Budget

Summit Academy Community School Alternative Learners-Lorain (133322) - Lorain County - 2012 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (37)

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	90,000.00	12,600.00	1,690.00	112,310.00	0.00	0.00	216,600.00
Support Services	5,000.00	700.00	7,930.00	1,300.00	0.00	0.00	14,930.00
Prof Development	98,100.00	13,734.00	62,010.00	1,225.00	0.00	0.00	175,069.00
Family/Community	0.00	0.00	8,160.00	4,800.00	0.00	0.00	12,960.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	6,000.00	0.00	0.00	0.00	6,000.00
Indirect Cost						0.00	0.00
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	193,100.00	27,034.00	85,790.00	119,635.00	0.00	0.00	425,559.00
						Adjusted Allocation	425,559.00
						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 6
130 Total number of students impacted	130 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)
132,922.50 FY12 Pre-Implementation Budget Amount	292,636.50 FY12 Year 1 Full Implementation Budget Amount
282,505.00 FY13 Budget Amount	205,455.00 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)

Under the Transformation Model we have already changed Directors, promoting an excellent, experienced admin member used to working with students with behavioral disabilities. The school serves grades K-5 and is in its 6th year of school improvement. Our goal is to raise our Performance Index 10% each of the next 3 years from 61 to over 80 to show increased achievement in both reading and math. Summit Academy Mmgt directs all reform efforts for their consortium of schools. The Director is supported by an admin team that includes an IEP Coordinator, a Differentiation Specialist, and a Behavioral Specialist. A new Regional Director and Lucas Co. ESC also assist and troubleshoot at the school. SAM is an at-will company that will only hire and retain staff members who are effective in meeting student needs. Classrooms are guided by two teachers or one teacher and one Para-professional, and serve 6-18 students depending on disability & needs. Based on our analysis of the OIP Decision Framework, as guided by SST1and Lucas Co. ESC, in FY11,we adopted new textbooks, instructional materials, and a new

behavior management program to help the over 70% limited and basic scoring students. Formal formative assessments for data driven instructional practice will be implemented in FY12. An analysis of the data we revealed that Math was the weakest area and Reading was similarly poor. We chose this year to start on fixing the reading instruction and currently schedule 140 min a day with 60/40/40 blocks. Tier 2 readers will focus on summarizing important information from informational texts, making inferences or draw conclusions about what has been read, using text features to locate information, and distinguishing fact from fiction. These skills will be measured and graphed using both AIMSweb and Direct Instruction assessments. Tier 3 readers' indicators include: use of letter-sound knowledge and structural analysis to decode words, demonstrating a growing stock of sight words, reading passages fluently to demonstrate meaningful comprehension, summarize important information in texts, and use supporting details as appropriate. These skills will be measured and graphed using both AIMSweb and Journeys assessments. Next we will need to maximize learning time for Math by readjusting the daily schedule. Math will be a 60 minute block. Math skills for Tier 2 are: use place value to read, write, represent, & compare numbers through millions and decimals through thousandths, multiply 1 & 2 digit whole numbers, divide whole numbers by 1 & 2 digits, recognize & use fractions & decimals to represent parts of a whole. They will use enVision Math. Tier 3 skills will be Count to 100, Use words & symbols to compare whole numbers, use place value concepts to represent whole numbers through 1000, add & subtract whole numbers w/ & w/out regrouping, represent commonly used fractions, count money & make change using both coins & paper bills. They will use FOCUS Math. We will need hands-on materials to help our concrete thinkers achieve. Tier 2 and 3 students will begin Math class with exposure to grade-level concepts and vocabulary for the first half hour, then, students will be grouped for remediation and intervention. Tier 3 students will use Focus Math and will use AIMSweb Math for progress monitoring.

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.

Summit Academy Lorain El will take actions during the summer months prior to school opening to support the full implementation of SIG activities for FY12. The steps required for SA Lorain El to get the best results are as follows: 1)Tier 3intervention supplies will be ordered & shipped so that staff will have the materials in hand for PD coaching to take place in August. Direct Instruction/Tier 3 Supply= Math & Reading $13,250 AIMS Web Pro Complete License =$780 AIMS Web behavior module License $1/student (130) =$130 2) District will hire the Curriculum Coordinator (start July 21) & support building instructional coaches (start Aug 1). July/August Payroll cost (wages/ benefits)= $8,125+1,137.50=$9,262.50 3) Laptops & software for instructional coaches will be purchased & set up so coaches may become familiar with new instructional software & be prepared for initial external provider coaching. (2 laptops/set up=1,216.00) 4) Tablet PC project units for extended learning will be purchased & set up to be distributed at the beginning of the school year as directed. (130units/set up =95,290) 5)

August PD to prepare staff for implementation at start of the year to maximize student achievement gains= AIMS DI PD= $4,286 AIMS /DI PD = wage/ben (25/hr): 8 days @6hrs X 6staff=$7,200+$1,008=$8,208 In-house PD Aug 2011 $500 Total =132,922.5 Summit Academy Lorain EI will take actions during the summer months prior to school opening to support the full implementation of SIG activities for FY12. The steps required for SA Lorain EI to get the best results are as follows: 1)Tier 3intervention supplies will be ordered & shipped so that staff will have the materials in hand for PD coaching to take place in August. Direct Instruction/Tier 3 Supply= Math & Reading $13,250 AIMS Web Pro Complete License =$780 AIMS Web behavior module License $1/student (130) =$130 2) District will hire the Curriculum Coordinator (start July 21) & support building instructional coaches (start Aug 1). July/August Payroll cost (wages/ benefits)= $8,125+1,137.50=$9,262.50 3) Laptops & software for instructional coaches will be purchased & set up so coaches may become familiar with new instructional software & be prepared for initial external provider coaching. (2 laptops/set up=1,216.00) 4) Tablet PC project units for extended learning will be purchased & set up to be distributed at the beginning of the school year as directed. (130units/set up =95,290) 5) August PD to prepare staff for implementation at start of the year to maximize student achievement gains= AIMS DI PD= $4,286 AIMS /DI PD = wage/ben (25/hr): 8 days @6hrs X 6staff=$7,200+$1,008=$8,208 In-house PD Aug 2011 $500 Total =132,922.5

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).

LorEL serves students who struggle w/ behavior & learning. The Transformation Model aligns best to our areas of need & will support robust reform. Revisions will be made in the CCIP to reflect these changes & create a framework to sustain this work. The leadership team consists of a mostly new mgmt team- a new School Director SY10, a new IEP Coordinator, an experienced Behavior Specialist, & multiple teachers at the building level, along w/ a new Regional Director, & new Curriculum Coordinator at the mgmt level. In 2009 we analyzed & reviewed OAA scores, parent & teacher surveys, NWEA Measures of Academic Performance, student needs as identified on IEPs, & EMIS data w/ the help of SST1. This analysis drove the completion of the DF & 2 goals were created. In examining the data for root causes of poor performance we noticed that 2 groups, economically disadvantaged & students w/ disabilities paralleled one another in low achievement results. Our poverty level is 87.2% & our students w/ disabilities 90.1%. The 2 goals & accompanying strategies & actions steps will take us until SY14 to complete. This year we have used the IMM to track the data from the initiatives. The OIP data showed that we had to add more intensive interventions that would support significant gains and the teachers needed tools & skills w/ a proven track record & an ability to manage student behavior. The disabilities represented by our students have significant behavior components. Students come to LorEL in many cases w/ fully developed avoidance behaviors & managing those behaviors can quickly overwhelm the process of impactful instruction. The 2 needs yielded 2 goals - the 1st, raise our Performance Index by 10% annually by focusing on all students improving; the 2nd, students who are resistant learners will increase participation in classroom instruction. Academically the material was outdated & not research based, the materials were inadequate for students w/ learning disabilities, & w/ a large turnover in staff yearly, the teachers lacked the proper training to drive instruction. These 2 problems became the basis of the 2 strategies assigned to goal 1. We used ARRA Title I & IDEAB to bring in new textbooks that are designed w/ built in support for tier 2 & 3 students. We also purchased Direct Instruction along w/ AIMSweb specifically for reading. We are tracking the % of time the teachers are using these in the IMM. The action steps associated w/ this goal were to (1) research & select instructional materials - completed. (2)Engage in high quality embedded PD to ensure best use -in process w/ coaching done through Multi-tier & supported by a Literacy coach- new. A math coach was also hired after the initial professional development by Pearson. (3) Select, purchase & provide equipment that will enable students to develop 21st century skills - completed. (4) Develop strategies & expectations on utilization of curriculum

