Budget

Virtual Community School Of Ohio (143537) - Franklin County - 2012 - School Improvement Competitive 1003 (g) - Rev 4 - School Improvement Competitive 1003 (g) - Application Number (15)

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** | 294,854.61 | 54,073.65 | 96,000.00 | 10,000.00 | 8,000.00 | 0.00 | 462,928.26 |
| **Support Services** | 72,700.00 | 11,249.09 | 5,000.00 | 4,000.00 | 4,000.00 | 0.00 | 96,949.09 |
| **Prof Development** | 0.00 | 0.00 | 70,000.00 | 0.00 | 0.00 | 0.00 | 70,000.00 |
| **Family/Community** | 190,000.00 | 62,900.00 | 54,100.00 | 10,000.00 | 28,000.00 | 0.00 | 345,000.00 |
| **Facilities** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Transportation** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Indirect Cost** | | | | | | 0.00 | 0.00 |
| **Governance/Admin** | 8,945.39 | 1,677.26 | 5,000.00 | 2,000.00 | 4,000.00 | 0.00 | 21,622.65 |
| **Safety** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Total** | 566,500.00 | 129,900.00 | 230,100.00 | 26,000.00 | 44,000.00 | 0.00 | 996,500.00 |
| | | | | | | **Adjusted Allocation** | 996,500.00 |
| | | | | | | **Remaining** | 0.00 |

Application

Virtual Community School Of Ohio (143537) - Franklin County - 2012 - School Improvement Competitive 1003 (g) - Rev 4 - School Improvement Competitive 1003 (g) - Application Number (15)

**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 |
| 1329 Total number of students impacted | 1329 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) |
| 20,000.00 FY12 Pre-Implementation Budget Amount | 976,500.00 FY12 Year 1 Full Implementation Budget Amount |
| 968,500.00 FY13 Budget Amount | 937,500.00 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)

The measures of success will be the trend of the improvement of proficient rate for each SMART goal for the School Improvement Grant. SMART goals have been set for the general student population for math and reading and SMART goals have been set for VCS's lowest performing subgroup (Black, non-Hispanic). SMART GOALS READING/LA (FROM OIP): GOAL 1: VCS Ohio students will have proficient or above in reading scores in grades 3-8 and 10 will be 4% per year above the baseline performance 61.3% as reflected on OGT and OAA tests. SMART GOALS MATHEMATICS (FROM OIP): GOAL 2: VCS Ohio students will have proficient or above in mathematics scores in grades 3-8 and 10 will be 5% per year above the baseline performance 44.9% as reflected on OGT and OAA tests. SMART GOALS OTHER (FROM OIP): YEARS 1-3 GOAL 3: By 2014, 75% of students will participate daily in school activities as indicated by the VCS Ohio Learning Management System. EVALUATION OF PROGRESS: GOAL 1: VCS Ohio will evaluate progress in achieving this goal based on the implementation of a research based formative

assessment by teachers as well as FY 2012 OAT and OGT scores. Assessment results will be analyzed according to grade level, content area, and sub-groups to target resources and technical assistance, as well as indicate success measures towards this SMART goal. GOAL 2: VCS Ohio will evaluate progress in achieving this goal based on the implementation of a research based formative assessment by teachers, as well as FY 2012 OAT and OGT scores. Assessment results will be analyzed according to grade level, content area, and sub-groups to target resources and technical assistance, as well as indicate success measures towards this SMART goal. GOAL 3: VCS Ohio will develop a team to study and define VCS non-participation including a technology process to indicate non-participation in their school database (which teachers will use to record participation). VCS Ohio will also conduct surveys with teachers, administrators, building staff, students and parents and use their feedback in the evaluation of progress in achieving this specific SMART Goal. INCREASE STUDENT ACHIEVEMENT: The selected Transformation model will help VCS Ohio to completely transform the ways that students and teachers interact with one another, the ways that students learn, and the reading and mathematics scores on achievement tests. Students will participate in formative and summative assessments throughout the school year to track and measure continuous improvement. By implementing the Transformation model, it is believed that the students' participation and graduation rates will dramatically increase over the next three years. Improving school climate by increasing student retention and participating and focusing on formative assessment data to drive instruction decision, providing professional development in assessments for teachers and leaders, and professional development in "assessment for learning" (Stiggins) will result in increased student achievement. IMPLEMENTATION MEASURES OF SUCCESS: Measures of success will be monitored through the uses of the IMM tool in the CCIP, and continuous and thorough data analysis by the Project Coordinator, Literacy and Mathematics Specialists to ensure all assessment measures are rigorous and meeting the needs of our school improvement goals and the overall Transformation model VCS Ohio has chosen to implement. The IMM tool will gauge, on a regular basis the progress on meeting the measures set forth in this grant as well as keeping a schedule of major activities (such as professional development, data analysis, etc.) that are carried out towards the achievement of the goals, strategies and action plan in this grant. The success of the Transformational model will be measured by improved student achievement as reflected in the LRC Performance Index, LRC, subgroup performance, and general student population improved student achievement as reflected by Ohio tests.

