Plan Relationships

Columbus City School District (043802) - Franklin County - 2014 - School Improvement Competitive 1003 (g) - Rev 1 - Non-ARRA School Improvement Competitive 1003(g) - Application Number (13)

Sections

Related Goals

G 1) Improving Academic Achievement in Core Subjects

Description:

In the 2013-14 school year, the goal is to meet AYP in reading and math at the district level, remain in Continuous Improvement by earning at least an 80 on the performance index score, and meet state proficiency standards all five subjects on the OGT. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in core subjects. All students includes both public and non-public students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency, gifted students, pre-school and homeless students.

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, gifted, and homeless), who are at or above the proficient level in in core subject areas on the State's assessment (ESEA Section 1111(h)(1)(C)(i)), as well as the district's performance index score, and value-added summary measure.

Fiscal Resources

Grant	Notes	2013	2014
Consolidated			
Title I		$37,047,576	$37,031,851
Neglected, Title I		$251,680	$221,847
Delinquent, Title I-D		$109,421	$88,353
School Improvement Sub A, Title I		$3,080,000	$3,845,000
Improving Teacher Quality, Title II-A		$5,310,105	$5,034,924
LEP, Title III		$789,842	$852,776
Special Education, Part B-IDEA		$12,104,000	$11,641,925
Early Childhood Spec Education, IDEA		$232,026	$219,274
Consolidated Total:		**$58,924,650**	**$58,935,950**
Alternative Education Challenge			
Alternative Education Challenge		$302,694	$302,694
Alternative Education Challenge Total:		**$302,694**	**$302,694**
McKinney-Vento Homeless Assistance Program			
McKinney-Vento Homeless Assistance Program		$520,000	$440,000
McKinney-Vento Homeless Assistance Program Total:		**$520,000**	**$440,000**
Early Childhood Education (Entitlement)			
Early Childhood Education		$232,026	$00
Early Childhood Education (Entitlement) Total:		**$232,026**	**$00**
Early Childhood Education (Public Preschool)			
Early Childhood Education (Public Preschool)		$312,000	$00

Early Childhood Education (Public Preschool) Total:	**$312,000**	**$00**
School Improvement Competitive 1003 (g)		
ARRA School Improvement Competitive 1003(g)	$215,000	$00
Non-ARRA School Improvement Competitive 1003(g)	$8,209,007	$1,918,760
School Improvement Competitive 1003 (g) Total:	**$8,424,007**	**$1,918,760**
Grand Total:	**$68,715,377**	**$61,597,404**

S 1.1) Prevention/Intervention in core academic subjects.

Description:

Provide tutoring and other focused supplemental supports for children most at-risk (including LEP and SWD) in reading/language arts, mathematics, and science. This includes providing tutoring services with part-time hourly certificated teachers to students identified through data collected at the school site (either DIBELS or Scholastic Reading Inventory (SRI)) that are far below grade level expectations in reading. The instruction at the elementary level is a combination of Heinemann's Level Literacy Intervention and intervention materials aligned with the core reading program. The program at the middle and high school level is Scholastic's Read180. Both are research-based and have been effective in the district. Other opportunities include after-school, before school, and summer learning programs to extend the educational time for CCS students.

S 1.2) Prof Develop - Improve Student Performance

Description:

Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance at elementary level, focus on assisting teachers in developing a deeper knowledge base the core academic content areas. As part of the district's K-12 alignment effort, CCS is continuing to participate in the Harvard University project based on medical rounds with Richard Elmore. In addition, the School Leadership Teams will be given quarterly training on the All School Improvement Plan process to incorporate updates to their plans based on assessment, grades, attendance, discipline, and other data. The district is also incorporating a "vertical slice" model based on work with the consultants that aims to align feeder patterns so planning is K-12.

S 1.3) Prof Develop - Understand Student Needs

Description:

Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to understand the needs and improve results for: racial and ethnic groups; limited English proficient students; students with disabilities; economically disadvantaged students.