materials -on-going by the coaches. Our 2nd strategy of using formative assessments to drive instruction is on-going. Goal 2. After analyzing office referral data & feedback from parents & teachers, we considered the behaviors of our students, particularly the resistant learners, as having a negative impact on academic success. This year, we implemented a new behavior system w/ the aim of increasing classroom participation. Our 1st action step was PD on Applied Behavioral Analysis (ABA) for classroom and school-wide use. The next action step was developing & implementing a plan of tiered behavior interventions. Specific school wide & classroom specific behavior management strategies & personalized Behavior Intervention Plans for students whose behavioral challenges exceed the parameters of the plan are being implemented. Data collected in the IMM shows an increase in student time on task & a dramatic decrease (150+% in the 1st quarter) in the number of office referrals, showing increased student engagement & motivation in the classroom.

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)

LorEL has an extensive building level administrative team to serve the 90+% of our population with special needs (IEP's). The Building Level Team (BLT) consists of a school director, IEP Coordinator, IEP Differentiated Specialist, Behavior Specialist, HQ Math Coach, Title 1 Reading teacher, HQ Reading Coach, 2 teachers, and ad hoc teaching staff as needed. The math coach position was added this school year as a result of our OIP process, offering needed support for the teachers and is currently funded with SI funds. A half year reading coach was also added. We would like to continue the funding of these positions through the SIG money over the 3 years of this grant. We will continue to receive HQPD from Multi-Tier (DI -reading) who has promised us the same person for the upcoming year for workshops and 1-1 coaching in the classroom. LorEL is a charter school [part of Summit Academy Mgmt. (SAM)], which acts as central office administration. SAM administrators bring a wide variety of public and charter school administration as well as business experiences and best practices. In the past 2 years they have reorganized the management structure of the company to offer better school support. Being part of SAM allows for shared leadership among school directors, peer mentoring of staff, & PD on special needs students. All staff is HQT for their assigned position. New teacher evaluations were created this year specifically to frame performance goals in line with the OIP process. We plan as part of the SIG process to review and appropriately reconfigure the evaluations to include necessary changes to keep the needed focus for this process. Teachers who were reluctant to change were put on Performance Improvement Plans and those unable to comply were removed and more staffing changes may occur at the end of the year as we look to create a highly dedicated, well trained, appropriately supported, professional staff. Extensive PD has been and will continue to be embedded in the school calendar to develop the needed expertise in working with students with AD/HD, Autistic Spectrum Disorders and Emotional Disturbances. The staff has been excited and motivated buying in to the new materials and effectiveness of the beginning stages of the new programs that were brought about through the OIP process. Teachers see improvement in student progress with the implementation of our new curriculum- measurable with AIMSweb and the ABA behavior system- documentable through the office referral process. The OIP process has focused the analyzing process in our work. Research-based programs have become the standard. Seeing the changes in behavior in the school and verifying through newly designed walk-through teacher observations we are identifying an increase in student time on task and the use of the new materials as well. We have been motivated by the student success and are dedicated to carrying out the activities of this grant and to continue the reform efforts began w/ ARRA funding (Title I, IDEA B & SIG). Sufficient and realistic time tables have been made in order to successfully carry out the decided grant projects. Along with continuous analysis of student progress completed in the classroom, we have time set in May, June, and August of 2011 to continue upgraded and full staff training of AIMSweb which next year includes using the math component to provide data for analysis. Finally, in addition to the instructional trainings designed to review the materials received, we will have a Pearson Math coach onsite that will provide 2 separate 4 day sessions to enhance our teachers' grasp of the materials offered and tiered instructions for their students. We believe that by having the coaches to reinforce the math and reading curriculums

we can ensure the teachers use the instructional materials to their fullest potential and data will be gathered, tracked, and responded to with a high degree of fidelity to the process.

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

LorEL is in the second year of a textbook adoption. Companies such as HMH, Pearson, McGraw Hill and others were evaluated by teams of teachers with input from concerned parents of our multilingual school and from multiple SAM schools. After presentations, we reviewed documentation and spoke with current users of the optional materials to evaluate what would best suit the school's needs. Then after getting the required 3 quotes made a purchasing decision. Pearson, HMH, and Direct Instruction from McGraw Hill graded out highest as materials to help advance and support the required changes not only through the materials but also in their ability to support with PD. We also added AIMSweb to help with reading data collection, and after an excellent experience this year are adding the math component for next year. The data points will be a component for evaluating not only student progress but for tracking teacher success as well. We had both initial training and embedded coaching in the 2010-2011school year and continue to analyze where we stand at this point in the implementation process through the use of our IMM tool. The initiatives we have chosen have been research based and are widely held as best practices. They have a proven record of raising student achievement. They are also the direct result of our involvement with the Ohio Improvement Process and ongoing Strategic Planning. The management team will be responsible to organize, support, and monitor our strategies, but we will collaborate with a few external providers for professional development (PD) and expertise. These providers will be chosen on the basis of the guidelines set forth in the Ohio Standards for Professional Development. All of the schools in our consortium using the materials have been pleased with the materials, coaching and most importantly, the results. However, we are only in the initial stages of learning the materials and we believe it will take multiple years to master them. We will need and plan to continue with the coaching next year. Keeping on-going PD relationships should make for an effective experience when backed up with building level coaching to help the teachers reach mastery. Confirmations of availability have been made and dates are pending final approvals starting this summer and for the next school year. The continued expectations for PD/coaching are delineated in the service contract between the different parties to ensure timely and scaffolded delivery to staff. While we will be continuing to use other vendors for purchasing materials and professional development, none will rise to the level of an external provider.

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.

Summit Academy Management (SAM) is the parent org. for LorEL. SAM will offer support for implementation of all transformation reform activities through their academic department. It includes: the Regional Director, Curriculum Coordinator, Fed. Programs Coordinator, and Chief Academic Officer. In conjunction with the BLT they will provide guidance for the implementation and direct support for this project. All teachers in the building are actively involved in the tiered and leveled system of instruction. At the beginning of the year approximately 75% of the students tested into Tier 3. PD and new materials (Journeys, Envision, and Direct Instruction) were/will be provided to ensure meeting student needs. The new Director (SY11) has local control of her curriculum budget including the purchasing of materials for all academic areas and professional development budgets. She will work in conjunction with our Fed. Programs Co. to ensure that our federal $ are budgeted as needed for the school's improvement process. The director will also continue to work with her leadership team, coaches, and teachers in the decision-making process for purchasing materials. The BLT will be accountable to provide specific PD to fill gaps in knowledge and PD access to ensure best practice for effectiveness. Continual updating of data from AIMSweb will provide insight to verify if our projected needs were correct and will show a need to change focus and reallocate cash outlays within budgeted categories. Staff that has bought in to the new programs has been excited and expressed appreciation of the changes to multiple levels of the administration. The decrease in problem behaviors through the use of ABA and positive behavior supports (PBS) will continue to be adjusted to support student learning, time on task and decrease avoidance behaviors. PBS's will be studied for impact & preference and analyzed to determine which to retain. SAM schools share their results at bi-monthly Director

Meetings that provide opportunities for mutual exchanges of ideas and encouragement. The LorEL School Board has been very supportive of initial changes even though it caused staffing problems. Director reports show increases in reading growth and decreases in behavior problems at times > 50%. Many of the trainings necessary for school improvement occurred; however, there was resistance to the new Admin and change in practices. A few staff members were let go/left mid-year and more staff who are unwilling to support the transformation model are currently on Performance Improvement Plans. A total staff turnover of up to 50% is possible. There will be a significant need to retrain mid-year staff (all HQT) and anticipated new staff as well. At the end of the SIG YR1 we will initiate the required teacher evaluation system (TES) to retain, compensate, and promote teachers. Incentives come from data from the 1st year of the project after new teacher evaluation and student data analysis tool implementation. The TES is a collaboration effort by personnel from SAM, building admin, and teachers; approved by the school board, and will adhere to Ohio's 7 standards. The TES will be fair to teachers who primarily teach special needs children. The SAM Board and its staff are very supportive of the reform efforts being undertaken in our school. They have committed the necessary resources to help the school succeed & have allowed for the needed operational flexibility to meet the goal of raising the performance index by 10% per year. For example, the IT dept. at SAM dedicated time to research and help us to identify and purchase easily supported mobile technology to extend our school day. They understand the ongoing commitment for access and security procedures that must be present for successful implementation.

