Budget

Columbus City School District (043802) - Franklin County - 2012 - School Improvement Competitive 1003 (g) - Rev 4 - School Improvement Competitive 1003 (g) - Application Number (14)

U.S.A.S. Fund #: 537

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	75,400.00	20,100.00	1,500.00	101,539.00	15,000.00	0.00	213,539.00
Support Services	104,800.00	41,000.00	0.00	0.00	0.00	0.00	145,800.00
Prof Development	246,400.00	87,700.00	632,200.00	0.00	0.00	0.00	966,300.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						19,368.00	19,368.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	426,600.00	148,800.00	633,700.00	101,539.00	15,000.00	19,368.00	1,345,007.00
						Adjusted Allocation	1,345,007.00
						Remaining	0.00

Application

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Please note that if LEA does not apply for one of the Tier I or Tier II schools, describe the lack of sufficient capacity to do so in the History Log. LEA must address areas including, but not limited to if school is closing, number of Tier I and Tier II schools within the LEA, enrollment number of students, percentages of proficient students (Reading and Math). If LEA has multiple eligible schools, factors determining prioritization must be noted.

Needs Assessment

Tier I	School Improvement Status: SI Year 1
521 Total number of students impacted	521 Total Enrollment
☑ 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	☑ Apply for a waiver to "start over" in SI timeline (only if implementing turnaround or restart model in Tier I school)
7,500.00 FY12 Pre-Implementation Budget Amount	1,337,507.00 FY12 Year 1 Full Implementation Budget Amount
1,310,000.00 FY13 Budget Amount	1,325,000.00 FY14 Budget Amount

Intervention Model - (Please select one of the check boxes.)

☐ Turnaround	☑ Restart
☐ Transformation	☐ Closure

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- Scientifically Research-Based (SBR)

In selecting the "Re-Start Model" for South High School, several data sources were considered to determine how the student needs would be met by the strategies and interventions written into the plan. The most recent data is below and was used to guide the planning process. Student Performance - South High School 2009-10 data (most recent available) 1) Ohio Graduation Test - Reading: Gr 10 - 84.6%. Gr 11 - 67%, Math - Gr 10 - 74.5%. Gr 11 - 54.9% 2) Graduation Rate = 47.1% (09-10), 42.1% (08-09) 3) Performance Index Score = 91.9 (09-10), 82.4 (08-09), and 89.2 (07-08) 4) AYP = Not Met (due to Graduation Rate only) 5) Local Report Card Rating = Effective Conditions For Learning - 2009-10 1) Student Attendance Rate = 87.5% 2) HQT Percentage = 100% 3) Staff Attendance Rate = 83% The impact of the grant will be evident in various ways. Through contracting with an Educational Management Organization (EMO), South High School will be able to maintain the student performance on the Ohio Graduation Test (OGT) which has resulted in an "Effective" rating on the most recent Local Report Card, while

addressing issues such as the graduation rate, student attendance rate, and non-academic barriers. The EMO will provide academic and leadership supports to help create an environment where individual student achievement plans can be created and implemented to ensure the graduation rate increases each year. Additionally, the EMO will assist the staff with the continuation of the Teacher Advancement Program (TAP) model of instructional peer-review, job-embedded professional development, and the use of rubrics to monitor pedagogy. The goals of the extended learning time program are a significant improvement in student attendance, performance and satisfaction with school, as well as greater support from students' parents. The family collaboration and engagement components will produce greater understanding by parents of students' academic needs, greater confidence with providing support for their children and increased satisfaction with school, as evidenced through parent surveys.

Pre-implementation Activities and Budget

Describe the activities the LEA will take prior to the beginning of the 2011-2012 school year in order to prepare for full implementation of a school intervention model at the start of the 2011-2012 school year. Include the proposed budget amount needed to carry out the pre-implementation activities. LEAs are not required to begin spending SIG funds prior to the beginning of the school year, but may do so.

Use the space provided to describe activities and expenses that are (1) directly related to full and effective implementation of the selected intervention model, (2) both reasonable and necessary for implementation, (3) address needs identified by the LEA, and (4) help improve student academic achievement. If the LEA will not be carrying out pre-implementation activities and expenses, that should be noted in the space provided.

Examples of possible allowable activities include: Family and Community Engagement, Rigorous Review of External Providers, Staffing, Instructional Programs, Professional Development and Support, Preparation for Accountability Measures. Noted examples should not be seen as exhaustive or required. Rather, they illustrate possible activities depending on the needs of particular SIG schools.

SIG funds may not be used to supplant non-Federal funds, but only to supplement non-Federal funding provided to SIG schools.

The School Leadership Teams, whose members include the principal, faculty members from each content area, and parents, have extensive experience working together to develop programs, plans and innovations to improve achievement. At South, this focus has centered on the Teacher Advancement Program (TAP). This collaborative culture has been a critical component in the long-term improvement strategy of CCS. In June, District leadership, the School Leadership Team (SLT) from South, community members, and parents will lead a rigorous review process to select an Education Management Organization (EMO) that meets the needs of the school. The district will issue a "Request for Proposal" (RFP) if South is awarded the SIG grant (more about the process is in the Capacity to Implement section below). After the EMO is selected, South will utilize their School Leadership Team (SLT) members and the EMO for the pre-implementation activities that will occur in late June and early August. The pre-implementation activities will ensure that the staff at South and the EMO will have the capacity to implement the grant requirements including: extended learning time for students; high quality, job-embedded professional development for teachers; increased family and community engagement; addressing the non-academic barriers to student success; and implementing strategic interventions and enrichment opportunities for students. Specific activities will include developing a detailed plan for the instructional program with a focus on integrating technology into lessons, creating a professional development calendar aligned with the instructional program and the needs assessment, and engaging in outreach activities with in-coming families. The amount budgeted will cover 200 hours of extended time for these activities.

