Related Goals

G 2) High Academic Achievement in Core Subjects

Description:

By 2013 to 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:

1.1 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 core subject areas on the State's assessment (ESEA Section 1111(h)(1)(C)(i)).

Fiscal Resources

Grant	Notes	2013	2014
Consolidated			
Title I		$44,266,716	$00
Neglected, Title I		$148,427	$00
Delinquent, Title I-D		$301,264	$00
School Improvement Sub A, Title I		$2,695,000	$00
Improving Teacher Quality, Title II-A		$7,600,128	$00
LEP, Title III		$421,386	$00
Special Education, Part B-IDEA		$14,091,849	$00
Early Childhood Spec Education, IDEA		$327,997	$00
Consolidated Total:		**$69,852,767**	**$00**
21st Century			
21st Century		$200,000	$150,000
21st Century Total:		**$200,000**	**$150,000**
Alternative Education Challenge			
Alternative Education Challenge		$284,285	$284,285
Alternative Education Challenge Total:		**$284,285**	**$284,285**
McKinney-Vento Homeless Assistance Program			
McKinney-Vento Homeless Assistance Program		$682,785	$563,883
McKinney-Vento Homeless Assistance Program Total:		**$682,785**	**$563,883**
Early Childhood Education (Entitlement)			
Early Childhood Education		$136,000	$00
Early Childhood Education (Entitlement) Total:		**$136,000**	**$00**

School Improvement Competitive 1003 (g)		
ARRA School Improvement Competitive 1003(g)	$3,155,030	$00
Non-ARRA School Improvement Competitive 1003(g)	$9,264,640	$3,975,030
School Improvement Competitive 1003 (g) Total:	**$12,419,670**	**$3,975,030**
Grand Total:	**$83,575,507**	**$4,973,198**

S 2.1) Effective Use of Technology to meet or exceed state academic content standards to ensure all populations (special needs students, students with limited English proficiency, and gifted students) equitable access to the equipment and activities.

Description:

To implement and support a comprehensive program that effectively uses technology to help students in all of the subgroups meet or exceed the state academic content standards adopted by the State Board of Education. Teachers will integrate Ohio State Technology Standards into classroom curricular activities aligned to academic content standards thus insuring that students will achieve technological literacy as well as mastering content standards. Use technology-based instruction to impact the quality, content and structure of teaching and learning in a school that is focused on results. Provide every student hands on learning opportunities and develop technological skills that are aligned to the academic content standards. Expand the use of web-based software and focused supplemental supports as an intervention for at risk students. Tutoring and independent learning will be offered as children are assigned extra remedial help or additional independent practice time in reading.

S 2.2) Acquire technology skills to thrive in a high-tech society

Description:

To implement and support a comprehensive program that affords students the opportunity to acquire the technology skills necessary to thrive in a high-tech society and ensures that students are technology literate by the end of eighth grade. Use technology-based instruction to impact the quality, content and structure of teaching and learning in a school that is focused on results. Provide every student hands on learning opportunities and develop technological skills that are aligned to the academic content standards.

S 2.3) Integration of technology resources to establish research-based instructional methods as best practices

Description:

To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by state educational agencies and local educational agencies. Teachers will integrate Ohio State Technology Standards into classroom curricular activities aligned to academic content standards thus insuring that students will achieve technological literacy as well as mastering content standards. Administrators and teachers will participate in ongoing high quality professional development that stresses improvement in student achievement. Professional development will include a variety of options to support teaching and learning strategies such as the use of web-based tools, online courses, and District created workshops that result in improved student performance. Through the use of web informational tools, teachers and administrators will be able to use data information tools, find student achievement records, create standard based lesson plans and create individualized learning plans that identify students strengths and weaknesses.

S 2.4) Technology That Impacts Teaching and Learning

Description:

Provide administrators, teachers, and instructional staff with training on the use of technology to impact the quality, content, and structure of teaching and learning that is focused on results.

S 2.5) Provide high quality enrichment services that addresses the total student (academic, health, and social needs)

Description:

Students will work with teachers, community members and other staff in after school programs. The programs will include but are not limited to the use of technology, web resources, team building and tutoring, .

S 2.6) Support services through Project ACT to meet the needs of students and empower parents.

Description:

Project ACT provides direct instructional and support services to children and youth residing in temporary emergency and transitional shelters and homeless students doubled-up living with family or friends but not contributing to the finances of the household. A comprehensive, holistic approach is used to deliver direct instructional and support services necessary to facilitate the homeless students transition into school and to ensure the students success and ongoing participation in the educational system.

S 2.7) Professional Development - Improve Student Performance

Description:

School Staff will attend professional development sessions to learn how to analyze the data from District, Statewide and Classroom assessments The staff will then use web based application tools to provide differentiated instruction for all students in the school.