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.

LorEL stakeholders include students, families, school staff, therapists, SAM, other SA schools in Lorain, our sponsor Lucas County ESC, SST1 who helps us w/ OIP, Muskingum Valley ESC who provide PD for C&I, 4 local mental health agencies (Nord Center, Applewood Center, Bellefaire JCB, & Psych & Psych), St. Francis church, the Boys and Girls Club, and El Centro- a Hispanic oriented social service agency. Monthly updates to project stakeholders will include: director's report to board & sponsor, report to SAM on results of progress monitoring in math & reading, & a report from the regional manager on staff morale. The Curriculum Co. will do a quarterly update on IMM items, marking the appropriate adult & student indicators of the OIP. In spring staff members will meet w/ the SAM team (which will include the CAO, the Curriculum Co., the Fed Programs Co., & the Regional Dir.) to evaluate plans for the next grant year. A series of PD sessions utilizing existing video conferencing equipment between both teachers & central office admin & between teachers at different SA schools involved in reform activities will talk through the reform efforts and share successes and concerns. We are renewing our relationship with the B&G club, thanks to the help of a SAM board member. Plans for projects like preparing meals, health and fitness, and space for extended learning are options. We plan to do 3 service projects. The first (fall) will be a cross curricular activity to raise awareness for Autism a condition that is prevalent in all SA schools- 25-35% in most. The second (spring) is a walk for Multiple Sclerosis another condition that affects students, parents, and also staff. Students will use Art and Music activities to prepare for and use during the walk- creating shirts and learning songs. Children with social limitations will learn social skills to prepare for the public events. Finally, they will create vegetable gardens (seeds in the winter, planting in the spring). They will be reinforcing the healthy eating program that the school participates in which brings us fresh fruit and vegetables. As part of the Positive Behavior Supports instituted through the ABA program the students will have the opportunity to practice their skills through school-wide incentive plans. Students will earn participation by engaging in learning activities quarterly. They gain time through extra learning and achieving behavioral goals. Projected outings over the grant years are to: Put-In-Bay to visit historical sites, the Henry Ford museum, the Great Lakes Science Center, and the Imagination Station. A family-school partnership is crucial for our grant project's success. Parents receive monthly newsletter communications, quarterly progress reports through Progress Book, and phone calls. We will hold 3 family events. The 1st will be our open house-providing our technology integration into the home. Families will receive Tablet PCs students can use at home to access Odyssey-Compass Learning through the SAM filtered server. Learning can be monitored by both the teacher and parents. The other family nights will be a

holiday based- Kick off the New Year for learning, and then Spring in to Summer. All family events will include a meal and attendance incentives. We will network with El Centro to encourage attendance among non-English speaking families. They can learn at home with their children with 24 hour access. These events will also serve as time to monitor the Tablet PCs usage and troubleshoot technical issues. While there, parents through PTO will be recruited to volunteer as helpers during reading instruction. The formulaic process allows students to lead the groups. Parents can monitor high functioning groups, while teachers focus on remedial groups.

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 Building Leadership Team (BLT), SAM, and our extended partners, have devoted considerable time & effort creating a collaborative culture within the school. Previous meetings discussing reform have taken place during Parent-Teacher meetings & conferences, survey data analysis sessions, School Board meetings, parent CCIP consultations, and building staff meetings. We examined each model and chose the Transformation model considering that we have already changed the Director and had large staff turnover. We have already invested tens of thousands of dollars in new materials and PD and believe we should be able to return over 70% of the staff that finished the year and continue the reform measures started by the OIP. We will continue to have bi-monthly board meetings and invite all the stakeholders to the table. We will expand the role of El Centro with our Latino population; they help students enroll, understand the customs, and help families; many come straight from Puerto Rico with limited English. St Francisi church is adjacent to our building and has allowed us to use their green space and facilities. The Boys and Girls Club is partnering with us to upgrade our afterschool activities. Our behavioral specialist works closely with the 4 local children's health agencies; we have a space in our library for meetings with clients (this happens daily). We have a large number of students with mental health issues as well as those coming with a caseworker. Parents, Teachers, and Students Together (PTST) is our PTO and is an active resource, supporting activities from plays, to a CD release of student work, to fundraising for fieldtrips to supporting the classroom. They are leaders in helping to set up family involvement nights. The Positive Behavior Supports (PBS) each child receives from all the teachers but especially their 2 classroom teachers (max 18:2) is a strong motivator. The staff is successfully using PBS and creating powerful relationships based on positives. The admin team revised the teacher and director evaluations this year to reflect the goals of OIP- We reinforced our goals from the SAM mgmt. team all the way down to the lunch aides. We were in School improvement YR6. The goals were designed with the help and support of SST1 who provided us with facilitation and PD. The BLT also received training from Muskingham Valley and Lucas Co. ESC on leadership & attended grant training. Many grant activities are continuations of reform measures begun in SY11; much of the buy-in from families & other stake-holders has been achieved. Parents are pleased w/ the improved student behavior & w/ the quality of the instructional materials. Parents will be asked to support the school in the use of mobile technology in the home to add time to the learning day. We will expect them to hold the students' responsible for the security of the device that they are given to use & its ethical use. We regularly seek information from families & staff in order to better serve the needs of the students & improve relationships. We send out annual surveys to both families & teachers & include them in separate CCIP planning meetings. Last year all teachers participated in the selection of new instructional materials that were purchased w/ ARRA funding & this year they were surveyed on the quality of assessment practices currently occurring in the school. The results of this last survey will be used to define assessment practices & policies. The admin team from SAM was instrumental in helping us make a bulk purchase of instructional materials which were screened for appropriateness. They helped us combine with other schools to get a >25% discount. They also helped us get free on-line support materials. While we made the final choices they also helped doing all the follow-up and handling distributor issues. They then organized the initial PD & gave the school director all of the contact information for follow-up PD during the school year.

Goals, Strategies and Action Steps

G 1) 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 by 10% in 2012-2014. .

Performance Measure:

Student Performance - At least 90% of students will demonstrate consistent active class engagement as measured by class participation and formal / informal assessments.Adult Implementation - By 2013 100% of the teachers will implement instructional practices which reflect the Summit model and utilize the adopted curriculum materials as measured by lesson plan review, walk-through evaluation, and portfolio review. Student Performance - 100% of students will participate in aligned formative and summative assessments and develop academic goals.Adult Implementation - 100% of teachers will implement formative assessments regularly and utilize results to guide instruction and assist with student goal development as measured by lesson plans, observations and personal student goal sheets.

Fiscal Resources

Grant	Notes	2012	2013	2014
School Improvement Competitive 1003 (g)				
School Improvement Competitive 1003 (g)		$409,529	$266,475	$189,425
School Improvement Competitive 1003 (g) Total:		**$409,529**	**$266,475**	**$189,425**
Grand Total:		**$409,529**	**$266,475**	**$189,425**

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

$826,256.00

AS 1.1.6) 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

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) PD- Student Improvement

Description:

Provide HQPD to implement new research based curriculum materials and implement best instructional practices to impact learning.

Grant

Consolidated

Title I

Improving Teacher Quality, Title II-A

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.8) Technology that impacts Learning

Description:

Select and purchase instructional materials/equipment to enable students to develop twenty-first century skills.