Integration into Ohio Improvement Process

How is this grant supported by your LEA(s)? Describe joint planning that occurred. Include OIP alignment information such as how the selected intervention model or school improvement strategy matches the LEA's needs and examines the root cause for the school's identification of need for improvement (use of various data to analyze the needs of the LEA must include, but are not limited to student performance data, curriculum standards and assessment, effective teachers and leaders).

The Columbus City Schools district fully supports this grant proposal, called the Priority School Project, and affirms that the expectations are in line with the current All School Improvement Plan (ASIP), the district's "2012 and Beyond Plan", Race to the Top, Ohio Improvement Process (OIP), and the CCIP that targets student achievement in reading and math, discipline improvement, and using data to drive decisions. This alignment has been achieved through the joint planning of a representative team from district leadership, school administrators, teacher leaders, and the Columbus Education Association. CCS supported the Priority School Project planning through release time, substitutes, and special considerations for staffing. Prior to the start of each school year, the School Leadership Team reviews the results of the most recent Ohio Graduation Tests, discussions with teachers, classroom visits, student work, the results of the TAP instructional monitoring rubrics, and local assessment results. In the recent needs assessment data analysis to identify the root causes and to determine strategies for this application led to some concerns. School data reveals a significant increase in math, reading, science and social studies for 10th graders. There was decrease in writing, even though the proficient standard of 75% was met by 10th graders. AYP was met in math and reading however, the school was not designated as having met AYP because of no increases in the graduation rate. An area of concern is the cumulative results on the OGT for 11th graders, which showed a decrease in scores in all subject areas except math. Twelfth graders showed a stable or increasing trend in all subject areas except math, which decreased 9.3 percentage points. There has been a decrease in out of school suspensions for students. Most student incidents are coded as disobedient/disruptive behavior. The students show a trend of decreasing attendance between August (93.7%) and June (87.0%). The SLT determine that the root cause for the low student attendance rate and graduation rate is that many classes are teacher-centered due to classroom management. To address this root cause, South staff needs to change the methods of instruction in order to be more successful in engaging students. The EMO would assist teachers to help students develop the capacity to understand content. Additionally, the EMO will assist teachers to consistently use TAP lesson plans with a focus on relevance for essential understanding and mastery. Through continued use of the TAP, teachers will expect high achievement and facilitate student-centered strategies. These student-centered strategies will support the active participation (writing) of students to critically think and problem solve independent of the teacher. The leadership team that will monitor the implementation of the Restart Model and its required components includes three levels of support. At the district level, staff members in the "School Improvement Office" are dedicated to the Priority School Project and they will provide academic guidance to South regarding grant compliance requirements. At the school level, the Principal and School Leadership Teams will monitor and track progress using classroom formative assessment and other data (discipline and attendance), as well as walk-through and observations, to ensure that the selected strategies are implemented with fidelity. The third level of monitoring comes from the Transformation Specialists working at ODE, as well as the EMO that South selects following the grant award. These three levels of monitoring will assist in the evaluation of the model and selected strategies to determine what changes need to be made throughout the year to ensure an increase in student achievement, attendance, parent/family engagement, and a decrease in discipline incidents at South.

Capacity To Implement

Design and implement interventions consistent with the final requirements:Tier I and Tier II will implement an intervention model; submit waiver request and complete requirements associated with waiver (schoolwide components)

South and the EMO, with the support of CCS, have the capacity to implement all of the required components of the Restart model. The staff and administration at South are committed to successfully utilizing the School Improvement Grant to dramatically improve the teaching and learning. The SLT members, as well as the district administration, are committed and excited to successfully put into action the plan for the project. CCS

has worked in advance of receiving the SIG award to address the barriers to successful implementation of the model at South. For example, the district has research other places in the country that implemented the Restart Model through the SIG funds. In talking with these districts directly, lessons learned in the first year of implementation can be applied to South so CCS can avoid any known issues prior to the start of the school year. Through an MOU with the CEA, the CCS hiring process for the 2011-12 school year included priority posting for all positions at South so that they would have the first chance at hiring, allowing the Principal to recruit teachers. In designing and selecting the strategies to implement through this grant, South is able to build other successful efforts, such as the Teacher Advancement Program (TAP), implemented since the 2005-06 school year. By building on past experiences that were shown to increase capacity and improvement student achievement, the development of this application is a logical next step to accelerate the reform at South. For all initiatives, considerations have been given to the timeframe needed for creating, posting, and awarding the RFP for the EMO, purchasing and procurement, professional development and making any needed structural changes. The schedule and the timeline included in this application represent our best effort at building in sufficient time for tasks, while still maintaining the urgency of moving forward. For example, a considerable amount of tasks and planning will need to be completed before the start of the 2011--12 school year and provisions have been built into the pre-implementation phase to accomplish this objective. The grants that CCS receives have management support from the budget, evaluation, curriculum, and operations infrastructure established in the district. This infrastructure has successfully supported 7 SIG school throughout the 2010-11 school year and the round 2 schools, if awarded, will continue to receive these services and support from the district. All school and appropriate district resources will be coordinated by a fully dedicated Priority School Project coordinator to support the SIG implementation at South. CCS will implement all of the SIG requirements and will be ready for program visits, audits, or federal reviews.