S 1.4) 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. To help students develop twenty-first century skills including critical thinking and problem solving, communication and collaboration, media literacy, leadership and productivity, adaptability and accountability. Through their work, students are developing a deeper understanding of the content all while acquiring skills in communication, critical thinking and information and media literacy. These students are preparing to live and work in the 21st century.

S 1.5) Comprehensive Family Literacy Services

Description:

Provide the four components of adult education, early childhood education, parenting education, and parent/child time together in an intense, holistic program for families living in poverty with adults who need literacy skill enhancement and have children ages birth to eight.

S 1.6) Common Core Job-Embedded Professional development

Description:

Hire highly qualified teachers to provide job-embedded professional development to implement the Common Core curriculum and help improve student achievement for all high poverty schools. These teachers will have content expertise in Common Core curriculum in ELA and mathematics, intensive PD in those areas throughout the year, and will provide on-site training to school staff members. The

grades targeted will be elemetary and middle school (k-8) and funding is from Title I and Title II-A.

S 1.7) Utilize a comprehensive curriculum and Ohio's Early Learning Content Standards

Description:

CCS preschool teachers (except those who are participating in pilot programming or grant initiatives) will use ODE's Connections: A Curriculum Framework for Continuity: Teaching and Learning for Ohio's Children Ages 3 through grade 3 and ODE Early Learning Content Standards as the basis for planning and teaching.

S 1.8) State Content Standards Alignment

Description:

Align curriculum, instruction and assessment with the State's challenging academic content standards. Aligned is based on scientifically based research and best practices.

S 1.9) Instructional and Educational Materials

Description:

Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district. In addition, funds will be used to support educational field trips that are directly related to State Academic Content Standards, specific GLIS, and will improve academic achievement by providing hands-on experiences outside of the classroom.

S 1.10) Highly Qualified Teachers

Description:

The Director of Staffing in the Human Resources Department is the single point of contact who works directly with school administrators and ODE staff on HQ issues. The district uses the ODE HQT forms and holds an in-serivce for all new teachers annually. The Principal and district Attestation forms are on file with the HR department and at each school for all teachers - Title I and non-Title I. Nonpublic Title I school staff attestation forms are maintained by the Office of Nonpublic School Services. HR annually reviews and updates policies and procedures regarding employment and HQT requirements. Individual plans are developed with the professional development office for each teacher that still needs to meet the HQT requirements.

S 1.11) Health and Wellness

Description:

Health and wellness are vital for students to be engaged, active participants in their education. To help every child succeed, CCS provides for the health and wellness of its students to the extent possible through school breakfast and lunch programs, nurses and social workers on-site, and education for students.

S 1.12) 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 1.13) Systems of Intervention and Special Education

Description:

Align systems of intervention and special education with curriculum, instruction and assessment based on scientifically based research and best practices and with the state's academic content standards.

S 1.14) All district leadership, principals, and teachers will use data to plan instruction and intervention for students.

Description:

Use scientifically based research (screening, diagnostic and classroom achievement) periodic and quarterly assessments to track individual student progress and inform instruction that is aligned with Ohio ACS. District, classroom, and student data is accessed and monitored through the Curriculum Information Management System (CiMS). Every principal and many teachers have received training on using CiMS, how to analyze the data, and use it to make decisions in the classroom. The training on using data to drive classroom decisions will continue this school year.

S 1.15) 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 1.16) Address teaching and learning needs related to academic problems of low achieving students

Description:

Classroom teachers will be expected to use differentiated instruction when implementing lessons. Principals will be expected to monitor classroom instruction to look for evidence of differentiated instruction being used in the teaching of core academic subjects, and internal and external coaches will be expected to model lessons using differentiated instruction. Safety net teachers are in Title I funded schools to provide supplemental instruction in reading and math.