Grant

Consolidated

Technology, Title II-D (Formula)

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.14) Tiered Instruction Model

Description:

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

Grant

Consolidated

Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.15) 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)

School Improvement Competitive 1003 (g)

AS 1.1.16) 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)

School Improvement Competitive 1003 (g)

AS 1.1.17) Literacy Coach

Description:

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

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.18) Leadership PD

Description:

Building director to attend mandatory Title 1 Conference sessions in the fall and spring and OSU Principal Academy trainings. Cost of the both Title 1 conference is $800 and $1,000 admission fees for the Principal Academies.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.19) Educational resource Review

Description:

Compare the strengths and challenges of individual students in order to utilize the most appropriate material from the mix of new materials that we acquired.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.20) Online Extended Learning

Description:

A Tablet PC will be issued to all students to access E-instruction using Destination Math/Reading, Odyssey and Tiered Instructional Software. Students will be requires to complete 2 hours weekly of additional instruction time- (150hrs/year) to be monitored by their classroom teacher(s) to increase Math & Reading performance while developing 21st century skills.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.21) Family Involvement Nights:

Description:

Family nights will be planned (4 sessions) to present ways that families can enhance reading and math progress in their student(s). In conjunction with the fall open house, families will receive a Tablet PC for their student, learning how to utilize the PC and software. The 2 additional involvement nights are holiday centered and include activities and games. (Program Cost: $1000 per session). At this time, parents will receive additional tech support for their Tablets. Parent Incentives will be provided at events to encourage attendance.($400) Participation is encouraged for all attending children to promote academic skills. The Refreshments will be served since the meeting time(s) will be held during the dinner hour (4 nights $8.00 per person est. 130 attendees =$4,160). Take home supplies will be coordinated with each event (1,000) to support family learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.22) After School Extended Learning to increase student achievement

Description:

Extended Learning Opportunities for Math enrichment will be offered to all students (150 hrs.) to integrate engaging concepts with tiered interventions focused on math skills. Staffing Costs: 1) 102,600 wages/benefits for staff members

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.23) Summer Camps to increase student achievement

Description:

Two week summer camps will be offered to all students (45 hrs.) integrating engaging instructional concepts with Music, and Art; focused on Literacy & Math skills. Program Director (Support Services) Certified Staff (FTE .01) supplemental contract @$500.00 (based on 10hrs) will prepare AIMSweb needs assessment, oversee all program functions, including instruction, report participation, and conduct parent/teacher survey and student testing for program measure. 10 teachers @ $50.00/hr. x (45hrs) = $22,500+ benefits $3150= $25,650 1 Director @ $500.00 stipend = $500 + benefits $70.00= $570 Supplies: Budget allowance 35.00p/student (125) =$4,375.00

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

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

$39,173.00

AS 1.2.3) PD- assessment execution

Description:

Provide HQPD, both overview and embedded, that provides learning needed for teachers to use data to inform instruction.

Grant

Consolidated

Title I

Improving Teacher Quality, Title II-A

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.8) Intervention Systems

Description:

With building and district leaders, implement and monitor an intervention system based on assessment data.

Grant

Consolidated

Title I

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.9) Staff Evaluation Initiative

Description:

Staff will participate in the development of an evaluation system to inform staff of retention, compensation, and incentives offered. The building level team will consist of 2 teachers and the director who will meet with SAM personnel and other Summit Academy staffs to create this plan. This assessment team will meet for a 3-day work session.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.10) Assessment review team

Description:

After completing a thorough review of assessment practices, AIMSweb progress monitoring system will be utilized on a regular basis as a part of our comprehensive assessment plan. (Cost of this program is $7 a license @ 130 students = $910)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.11) 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. (Cost $5700).

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 2) Behavior

Description:

By 2014, students who are resistant learners will increase participation in classroom instruction.

Performance Measure:

Student Performance: 100% of students will participate in behavioral interventions presented by staff as monitored by a collection of student behavior data (walkthrough observations, office referral forms and student processing through social autopsies.) Adult Implementation: -100% of staff will correctly implement relevant strategies and interventions as monitored by walkthrough observation, office referral forms, and surveys.

Fiscal Resources

Grant	Notes	2012	2013	2014
School Improvement Competitive 1003 (g)				
School Improvement Competitive 1003 (g)		$16,030	$16,030	$16,030
School Improvement Competitive 1003 (g) Total:		**$16,030**	**$16,030**	**$16,030**
Grand Total:		**$16,030**	**$16,030**	**$16,030**

S 2.1) Positive Behavior Transformation

Description:

Implement relevant strategies and interventions appropriate to the diverse needs of all students to facilitate students' positive behavior transformation.

Estimated Cost

$48,090.00

AS 2.1.1) Understand Student Needs

Description:

On-going PD events on Applied Behavior Analysis (ABA), and Tiered Behavior Intervention System

Grant
Consolidated
Improving Teacher Quality, Title II-A
Special Education, Part B-IDEA
School Improvement Competitive 1003 (g)
School Improvement Competitive 1003 (g)

AS 2.1.2) ABA Behavior support

Description:

On- going analysis of behavior data, adjust to student SI efforts and implementation of Tiered Behavior Intervention System which includes school wide and classroom specific behavior management strategies

Grant

Consolidated

Improving Teacher Quality, Title II-A

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.3) Behavior Intervention Plans

Description:

Continue to develop and implement specific Behavior Intervention Plans for students whose behavioral challenges exceed the parameters of the lower two tiers of the Tiered Behavior Intervention System plan using the knowledge gained through the ABA training.

Grant

Consolidated

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.4) Analyze Behavior System

Description:

Collect and analyze data to measure impact of ABA and Tiered Behavior Intervention System Track through AIMS web training modules.

Grant

Consolidated

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.5) Community Service Learning

Description:

A different community service project will be offered each quarter to reinforce social skills and citizenship. These events will involve building relationships with businesses/community service opportunities in the in the local community.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.6) SIG Student Improvement Incentive/Activities

Description:

Student incentives to support positive behaviors (ABA) consist of tangibles & engaging activities tiered to reward student improvements and offer opportunities to apply these skills in the community based setting.

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.

The SA Lorain Elementary initiatives that began with ARRA funding, Title I, and ARRA IDEA B in previous years, will be continued and focused in this comprehensive instructional plan. In SY11, new materials were purchased along with technology equipment, software, and professional development that was embedded and aligned to former district goals as part of the OIP. Federal funding is a large source of income since we receive no local funding. Specifically, we have already used ARRA funds for our school to purchase new materials in math and ELA. ARRA SIG funding allowed us to purchase the correlating PD for utilizing the materials in a tiered learning environment, including embedded coaching from Person Learning and Multi-Tier as well as Odyssey Compass Learning software training. ARRA IDEA B funds were utilized in meeting the technological needs of our school. The technology purchased is integral to our instructional model and consists of a multi-point computer system that allow up to six students to access instructional software and the Internet and an interactive whiteboard to support small group instruction when the students are not doing Direct Instruction. We will also use Title 1 funds to support family events. There is budgeted $ to support staff with PD sessions that support this grant, to pay technology personnel to support the tablet PC's that extend learning opportunities outside of school, in-classroom technology that enhance instruction, and to buy consumable instructional supplies to provide for multi-sensory activities needed by many of our students. HQT Personnel is a significant factor ($). Each classroom has either 2 teachers or a teacher and an IA. We hold a max of 18:2, but depending on student acuity may go as low as 6:2 for autistic children. This is necessary for individualized instruction, behavior management, IEP goal completion, and data collection. Our school is supported by Lucas County ESC which monitors data collection/OIP. Our school behavior specialist (BS) works with small groups of students as authorized by their IEP's or students with excessive behaviors at need. 8 students have required ambulance service this year. We have a Differentiated Specialist (DS) (Spec ED. M/M K-12) who helps classroom teachers meet the needs of exceptional learners and tutors those whose needs exceed Title 1 tutoring. The IEP Coordinator ensures fidelity in the process of completing all spec. ed. paper work. This year we were able to use SIG to have a Math Coach to help with the new materials and a half year Reading Coach to help teacher provide tiered instruction. We will use part of this grant to make them FT all year and help our teacher reach mastery level. We also have Speech and OT therapists authorized by the IEP's who collaborate with staff. They have noticed the changes in student behavior and will continue to support the positive outcomes and be included in discussions that impact students. The Summit Academy Management admin team works with this school in a number of ways: the Regional Director ensures the mentoring of new staff and personally mentors the new Director; the Curriculum Co. advises and helps staff with appropriate issues; the Federal Programs Coordinator ensures compliance and management of funds to ensure PD; and Chief Academic Officer is a leader in researching and designing reform activities. They all support and have a role implementing reform and verifying timely, effective, implementation.