Recruit, screen, and select external providers, if applicable, to ensure their quality: * proven track record of successful school improvement * matched to the needs of the students and the interventions * selected from list of approved external providers supplied by the Ohio Department of Education

To select an Educational Management Organization for South, CCS will follow a rigorous review process based on district purchasing guidelines, CCS Board of Education policies, and any applicable state and federal laws. The standard selection process may include citations of evidence of past successful implementation of similar projects, letters of reference, research-based solutions, and alignment with the State of Ohio Academic Content Standards. Additionally, the EMO will share accountability for the expected outcomes at South and this will be built into the RFP. Reasonable and timely steps to recruit and screen EMOs to be in place by the beginning of the 2011-2012 school year include, but are not limited to: - Analyzing the school's academic and operational needs. - Researching and prioritizing the EMOs available to serve the school. - Consider and analyze the EMO provider market. - Contact other schools or district currently or formerly engaged with the EMO regarding their experience. - Engaging parents and community members to assist in the selection process. - The selection process includes vendors doing presentations or demonstrations on-site, when applicable. - Delineating clearly the respective responsibilities and expectations to be assumed by the EMO, district, and the school. Detailed and relevant criteria for selecting external providers that take into account the specific needs of the schools to be served by the EMO. These criteria may include, but are not limited to: - A proven track record of success working with a particular population or type of school. For example, success in working with high schools or the TAP program. - Alignment between EMO services and existing school services. - Willingness to be held accountable to high performance standards. - Capacity to serve the identified school and its selected intervention model. The EMO will be expected to provide on-site leadership support, academic strategies, and professional development aligned with the Teacher Advancement Program (TAP) model on reading, science, and mathematics instruction. The point of entry for this program will align with current efforts; i.e. TAP, revised Common Core curriculum, feeder pattern work, and further development of the on-line formative assessment system. Coaching for both the leadership and the teachers in content and pedagogy for a duration of 75-100 days in year one is expected. In year two there should be some internal capacity so that teachers will be able to lead development of strategies for their colleagues with a the focus will be on reading in the across content areas and writing as the content focus in English Language Arts and the Mathematics focus will be Advanced Mathematics; i.e. Algebra 2, Geometry, and Statistics with real world applications. South High School's internship program will continue to partner with a variety of location corporations and non-profit agencies. This will give those students traveling

outside of the building an opportunity to apply their knowledge to new situations. CCS is not required to award to the lowest bidder but rather the bidder that gives the best response to the proposal.

Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively: The LEA should describe how it will address details contained in, but not limited to, negotiated agreements, board policies, Ohio Revised Code. It is the responsibility of the LEA submitting the application to secure such approval prior to submission of the application.

CCS leadership is willing to modify practices within the established Board Policies, State Operating Standards, and existing negotiated agreement with the CEA. An MOU was created with the union to allow SIG eligible schools to post open positions earlier than all other positions in order to attract the best candidates to these high needs schools. This hiring phase is called the "Priority Round" and was designed in conjunction with the existing SIG schools, the CEA, and the district's HR department. An additional MOU was signed to allow pay for performance for the existing SIG schools based on meeting the goals stated in the grant. These incentives will be extended to the Round 2 SIG schools if they are awarded the grant. Another mechanism in the district for modifying practices and policies at the school level is called the Reform Panel. The Columbus Education Association and the Columbus City Schools to address the need to allow changes in the Master Agreement between rounds of negotiations developed the Reform Panel jointly. The Reform Panel is co-chaired by the Association President, or designee, and the Superintendent, or designee. The Reform Panel facilitates the implementation of (a) initiatives directed at the improvement of teaching and learning conditions in the District, (b) requests for variances from the current contract that are submitted by school based shared decision-making cabinets, and (c) instructional and curricular recommendations made by committees created by the panel. The district has the human capital, including professional development staff, curriculum staff, data analysts, budget office, and dedicated support staff with the expertise to adequately support the Restart Model at South. To support and monitor the Priority Schools' considerable initiatives, the district created "School Improvement Office". In school year 2010-11, the director was dedicated to guiding Priority schools by actively monitoring and providing critical support for our reform efforts, as well as providing coordination with the Transformation Specialists from ODE. The director's duties include but are not limited to: - Assist SIG schools with administrative tasks such as board legislation, grant compliance, paperwork, and associated tasks that could potentially distract from the focus of teaching and learning - Direct and oversee research of existing reform efforts to build a knowledge base of best practices - Direct and oversee the implementation of promising researched-based education reform programs and school improvement programs - Manage and develop a specialized curriculum focus for a theme-based schools to meet the education needs of all students - Direct and oversee a communications plan for internal and external audiences regarding curriculum focus of school, planned educational program, and related extra-curricular activities - Direct and oversee the development and implementation of marketing plans to recruit students - Provide training opportunities for personnel at the assigned school - Interview and select qualified personnel to be recommended for employment - Communicate, through the proper channels, to keep the leadership informed of impending problems or events of unusual nature - Use effective interpersonal communication skills - Perform other incidental tasks consistent with the goals and objectives of this position

Stakeholder Involvement/Collaboration

Who are your major partners? Consult with various relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

South enjoys a wide array of local corporate and foundation support. Current partners include students that participate in internships and community service at Chase Bank, Nationwide Insurance, Grange Insurance, Southside C.A.N., and the Franklin County Commissioners, as well as area churches, recreation centers, Silesians Boys and Girls Clubs, Children's Hospital, and other area businesses. South students also have the opportunity to participate in the Robotics club to learn the application of technology through a hands-on experience. These external resources have built a broad constituency of support for South and opportunities for place-based education. The following are some of the

district's partnerships that will enhance the implementation of the School Improvement Grant at South. Columbus City Schools, Learning Circle Education Services, and the Educational Service Center of Central Ohio (ESCCO) will continue to improve the web-based All School Improvement Plan (ASIP) to facilitate school level needs assessments, goal setting, and reform strategies aligned to South's SIG plan. Scholastic, Inc has partnered with the district to provide literacy coaching services for reading tutors to ensure Read180 is implemented with fidelity. Literacy is a major component of South's reform agenda and CCS will continue to build on our existing relationship with Scholastic to continue improving reading and comprehension through their programs. CCS plans to continue working with the State Support Team at the ESCCO as we progress through the Ohio Improvement Process. We will also utilize parent consultants at South and the Parent-Teacher Organization to extend school reform into the community. By training our parents, we ensure that our parents are capable of supporting our students at home.