S 1.17) High quality professional development of instructional staff

Description:

High quality professional development of instructional staff is based on data analysis of state, district, national, and other assessments to determine the areas that need to be addressed for the majority of students in the district. The main focus of our PD is on increasing literacy through intervention for our struggling students. PD is held at the district level, school site, and with small groups of teachers based on what method of delivery fits with the topic being discussed. The sessions are ongoing, with follow-up in the classroom and through future PD sessions to share results of implementation of the strategy or technique that was studied. Areas targeted are math, science, reading/language arts, and social studies. Administrators, educators, and bilingual assistants will be offered training by the ESL department in Language Acquisition, Cultural Awareness, ELL Instructional Strategies, Response to Intervention (RTI), Reading Strategies for English Language Learners, and Math Literacy Strategies.

S 1.18) Address priorities to strengthen the core academic program

Description:

Priorities to strengthen the core academic program are site-based, sustained, high quality professional development to increase school's ability to focus on areas of weakness as determined by data analysis of periodic, quarterly, OAT/OGT data, attendance, and discipline issues. In addition, supplemental texts in math and the second year of implementing Hartcourt's Storytown in reading will provide a solid basal and foundation for teachers to utilize. The departmentalization of reading, math, and science at the elementary level carries the expectation that increased teacher knowledge of the pedagogy and content in those subjects, paired with a new approach to the learning through the new texts will result in increased academic achievement for students. School Improvement coaches are working in 58 schools to provide classroom level data interpretation and research-based strategies to address issues based on observation and assessment data. The strategies recommendaed by the coaches will serve as the basis of a data-base accessible to all schools for school improvement planning.

S 1.19) District Improvement (Adequate Yearly Progress) issues

Description:

The implementation of the district corrective action plan will continue and the district has engaged in the Ohio Improvement Process with the State Support Team. Pursuant to the requirements for Title II-A accountability outlined in NCLB, Section 2141 since CCS is not at 100% HQT and CCS has failed to make adequate yearly progress for four consecutive years, the analysis of the TDF file and efforts to recruit and retain highly qualified teachers will continue to improve. HQT data indicate the schools with high pops. of students with disabilities and high schools are most likely to have lower percentages of HQT. Funding will continue to support teachers in these areas get their HQT requirements. EMIS data will continue to aid the district and ODE track CCS progress on meeting 100% HQT. Data driven discussions, action plans, and strategy review will be paramount in addressing the issues of AYP at the school and district level. Constant monitoring of each student's learning through the Curriculum Management System (CIMS) will continue to inform teachers, principals, and administrators on students progress throughout the year. The IEP process will ensure that students with disabilities are given the required tests in an appropriate way - with or w/o accommodations or an alternate - that will meet their needs. LEP student needs will be addressed through supplemental instruction aimed at increasing English language fluency and academic rigor.

S 1.20) Promote effective parental involvement

Description:

Effective parental involvement is promoted at the building and district level. There are district-wide meetings with parent liaisons and parent consultants representing all buildings in the district. These meetings occur on a quarterly basis. The parents are given information on current practices and policies that affect their child's education. They are given instruction that will help them work with their children to improve academic achievement in reading and mathematics along with nutrition and health. The parent liaisons are expected to carry back to their respective schools the information learned from the district-wide meetings. In addition, they are expected to work with other parents at their schools to get them involved at the building level by serving on committees such as the School Leadership Team. The district has outreach programs for the families of our homeless students. Family Services, a part of the ESL Program, helps parents of LEP students communicate effectively with school personnel.

S 1.21) Promote and utilize differentiated instruction with Special Education population

Description:

Provide focused supplemental supports and interventions for students with disabilities with primary focus in math and language arts (reading and writing). Develop an environment within the school which encourages everyone to contribute to student learning.

S 1.22) Using technology to provide access and improve performance for student's with disabilities.

Description:

Use technology which reduces or removes traditional barriers which student's with disabilities encounter when attempting to access or participate in the general education curriculum. Acquire and offer high quality training in using software to enhance student reading, writing and math skills and output.