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)

The LorEL team has aligned efforts to yield success and replication. Our textbook adoption was completed this past year with ARRA funds, now the SIG will help us add needed Tier 2 and 3 components. Title I Supply funds & General funds will replace the consumable components of the texts and purchase annual licenses. These will include HMH and Direct Instruction Reading and AMP Math. We are converting from 2 sets of assessments to use the AIMSweb system fully. The general fund $ previously used for the other assessment piece will now fund AIMSweb. With SIG funds we will purchase tablet PCs and pay the accompanying monthly service charge. This will eventually move to our e-rate plan. On-line instruction will be implemented with software already owned by the school, incurring only annual upkeep. The current math coach & the reading coach will oversee data, facilitate the use of the curriculum, and mentor teachers in curriculum use. In FY11 teachers began the use of the new curriculum, in FY12 they will integrate all pieces, and by FY13 teachers should have mastered the curriculum and be able to train new staff as

needed. We expect staff turnover to decrease with the new evaluation system and merit pay to be planned. We fully expect the coaches to eventually become part of the Summit Academy school system so their knowledge can be retained as either an administrator or classroom teacher. One tenth of the salary of a new Curriculum Coordinator will also come from the SIG funds. This person will become part of the Management Team and the Management Company will absorb this salary after the grant period. In the first 2 years of the grant, PD for the additional support will be received and funded through this grant will include AMP training, Pearson coaching, Multi-Tier training, AIMSweb training, and Odyssey. We anticipate only refresher training needed after the grant period which can be funded through federal funds. The grant will also fund family events, extended learning opportunities, and community involvement including incentive based fieldtrips. After the life of the grant, Title 1 and the general fund will support them. The cost of an incentive based evaluation system will begin in June of 2012 through this grant. Implementing this plan must be cost-neutral as labor cost has to stay at a fixed level. Quarterly outings will continue to be a part of our incentive program w/ the cost moving to general funds & fundraisers. Extended learning opportunities in the summer will be funded through Title I. Stakeholders-PTST and the School Board are already receiving positive results from the initial stages of the transformation plan; they are showing their enthusiasm and support for the changes by becoming more involved and showing leadership in fundraisers (in previous years the staff had run most programs) and involving community resources (Boys & Girls Club). The regional director makes bi-weekly visits and mentors the director on a regular basis. They work on data, HR, curriculum usage and budgeting. Seeing the stakeholder reaction has been motivational for staff. We understand the need for growth to occur. The teachers and supporting staff members have embraced the new curricular materials and reform projects, working hard to meet the needs of each learner; we believe the 10% on the PI scale is realistic and sustainable. New teacher "boot camps" will be designed for FY13. They will learn about our students' needs, the interventions in place, and our educational model. They will be given the needed skills: using tiered behavior & academic intervention systems, AIMSweb assessments usage, forming instructional groups, progress monitoring, and making assignments for use at home on the tablet PC's. They will have a veteran staff, well trained and able to support and continue the SIG process after SIG has gone.

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)

We began using the IMM tool to monitor progress as part of OIP. It is checked by the Reg. Director, Lucas Co. ESC and the BLT quarterly. We will continue to set goals & monitor the grant activities & implementation actions. ~Goal 1, raise PI by 10% per grant year by improving results in reading & math for all students. Strategy (S1) Continue & implement a tiered instruction program. Strategy 2(S2), use formative assessments to drive instruction. Strategy 3(S3) Extended Learning Opportunities. In the summer of 2011, we will (S1) procure additional Focus math materials and Direct Instruction materials for students needing greater intervention. We have excellent coaches to rehire when the funding is verified. (S2) PD for full implementation of AIMSweb will take place. PD for interventions will begin. (S3) We will select, purchase & configure tablet PCs & will train all teachers to use Odyssey. Class schedules already encompass additional reading time; we will adjust to allow for extra math. Finally, we will collaborate with sister SAM schools. *SIG YR1 Fall (1st QTR) 2011 (S1) will begin implementation of new materials as well as coaching sessions from Pearson & Multi-Tier. The building coaches will do weekly classroom visits so teachers refine skills and facilitate the introduction of new materials by helping teachers plan lessons. (S2) Coaches help take initial data points for tracking. (S3)Staff train the students how to use the devices, & will send them home w/ families at Open House. We begin monitoring usage as soon as the students have them, recording their time in our behavior mgmt. software & awarding behavior points for averaging 5/wk. *YR1 2nd QTR (S1) Coaching visits will continue, an inventory of curriculum implementation will be taken (IMM). Additional PD coaching sessions will take place in live classrooms. (S2) Benchmark & monitoring. (S3) ELO continues. *YR1 3rd QTR (S1)-will require inventory and reorder of materials for YR2, data collection, continued coaching, and more PD coaching in the classroom. Meetings for sister school comparison. (S2) Benchmark & monitoring. (S3) Monitor ELO.

*YR1 4th QTR (S1) - data points, continued coaching, PD coaching and suggestions for adjustments for SY12. (S2) Benchmark & monitoring. (S3) Monitor ELO and plan Aug summer learning camp, making arrangements for field trips, and inviting students & hiring staff. ~Goal 2 Increased participation in learning activities. Strategy 4, implement relevant strategies & interventions. Strategy 5, increase family & community involvement. In June - Aug (S4) we will review SY11 data, update behavior targets for SY12, offer PD on ABA system for new staff members & updates for returning staff. We will revise our incentive system to include frequent classroom incentives & 4 school-wide outings to drive behavior change. Our incentive system will be updated with quarterly fieldtrips and increased classroom incentives. In SY11 we will use our behavior system with the additions. Students will attend quarterly, community based fieldtrips. (S5)- We will plan our 1st open house in Sept. This will be an orientation, sharing the programs to be implemented, including the use of Tablet PCs in the home. We plan 3 community outreaches to increase experiences outside of the classroom and create social skill building activities. In Oct. the 1st community service project (Walk for Autism) will be implemented. In January we plan our 2nd family night, have a holiday program and use the opportunity to refresh the tablets. Students will start their gardens (seed). March will be spring planting. In April we will have the Walk for MS our second community project. Also we will have our Spring-into-Reading event & Tablet refresh. In June, we should harvest, donate & eat from our gardens during K & 5th grade graduations. During SIG YR1, our admin team will attend the required trainings; our director will attend sessions at the OSU Principals' Acad. & Title 1 conferences.

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).

Guided by the OIP LorEL has been working to increase reading & math achievement. A major restructuring began this year using Direct Instruction (DI) with coaching from Multi-Tier. The DI progress is monitored through data collection (AIMSWeb) and the process of implementation is monitored using the adult/student IMM indicators. Math also has new materials. Our goal is to increase the performance index by 10% over the next 3 years beginning at 61 and ending over 80. We will target those students who score in the limited and basic categories. With increased intervention time, working steadily with lowest achieving students we will move 1/2 of the children scoring limited to basic. Currently, over 38% of students score at limited. We will reduce that to< 20% YR1.YR2 the goal would be to move 30% of basic to proficient, then YR3 to keep limited to below 15% and 30% more to proficient. We are faced with multiple and diverse challenges to help our 90% special needs students achieve on grade level. Our children are several years behind in achievement and many have language difficulties. We are tracking data quarterly using AIMSweb in math and reading as our formative assessment tool. Initial benchmarking will occur in Sept. to identify instructional levels. The school has a master schedule that allows flexible grouping to do intense interventions targeted at the areas identified on the tests. We do a 1 hr. block of reading 1st thing in the morning. Next year it will be followed by a 1 hr. block of math. Then, we currently have a 40 min review of the reading material, and finally later, students receive grade level material in 40 min blocks, including comprehension and spelling. Differentiated instruction in flexible groupings allows us to meet individual goals; students can move up in group. Our reading gains look very promising, over 1 year's growth by April. Students enjoy tracking success in their reading books' weekly assessments. Students in Tier 2 or 3 will have an extra intervention period for math and/or reading with either the Title 1 teacher or the IEP Differentiated Specialist. We will add Extended Learning by adding 1 hr. after school with available tutors to achieve their 5 hours/wk. to reach their learning goal (150 possible). Students will be invited to our summer learning program, 3 weeks of 5 hour instructional days (75). Teachers will also have an additional 75 hours of collaboration time to refine our 2 teacher model. Tablet PCs will be sent home so that students can access individual assignments. The learning process can be monitored for usage and tracked for progress by teachers and parents.