Describe joint planning that occurred as well as the level of commitment among all parties (district and building level). Applicants must describe the stakeholder roles and their contributions to the success of the project.

The goals of South's School Improvement Grant have been carefully aligned with the Columbus City School (CCS) Board's adopted Ends Policies and district leadership team goals. As stated previously in this application, the expectations of South's SIG plan are in line with the current All School Improvement Plan (ASIP), the district's "2012 and Beyond Plan", Race to the Top, Ohio Improvement Process (OIP), and the CCIP plan targeting student achievement in reading and math, discipline improvement, and using data to drive decisions. This alignment has been achieved through the joint planning of a representative team from district leadership, school administrators, teacher leaders, parents, and the Columbus Education Association. CCS supported the Priority School Project planning materially through release time, substitutes, and special considerations for staffing. All buildings have a School Leadership Team (SLT) consisting of the Principal, Faculty Representative, teachers from each core content area, and parents which meet regularly to create and review the ASIP. The team members serve as leadership in the school for the rest of the staff to ensure the ASIP is communicated clearly and implemented throughout the building. The SLTs enable staff to create and implement plans to improve student achievement in their own buildings. The process was jointly developed with the teachers' association and includes representatives from all stakeholder groups. All School Improvement Plans, based on an analysis of all building data, (including student reading and math achievement, attendance, discipline, school climate, teacher professional development, parent community engagement) focus on practical methods to ensure that effective instructional strategies are shared, supported, implemented and continually refined. All teams will be trained in the district's Educational Leadership System, which reinforces alignment, collaboration and using data scorecards to monitor progress. This will be closely aligned to the development of professional learning communities throughout each feeder pattern within the district. In addition to the SLTs, South has worked with the following partners: The Expanding Visions Foundation, Clarity Creative Institute, The Ohio Dominican University (Ted Zigler), and Columbus Public Health (Nasandra Wright) Potential to strengthen the academic and community connections. The South SAIL team reviews and monitors student data which informs building processes such as intervention assistance and Positive Behavior Intervention Support implementation. South will have a membership on the district coordinated Curriculum Leadership Team that will guide the transition to the Common Core curriculum through regular meetings to facilitate collaboration and curriculum planning in the content areas. These support teams allow each building the autonomy to meet the needs of their students.

Goals, Strategies and Action Steps

G 1) Improving Academic Achievement in Core Subjects

Description:

In the 2011-12 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	2011	2012
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)		$14,692,342	$6,773,087
School Improvement Competitive 1003 (g) Total:		**$14,692,342**	**$6,773,087**
Grand Total:		**$14,692,342**	**$6,773,087**

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.

AS 1.1.2) SIG (g) Grant Requirements

Description:

South High School will comply with all requirements of the "Restart Model." Implementation and monitoring of SIG (g) grant requirements, ODE diagnostic review actions, and ODE Transformation Specialist recommendations will be on-going for all applicable schools. The action plans will be created and monitored through the school's ASIP and other means.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

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.

AS 1.2.1) High quality and continuous professional development for teachers and staff

Description:

South will contract with an Educational Management Organization (EMO) to provide on-site professional development, leadership support, continuation with the TAP model, and academic guidance throughout the year. The EMO will be selected through a rigorous review process by a committee of stakeholders. The contractual agreement will include accountability requirements, expected outcomes from the engagement, and clearly delineated responsibilities for the EMO, the school, and the district. All staff will participate in PD with the EMO.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

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.

AS 1.29.1) Reduction of non-academic barriers to improve student achievement

Description:

Through partnership with an agency (i.e. Directions for Youth, Children's Hospital) or by hiring directly through CCS, a counselor or social worker will consistently provide students with support for social/emotional needs and teach strategies for coping. These staff members will also work with families on attendance issues, housing, and making connections with The goal is to decrease non-academic barriers to learning, increase attendance, decrease discipline incidents, and help students develop coping and life-skills.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Alignment with Other Resources

Identify the additional and supporting 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.

South recognizes that school improvement efforts are complex and require a coordinated, systematic approach that addresses every aspect of a school. For example, the Title I schoolwide program and Teacher Incentive Fund (TIF) grant have supported earlier successful intervention efforts such as the TAP model and on-site professional development aligned with the school's needs assessment to build capacity. Grant strategies will also utilize the selected EMO's expertise, programs, and resources to expand the knowledge of South's staff through ongoing, high--quality professional development. South implemented several aligned initiatives including: implementing the curriculum guides; pacing guides; district periodic assessments; SAIL Teams (teams organized to help chronically disruptive students); and Positive Behavior Intervention Supports training. South will offer expanded learning opportunities for all students beyond the school day and potentially summer school if awarded the SIG. In order for South to improve student achievement and move toward the district's vision of 100% student success, the next level of work must focus on providing rigorous instruction for every student. The following list includes major district initiatives supporting School Improvement Grant implementation. Professional Rounds -The District's vision is to develop a common understanding of highly effective teaching and learning across the District. One tool the District uses to do this is Professional Rounds. The Professional Rounds Process engages principals and teachers in the careful analysis of effective instruction and student work in classrooms across the District through peer review, critical feedback, and professional development about effective instruction. This process of job-embedded, peer to peer professional development aligns with the SIG strategies being implemented in eligible schools. School Leadership Teams/All School Improvement Plans - The School Leadership Team is a second strategy aligned with the goals of the SIG that will enable staff to implement plans to improve student achievement in their buildings. The process was jointly developed with the teachers' association and includes representatives from all

