student, parent and teacher data to refocus K-2 program modifications, enrichments and interventions. Action Steps- Align K-2 curriculum and pacing to new CCCS, Implement quarterly benchmark assessments and progress monitoring system, Implement 3 tiered approach, Provide high quality PD and parent education, Use OIP to monitor and adjust. Need-Train staff to become highly effective. Goal- By 2014, 90% of staff will demonstrate identified high yield skills and competencies at least 90% of the time. Target- 2012 - 75/75; 2013 - 85/85; 2014 - 90/90. Strategy -Use instructional coaches and reflective feedback to guide, practice, and monitor SI initiatives Action Steps-Examine data from classroom walk throughs, provide coaching support, examine student outcomes and review impact of Tier 1 support, create accountability and reward system for 90/90 implementation. Baseline data will be collected for each goal in the fall of 2013. At three additional points throughout the year, benchmark data will be used to evaluate the effectiveness of our SI strategies. If targets are not met, we will (1) utilize our 3-tiered intervention model, (2) implement mid-course corrections, and (3) require TBTs to conduct item analysis to determine areas of deficit. The VLT BLT will oversee all portions of the process. Student and adult outcomes, intervention strategies, and performance results will be stored in the new data management system for use in the IMM. This ensures that multiple data sources are present to track all aspects of our SI strategies. VLT will monitor the success of our transformation model through a robust data management system. With the technical assistance of the selected vendor, we will set up monitoring fields for students and adult data and targeted indicators. Contract the assistance of a third party to evaluate our assessment of the data. Building leaders will work with HCESC and other experts to complete data analysis.

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.

The budget of $630,102 will be allocated in the following areas: Salaries (2) Common Core Curriculum Directors$45,000 & $53,000 review and modify the alignment of pacing guides, including implementing FIP learning targets, and provide assessments in classrooms; Goals: 1.By 2016, improve performance in Math at the K-12 level from 24% proficient to 75% proficient (2) Directors of Behavior and Academic Intervention; building leaders and monitoring the Three-Tiered Intervention model in grades 4-12 $58,000 and $52,000 Goals: 1.By 2016, improve performance in Math at the K-12 level from 24% proficient to 75% proficient.(1) Director of Grant Management/School Improvement $72,000, who will assist with oversight of grants and school improvement process Goals:1)By 2015, improve performance in Reading at the K-12 level from 30% proficient to 75% proficient 2) By 2014, improve performance in Science at the 5, 8,10 and 11 grade levels from 22% proficient to 75% proficient 1 Instructional Coach for grades 4-8 $60,000, who will provide instructional feedback to teachers in areas of highest need and work closely with curriculum directors; Goals: 1.By 2016, improve performance in Math at the K-12 level from 24% proficient to 75% proficient .1Edgenuity Instructor $22,000 to provide instruction and monitor the program for students participating in credit-recovery in a blended learning model. Goals: 1.By 2016, improve performance in Math at the K-12 level from 24% proficient to 75% proficient. 1 IT Director $51,750. The IT Director will ensure our technology is being implemented. The IT Director is responsible for the ordering, acquisition, inventorying, and disposition of hardware and software.1 By 2016, improve performance in Math at the K-12 level from 24% proficient to 75% proficient.

Benefits for staff positions $50,680, purchase 25 microscopes ($2,000) Goal: By 2014, improve performance in Science at the 5, 8, 10 and 11 grade levels from 22% proficient to 75% proficient.25 overhead projectors ($15,000) 5 Smart Boards $35,000 .Science materials ($5,000) Goal. By 2014, improve performance in Science at the 5, 8,10 and 11 grade levels from 22% proficient to 75% proficient.44 desktop computers ($33,000) for our Edgenuity program. GOAL: By 2015, improve performance in Reading at the K-12 level from 30% proficient to 75% proficient 2) By 2016, improve performance in Math at the K-12 level from 24% proficient to 75% proficient 2 water tables for science classrooms ($5,000) Goal. By 2014, improve performance in Science at the 5, 8, 10 and 11 grade levels from 22% proficient to 75% proficient. Math and reading manipulatives $5,000 GOAL: By 2015, improve performance in Reading at the K-12 level from 30% proficient to 75% proficient 2) By 2016, improve performance in Math at the K-12 level from 24% proficient to 75% proficient.20 K-3 computers ($15,000) GOAL: By 2015, improve performance in Reading at the K-12 level from 30% proficient to 75% proficient 1) By 2016, improve performance in Math at the K-12 level from 24% proficient to 75% proficient (DataSite Design for Edgenuity monitoring and P.D. $30,672). GOAL: By 2015, improve performance in Reading at the K-12 level from 30% proficient to 75% proficient2) By 2016, improve performance in Math at the K-12 level from 24% proficient to 75% proficient(1)Mobile Mac Learning Labs ($20,000) to increase student exposure to technology. Goals: 1) By 2015, improve performance in Reading at the K-12 level from 30% proficient to 75% proficient. 3) By 2016, improve performance in Math at the K-12 level from 24% proficient to 75% proficient.