Examination of the Decision Framework yields that we will need to focus on using letter-sound knowledge & structural analysis to decode words & read passages fluently to demonstrate meaningful comprehension in reading. The Math concentration is a strong foundation of basic skills, number sense, and comparing. The achievement gaps between subgroups (students with disabilities/students without disabilities, minorities/non-minorities, economically disadvantaged/non-economically disadvantaged) are not extremely large. With over 90% of our students on IEPS and 87% economically disadvantaged we are already addressing the needs of these groups of children in the interventions addressing tier one and two students. Our 2nd goal focuses on student engagement, increasing time on task by 10% each year, through the life of the grant. The data is collected by the school director tallying student engagement in each classroom as she does her walk-through evaluations. Teachers use a token economy with "Bobcat Bucks" based upon ABA principles to reinforce class participation. Engagement is also being measured through the IMM based on the percentage of appropriate office referrals. The standard is maximizing classroom interventions to keep students in classroom, not the office.

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.).

In order to increase student achievement in reading and math, we began something similar to the transformation model last year. We are aligning school reforms implemented this year to the model. This is the director's first year; she is a veteran of the building. She has support from SAM, school staff, external providers, PD opportunities, and especially the Math and Reading Coaches who will become part of the admin team after becoming instructional leaders. During SY11 while we analyzed previous decision frameworks, created our OIP goals, collected NWEA assessment data, we noted changes were needed in curriculum, materials needed replaced, training wasn't successful to prepare to utilize data, & a better assessment process was needed. More time on task and student engagement was needed. Using ARRA funds curriculum was purchased & implemented. Also, a companywide project to review assessment & streamline it to better use instructional time was completed. The BLT decided to focus on fully implementing AIMSweb formative assessments. We expect to save a min of 6 days by removing excess testing. AIMSweb training will begin over the summer for fall implementation. For Sept. SY 12, each student will take a benchmark test; we then place them in the appropriate tier and flexible, instructional group. Our overall focus is to raise our PI by 10% each year over the SIG. In the SY11 OAA test scores, 38% of our students scored in the limited range. Our goal is to reduce that to <20% in the 1st year of this grant moving them from limited to basic. This will move our performance index yearly from 61 to 67.1. We will evaluate and aim for 74, then 81 the following 2 years by focusing on the Reading and Math sections yielding Cont. Imp. Our economically disadvantaged & minority subgroups score lower than others. Tier 2 readers will focus on summarizing important information from informational texts, making inferences or draw conclusions, using text features to locate information, and distinguishing fact from fiction. Tier 3 readers' indicators include: use of letter-sound knowledge and structural analysis to decode words, demonstrating growing stock of sight words, reading passages fluently to demonstrate meaningful comprehension, summarize important information in texts, and using supporting details as appropriate. These skills will be measured and graphed using both AIMSweb and Direct Instruction assessments. Math skills for Tier 2 are: use place value to read, write, represent, & compare numbers through millions and decimals through thousandths, multiply 1 & 2 digit whole numbers, divide whole numbers by 1 & 2 digits, recognize & use fractions & decimals to represent parts of a whole. Tier 3 skills will be Count to 100, Use words & symbols to compare whole numbers, use place value concepts to represent whole numbers through 1000, add & subtract whole numbers w/ & w/out regrouping, represent commonly used fractions, count money & make change. They will use Focus Math assessments weekly for Tier3 and AIMSweb for Tier 2. Our second OIP & SIG goal is to increase time on task for challenged learners. This goal matches the reform model's

social/emotional components. ABA/PBS will continue to help students develop self-monitoring and self-regulating behaviors. Using SY11's % of students engaged in learning during monthly walk-throughs, we will increase by 10% in each grant year. We will continue to chart this through the IMM tool. Using AIMSweb progress monitoring, we can quickly assess if any student is not on track. The instructional coach will work w/ the teacher & Spec Ed leader to see what instructional interventions should be applied. We will be using AIMSweb for monitoring behavior data as well. The school's counselor will monitor all behavior data. Students not responding to the ABA program will receive a functional behavior analysis as part of the IEP process.

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.

Year 1 Total=$425,559 Intervention Math & Reading PD Staff: (2) 1.0 FTE Inst. Coaches wage/ben =$90,000 +12,600=$102,600 Laptops (2) $595/unit = $1,190 Set up=$26 Curriculum Coord: .10 FTE wage/ben =$5,000 +$700=$5,700 Direct Inst Reading & Math Tier 3 Supply:=$13,250 Web Pro $6/child(130) =$780 Increase Staff Capacity External Provider PD: Aug AIMS/DI PD= $4,286 Pearson PD (3) sessions =$21,000 Multi-Tier Coaching =$28,000 Multi-Tier PD = (3)2,000/day =$6,000 AIMS /DI PD = wage/ben (25/hr): 8 days @6hrs X 6staff=$7,200+$1,008=$8,208 In-house PD Aug 2011 $500 SIG Director PD=$1,800 Evaluation System Dev = (3 days) wage/ben (25/hr):(3)6hrs X 2 staff=$900+$126=$1,026 Travel =$398 Supply$35 Behavior Supports Student incent: supply $10/child(130)=$1,300/ Activities(4) events: Bussing=$5,200 Admissions: $7,930 AIMS Web behavior $1/child=$130 Extended Learning Tablet PC project: PC tablet/unit $720 supply x students(130)=$93,600 PC Set up/unit $13 X130=$1,690 After School Math (50/hr) wage/ben 12 staff x150 hrs=$102,600 Summer Camps Aug 2012: Supply 35/student (130) =$4,550 Family & Community:Parent Incent events 4 @100 =400.00 Family Involvement Nights program (4) 1,000 =$4,000/Take home supply: (4) 1,000 =$4,000 Refrshmt 8.00/person(130)=$1,040(4)=$4,160 Community Service Projects (4) Bussing=$800 project materials=$400 Year 2 Total=$282,505 Intervention Math & Reading PD Staff: (2) 1.0 FTE Inst. Coaches wage/ben =$90,000 +12,600=$102,600 Curriculum Coord: .10 FTE wage/ben =$5,000 +$700=$5,700 Direct Inst Reading & Math Tier 3 Supply:=$6,000 Web Pro $6/child(130) =$780 Increase Staff Capacity External Provider PD: Aims Web PD= $643 Multi-Tier Coaching=$14,000 AIMS WEB PD =Day 2 wage/ben (25/hr): 12hrs X 6 staff=$1,800+$252=$2,052 Multi-Tier PD=(1) =$2,000 SIG Director PD=$1,800 Pearson PD(1) session=$7,000 In-house PD Aug 2012 $500 Behavior Supports Student incent: supply $10/child (130)=$1,300/ Activities(4) events: Bussing=$5,200 Admissions: $7,930 AIMS Web behavior $1/child=$130 Extended Learning Tablet PC proj. serv chrg (130)x $600 =78,000 Repl(5)PC tablet $130/unit =$650 PC Set up/refresh/unit $13 X130=$1,690 Summer Camps Aug 2012:10 staff wage/ben=$25,650 Prog.Director wage/ben= $570 Supply 35/student (130) =$4,550 Family/Community:Parent Incent events 4 @100 =400.00 Family Involvement Nights: program (4) 1,000 =$4,000/Take home supply: (4) 1,000 =$4,000 Refrshmt 8.00/person(130)=$1,040(4)=$4,160 Community Service Projects (4) Bussing=$800 project materials=$400 Year 3 Total=$205,455 Intervention Math & Reading PD Staff: (2) 1.0 FTE Inst. Coaches wage/ben =$90,000 +12,600=$102,600 Curriculum Coord: .10 FTE wage/ben=$5,000 +$700=$5,700 Direct Inst Reading & Math Tier 3 Supply:=$6,000 AIMS Web Pro $6/child(130) =$780 Increase Staff Capacity External Provider PD: Aims Web PD= $643 AIMS WEB PD =Day 2 wage/ben (25/hr): 12hrs X 6 staff=$1,800+$252=$2,052 Multi-TierPD=(1)day =$2,000 Pearson PD(1) session=$7,000 In-house PD Aug 2013 $500 SIG Director PD=$1,800 Behavior Supports Student incent: supply $10/child (130)=$1,300/ Activities(4) events: Bussing=$5,200 Admissions: $7,930 AIMS Web behavior $1/child=$130 Extended Learning Tablet PC project: serv chrg 25% not Erate eligible (130)x $150 =19,500 Repl(5)PC tablet $130/unit =$650 PC Set up/refresh/unit $13 X130=$1,690 Summer Camps Aug 2013:10 staff wage/ben=$25,650 Prog.Director wage/ben= $570 Family/Community:Parent Incent events 4 @100 =400.00 Family Involvement Nights program (4) 1,000 =$4,000/Take home supply: (4) 1,000 =$4,000 Refrshmt 8.00/person(130)=$1,040