stakeholder groups. All School Improvement Plans, based on an analysis of all building data, (including student reading and math achievement, attendance, discipline, school climate, teacher professional development, parent community engagement) will focus on practical methods to ensure that effective instructional strategies are implemented and continually refined. All teams will be trained in the district's Educational Leadership System. This will be closely aligned to the development of professional learning communities throughout each feeder pattern within the district. Feeder Patterns- The third strategy the District will use, as a part of the "next level of work" is strong articulation of pre-K through grade 12 feeder patterns. District is implementing collaboration among schools that are in vertical feeder patterns by providing time, training, and support that align to their School Improvement Plans, the District mission, and the CCS Board's Ends Policies. Community Engagement Efforts -CCS is providing parents and community members with increased opportunities and strategies as a fourth support for improved student learning while closing the achievement gap. South will strengthen its parent engagement plan (which is part of the ASIP) that aligns with improved student performance. The strategies will utilize current district resources, such as the Parent and Family Engagement staff and Parent Consultants, as well as current district initiatives, such as the Parent-to-Parent training. Through this initiative, the schools will expand their capacity to reach 100% of their parents/guardians.

Continuation

How will your initiative sustain itself if/when funding is reduced or ended? (feasibility of sustaining the initiative, reasonable, resources brought to the process to continue to support over time, leveraging existing resources)

Sustainability of practices beyond the SIG funding period begin with careful planning of the initial implementation of the selected intervention model. The district and each eligible school have already developed an initial plan for the selected model to demonstrate how School Improvement reforms will be implemented and the funds will be used. The theory of action is that the grant activities are building the capacity of teachers and leaders through job-embedded instructional coaching in reading, math, and using data to drive instruction, along with leadership training to ensure the vision is sustained and carried through. General Funds and Title I funds will be used to sustain the most impactful strategies once the School Improvement Grant ends. Additionally, to ensure continuation after the grant ends, the following actions will be taken: ? The development of shared leadership between the school and the broader community in the implementation of the intervention model during and after the funding period; ? Continued planning to address staffing and funding changes including transitions in leadership; ? Long-term planning processes that will support implementation of reforms with progress monitoring levels of implementation and progress toward outcomes; ? A comprehensive system of formative and summative data collection that is in place to monitor progress and drive decision-making will be developed by the district this year and in use for the 2011-2012 school year; ? The ability to continue offering additional instructional time and extended school year through other grant opportunities including Title I funds or 21st Century Learning Grants or the like once NCLB is reauthorized; ? Institutionalizing the measuring fidelity of implementation of research-based instructional practices through the Rounds Process and district score cards; ? Protecting staff time for collaboration and professional development in order to sustain the initiatives through careful scheduling of the school day; ? Professional development for new staff and leadership to continue implementation of the reforms; ? Job-embedded professional development to ensure high fidelity of implementation of reforms in the classroom.

Timeline

Include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application. (tied to IMM tool)

June and July 2011 (EMO selection) Create and release RFP for the Educational Management Organization (EMO) Invite EMOs to provide more information to selection committee (on-site presentations, phone interviews, etc.) as needed Award RFP to EMO District and school leadership

will seek out candidates to fill SIG funded positions. August 2011 (Summer Planning) Prepare CCS Board approval legislation of EMO for 1st August meeting School Leadership Teams will meet to fully plan their school improvement strategies based on the 2010 OGT, year-end attendance, discipline, and other data. Leadership Academy for intense School Leadership Team (SLT) training and All School Improvement Planning School Begins EMO services begin September 2011 All School Improvement Plans due for Executive Director review and approval Finalize year long schedule of tasks, duties, and expectation with EMO, district leadership, and SLT at South October 2011 Participation in 1st all-day PD opportunity. After-school or Saturday school programs. Second SLT training Begin IMM Tool November-December 2011 Administer 1st set of district assessments and update school improvement plans (ASIP) based on results. Complete the first phase of the IMM tool. Participation in 2nd all-day PD opportunity. January 2012 Begin planning the 2012 summer education programs. February 2012 Administer 2nd set of district assessments and update school improvement plans (ASIP) based on results. Third SLT training. March - April 2012 Last push to prepare students for the OGT. Additional tutoring opportunities offered to students to prepare for the OGT. May 2012 After-school program or Saturday school programs will end. Participation in 3rd all-day PD opportunity. Administer 4th district assessments update school improvement plans (ASIP) based on results. Complete IMM tool. June 2012 EMO evaluation done and recommendations for continuation for year 2 are made. Changes needed for 2012-2013 planned. 2012 summer education programs begin.

Program Evaluation/Monitoring/Outcomes

Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics. State other annual goals of the project. How will you evaluate your progress in achieving your goals and objectives? Goals must be stated in the form of SMART (specific, measureable, achievable, realistic, time-bound) goals. Goals will be based on the use of the Ohio Improvement Process (particularly the decision framework).

South's two SMART goals are: 1) At the end of 2011-12, the graduation rate at South will increase by 5 percentage points 2) At the end of 2011-12, the student attendance rate will increase to 93%. Process goals: During 2011-12, under the direction of the SIG funded EMO, 100% of the South staff will: 1) actively engage in high quality, on-going professional development and 2) Use research-based instructional strategies to impact the quality, content, and structure of teaching and learning. South plans to use these SIG funds to select an EMO that will assist in meeting all goals. CCS will be monitoring the improvement process with a district-level staff member dedicated to the Priority School Project and a contract with an external evaluator. Monitoring throughout the year will be done by at many levels (Principal, District Leadership, Transformation Specialists and External Evaluator) and will include: -IMM Tool -Student result data (classroom formative assessments, district assessments, grades, attendance rates, and discipline) -Observational data -Interview data -District/building documentation Since South's goals have been developed as "SMART" goals with clear progress and evaluation expectations, the specifics of the monitoring will be integrated into the IMM and will include both student performance indicators and adult implementation indicators. For student performance indicators, South will use data such as results from the OGT, as well as data from district assessments including common assessments and classroom formative assessments. For the adult implementation indicators, the monitoring process is more complex and CCS will rely on the EMO to contribute to the evaluation of these indicators. South will use measures of changes in teacher behavior in areas such as classroom practice, effective use of intervention and effective integration of technology, as documented through observation and walkthroughs, as well as -surveys of teachers themselves. In addition to answering primary questions about efficacy of the selected strategies, programs, and professional development, a variety of secondary questions will be answered, such as examining instructional quality as a mediating variable in the link between intervention and achievement. The EMO itself will also be evaluated annually based on meeting the contractual requirements and sharing in the accountability of meeting the goals stated in this application.