**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.

Beginning July 1, 2010, VCS Ohio has held monthly planning meetings with eSchool Consultants (a SIG approved external partner) to begin the process of rewriting curriculum to align with the new Common Core Standards, to develop a system to monitor individual academic gains for each student, and to embed a system of short cycle assessments into the curriculum to ensure that individual progress toward the state

standards is being met. In May 2011, VCS Ohio will hold a student/parent dinner to discuss with parents how we can better serve of students and how we can update our student/parent survey to ensure that their educational needs are being met. These components also serve as valuable information in the development of the new VCS Ohio merit pay evaluation system that is currently being developed for future implementation. The VCS Ohio Board, Leadership Team, CSLT, and RttT transformation team are all in support of adding a SIG Administrator to coordinate and focus the professional development needs of our staff and align the professional development with the curriculum content and state standards. During the 2010-2011 school year, VCS Ohio has piloted the following programs in order to boost academic achievement and student participation; uBoost, Lets Go Learn, DORA (Diagnostic Online Reading Assessment) and DOMA (Diagnostic Online Math Assessment). The SIG Administrator and VCS Leadership team will evaluate the effectiveness of these programs in increasing student performance and achievement. Also during the 2010-2011 school year, VCS Ohio has established contractual partnerships with the Portage County ESC, Montgomery County ESC, Knox County ESC, Northwest Ohio ESC, Ross-Pike County ESC, and Miami County ESC to better serve the students attending VCS Ohio and the six (6) Educational Service Center Partners throughout Ohio. VCS Ohio and the six ESC partners have worked to establish a relationship that is a unique partnership between community and public school districts by sharing services, including curriculum, courses, teachers, training, and parent & community engagement. In addition to the monthly meetings with eSchool Consultants during the past school year, VCS Ohio and our six (6) ESC partners have held quarterly meetings to discuss issues related to sharing services to increase student performance. VCS Ohio also produces a monthly newsletter the "Partner Press" featuring activities that increase partnered shared services amoung the partners of VCS Ohio. VCS Ohio and Kent State University have entered into an exclusive agreement to offer Dual Credit courses delivered 100% online to students offering high school credit for courses taught and delivered by Kent State University online by Kent State University faculty. The agreement between Kent State University and VCS Ohio was recently extended for the 2011-2012 school year and now lists 32 dual credit courses that can be taken by student from VCS Ohio and the ESC partners throughout the state of Ohio. To ease the transition of new programs that are being implemented as a result of the SIG grant, VCS Ohio will hold two full-day in-service sessions in August of 2011, in order to make a seamless transition to the new programs that are being proposed. In March 2011, a leadership team from VCS Ohio traveled to North Carolina and met at SAS World Headquarters with Bruce Friend, Director of SAS Curriculum Pathways and former vice president of the North American Council for Online Learning, to discuss a partnership with SAS to consult with VCS Ohio and eSchool Consultants on database development and professional development partnering to strength our staffs ability to teach in an on-line environment. (It should be noted that SAS was hired by Battelle for Kids to develop the Value Added program in Ohio). Dr. Friend will be making his first visit to VCs Ohio on May 2, 2011. VCS Ohio plans a return visit to SAS in June 2011 as our partnership continues to grow.

**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).

SUPPORT FROM LEA: Virtual Community School of Ohio is an Ohio Department of Education approved Community School serving as its own LEA. VCS Ohio's Superintendent, administration, teachers, support staff and Board of Education are solidly in support of the School Improvement Grant and the Transformation Model. All stakeholders have been involved in the development of the goals, strategies, and action plan steps of this plan. JOINT PLANNING: VCS Ohio strives to continuously improve and takes pride in being an innovative school. The school has had a formal Strategic Plan since 2001. VCS Ohio works continuously throughout each school year to implement and revise the school strategic plan. Each summer VCS Ohio involves all stakeholders for a comprehensive review that drives the school towards its vision of becoming a world-class organization. Beginning in 2009, VCS Ohio participated in the Ohio Improvement Process involving full participation by