(4)=$4,160 Community Service Projects (4) Bussing=$800 project materials=$400

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.

LorEL currently serves 112 children in grades K-5, who have AD/HD, Autistic Spectrum Disorders or Emotional Disturbances. In addition, 87% are economically disadvantaged. We plan to raise achievement in all of our students in both math & reading resulting in the increase of our performance index score 10% each year for the next three years, by focusing on the 38% in the limited category and 32% in the basic. The transformation model was chosen to match our new director, one of our best teachers, who has the necessary energy, drive, credibility among staff, and leadership skills for success. She is increasing her technical mgmt. skills under the tutelage of an experienced regional director and attending the OSU's Principal's Academy, Title I conferences & ODE SIG technical assistance. School staffing is 2 teachers or 1 teacher & an aide per class; max 18 students to 2 teachers with ratios as low as 6:2 depending upon student acuity. In place is a team of a Differentiation Specialist (DS), IEP Coordinator (IEP CO), and Behavior Specialist (BS), Title 1 Reading, and OT & Speech staff. We will develop a new evaluation system in June 2012 based on data collected during SY12 used for staff retention, promotion & compensation, and add a "Boot Camp" for staff. SST1 aides all SAM schools in the OIP process, our BLT consists of the school director, IEP CO, DS, BS, Math Coach & 2 teachers. Now, in our 2nd year of using OIP to drive improvement we have adopted new textbooks, a new behavior mgmt. system and Direct Reading Instruction (DI). Next year the focus is to prioritize formal formative assessments. The Decision Framework scales guided our approach; math is a top priority. We are changing the school schedule to allow for bigger time blocks for enVision math and allow for FOCUS Math interventions to be done in the classroom. FY11 began a restructuring of ELA, initial results show >1 yr. growth already, many higher. Our DI program using HMH Journeys reading and materials from Direct Instruction are broken in to blocks of 1 hr.-lesson+ 40 min-review past + 40 min of grade level content every day (140 min total). The whole school stops and each staff member teaches reading to groups sized 5-6:1. Students measure their progress in their own books through brightly colored graphs. Previously we used another assessment piece, but to increase instructional time we are fully implementing AIMSweb testing for both math and reading. Additional periods with the DS or Title 1 teacher are available to meet individual needs not met in the groups which can be as small as 3-4, allowing for classroom interventions. Teachers will be supported by targeted PD and rehiring the Reading and Math Coach to help master the curriculum and manage data. Students are supported by the use of ABA inspired Positive Behavior Supports (PBS). The PBS is supported by a token economy and large quarterly behavior rewards as well as daily and weekly ones. Student learning will be supported by 300 hours of teacher improvement and extended learning activities. All will be monitored through the IMM tool, the BLT, Lucas Co. ESC and data will be managed by AIMSweb. We will offer a 3-week summer session. We will enrich instruction w/ educational software loaded on tablet PC's that we will provide to all students for home use. At the 1st open house parents can sign out a tablet for their child & commit to it being used for an average of 5 hours each week & on all calamity days. We will offer family support by holding 3 family events during the year with seasonal themes & coincide w/ student performances. We will feed the families & offer incentives for attendance. We will also continue to do community service projects- walking for Autism and MS and creating our gardens to donate food to the needy.

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.

Debra Skul :Chief Academic Officer Summit Academy Management April 26, 2011

Plan Relationships

Summit Academy Community School Alternative Learners-Lorain (133322) - Lorain County - 2012 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (37)

Sections

Related Goals

G 1) 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 by 10% in 2012-2014. .

Performance Measure:

Student Performance - At least 90% of students will demonstrate consistent active class engagement as measured by class participation and formal / informal assessments.Adult Implementation - By 2013 100% of the teachers will implement instructional practices which reflect the Summit model and utilize the adopted curriculum materials as measured by lesson plan review, walk-through evaluation, and portfolio review. Student Performance - 100% of students will participate in aligned formative and summative assessments and develop academic goals.Adult Implementation - 100% of teachers will implement formative assessments regularly and utilize results to guide instruction and assist with student goal development as measured by lesson plans, observations and personal student goal sheets.

Fiscal Resources

Grant	Notes	2012	2013	2014
School Improvement Competitive 1003 (g)				
School Improvement Competitive 1003 (g)		$409,529	$266,475	$189,425
School Improvement Competitive 1003 (g) Total:		**$409,529**	**$266,475**	**$189,425**
Grand Total:		**$409,529**	**$266,475**	**$189,425**

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

$826,256.00

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

$39,173.00

S 1.3) Transportation

Description:

Public transportation offered for the public school choice.

S 1.4) 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 1.5) 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 1.6) Aligned HQT resources

Description:

This community school by ODE definition stands as both a building and a district. Its demographics include a high number of children with special needs who live in poverty. The school administration supports use of highly qualified personnel appropriate to service the building's needs, TDF 2008-2009 report was reviewed by administrative staff. Inexperienced teachers by core subject areas 72.73% Math and Science and 72.73% English Language Arts. Results are in line with the reduced number of HQT staff available for hire in the subject area.

S 1.7) 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 1.8) 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 1.9) 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 1.10) HQT Benchmarks:

Description:

Lorain Elementary 2008-2009 HQT AMO reports 100% of core academic teachers meet HQT status at the completion of the 2008-2009 school year for the third year in a row.

G 2) Behavior

Description:

By 2014, students who are resistant learners will increase participation in classroom instruction.

Performance Measure:

Student Performance: 100% of students will participate in behavioral interventions presented by staff as monitored by a collection of student behavior data (walkthrough observations, office referral forms and student processing through social autopsies.) Adult Implementation: -100% of staff will correctly implement relevant strategies and interventions as monitored by walkthrough observation, office referral forms, and surveys.

Fiscal Resources

Grant	Notes	2012	2013	2014
School Improvement Competitive 1003 (g)				
School Improvement Competitive 1003 (g)		$16,030	$16,030	$16,030
School Improvement Competitive 1003 (g) Total:		**$16,030**	**$16,030**	**$16,030**
Grand Total:		**$16,030**	**$16,030**	**$16,030**

S 2.1) Positive Behavior Transformation

Description:

Implement relevant strategies and interventions appropriate to the diverse needs of all students to facilitate students' positive behavior transformation.

Estimated Cost

$48,090.00

Related District/Agency Plan Action Steps

G 1) 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
School Improvement Competitive 1003 (g)
School Improvement Competitive 1003 (g)

AS 1.1.2) PD- Student Improvement

Description:

Provide HQPD to implement new research based curriculum materials and implement best instructional practices to impact learning.