Data Collection - Student Achievement

Determine how the selected intervention model will increase student achievement, and then measure the success of the intervention model. Applicants must describe the process used to select the intervention model and how the success of the implementation will be measured. Measures of success must be stated. Measures of success will be linked directly to the indicators of impact stated in the Building Overview page (reading, math, graduation rate, SI strategies, intervention models, etc.).

The Restart model was selected for South and the improvement strategies are based on an integrated approach to address academic and non-academic barriers to student achievement. The selected EMO will assist South with the creation of a classroom support system for teachers through job-embedded professional development in core content areas and the use of data to drive classroom decisions. The goal of the PD is to assist teachers in developing knowledge of the theory underlying reading comprehension or numeracy instruction, pedagogical skill, and ability to work effectively with each student. Data on assessments for at-risk students is easily accessible to all CCS teachers and there are many opportunities to improve what teachers actually do with the information they gather. How is it being used to inform instruction? How is it being shared with and engaging students? The data from using summative and formative assessment results needs to be used to guide classroom instruction. Research shows that descriptive feedback through formative assessments is a significant instructional strategy to move students forward in their learning which is why it was selected for South (Butler, D.L. & Winnie, P.H. (1995) Feedback and self-regulated learning: a theoretical synthesis. Review of Educational Research, 65(3), 245-281). Key Measures: The same measures and procedures to collect data will be used in each grant year. The primary outcomes for this study are students' reading and math achievement assessed on the OGT grades 10 and 11, student attendance rate, and the graduation rate for all students and subgroups. The school's progress will be monitored throughout the year with district assessments in each core content area in October, February, and May; attendance and discipline data are review monthly, and qualitative analysis of walk-throughs will occur quarterly. Additionally, Family and Teacher survey results will also be used to determine effectiveness and satisfaction with the reform. Secondary Outcomes: The EMO will be evaluated annually based on meeting contract requirements and stated goals in this application. Other outcomes for the evaluation include teachers' experience of coaching, instructing in a reduced class size, impact of additional supports to address non-academic barriers, and the effects of extended instructional time. Teachers' professional development experiences will be assessed on surveys administered each academic year. Survey questions will focus on teachers' level of participation in different professional development activities, the focus of those activities in which they participated, and their perception of the usefulness of the PD for improving their practice. Instructional quality will be assessed by teachers' self-reported descriptions of their practice on surveys, and through independent observations of their instruction.

Budget Narrative

Explain/ describe how funds will be used to implement the selected model in each Tier I and Tier II school it commits to serve; conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools;

Applicants must show how these funds will be spent. The application should include an explanation for each expenditure, its source if part of the match and how each expenditure aligns with project goals in an efficient and effective manner.

South High School will utilize its $1,345,007 year one budget of the School Improvement Grant for the following personnel, professional development, and instruction activities. PD purchased services funds ($600,000) will support a contract with an Education Management Organization to "restart" South and provide on-site services aligned to the SIG plan and school needs assessment. Another $10,000 will support the staff attending PD conferences and meetings. Instruction salary ($75000) and fringes ($15,000) will be used for teacher incentive pay for performance. Instructional supplies are budgeted at $80,000 to purchase curriculum and instructional materials to implement intervention and

enrichment programs. Instructional capital outlay funds ($15,000) will purchase technology for the classroom to increase student engagement and help develop 21st Century skills. Support salaries and fringes equal $198,000 which will be used to extend services to address non-academic barriers including a nurse and a social worker, and additional attendance support. The Professional Development salary ($237,000) and fringes ($85,000) will support 2 TAP master teachers and 1 mentor teacher to provide job-embedded professional development and data analysis for the staff. The additional funds will support extended time or substitutes for professional learning communities and peer-to-peer observations, and vertical and content area planning. Transportation purchase services ($10,000) will be used to transport students to instructional related field trips or tutoring programs. Indirect costs are 1.62% (the CCS approved rate for FY11) of the total request.

Project Summary

Provide an overview of the proposed project, including a description of the following: * The audience (who the project will directly impact); * The educational goals/need (what the project strives to ultimately accomplish); and * The activities (how the project will be carried out). The summary should be written so that readers, including peer reviewers, will understand the overall concept of the application.