Timeline

What is your program implementation timeline for the fiscal year?

March - May 2013 (Pre-grant Activities) Instructional program review and evaluation, OIP training, CCIP goals and strategies alignment, Community Review and Feedback for SIG Framework, Development and training of our TBT, BLT and DLT support systems. Technical Assistance Training for Superintendent and Principals involving data analysis, Common Core Standards, best practices, and leadership. We will make adjustments quarterly based on data from the new management system as necessary. All new initiatives will require staff training. June –August 2013 - Selection of management system, Development and alignment of pacing documents for CCCS, Development of benchmark assessments, development of new teacher evaluation and compensation system, hire and train instructional coaches, summer school for VLT enrichment/intervention. Conduct gap analysis with existing instructional materials in Math and Reading. March 2013–June 2013 - Year 3: Reassign instructional coaches to most critical need areas (teachers, subgroups and grade levels). Implement new student data management system and training, Implement quarterly benchmark assessments and analysis, Assign teachers and staff to Academic Achievement Team, teacher based teams, and PLCs. Collect baseline impact data from each class, collect Spring 2013 impact data and other performance indicators (attendance, participation in PD beyond requirement, community involvement, leadership, and student work) to document teacher performance. Implement the Primary College: The First Teacher program for student cohort 1.Identify staff that will not be renewed based upon on-going performance documentation. May 2013 - July 2013- Year 3: Create skeleton of transformed program for 2013-2014, Re-assign instructional coach to most critical need areas, Continue implementation and training of student data management system and assessment system, modify membership on BLT, teacher based team. Collect Fall2012 baseline impact data from each class, collect Spring 2013 impact data and other performance indicators (attendance, participation in PD beyond requirement, community involvement, leadership, and student work) to document teacher performance. Implement the strategies and action steps from the IMM and review progress monitoring. May 2013 –July 2013 – Summer Year: Intensive staff development on core content standards, model curriculum review, and state curriculum tools. Develop learning targets consistent with Battelle for Kids's FIP model and implement with staff. PD on the new state assessments and corrective instruction. Review and reevaluate 3-tiered model of intervention and support and strengthen implementation. Develop additional Tier1 and 2 supports and interventions. June 2014 End Year 3:Transfer coaching responsibilities to TBTs, /Directors of Academic/Behavior Intervention. Continue training with new staff on all initiatives. Targeted intervention will be provided to teachers who are at-risk of not creating student gains. We will train new staff with the data management system and benchmark assessments. All staff will be trained on expectations for newly adopted state assessments. Parents will be exposed to new CCS expectations and feedback will be encouraged. We will maintain and enhance the 3-tiered approach. June 2014–August 2014-Summer End Year 3:Provide content-specific support and training for teacher based teams. Conduct item analysis to revise curriculum documents. Continue science training and incorporation of science labs and technology.

Continuation

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

Our continuation plan focuses on two strategies:(1) increase the capacity with our current staff to facilitate and maintain improvement efforts and (2) realign existing budget sources to support continuous improvement. Through the SIG, we are building capacity of the staff to make and monitor key decisions, implementation steps, and progress measures. This includes but is not limited to: full implementation of the OIP, common core curriculum adoption, instructional materials alignment, student and staff intervention, data analysis and tiered school-wide supports. Throughout the grant period, selected staff will be empowered to direct leadership activities and initiatives for grade levels or teams. In addition to building staff capacity, we are also focusing on increasing student enrollment to ensure continuation of SIG initiatives. In order to recruit a more diverse population of staff and students, VLT is targeting support for students who are showing promising academic skills and ability through Primary College and our Building Scholars Program. To ensure funding, we will continue to write grants and renew those we are currently operating under. We are using Race to the Top funds, CCIP reallocation, in addition to Title I funds to support out transformation plan. We are currently training staff members to become adept at researching and writing grants to sustain funding. We also know that a better and more challenging school environment will increase our student enrollment and, therefore, funds. We will reduce the need for several funded positions such as instructional coaches and administrative support staff as TBTs begin to assume data management and program accountability responsibilities. Curriculum initiatives, data analysis, and professional development will be determined by the Teacher Based Teams and approved by the BLT and the DLT. We are continually building a stronger vision of leadership and scholarship and are institutionalizing these practices through our policies and procedures. Even if changes in teachers or leaders occur, the vision of our SI plan will remain intact. We will continue to use stakeholders for donations.