S 2.8) Systems of Intervention and Special Education

Description:

The SST will provide HQPD and technical assistance for selective collaborative teaching teams providing instruction in content-area subjects to students with or without disabilities.

S 2.9) Academic and Behavioral Supports

Description:

School-wide positive behavioral support

S 2.10) Prevention/Intervention Model

Description:

Support for R.T.I.

S 2.11) Provide early intervention and support with a rigorous early childhood curriculum.

Description:

With ongoing high quality professional development, teachers will be able to deliver the needed early intervention and rigorous early childhood curriculum.

S 2.12) Public Preschool Early Parent Education

Description:

Preschool teachers will provide the support and additional information to parents so that they will be able to work with their child at home to increase academic achievement.

S 2.13) Successful transition to Kindergarten

Description:

Teachers, administrators and other community agencies will collaborate together with the parents to provide the needed support and resources so that the parent's child will have a strong positive beginning entering Kindergarten.

S 2.14) Content Area expertise and class size reduction

Description:

Hire highly qualified teachers in order to reduce class sizes and help improve student achievement in all high proverty buildings. These teachers will receive intensive high quality professional development throughout the school year.

S 2.15) District Improvement

Description:

Continued implementation of the District Corrective Action plan will continue. Data driven discussions using the decision framework process, action plans, and strategies will be essential in making AYP. Ongoing monitoring of student progress along with implementation of the Ohio Improvement Process - (OIP) by partnering with the regional SST 3 for the district.

S 2.16) High quality instruction

Description:

The supplemental use of federal funds will help to support the high quality instruction in the classroom for the core subject areas.

S 2.17) Prevention and Intervention in the core academic subjects.

Description:

Provide tutoring and other focused supplemental resources and supports for students struggling in math, language arts/reading, science and social studies.

S 2.18) Parent Engagement to increase student achievement

Description:

Federal funds will help to supplement the work of the Family And Community Engagement (FACE) dept to provide strategies and support to the district's parents in understanding the district's Scope and Sequence so that our parents will be able to help their children in academic achievement.

S 2.19) 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 and math.

S 2.20) Policies/practices to strengthen the core academic subjects and address instructional School Improvement issues

Description:

Create policies and practices that enhance student achievement.

S 2.21) Annual Evaluation of of Curriculum and Instruction Programs

Description:

The office of research and assessment continually analyzes data and determines instructional goals and strategies for implementation.

S 2.22) School reform that supports and is supported by teachers, principals, administrators, and other staff

Description:

The Cleveland Plan has a fully developed school reform plan that is supported by staff and community.

S 2.23) Assessment

Description:

Teachers will work collaboratively with the development review and administration of short cycle and state requied assessments. Data will be anlayzed and instruction aligned to student strengths and weaknesses.

Related District/Agency Plan Action Steps

G 2) High Academic Achievement in Core Subjects

S 2.17) Prevention and Intervention in the core academic subjects.

AS 2.17.2) Prevention and Intervention in the core academic subjects

Description:

CMSD is utilizing SIG funds (along with other funding sources) to support Tier I K-12 identified buildings through implementation of several new curriculum and instruction models including: STEM, Community Wrap Around (based on the Harlem Children's Zone) and Professional Learning Communities. Each of these models subtends teaching and learning differences that will better position our students for success. For example, Community Wrap Around schools seek to forge partnerships with neighborhood organizations to improve academic outcomes and create holistic support opportunities for students and families, while also providing out-of-school time academic and social services. The differences for students are immense, and can include, but not limited to, active support from community stakeholders, participation in extended school hours (extended regular school day, summer school - 3 weeks off for summer vacation, Saturday school), completion of thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios, participation in extensive art infusion in core academic subject instruction, participation in college admissions and foreign language secondary classes, opportunity to participate in internships and apprenticeships and access to a 9th Grade Center. Additionally, we will install a supplementary curriculum coach so each school has a half time math and half time literacy coach, extended school day tutoring for students and additional resources, technology and equipment. The curriculum coaches will provide targeted support and supplementary intervention in the core subjects of reading and math. The work of these coaches can include, but is not limited to, providing one-on-one instruction to struggling students, collaborating with teachers on lesson planning, advising teachers on appropriate intervention strategies and coaching teachers on content delivery. Additionally, extended school day tutoring for students will allow us to offer customized and targeted support based on the student's learning-level and specific needs. Lastly, we plan to bolster these schools with additional resources, technology and equipment specifically geared toward enhancing math and reading instruction and incorporating best practices.

Grant

School Improvement Competitive 1003 (g)

ARRA School Improvement Competitive 1003(g)

Non-ARRA School Improvement Competitive 1003(g)

Related School Plan Action Steps