Grant

Consolidated

Title I

School Improvement Sub A, Title I

Improving Teacher Quality, Title II-A

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.3) Technology that impacts Learning

Description:

Select and purchase instructional materials/equipment to enable students to develop twenty-first century skills.

Grant

Consolidated

Technology, Title II-D (Formula)

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.4) Tiered Instruction Model

Description:

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

Grant

Consolidated

Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.2) Effective Assessment to drive student instruction

AS 1.2.1) PD- assessment execution

Description:

Provide HQPD, both overview and embedded, that provides learning needed for teachers to use data to inform instruction.

Grant

Consolidated

Title I

Improving Teacher Quality, Title II-A

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.2) Intervention Systems

Description:

With building and district leaders, implement and monitor an intervention system based on assessment data.

Grant

Consolidated

Title I

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.3) Staff Evaluation Initiative

Description:

Staff will participate in the development of an evaluation system to inform staff of retention, compensation, and incentives offered. The building level team will consist of 2 teachers and the director who will meet with SAM personnel and other Summit Academy staffs to create this plan. This assessment team will meet for a 3-day work session.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 2) Behavior

S 2.1) Positive Behavior Transformation

AS 2.1.1) Understand Student Needs

Description:

On-going PD events on Applied Behavior Analysis (ABA), and Tiered Behavior Intervention System

Grant

Consolidated

Improving Teacher Quality, Title II-A

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.2) ABA Behavior support

Description:

On- going analysis of behavior data, adjust to student SI efforts and implementation of Tiered Behavior Intervention System which includes school wide and classroom specific behavior management strategies

Grant

Consolidated

Improving Teacher Quality, Title II-A

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.3) Behavior Intervention Plans

Description:

Continue to develop and implement specific Behavior Intervention Plans for students whose behavioral challenges exceed the parameters of the lower two tiers of the Tiered Behavior Intervention System plan using the knowledge gained through the ABA training.

Grant

Consolidated

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.4) Analyze Behavior System

Description:

Collect and analyze data to measure impact of ABA and Tiered Behavior Intervention System Track through AIMS web training modules.

Grant

Consolidated

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Related School Plan Action Steps

G 1) Focused Academic Improvement

S 1.1) Differentiated Instruction to promote student progress

AS 1.1.6) 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

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.7) PD- Student Improvement

Description:

Provide HQPD to implement new research based curriculum materials and implement best instructional practices to impact learning.

Grant

Consolidated

Title I

Improving Teacher Quality, Title II-A

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.8) Technology that impacts Learning

Description:

Select and purchase instructional materials/equipment to enable students to develop twenty-first century skills.

Grant

Consolidated

Technology, Title II-D (Formula)

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.14) Tiered Instruction Model

Description:

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

Grant

Consolidated

Title I

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.15) 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)

School Improvement Competitive 1003 (g)

AS 1.1.16) 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)

School Improvement Competitive 1003 (g)

AS 1.1.17) Literacy Coach

Description:

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

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.18) Leadership PD

Description:

Building director to attend mandatory Title 1 Conference sessions in the fall and spring and OSU Principal Academy trainings. Cost of the both Title 1 conference is $800 and $1,000 admission fees for the Principal Academies.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.19) Educational resource Review

Description:

Compare the strengths and challenges of individual students in order to utilize the most appropriate material from the mix of new materials that we acquired.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.20) Online Extended Learning

Description:

A Tablet PC will be issued to all students to access E-instruction using Destination Math/Reading, Odyssey and Tiered Instructional Software. Students will be requires to complete 2 hours weekly of additional instruction time- (150hrs/year) to be monitored by their classroom teacher(s) to increase Math & Reading performance while developing 21st century skills.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.21) Family Involvement Nights:

Description:

Family nights will be planned (4 sessions) to present ways that families can enhance reading and math progress in their student(s). In conjunction with the fall open house, families will receive a Tablet PC for their student, learning how to utilize the PC and software. The 2 additional involvement nights are holiday centered and include activities and games. (Program Cost: $1000 per session). At this time, parents will receive additional tech support for their Tablets. Parent Incentives will be provided at events to encourage attendance.($400) Participation is encouraged for all attending children to promote academic skills. The Refreshments will be served since the meeting time(s) will be held during the dinner hour (4 nights $8.00 per person est. 130 attendees =$4,160). Take home supplies will be coordinated with each event (1,000) to support family learning.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.22) After School Extended Learning to increase student achievement

Description:

Extended Learning Opportunities for Math enrichment will be offered to all students (150 hrs.) to integrate engaging concepts with tiered interventions focused on math skills. Staffing Costs: 1) 102,600 wages/benefits for staff members

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.23) Summer Camps to increase student achievement

Description:

Two week summer camps will be offered to all students (45 hrs.) integrating engaging instructional concepts with Music, and Art; focused on Literacy & Math skills. Program Director (Support Services) Certified Staff (FTE .01) supplemental contract @$500.00 (based on 10hrs) will prepare AIMSweb needs assessment, oversee all program functions, including instruction, report participation, and conduct parent/teacher survey and student testing for program measure. 10 teachers @ $50.00/hr. x (45hrs) = $22,500+ benefits $3150= $25,650 1 Director @ $500.00 stipend = $500 + benefits $70.00= $570 Supplies: Budget allowance 35.00p/student (125) =$4,375.00

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 1.2) Effective Assessment to drive student instruction

AS 1.2.3) PD- assessment execution

Description:

Provide HQPD, both overview and embedded, that provides learning needed for teachers to use data to inform instruction.

Grant

Consolidated

Title I

Improving Teacher Quality, Title II-A

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.8) Intervention Systems

Description:

With building and district leaders, implement and monitor an intervention system based on assessment data.

Grant

Consolidated

Title I

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.9) Staff Evaluation Initiative

Description:

Staff will participate in the development of an evaluation system to inform staff of retention, compensation, and incentives offered. The building level team will consist of 2 teachers and the director who will meet with SAM personnel and other Summit Academy staffs to create this plan. This assessment team will meet for a 3-day work session.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.10) Assessment review team

Description:

After completing a thorough review of assessment practices, AIMSweb progress monitoring system will be utilized on a regular basis as a part of our comprehensive assessment plan. (Cost of this program is $7 a license @ 130 students = $910)

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.2.11) 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. (Cost $5700).

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 2) Behavior

S 2.1) Positive Behavior Transformation

AS 2.1.1) Understand Student Needs

Description:

On-going PD events on Applied Behavior Analysis (ABA), and Tiered Behavior Intervention System

Grant

Consolidated

Improving Teacher Quality, Title II-A

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.2) ABA Behavior support

Description:

On- going analysis of behavior data, adjust to student SI efforts and implementation of Tiered Behavior Intervention System which includes school wide and classroom specific behavior management strategies

Grant

Consolidated

Improving Teacher Quality, Title II-A

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.3) Behavior Intervention Plans

Description:

Continue to develop and implement specific Behavior Intervention Plans for students whose behavioral challenges exceed the parameters of the lower two tiers of the Tiered Behavior Intervention System plan using the knowledge gained through the ABA training.

Grant

Consolidated

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.4) Analyze Behavior System

Description:

Collect and analyze data to measure impact of ABA and Tiered Behavior Intervention System Track through AIMS web training modules.

Grant

Consolidated

Special Education, Part B-IDEA

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.5) Community Service Learning

Description:

A different community service project will be offered each quarter to reinforce social skills and citizenship. These events will involve building relationships with businesses/community service opportunities in the in the local community.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.1.6) SIG Student Improvement Incentive/Activities

Description:

Student incentives to support positive behaviors (ABA) consist of tangibles & engaging activities tiered to reward student improvements and offer opportunities to apply these skills in the community based setting.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g) Allocations

Summit Academy Community School Alternative Learners-Lorain (133322) - Lorain County - 2012 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (37)

Organization ID	Grant Applicant	Allocation Amount
133322	Summit Academy Community School Alternative Learners-Lorain	$425,559.00