building administrators and teacher leaders. The school has identified critical needs from the decision framework tool and has developed a focused plan to improve student achievement. During the 2010-2011 school year, VCS Ohio has added a RttT Transformation Team to focus on the critical needs of raising student achievement, curriculum alignment, focused profession development, data analysis, and development of new merit based pay system tied to student performance. VCS Ohio has also entered into contractual partnerships with six (6) Educational Service Centers in Ohio (Montgomery Co., Portage Co., Ross-Pike Co., Northwest Ohio ESC, Miami Co., and Knox Co.) to share educational services and provide virtual courses and teachers to the school districts that they serve. VCS Ohio and the ESC partners have met on a quarterly basis to discuss the need to provide better curricula and standards based courses to all students that we share and serve. Also in FY11, VCS Ohio established a partnership with Kent State University to offer dual credit courses to VCS Ohio students and students throughout the state of Ohio. By establishing the dual credit program with Kent State University, VCS Ohio has raised the bar for our students by gaining access to rigorous curriculum and it allows VCS Ohio to begin to offer STEM courses to students attending through the Dual Credit program. (VCS Ohio and Columbus State University have been in discussion and will have a Dual Credit Agreement for FY12 further increasing our commitment to educational access to a more rigorous curricula for our students). These are examples of the joint planning and discussions that have taken place during this school year as we strive to improve academic achievement. Finally, the VCS Ohio and eSchool Consultants (a SIG approved external partner) have met monthly throughout this school year to focus on the needs exposed during the OIP decision framework process, including curriculum based on Common Core Standards, individual assessments, short cycle assessments, and improving the existing data base to tie individual performance to teachers for results. Additionally, the building leadership sought feedback from the teachers, parents, and students on the areas they felt were critical to the success of the school through surveys each semester. OIP ALIGNMENT INFORMATION: During the development of the Ohio improvement Process, VCS Ohio determined the critical needs areas as Reading/Language Arts, Mathematics, and student participation. VCS Ohio currently has 69% economically disadvantaged and 46% graduation rates. On Ohio achievement tests 43.5% are not proficient in Reading and 56.6% are not proficient in math. VCS Ohio has completed the decision framework tool allowing for consistent measures of achievement in these key areas. VCS Ohio, eSchool Consultant and the OIP Team have used the data from the decision framework tool to focus the professional development planning and drive the curriculum needs of VCS Ohio.

**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)

The Transformation Model was chosen with careful consideration to root causes of the low student performance at VCS. This model is entirely feasible for the school. VCS has taken steps in staffing, diagnostic processes, and allocation of resources to ensure the capacity to implement the intervention, and further steps will be taken to overcome any remaining barriers. The staff at VCS has a proven track record of crafting effective interventions for students and has allocated the time and resources to do so. An administrative position, funded by the School Improvement Grant, will be created to monitor the diagnostic processes and coordinate staff to provide student interventions. The SIG Administrator will coordinate the implementation of the Transformation Model and coordinate the research and design of further interventions to meet the needs of VCS students. The administrator will align the professional developments associated with the SIG, RttT, and OIP for seamless professional development within the school. (Twenty-four professional development days are already built into the VCS calendar.) The SIG Administrator will also oversee the Parent Engagement Success Coaches and the Reading and Math Specialists to provide support for these new positions within the organization. The design and implementation of the intervention plan was informed by a comprehensive diagnostic process and the successfully completed OIP. Virtual Community School of Ohio works continually throughout the school year to implement and revise the school strategic plan. Every summer, the school involves all the stakeholders in a comprehensive evaluation process that reviews the school's progress in becoming a high-technology, world-class organization and directs the school's future activities to meet that

goal. The VCS leadership team has also been training in the Ohio Improvement Process and employing the Decision Framework for needs assessment and improvement planning. During the development of the OIP, Virtual Community School of Ohio determined the critical need areas as Reading/Language Arts, Mathematics, and student participation. These needs were based on the number of students who do not receive a score of proficient or better on the OGT and OAA and on the number of students who do not daily participate in class activities as measured by the VCS Learning Management System. Future yearly evaluations conducted by VCS and stakeholders will shape the future implementation of the intervention plan. One of the most important challenges to VCS's implementation of the Transformation Model will be ensuring the successful placement of a SIG administrator in the school. The organizational culture at VCS requires nothing less than excellence from its staff, and since FY08, all key building administrators have been replaced with principals and superintendents from high performing districts all over Ohio. VCS will contract eSchool Consultants to conduct a job search for the SIG Administrator. An intensive interview process headed by the current VCS administrators will select a candidate who fully supports the goals and mission of VCS and can provide expert knowledge on meeting the needs of the Ohio students while implementing the intervention plan. The intervention plan was designed using data from VCS Ohio's comprehensive evaluation process and the OIP. It will be implemented through the efforts of a SIG Administrator and the Parent Engagement Success Coaches and Reading and Math Specialists. Support will be provided by all VCS staff utilizing the knowledge gleaned from at least 24 days of focused professional developments per year.