Our district mission statement is: Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen of a global community. This grant will be known within the district as part of The Priority School Project. The Priority School Project is a collaborative effort of the Columbus City Schools (CCS), the Columbus Education Association (CEA) and our partners. To be successful, the Priority School Project must align with district initiatives to ensure maximum impact during implementation. The vision statement for our school is "Having assembled a faculty dedicated to their craft, South High School is really a school within a school. Teachers are committed to studying and developing research-based best practices that benefit the student. In conjunction with the Teacher Advancement Program, Columbus Education Association and the Ohio State University, the South High School faculty uses "student centered strategies" to deliver a meaningful educational experience. It is South High School's goal to prepare students that are highly educated, prepared for post secondary education, advanced technology training, success in a global community, and productive citizenry." The School Improvement Grant will provide resources to support an EMO to increase leadership and academic capacity at South. The main strategies to address the four grant requirements are listed. (1) Developing and Increasing teacher and school leader effectiveness: South will offer pay for performance as part of their Restart plan based on the existing MOU with the CEA for the 7 SIG schools in the district. The criteria for the incentive pay are based on meeting AYP or closing the achievement gap between South and the state for each student group as defined in federal law. Additionally, as a Race to the Top participating district, a joint planning committee to develop a new teacher evaluation that takes into account student growth is currently working on that system. (2) Comprehensive instructional reform strategies: Increasing student engagement is the focus of the grant. The EMO will implement job-embedded professional development in Common Core standards, content areas, pedagogy, and use of data to drive instruction. (3) Increasing learning time and creating community-oriented schools: Extended time programs including before- and after-school tutoring will be offered either by school staff or an external partner or both, with the goal of providing 300 additional hours of instruction outside of the school day. South has plans to increase parent and community through their Parent Teacher Association and large alumni network. Parents play an important role at South and are encouraged to take advantage of volunteer opportunities and promote a continued welcoming atmosphere. (4) Providing operational flexibility and sustained support: The district supports the SIG plans and will work within the Reform Panel process to permit flexibility to implement all strategies. The Priority School Project will give South High School additional support through the services of an EMO to become a model for the rest of the district in the areas of professional development, parent engagement and district/association/and external partner collaboration. South, CCS and CEA will collaborate with internal and external partners in order to leverage resources that will support and sustain this effort to raise achievement levels for all students and to close achievement gaps.

Assurances - The LEA must assure that it will comply with all Federal assurances and that it will -

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;

3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

4. Report to the SEA the school-level data required under section III of the final requirements.

PROGRAM ASSURANCES:I agree, on behalf of this applicant agency and all identified partners to abide by all assurances outlined in the Assurance section of the CCIP and the requirements identified in the School Improvement Grant Request For Application. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I accept, Jill Dannemiller, Director, Columbus City Schools, 4/18/2011

Plan Relationships

Columbus City School District (043802) - Franklin County - 2012 - School Improvement Competitive 1003 (g) - Rev 4 - School Improvement Competitive 1003 (g) - Application Number (14)

Sections

Related Goals

G 1) Improving Academic Achievement in Core Subjects

Description:

In the 2011-12 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	2011	2012
Consolidated			
Title I		$35,271,511	$42,438,257
Neglected, Title I		$251,475	$255,118
Delinquent, Title I-D		$128,017	$125,135
School Improvement Sub A, Title I		$2,850,000	$2,750,000
Improving Teacher Quality, Title II-A		$5,977,971	$5,344,732
Technology, Title II-D (Formula)		$121,150	$288,564
LEP, Title III		$755,676	$750,443
Immigrant, Title III		$196,908	$00
Special Education, Part B-IDEA		$12,999,564	$13,104,693
Early Childhood Spec Education, IDEA		$230,595	$233,741
Consolidated Total:		**$58,782,867**	**$65,290,683**
Alternative Education Challenge			
Alternative Education Challenge		$324,940	$302,694
Alternative Education Challenge Total:		**$324,940**	**$302,694**
McKinney-Vento Homeless Assistance Program			
McKinney-Vento Homeless Assistance Program		$378,800	$450,000
McKinney-Vento Homeless Assistance Program Total:		**$378,800**	**$450,000**
Early Childhood Education (Entitlement)			
Early Childhood Education		$312,000	$312,000
Early Childhood Education (Entitlement) Total:		**$312,000**	**$312,000**

Early Childhood Education (Public Preschool)		
Early Childhood Education (Public Preschool)	$10	$312,000
Early Childhood Education (Public Preschool) Total:	**$10**	**$312,000**
Reading First		
Reading First	$876,835	$00
Reading First Total:	**$876,835**	**$00**
Title II-D (Competitive)		
Title II-D (Competitive)	$1,322,100	$00
Title II-D (Competitive) Total:	**$1,322,100**	**$00**
The American Recovery and Reinvestment Act (ARRA)		
ARRA Title I	$00	$75,108
ARRA School Improvement, Title I	$00	$550,948
The American Recovery and Reinvestment Act (ARRA) Total:	**$00**	**$626,056**
School Improvement Competitive 1003 (g)		
School Improvement Competitive 1003 (g)	$14,692,342	$6,773,087
School Improvement Competitive 1003 (g) Total:	**$14,692,342**	**$6,773,087**
Education Jobs Fund		
Education Jobs	$5,943,719	$7,431,070
Education Jobs Fund Total:	**$5,943,719**	**$7,431,070**
Grand Total:	**$82,633,613**	**$81,497,590**

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) Content Area Expertise and Class-Size Reduction

Description:

Hire highly qualified teachers in order to reduce class size and help improve student achievement for all high poverty schools. These teachers will have content expertise in math/science, intensive PD in those areas throughout the year, and will reduce class size by working with half a class at a time. These teachers are expected to be the instructional leaders in the school in math/science and provide job-embedded PD to the other teachers. The grades targeted will be 4, 5, 8, and 9 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:

During the school year, the district will have three PD days for instructional staff in December, February, and May. These Professional Development Days are sessions that will be offered as strands for all district teachers and will be held in district buildings and off-site. A strand occurs over time and focuses on a single topic or practice. Strands are envisioned as a way of providing continuity to the training sessions and ensuring that new practices are implemented. Strands have the following characteristics- A strand supports a collaborative community of learners (the same group of participants will be together for all three days). Each day will build on previous learning, allowing for a depth of coverage that is not possible in a one day workshop. Strands are linked to daily practice. Sessions will focus on improving practice and not be purely theoretical, hypothetical, or informational. Participants implement new learning between sessions and share results in subsequent sessions. Summer professional development will include planning for school improvement schools through curriculum writnig focused on integrating technology and common core standards into classroom lessons.

