Plan Relationships

Summit Academy Community School-Toledo (000304) - Lucas County - 2014 - School Improvement Competitive 1003 (g) - Rev 0 - Non-ARRA School Improvement Competitive 1003(g) - Application Number (23)

Sections

Related Goals

G 1) : Focused Academic Improvement Focused Academic Improvement

Description:

By 2014, Increase Performance Index to over 80 by improving reading and math scores for all students on Ohio Achievement Assessments incrementally 15% 2012 & 10% 2013& 2014 .

Performance Measure:

Adult - By 2013, 100% of the teachers will implement instructional practices which reflect the Summit model and utilize the adopted curriculum materials focusing on tiered intervention measured by lesson plan review, walk-through evaluation, and portfolio review. Student - At least 90% of students will demonstrate consistent active class engagement as measured by class participation and formal and informal assessments.

Fiscal Resources

Grant	Notes	2013	2014
Consolidated			
Title I		$49,473	$00
Improving Teacher Quality, Title II-A		$917	$00
Special Education, Part B-IDEA		$43,792	$00
Early Childhood Spec Education, IDEA		$3,258	$00
Consolidated Total:		**$97,440**	**$00**
School Improvement Competitive 1003 (g)			
Non-ARRA School Improvement Competitive 1003(g)		$205,000	$119,062
School Improvement Competitive 1003 (g) Total:		**$205,000**	**$119,062**
Grand Total:		**$302,440**	**$119,062**

S 1.1) Differentiated Instruction to promote student progress

Description:

Implement adopted curriculum that is aligned to the Ohio Academic Content Standards and relevant instructional practices that direct differentiation to actively engage all students in their own learning.

Estimated Cost

$1,049,085.00

S 1.2) Effective Assessment to drive student instruction

Description:

Formative and summative assessments which are aligned to the Ohio Academic Content Standards will be used by instructional staff and administrators to drive instructional strategies, interventions and accommodations.

Estimated Cost

$229,364.00

S 1.3) Highly qualified Status is documented

Description:

All paperwork must be submitted to the Human Resources department prior to hiring a teacher. This paperwork includes the teaching license, HQT worksheets, and the personnel requisition that documents the position that is being filled. These forms are cross referenced to ensure that the teacher will be HQT in the area of assignment. Director attestation form on file for Title I funded staff.

S 1.4) HQT status focused professional development

Description:

The Chief Academic Officer and regional director will review applicable EMIS reports for teacher qualifications in accordance with teaching assignments. The Chief Academic Officer and the regional director work with the LPDC to approve professional development that aids in reaching HQT status. Professional development will be planned and supported by federal program funds that supports expertise in current teaching assignments.

S 1.5) Aligned HQT resources

Description:

Currently district is one building whose demographics reflect high poverty/high needs children. Administration supports use of highly qualified personnel appropriate to service the building?s needs. TDF report (2007) was reviewed by administrative staff. Inexperienced teacher rate for the district?s all core subjects was rated 100%. A tiered pay scale for qualification and salary increase will be implemented to hire/retain experienced staff.

S 1.6) Fiscal HQT resources

Description:

Summit Academy Management coordinates and documents the use of Title IIA resources to support professional development for those teachers not highly qualified in order to assist them in becoming so by the end of FY2011. An annual review of HQT status of staff members in the school will be conducted by the Chief Academic Officer and the regional director. Approval for fiscal support of required expenditures will be processed via purchase requisition. Priority will be given to staff members wishing to add supplemental licensure in additional core areas in grades 4 - 8, in order to increase scheduling flexibility. In house professional development relevant to teaching will be conducted upon recommendation of the LPDC committee and / or applicable administrative staff using operational funds and / or other qualified federal resources. Personnel support includes Treasurer, Director of Federal Programs, Chief Academic Officer, HR Director, Regional Director, and Building Director.

S 1.7) *Acquire/maintain 100% HQT goal

Description:

It is the practice at Summit Academy to have two teaching professionals in each classroom. For the past two years and going forward we have been making it a priority to staff each room with two licensed teachers in a co-teaching model. If either of the pair leaves our school we have the flexibility of assigning the other as the teacher of record, or if the vacancy is elsewhere in the school, we can realign the assignments so that all classes are being taught by teachers who are HQT in their subject area. All involved administrative staff (school director, regional director, HR director, Chief Academic Officer) will continue to review credentials, align teaching assignments, and focus professional development on increasing the qualifications of the teaching staff. EMIS reports will be monitored to meet our annual measurable objectives. Timeline for services: July 2010 Building director will be given a summary of the HQT status for every teacher and for every course taught by the teacher the school year 2009 - 2010. For teacher s who were not HQT, recommendations will be given to the directors to (a) rearrange teacher schedule for the 2010-2011 school year in order to eliminate core courses being taught by non HQT teachers; (b) If personnel changes have taken place that would cause a non HQT occurrence, then request the teacher take the appropriate Praxis II test early in the school year. August 2010 Review of teachers schedules to ensure that all core courses are taught by HQT teachers. September / October 2010 Teachers to take appropriate Praxis II tests (if required) December 2010 Praxis scores should be available January 2011 Resubmit all non HQT teachers who are now HQT before EMIS deadline Monitoring Process: October / November 2010 Initial HQT status sheet made available for review December 2010 Praxis scores available January 2011 Resubmit all non HQT teachers who are now HQT before EMIS deadline May 2011 Review status of all current teaching staff for assignment / qualification updates. June 2010 Building directors will be reminded of core courses, courses taught in the 2010-2011 school year by non HQT teachers, and will be directed to devise the 2011-2012 teacher schedule / hiring needs to correct non HQT teacher status.

S 1.8) HQT Benchmarks:

Description:

Toledo Elementary 2008-2009 HQT AMO reports 100% of core academic teachers meet HQT status at the completion of the 2008-2009 school year. Changes were put in place enabling all staff to meet the requirements raising HQT to 100% for 2009-2010.

S 1.9) Priority AYP professional development:

Description:

Summit Academy will continue to use the Ohio Improvement Process to drive efforts in improving outcomes for students. We will focus on our identified goals, ensuring that all staff members are included in the identification and monitoring of activities associated with improvement in the targeted areas of concern. New curriculum purchased in the 2009-2010 school year will be implemented this year within a tiered intervention system that is designed to allow all students to be successful and achieve academic growth. We will begin the improvement cycle again early in the year with the building leadership team analyzing the results of the OAA assessments against our goals and strategies. We will continue to refine the behavioral transformation model to achieve our goal of increasing participation by students who are resistant learners. Our building leadership team will continue working closely with our central office administrators for support.

S 1.10) Transportation

Description:

Public transportation offered for public school choice.

Estimated Cost

$5,903.00

Related District/Agency Plan Action Steps

G 1) : Focused Academic Improvement Focused Academic Improvement

S 1.1) Differentiated Instruction to promote student progress

AS 1.1.1) Instructional & Educational Materials

Description:

Select and purchase supplemental research based curriculum materials to increase Tier III interventions and allow for differentiated instruction to meet the needs of learners.

Grant
Consolidated
Title I
Special Education, Part B-IDEA
Early Childhood Spec Education, IDEA
School Improvement Competitive 1003 (g)
ARRA School Improvement Competitive 1003(g)
Non-ARRA School Improvement Competitive 1003(g)

Related School Plan Action Steps

G 1) : Focused Academic Improvement Focused Academic Improvement

S 1.1) Differentiated Instruction to promote student progress

AS 1.1.15) Tiered Instruction Model

Description:

Implement and monitor use of new curriculum materials in tiered intervention model.

Grant

Consolidated

Title I

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

ARRA School Improvement Competitive 1003(g)

Non-ARRA School Improvement Competitive 1003(g)

AS 1.1.16) External Provider Coaching

Description:

Contracted embedded professional development will provide on -going supports for instructional staff addressing implementation of strategies, differentiation and use of Tiered Interventions in reading & mathematics & all curriculum components

Grant

School Improvement Competitive 1003 (g)

ARRA School Improvement Competitive 1003(g)

Non-ARRA School Improvement Competitive 1003(g)

AS 1.1.17) Math Coach

Description:

1.0 FTE highly qualified mathematics coach will provide on -going supports for instructional staff addressing implementation of strategies, differentiation and use of materials in mathematics. Specific examples will be modeled, and hands on practice will allow maximum transfer into daily classroom practice.

Grant

School Improvement Competitive 1003 (g)

ARRA School Improvement Competitive 1003(g)

Non-ARRA School Improvement Competitive 1003(g)

S 1.2) Effective Assessment to drive student instruction

AS 1.2.18) Curriculum Coordinator

Description:

Add .10 FTE district assessment leader to support building staff in SIG priorities working with external providers, reviewing/entering IMM data & current assessment practices.

Grant

School Improvement Competitive 1003 (g)

ARRA School Improvement Competitive 1003(g)

Non-ARRA School Improvement Competitive 1003(g)