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

VCS will take reasonable and timely steps to recruit and screen providers to be in place by the beginning of FY12, and VCS will implement the use of these quality providers swiftly and with fidelity during the 2011-2012 school year. The process used by VCS for recruiting, screening, and selecting external providers can best be seen in the process used by VCS during FY11 to select Lets Go Learn,(LGL) an external provider that offers remedial Reading and Math education to students. ASSESSMENT OF OPERATIONAL NEEDS AND CAPACITY: VCS students need to increase their Reading and Math proficiency and school participation. Students regularly receive supplementary Reading and Math education though external websites. However, this supplementary education is not enough for many of the students who enter VCS more than three grade levels behind. VCS needed a more intensive program to meet the needs of its unusual student body. RESEARCH EXTERNAL PROVIDERS: The best online Reading/Math remedial programs were researched, but very few programs offered both assessments and assessment based education. LGL not only offered the most thorough online reading and math assessments available, its remedial education program was nearly completely automated and was entirely based on the assessment. This was of particular advantage to VCS due to our ever changing class size. A program offering the maximum instruction for the minimum amount of hands-on educator time was needed. LGL also offered one of the most engaging instructional programs on the market. SCREENING PROCESS: The track record of LGL from other LEAs was examined. Several online training sessions were conducted by LGL to teach the educators how to effectively use the programs and technical support was always available by phone. Several face-to-face meetings were also conducted between the K-8 director and the LGL local representative to discuss how LGL can better meet the needs of VCS and outline the responsibilities of LGL toward the students at VCS. All K-8 students were asked to take the reading assessment, and four to eight students from each grade were offered the opportunity to receive remedial reading instruction. At the end of the year, another evaluation will be given to all K-8 students to determine the gains made in Reading this year. Teachers have met with the K-8 director individually to discuss their personal opinion of the program. Many have mentioned how the reading assessment offers invaluable information and the remedial instruction provides differentiated instruction to students in a way that would have been logistically impossible for the teachers. Teachers have also relayed that the students have enjoyed the reading instruction more than any other reading instruction they have received. SELECTION: Although the final assessment has not yet been completed, it is expected that LGL will fully meet the instructional needs of VCS students. LGL is ideal for VCS because it is completely online and primarily automated. In addition, its highly engaging interface will encourage greater student participation. Pending positive results from the end of the year reading assessment, it seems evident that Lets Go Learn is an ideal program to meet the needs of VCS and the Transformation Model. The process used to select Lets Go

Learn as an external provider demonstrates the typical selection process. VCS assesses its operational need and capacity as well as the needs of its students. It researches external providers considering the external provider market, the ability of the providers to serve the school, and the reputation of the provider among other LEAs. In making its final selection, VCS matches the provider to the needs and operational capacity and clearly delineates the responsibilities of the provider and the expectations of the school. In the final selection, the capacity of the provider to meet the needs of VCS and the Transformation Model are evident.

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.

EVIDENCE OF DEDICATION OF LEA PERSONNEL: Since the FY08, VCS Ohio has replaced all building principals and key administrators. VCS Ohio has implemented a comprehensive survey system in which all team members are consistency evaluated. Students and parents complete staff surveys twice annually assessing the overall performance of their students' teachers. Teachers evaluate key building administrators, and principals also evaluate the superintendent through the survey system. The VCS Ohio Board, Superintendent, Administration and Staff are all in support of VCS Ohio's application for the SIG Grant and view it as an opportunity to help VCS Ohio meet its vision of becoming a "world class organization". INSTRUCTIONAL ARRANGMENTS: VCS has been offering summer school for a limited group of students for the past three years. The school plans to extend the school-year by 300 hours by offering summer school to all students. Remedial and enrichment summer school will be offered both online and through our educational partnerships. The past year of cooperation with our educational partnerships, and our years of experience in providing online summer school have made both of these feasible plans. In addition, VCS has already built 24 days of professional development into its instructional calendar. Each year the Board of Education also approves the school year calendar which includes opportunities for professional development, operational flexibility, and sustained support. The instructional arrangements for an extended school year and school year calendar will enable VCS to enact the Transformation Model. BUDGETING PROCEDURES/PRACTICES: The VCS Ohio Board, Superintendent, and Treasurer are all engaged with planning and oversight of the budget process for VCS Ohio. One advantage of being a community school that assesses and monitors the budget procedure is the flexibility for change that can occur quickly through the budgeting process. VCS Ohio has the ability to act quickly to change and implement new strategies to improve student achievement to produce positive gains for the students of VCS Ohio. As a community school, VCS Ohio has no negotiated agreements or unions. There are no Board policies that would impede the implementation of the SIG Grant. SUPPLEMENTARY SUPPORT AND RESOURCES: VCS Ohio will receive supplementary support from eSchool Consultants (a SIG approved external partner) for the duration of the SIG Grant. VCS Ohio will align resources from Title I, OIP, RttT and other grant awards to support the overall goal of Improving Student Achievement. VCS Ohio will hire a SIG Grant administrator to oversee the process and ensure that all available resources are aligning to focus on the common goals of increasing achievement of our students. HR PRACTICES: VCS Ohio will change the policy and practice of the staff expectations, evaluation, and compensation. Upon receiving this grant, our intent is to significantly review and modify our current evaluation policies and practices to meet the goals of this grant and to improve the academic performance of our students. Once compensation and removal programs for teachers and principals are designed and approved by the Board of Education, staff will be notified of the expectations for student's growth. OTHER INDICATORS OF COMMITMENT: The SIG team is in regular weekly contact with the superintendent and in monthly contact with the Board of Education. During the last meeting, the Board discussed and expressed its support of the turnaround initiatives expressed in the intervention plan. VCS Ohio will adhere to all Board of Education policies and the Ohio Revised Code. In addition, because VCS Ohio is a charter school and does not have a teachers' union, a greater freedom and flexibility is offered with regard to policy changes and procedural exceptions.