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 will be promoted at the building and district level. There will be districtwide meetings with parent liaisons and parent consultants representing all buildings in the district. These meetings will occur on at least a quarterly basis. These parents will be given information on current practices and policies that affect their child's education. They will be 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 will be expected to carry back to their respective schools the information learned from the districtwide meetings. In addition, they will be 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, and will be encouraged to be part of other important roles within the schools. The district will also have outreach programs for the families of our homeless students. Family Services, a part of the ESL Program, will help 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 4-5 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

G 1) Improving Academic Achievement in Core Subjects

S 1.1) Prevention/Intervention in core academic subjects.

AS 1.1.1) Tutoring, Summer School and Expanded Learning Opportunities in core academic subjects.

Description:

Students at-risk of not meeting the state academic standards in reading and math will receive tutoring, summer school and expanded learning opportunities to reach grade level expectations, pass the Ohio Achievement and Graduation Tests. In school part-time hourly tutors will focus on improving the reading levels of students below grade level in grades K-3 as determined by the DIBELS assessment. For students in grades 6-9, the Scholastic REadign Inventory (SRI) will be used to determine students that need intervention through the Read180 program adminstered by part-time hourly

teachers. Both programs will be supported by School Improvement (a) funds. Summer school provides additional time for intervention in reading and math, as well as credit recovery for middle and high schools students that failed a core academic course. These services are provided to CCS students and non-public students served by Title I dollars. Training on curriculum to support these efforts will be done for all district staff teaching with extended time, including after-school and summer programs. All curriculum used is aligned to state academic content standards and the district curriculum.

Grant

Consolidated

Title I

Improving Teacher Quality, Title II-A

LEP, Title III

Special Education, Part B-IDEA

21st Century

21st Century

Poverty Based Assistance (PBA)

PBA Academic Intervention

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.8) Initatives to increase student talents in STEM areas

Description:

A NASA grant, School Improvement (g), and Title I funds will support initatives that will increase student talents in STEM areas by providing PBL lessons, professional development, software to learn design, 3D modeling, and principals of engineering. These opportunities will help increase students academic achievement in reading, math, and other core areas in addition to exposing them to specific activities related to higher level STEM projects.

Grant

Consolidated

Title I

Project Lead The Way

PLTW - Middle School

PLTW - Pre-Engineering

PLTW - Biomedical

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.9) Implementation of the Read180, System44, and Leveled Literacy Intervention Program for students below grade level in reading

Description:

READ 180 is a comprehensive system of curriculum, instruction, assessment and professional development proven to raise reading achievement for struggling readers in Grades 4 and up and System44 is the companion program for students in grades k-3. Leveled Literacy Intervention program is for students in grades K-3 also. All three programs are scientifically research-based and designed to maximize student engagement, teacher effectiveness, and leader empowerment. The programs integrate technology, whole group instruction, and small group instruction to intervene with struggling readers.

Grant

Consolidated

School Improvement Sub A, Title I

School Improvement Sub G, Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.9) Instructional and Educational Materials

AS 1.9.2) Purchase supplemental materials that support district curriculum

Description:

Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district. Materials purchased with Title I and IDEIA funds will be used for reading, mathematics, science, and other core content areas to each eligible student. SIG funds will support the school reform model being implemented in the school (if awarded). This may include instructional technology, laptops, or incentives for students to reward excellent performance.

Grant

Consolidated

Title I

Improving Teacher Quality, Title II-A

Special Education, Part B-IDEA

McKinney-Vento Homeless Assistance Program

McKinney-Vento Homeless Assistance Program

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.10) Highly Qualified Teachers

AS 1.10.3) Development of a new teacher evaluation system

Description:

CCS leadership at the district, building, and teacher level will continue to work with the CEA and ODE to develop a new teacher evaluation system that includes students growth as a component. This work will be done in compliance with the requirements of the SIG and RttT (if awarded).

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.12) Policies to Improve Results

AS 1.12.4) Policies to give SIG awarded schools autonomy and support

Description:

CCS leadership will implement policies to give SIG awarded schools autonomy and support needed for the school reform efforts at each site. The Reform Panel was developed jointly by the Columbus Education Association and the Columbus City School District to address the need to allow changes in the Master Agreement between periodic rounds of negotiations. The Reform Panel facilitates the implementation of (a) initiatives directed at the improvement of teaching and learning conditions in the District, (b) requests for variances from the current contract that are submitted by school based shared decision-making cabinets, and (c) instructional and curricular recommendations made by committees created by the panel. The panel operates as a joint committee with the district management and the CEA. In addition, the SIG plans include hiring a district level administrator and school level support to act as an advocate and monitor for the implementation the grant. The Director of the School Reform will be called upon to provide services that will provide leadership for each Tier I, II, and III SIG school to ensure coordination of programs, funds (general find, Title I regular and ARRA, SIG, and other grants), and strategies. This coordination will take place at the school level by hiring support for some Tier I and II schools, and at the district level for all SIG schools. Alignment of strategies and funds will ensure that fiscal expenditures implement the reforms to meet the school's goals.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.15) Data Collection and Analysis

AS 1.15.4) SIG data collection, progress monitoring, and external evaluation

Description:

Schools that receive SI funds will attend progress monitoring meetings facilitated by the district and ODE. All schools complete the ASIP and monitor the plan regularly throughout the school year. The initial plan and the periodic review require that schools analyze student achievement, attendance, and discipline data and alter their strategies and actions based upon the analysis. In addition, schools that are required to complete the IM/M tool will do so. The district will also contract with an external provider for an academic evaluation of the interventions funded by the SIG.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Related School Plan Action Steps

School Improvement Competitive 1003 (g) Allocations

Columbus City School District (043802) - Franklin County - 2012 - School Improvement Competitive 1003 (g) - Rev 4 - School Improvement Competitive 1003 (g) - Application Number (14)

Organization ID	Grant Applicant	Allocation Amount
035063	South High School	$1,345,007.00