S 1.23) Meet 21 IDEIA indicators required for Ohio's State Performance Plan

Description:

Continue to meet 21 IDEIA indicators for compliance. All indicators were met in 2008-09 by implementing strategies listed in the corrective action plans approved by ODE: Completion of initial evaluations w/in 60 days from receipt of parental consent and indicator 13: transition services planning for students w/disabilities aged 16 and above. CCS will continue to implement activities to meet all indicators required for IDEIA compliance.

S 1.24) Special Education-Ensure that teachers have the knowledge, skills, and expertise to effectively deliver instruction to increase academic achievement for all students.

Description:

Columbus Public Schools will improve it educators' ability to effectively deliver a standards-based curriculum.

S 1.25) Expand district Pre-K and Review Structure of Kindergarten Across district

Description:

CCS is expanding it's districtwide pre-kindergarten program by adding 10 sites at economically disadvantaged and academically needy schools. The district's pre-k classes are scientifically research-based programs that have proven to increase kindergarten readiness for students that attend (KRA-L results for CCS pre-k compared to all others). In addition, CCS is committeed to evaluating and reviewing the structure of kindergarten, grades 1 and 2 across the district.

S 1.26) 100% of teachers in core academic subjects meet HQ requirements

Description:

According to the most recent HQ data available, there are 57 teachers (out of approximately 4,000) instructing 33 classes that are not HQ. For those teachers who are not HQT or who plan to transfer to a core subject area that they are not currently highly qualified to teach, the district assists them through individualized HQT plans. District will ensure that 100% of teachers in core academic subjects meet HQ requirements or are eligible to continue pursing the HOUSSE provision to become HQ. For those teachers that need to meet HQ requirements, including intervention specialists, an individual plan is created with the assistance of our professional development office. Professional development opportunties for the teachers to become HQ are available throughout the year from the district as well as Ashland Unv, Ohio State U, ODU, and other IHE partners. The PD plan is evaluated and updated annually to align with teacher, building, and district needs and priorities that advance teachers' content knowledge and provide instructional strategies to help students meet state standards. District's IPDPs are web-based and aligned with the Ohio Professional Development Standards.

S 1.27) Core academic HQT assignments are distributed equitably in high-poverty

Description:

According to the analysis based on the most recent teacher distribution file, 16 schools have more than 10% of at least one core courese taught by non-HQ teachers. Out of the 16 total, 3 schools are not considered high poverty (the majority of CCS schools are considered high poverty) so there is a higher percentage of high poverty schools that have at least one core course taught by a non-HQ teacher. The district uses all available certification and licensure information in an attempt to assign all courses to a HQ teacher when possible. A non-HQ assignment most often occurs when a long-term substitute is in place due to an unforeseen circumstance with the originally assigned teacher. The district ensures that high poverty schools have HQ and experienced teachers through incentives such as the TAP program, the Performance Advancement System, and extra pay for Nationally Board Certified Teachers. Additionally, through the Peer Assistance and Review (PAR) mentoring program, the district works with the union to provide assistance and support to new teachers.

S 1.28) Fiscal and human resources are targeted in the schools with the lowest % of HQ Teachers

Description:

The Professional Development Department coordinates and documents the use of resources to support teachers that still need to meet the HQ requirements. Coordination of funds from Title I, Title II Parts A and D, IDEIA, state, and local sources are used to ensure that all teachers meet HQ requirements. These funds provide PD opportunities during the day (using substitutes), after-school, and on Saturdays, as well as credit reimbursement to teachers. Additionally, the federal ARRA funds will support even greater opportunities for PD this year, allowing the district to have 3 student release days for staff to attend high quality sessions in one area. Factors requiring HQT status to be addressed include instructing middle schools students, students with disabilities, and struggling readers in grades k-3 and 6/7. Lowest achieving students will be identified and provided specific interventions.

S 1.29) Reduction of non-academic barriers to improve student achievement

Description:

Federal funds will be used to reduce non-academic barriers with counselors, social workers, psychologists, and nurses in the schools. Those staff members will work through social and heath issues with students so they can focus on their academic achievement.

Related District/Agency Plan Action Steps

Related School Plan Action Steps