**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.

VCS Ohio and eSchool Consultants (state approved External Provider) have held monthly meetings during FY11 to discuss issues related to the implementation of School Improvement goals. The partnership between eSchool Consultants and VCS Ohio focuses on improving the curriculum, improving the assessment of students, improving the quality of the education provided by VCS Ohio to its students and the professional development and delivery of the content and curriculum to our entire school and organization. VCS Ohio also has developed contractual affiliations with many outside partners through various grants such as two 21st Century Learning Center grants with Center of Science Industry (COSI) in Columbus and Boonshoft Museum in Dayton (and has applied for two new 21st Century Learning Center grants for FY12 at The Works Musuem in Newark and Mt. Zion Community Center in Cleveland). VCS Ohio currently has partnership agreements with the Portage County ESC, Montgomery County ESC, Miami County ESC, Ross-Pike County ESC, Northwest Ohio ESC, and Knox County ESC's to assist in comprehensively serving students in those regions. These ESC partners serve as liaisons between public districts in their regions and VCS Ohio to ensure individual student success in school that will meet their needs. VCS Ohio would like to expand these partnerships to assist in the implementation of the Transformation model within the district. VCS Ohio is currently partnered with the Ohio State University and Sinclair College through both of its 21st Century grants and has Dual Credit MOU's with Kent State University and Columbus State University. VCS Ohio plans to continue expanding its partnerships with colleges and universities throughout the state to guarantee greater successes in the implementation of the transformation model as outlined throughout this grant. STAKEHOLDERS: VCS Ohio's Board of Education is solidly behind every aspect of this grant and is committed to providing support to ensure the success of the Transformation School Reform model. The Board of Education has signed a Blanket Agreement committing to its full support of this grant. VCS Ohio values the input of its parents, students, teachers and staff and realizes their important role as stakeholders not just in this grant but also in the overall success of the school. VCS Ohio surveys all parents and students twice a year to receive input in defining the specific needs pertinent to this grant and the overall functioning of our courses and teachers. VCS Ohio plans to continue these surveys throughout the year to ensure the stakeholders' feedback is heard and utilized to make the transformational school reform strategies successful throughout the school. VCS Ohio will utilize all data, partnerships, and stakeholder feedback to drive high-quality, job embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that all staff is equipped to facilitate effective teaching and learning and have the capacity to implement the transformation school reform strategy. VCS Ohio has developed a major partnership with SAS, a world leader in analytical software and the architect of Battelle for Kids value added system. Bruce Friend, Director of SAS Curriculum Pathways and former vice president of the North American Council for Online Learning, met with the VCS Ohio leadership team in March 2011 at SAS World Headquarters in Cary, North Carolina and will be consulting with VCS Ohio and eSchool Consultants as we develop curriculum, data base, and professional development. Dr. Friend will be making his first visit to VCS Ohio on May 2nd to begin this process. The VCS Ohio leadership team also met with Dr. Bryan Setser, CEO of North Carolina Virtual about the sharing of course offerings and professional development that can be shared and delivered between our schools and states.

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.

JOINT PLANNING: VCS Ohio strives to continuously improve and takes pride in being an innovative school. The school has had a formal Strategic Plan since 2001. VCS Ohio works continuously throughout each school year to implement and revise the school strategic plan. Each summer VCS Ohio involves all stakeholders for a comprehensive review that drives the school towards its vision of becoming a world-class organization. Beginning in 2009, VCS Ohio participated in the Ohio Improvement Process involving full participation by building administrators and teacher leaders. The school has identified critical needs from the decision framework tool and has developed a focused plan to improve student achievement. During the 2010-2011 school year, VCS Ohio has added a RttT Transformation Team to focus on the critical needs of raising student achievement, curriculum alignment, focused profession development, data analysis, and development of new merit based pay system tied to student performance. VCS Ohio has also entered into contractual partnerships with six (6) Educational Service Centers in Ohio

