Plan Relationships

Akron City (043489) - Summit County - 2014 - School Improvement Competitive 1003 (g) - Rev 1 - Non-ARRA School Improvement Competitive 1003(g) - Application Number (18)

Sections

Related Goals

G 1) All students will meet or exceed high curricular standards.

Description:

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in core academic subject areas. All students includes both public and nonpublic students from major race/ethnic groups, economically disadvantage students, children with disabilities, students with limited English proficiency, gifted students, pre-school and homeless students.

Performance Measure:

1.1 The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level on the State's assessment (ESEA Section 1111 (h)(1)? (i)).

Fiscal Resources

Grant	Notes	2013	2014
Consolidated			
Title I		$14,406,588	$13,697,602
Delinquent, Title I-D		$238,738	$185,669
School Improvement Sub A, Title I		$550,000	$550,000
Improving Teacher Quality, Title II-A		$2,349,202	$2,257,387
LEP, Title III		$197,325	$150,664
Immigrant, Title III		$41,193	$00
Special Education, Part B-IDEA		$5,538,767	$5,407,981
Early Childhood Spec Education, IDEA		$147,736	$144,463
Consolidated Total:		**$23,469,549**	**$22,393,766**
21st Century			
21st Century		$700,000	$400,000
21st Century Total:		**$700,000**	**$400,000**
Alternative Education Challenge			
Alternative Education Challenge		$166,810	$166,810
Alternative Education Challenge Total:		**$166,810**	**$166,810**
McKinney-Vento Homeless Assistance Program			
McKinney-Vento Homeless Assistance Program		$184,611	$233,300
McKinney-Vento Homeless Assistance Program Total:		**$184,611**	**$233,300**
Early Childhood Education (Entitlement)			
Early Childhood Education		$148,000	$00
Early Childhood Education (Entitlement) Total:		**$148,000**	**$00**

School Improvement Competitive 1003 (g)		
ARRA School Improvement Competitive 1003(g)	$1,213,876	$00
Non-ARRA School Improvement Competitive 1003(g)	$2,406,966	$2,946,450
School Improvement Competitive 1003 (g) Total:	**$3,620,842**	**$2,946,450**
Grand Total:	**$28,289,812**	**$26,140,326**

S 1.1) Prof Develop - Student Needs/Achievement Gap/Student Performance

Description:

Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to: impact gaps in acheivement, focus on changing instructional practices, improve results for all student groups (LEP, disabled, economically disadvantaged, minorities).

S 1.2) Prevention/Intervention

Description:

Provide tutoring and other focused supplemental supports for students most at risk in the core academic subject areas.

S 1.3) Technology That Impacts Teaching and Learning

Description:

Use technology to impact the quality, content and structure of teaching and learning in a school that is focused on results.

S 1.4) State Content Standards Alignment

Description:

Align scientifically based research curriculum, instruction and assessment with the State's challenging academic content standards.

S 1.5) Parent Educ Involvement

Description:

Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children learn.

S 1.6) Targeted Additional Resources

Description:

Target additional resources and attention on interventions to impact all students in low performing / high poverty schools (i.e. classroom coaches, special consultants, etc.) and network with successful schools about how to improve performance.

S 1.7) Policies to Improve Results

Description:

Develop policies that support coherence and provide incentives for change to build the capacity of schools and classrooms to improve results and impact student achievement.

S 1.8) Systems of Intervention and Special Education

Description:

Align systems of intervention and special education with scientifically based research curriculum, instruction and assessment and with the state's academic content standards and Common Core State Standards.

S 1.9) Instructional and Educational Materials

Description:

Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district.

S 1.10) System of Accountability

Description:

Develop and implement a system of accountability by designing effective evaluations to incorporate multiple measures of success that reflect program goals and employ well designed quantitative studies.

S 1.11) Instruments to Track Student Progress

Description:

Use scientifically based research (screening, diagnostic and classroom achievement) assessment instruments to track individual student progress and inform instruction that is aligned with highly specific curriculum guides.