(Montgomery Co., Portage Co., Ross-Pike Co., Northwest Ohio ESC, Miami Co., and Knox Co.) to share educational services and provide virtual courses and teachers to the school districts that they serve. VCS Ohio and the ESC partners have met on a quarterly basis to discuss the need to provide better curricula and standards based courses to all students that we share and serve. Also in FY11, VCS Ohio established a partnership with Kent State University to offer dual credit courses to VCS Ohio students and students throughout the state of Ohio. By establishing the dual credit program with Kent State University, VCS Ohio has raised the bar for our students by gaining access to rigorous curriculum and it allows VCS Ohio to begin to offer STEM courses to students attending through the Dual Credit program. (VCS Ohio and Columbus State University have been in discussion and will have a Dual Credit Agreement for FY12 further increasing our commitment to educational access to a more rigorous curricula for our students). These are examples of the joint planning and discussions that have taken place during this school year as we strive to improve academic achievement. Finally, the VCS Ohio and eSchool Consultants (a SIG approved external partner) have met monthly throughout this school year to focus on the needs exposed during the OIP decision framework process, including curriculum based on Common Core Standards, individual assessments, short cycle assessments, and improving the existing data base to tie individual performance to teachers for results. Additionally, the building leadership sought feedback from the teachers, parents, and students on the areas they felt were critical to the success of the school through surveys each semester. OIP ALIGNMENT INFORMATION: During the development of the Ohio improvement Process, VCS Ohio determined the critical needs areas as Reading/Language Arts, Mathematics, and student participation. VCS Ohio currently has 69% economically disadvantaged and 46% graduation rates. On Ohio achievement tests 43.5% are not proficient in Reading and 56.6% are not proficient in math. VCS Ohio has completed the decision framework tool allowing for consistent measures of achievement in these key areas. VCS Ohio and eSchool Consultants have used the data from the decision framework tool to focus the professional development planning and drive the curriculum needs of VCS Ohio.

**Goals, Strategies and Action Steps**

G 1) Increase Student Achievement

Description:

To develop a framework of best practices, collaboration and intervention to positively impact student achievement. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in Language Arts and Math. Increase achievement for all students (including students with disabilities, those of diverse ethnicities, SES, gifted students, English language learners) by meeting or exceeding Ohio Academic Content Standards in reading/language arts and math through implementation and support of a comprehensive program, including Response to Intervention. In addition, we would like to expand our mastery of standards program to our 21st Century Learn Center by providing pre and post testing with focused and differentiated instruction. We will use our HQT teachers and give them Professional Development in Standards-Based Instruction using formative assessments. Teachers will be able to enrich the curriculum and environment for students with a focus on how each student learns.

Performance Measure:

VCS will increase student achievement in reading and math on state-mandated assessments by 10% each year. In addition, VCS will increase student achievement in other core content areas as measured by state-mandated assessments, by another 10% each year. Achivement will be schoolwide, impacting the percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities (ESEA Section 1111(h)(1)(C)(i)). In addition, we would like to increase value-added measures schoolwide through the use of formative assessments

Fiscal Resources

| Grant | Notes | 2011 | 2012 | 2013 | 2014 |
|---|---|---|---|---|---|
| **School Improvement Competitive 1003 (g)** | | | | | |
| School Improvement Competitive 1003 (g) | | $00 | $996,500 | $968,500 | $937,500 |
| **School Improvement Competitive 1003 (g) Total:** | | **$00** | **$996,500** | **$968,500** | **$937,500** |
| **Grand Total:** | | **$00** | **$996,500** | **$968,500** | **$937,500** |

S 1.1) State Content Standards Alignment

Description:

Curriculum, instructional practices, and assessments will be aligned with Ohio's academic content standards.

AS 1.1.1) Policies/practices to strengthen the core academic subjects and address instructional school improvement issues

Description:

VCS Ohio has aligned curriculum to Ohio Standards and standards are listed in daily instruction. Teachers use the standards that are aligned to guide their instruction and by listing the standards and objectives in all lessons parents and students can easily identify the state standards that the daily instruction is geared toward. The alignment of VCS Ohio standards has taken place in all of the K12 sequences of our courses.

| Grant |
|---|
| **Consolidated** |
| School Improvement Sub G, Title I |
| **School Improvement Competitive 1003 (g)** |
| School Improvement Competitive 1003 (g) |

AS 1.1.2) Common Core Curriculum Standards alignment

Description:

VCS Ohio will be rewriting curriculum to align to the new common core standards. This project will be undertaken as part of the SIG grant

and will involve the RttT Transformation Team, OIP Team, SIG Grant Administrator, Literacy Specialist, Math Specialist and eSchool Consultants.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.2) Instruments to Track Student Progress

Description:

Use scientifically based research (basic skills assessment, screening, diagnostic and classroom achievement) assessment instruments to track individual student progress and inform instruction that is aligned with specific Ohio-based standards, indicators and benchmarks .

AS 1.2.1) Teacher decisions on the use of assessments to improve student achievement

Description:

Virtual Community School of Ohio has a variety of assessment programs available to them. Among them are state assessments, online assessments, and Kamico assessments.. VCS teachers will utilize these tools to analyze assessment results for all students and subgroups to target resources and technical assistance. Directors will monitor teachers' consistent use of short cycle summative assessment results to guide and inform instructional practice and focused intervention in reading and math as well as other core content areas.

**Grant**

**Consolidated**

Title I

Improving Teacher Quality, Title II-A

Technology, Title II-D (Formula)

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.3) System of Accountability

Description:

Develop and implement a system of accountability by designing effective evaluations to incorporate multiple measures of success that reflect program goals and employ well designed quantitative studies.

AS 1.3.1) Merit Pay tied to Student Performance

Description:

VCS Ohio will implement with consultation and support of the OIP CSLT Team and the RttT Transformation team a new evaluation system that links individual student performance on assessment measures to merit based performance incentive pay for teachers and staff. The SIG grant allows VCS Ohio the resources to implement a strong merit based pay system based on student performance.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.4) Prevention/Intervention

Description:

Provide tutoring and other focused supplemental support for children and the families of children who are most at risk of failing. Additional title funds will be used for this to sustain the previousTitle V funding through the VCS Visiting Support Team.

AS 1.4.1) Additional assistance to students having difficulty mastering State standards

Description:

The transition to the virtual classroom can be successfully achieved if attention is paid to several key areas: ensuring access to and familiarity with the technology in use; establishing guidelines and procedures which are loose and free-flowing, and generated with significant input from participants; striving to achieve maximum participation from the participants; and promoting collaborative learning. All of these practices contribute to the development of online learning (Palloff and Pratt 1999). Many studies have shown that small schools and those who can personalize instruction by keeping the same teachers with the same students for extended periods of time have fewer behavior problems and higher achievement than large schools with departmentalized structures in which the students move from one teacher to another. (George 1993). Through use of Title teachers and local face-to-face opportunities, VCS Ohio students will have the opportunity to work with, interact and develop academic relationships with teachers across the curriculum. Literacy programs allow for individual assistance with students and helps teachers develop techniques to improve their ability to teach reading. Under the schoolwide program, Title will offer services to all students who are at risk or are failing. We must ensure our needy students receive

these services. Services include the opportunity to use online and physical resources to supplement content area learning and to extend and enforce reading and math skills for all students; opportunities to meet face-to-face with teachers for more focused interactive intervention; intense supplemental reading and math courses for students who are failing or at-risk of failing--as identified by classroom instructors; and early intervention for VCS K students--who will all participate in Title 1 services for reading and math. Our program must set high, clear, and measurable goals for our students. We must set in place a process to assess VCS students at various points throughout his/her academic career and compile the necessary data to demonstrate the academic progress of our students. Making the successful transition to the online learning environment means developing new approaches to education and new skills in its delivery. It means engaging in self-reflection as instructors to determine our own comfort level in turning over control of the learning process to our students. It means promoting a sense of community among our students to enhance their learning process. In so doing, we will meet the challenges of preparing our students to navigate the demands of a knowledge society, and, in the process, learn something new ourselves, thus supporting our goal of lifelong learning.

**Grant**

**Consolidated**

Title I

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

AS 1.4.5) Parent Engagement Success Coaches (SIG 1003g)

Description:

Parent Engagement Success Coaches will be hired by VCS Ohio and placed with cooperation of Educational Service Center Partners (Montgomery County ESC, Portage County ESC, Ross-Pike County ESC, Miami County ESC, Northwest Ohio ESC, and Knox County ESC) to provide tutoring support to identified students that are below grade level in Reading and Math as identified by Lets Go Learn. By placing the Parent Engagement Success Coaches closer to the students locations it will allow VCS to rapidly respond to the needs of parents and students across the state of Ohio. The parent engagement success coaches will also make phone calls and home visits to ensure students are participating in the VCS Ohio program of studies.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.10) Prof Develop - Understand Student Needs, Impacting Student Achievement and Improving Student Performance

Description:

VCS Ohio will provide ongoing, high quality professional development for administrators, teachers and other instructional staff to understand the needs and improve results for students identified as not making AYP. The VCS Ohio School Improvement Plan focuses on how to impact gaps in student achievement and targeting student instructional and assessment practices to improve student achievement in all subgroups including; racial and ethnic groups; limited English proficient students; students with disabilities; economically disadvantaged students.

AS 1.10.1) Profession Development

Description:

VCS Ohio will support all Title I staff, designated teachers, team leaders, and school administrators in attending national and state conferences focused on improving instructional practices (specifically targeting online instructional practices). Example conferences include: Title I National and State conferences, iNacol, ISTE, FETC, NCTies, FreeTech, and subject specific conferences that focus on core subject instructional practices to improve teaching techniques and knowledge. Staff will be reimbursed for professional development registration, travel, and incidentals.

**Grant**

**Consolidated**

Title I

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

AS 1.10.2) Alignment of District Professional Development (SIG 1003g)

Description:

The SIG Grant Administrator will be charged with aligning all the professional development funds from Title I, OIP grant, RttT grant, SIG grant, and VCS Ohio general funds. By coordinating the professional development funds for the district, it will ensure the alignment of professional development and provide a focused professional development for achieving improved results for our students.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.22) Prevention/Intervention Reading

Description:

To increase academic performance in reading by implementing Higher Order Thinking Skills (HOTS), I-do, We-do, You-do, programs and SMART GOALS along with intensive tutoring, homework assistance, and other focused supplemental programs.