S 1.12) Data Collection and Analysis

Description:

Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice and commit to results.

S 1.13) Class-Size Reduction

Description:

Hire highly qualified teachers in order to reduce class size.

S 1.14) Transportation

Description:

Provide students with safe and appropriate transportation to participate in educational functions throughout the district.

S 1.15) Fiscal and human resources are targeted in the schools with the lowest proportion of Highly Qualified Teachers

Description:

Every teacher is required annually to electronically verify their HQT status for the district. The district aligns Title 1 funds with at-risk and poverty-based buildings. Title 1 serves all but one elementary and 2 middle schools. The Executive Director of Teaching and Learning will track and coordinate the use of funds for HQT and HQPD which will be pooled from Title I, Title IIA, IDEA and local funds. The HQT committee annually reviews the documentation of all teachers and aligns focused PD around the indentified needs of individual teachers. The district provides support through technology, administrative coaching, modeling, opportunities such as master teacher and lead teacher assignments throughout the district. Buildings also are involved in instructional rounds, embedded and sustained training, and professional learning communities. Instructional framework provides an face to face and online delivery method of instruction. APS coordinates Title I, Title IIA, IDEIA and local funds to ensure that all teachers meet and maintain HQ status. Non-HQ teachers are stepped through the process with the assistance of a LPDC Consultant and a district administrator. Additional resources and PD is provided to staff of Title I buildings which have the highest percent of at-risk students. For the last five years our target group has been SpEd teachers. In a large district it is imperative that all SpEd staff is HQ in all areas because of such factors as downsizing, mobility of students, decrease of student enrollment, demographics, and student academic needs.The pooling of funds have provided greater opportunities for PD in the district critical areas of need.

S 1.16) Address how the district will assist all non-HQT teachers to be Highly Qualified as quickly as possible

Description:

1) district will met with each non-HQT teacher 2) course work will be reviewed and a plan will be put in place 3) Learning specialists developed and offered workshops for teachers to get their course work 4) Teaching assignments were given based on HQ areas 5) District paid for state testing fees 6) On-line course work was offered and fees paid for non-HQ teachers

S 1.17) Highly Qualified Teacher status is documented

Description:

The point of contact for HQT will be our HQT committee who will work with school administrators and ODE in regards to HQT issues. Akron Public Schools uses a modified version of ODE 's recommended HQT forms to report, document and update status of ALL K-12 teachers (public and nonpublic) of core academic subjects including teachers teaching in a program supported with Title I funds. APS also uses ODE's Title I Principal and District Attestation forms for Title I compliance. a) Using a modified version of ODE's recommended HQT form annually, every core academic teacher must verify their HQT status electronically. b)After HQT documentation is collected, a LPDC Consultant along with the building principal meets with non-HQ staff and goes over guidelines for HQ. (course history and what they would need to be HQ). c) Letters are sent by the district as a reminder of renewal dates and the process for certification. d) District learning specialists develop and offer workshops for teachers to get their coursework completed. e) Teaching assignments are assigned based on HQ areas and contract language. f) APS pays for any testing fees for teachers and paraprofessionals to become HQ. g) Human Resources will add ODE `s HQT forms in hiring packet. h) APS reports HQT status of ALL teachers through attestation documents per building and district. i) APS and the Board annually review district policies/procedures/practices regarding employment and HQT requirements.

S 1.18) 100% of teachers teaching core academic subjects meet HQT as well as teachers teaching in program supported by Title I fund

Description:

Akron Public Schools offers professional development that supports ongoing training to assist core academic subject teachers and teachers in a Title I supported program to attain and maintain HQT status. After analyzing the most recent HQT data, there were 121 out of 8,691 courses being taught by non HQT. The district has a 98.6% HQT rate.

S 1.19) Core academic HQT assignments are distributed equitably in high-poverty schools and for minority students

Description:

Conduct an annually evaluation of student data to measure progress and ensure all students are taught by highly qualified teachers. The district ensures that high poverty, at-risk and minority students are not instructed disproportionately by non-HQT teachers.

S 1.20) Address how the district will demonstrate the annual measurable objective in meeting HQT requirements

Description:

The hiring policies ensure that APS only hires HQT teachers to teach Title I, SpEd, and core academic, where possible. We have found that sometime the best SpEd candidate come with only one HQ area, therefore after the hiring process, they must begin a plan of action to attain HQ status in the remaining content areas. All non-HQT must submit a plan listing courses they will be taking to achieve HQT status and help APS attain its goal of 100% HQT by the start of each school year.

S 1.21) Address priorities for schools not making Adequate Yearly Progress (AYP)(Addresses the 2141c requirement for HQT)

Description:

Through the participation of the OIP, DF, and IMM, APS will continue the planning and implementation of the districts comprehensive continuous improvement plan.Teachers in conjunction with a data coach, and DLT will use data to align instruction and interventions in each individual building and develop a more focused school improvement plan. Teachers will implement aligned curriculum and interpret classroom data. Instruction will be enhanced through input from parent and community stakeholders through surveys which will be developed and monitored through the departments of community partnerships and student services. The district will continue to utilize the Ohio Improvement Process to target improvement efforts by identifying the greatest need and aligning work around a limited number of focused goals. The district OIP has been updated and the district is working on a timeline to get all buildings through the process. District support teams made up of curriculum staff, instructional coaches and district leadership then meet with buildings to create a SIP plan and PD that will focus building activities. If buildings continue to fall deeper into SI the district will work with them to develop more of a prescribed and focused plan with specific PD and more frequent progress monitoring. Annually the district work on the alignment of curriculum with the state benchmarks and standards. In APS each build develops a school improvement plan that is data driven that first identifies the critical need areas and align PD around those needs. SIP teams meet with administrator support to align resourses. BLTs also constantly monitors and the plan for progress and tweek as needed. Our district provide assistance in the way of coaches, learning specialists and coordinators to make sure all compliance pieces are in order. The PD activities will be focused on research based programs that when implemented to fidelity shows success. If these efforts fail, the district will discuss possible building restructuring in order to create needed change. The pooling of funds from Title I, Title IIA, IDEA and local funds will support these researched based PD activities.

S 1.22) Transitions in APS

Description:

APS is committed in developing effective and comprehensive transition programs at every level: Help Me Grow to PreK, PreK to K, elementary to middle school, middle to high and high to post-secondary or work. These programs will be three fold: 1) build a sense of community, 2) respond to the needs of the kids, and 3) provide appropriate and faceted approaches to facilitate the transition process.

S 1.23) Academic progress and attainment of English proficiency

Description:

All limited English students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Related District/Agency Plan Action Steps

G 1) All students will meet or exceed high curricular standards.

S 1.1) Prof Develop - Student Needs/Achievement Gap/Student Performance

AS 1.1.1) Professional Development Options

Description:

Instructional staff will participate in high quality, ongoing professional development based on proven innovative strategies in the areas of: content literacy, standards implementation, classroom environment, data analysis, technology and community partnerships

Grant
Consolidated
Title I
School Improvement Sub A, Title I
LEP, Title III
Immigrant, Title III
Special Education, Part B-IDEA
21st Century
21st Century
Alternative Education Challenge
Alternative Education Challenge
McKinney-Vento Homeless Assistance Program
McKinney-Vento Homeless Assistance Program
Title II-D (Competitive)
Title II-D (Competitive)
Title II-D, Transforming Teaching and Learning
Title II-D, Transforming Teaching and Learning
School Improvement Competitive 1003 (g)
ARRA School Improvement Competitive 1003(g)
Non-ARRA School Improvement Competitive 1003(g)

Related School Plan Action Steps