AS 1.22.1) Literacy Specialist (SIG 1003g)

Description:

VCS Ohio will employ a Literacy Specialist to help research, coordinate professional development, and monitor academic progress of implementation of new reading curriculum and teaching strategies for VCS Ohio with SIG 1003g funding.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.23) SIG 1003g SMART Goal for Reading-General Population

Description:

VCS 2010-2011 proficient or above reading scores in grades 3 through 8 and 10 will be 4% above the baseline performance 61.3% as reflected on OGT and OAA tests. VCS Ohio students will increase proficient level of scores by 4% per year until reaching 100% proficient.

AS 1.23.1) Adopt, align, implement and monitor a new reading curriculum that meets new Common Core Standards.

Description:

Adopt, align, implement and monitor a reading curriculum that meets new Common Core Standards.

Benchmark Indicator

Adult Indicator: 100% of Language Arts and Math teachers will adopt, align, implement and monitor an on-line reading curriculum that meets state standards. Student Indicator: 100% of participating students will use an aligned on-line reading and math curriculum.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

AS 1.23.2) Assessment System

Description:

With consultation with eSchool Consultants, VCS Ohio will adopt and implement an effective researched based assessment system to guide reading instruction. All students will participate in Let's Go Learn to establish a baseline of data reading diagnostics and interventions will be assigned from the researched based assessments.

Benchmark Indicator

Adult Indicator: 100% of teachers will implement a research-based assessment system. Student Indicator: 100% of participating students will complete required assessments.

## Grant

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.24) SIG 1003g SMART Goal Math- General Population

Description:

VCS 2010-2011 proficient or above mathematics scores in grades 3 through 8 and 10 will be 5% above the baseline performance 44.9% as reflected on OGT and OAA tests. VCS Ohio will increase the proficient rate in OAA and OGT Math scores by 5% per year until reaching 100% proficient level.

AS 1.24.1) Adopt, align, implement, and monitor new math curriculum

Description:

Adopt, align, implement and monitor a math curriculum that meets new Common Core Standards.

Benchmark Indicator

Adopt, align, implement and monitor a math curriculum that meets new common core standards. Adult Indicator: 100% of Math teachers will adopt, align, implement and monitor a math curriculum that meets new common core standards. Student Indicator: 100% of participating students will use an aligned math

## Grant

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

AS 1.24.2) Assessment System

Description:

With consultation with eSchool Consultants, VCS Ohio will adopt and implement an effective researched based assessment system to guide math instruction. All students will participate in Let's Go Learn to establish a baseline of data with Math diagnostics and interventions will be assigned from the researched based assessments.

Benchmark Indicator

Adult Indicator: 100% of teachers will implement a research-based assessment system. Student Indicator: 100% of participating students will complete required assessments.

## Grant

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.25) SIG 1003g SMART goal for Reading-Lowest Unduplicated Subgroup Performance (Black, non hispanic)

Description:

VCS 2010-2011 proficient or above reading scores for Black, non-Hispanic will be 8% above the baseline performance 56.5% as reflected on OGT and OAA tests. VCS Ohio will continue to increase scores within the subgroup by 8% per year over the previous years score until reaching the 100% proficient level in Reading.

AS 1.25.1) Adopt, align, implement, and monitor new reading curriculum

Description:

Adopt, align, implement and monitor a reading curriculum that meets new Common Core Standards.

Benchmark Indicator

Adult Indicator: 100% of Reading teachers will adopt, align, implement and monitor a math curriculum that meets new common core standards. Student Indicator: 100% of participating students will use an aligned Reading curriculum.

## Grant

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

AS 1.25.2) Assessment Systems

Description:

With consultation with eSchool Consultants, VCS Ohio will adopt and implement an effective researched based assessment system to guide reading instruction. All students will participate in Let's Go Learn to establish a baseline of data with Reading diagnostics and interventions will be assigned from the researched based assessments.

## Grant

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.26) SIG 1003g SMART goal for Math-Lowest Unduplicated Subgroup Performance (Black, non hispanic)

Description:

VCS 2010-2011 proficient or above math scores for Black, non-Hispanic will be 10% above the baseline performance 43.5 % as reflected on OGT and OAA tests. VCS Ohio will continue to increase scores by 10% per year over the previous years result until reaching 100% proficient in all subgroups.

AS 1.26.1) Adopt, align, implement, and monitor new math curriculum

Description:

Adopt, align, implement and monitor a math curriculum that meets new Common Core Standards.

Benchmark Indicator

Adult Indicator: 100% of Math teachers will adopt, align, implement and monitor a math curriculum that meets new common core standards. Student Indicator: 100% of participating students will use an aligned math.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

AS 1.26.2) Assessment Systems

Description:

With consultation with eSchool Consultants, VCS Ohio will adopt and implement an effective researched based assessment system to guide math instruction. All students will participate in Let's Go Learn to establish a baseline of data with Math diagnostics and interventions will be assigned from the researched based assessments.

Benchmark Indicator

Adult Indicator: 100% of teachers will implement a research-based assessment system. Student Indicator: 100% of participating students will complete required assessments.

**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.

VCS Ohio's success is based in our organizations mission and vision. The mission of VCS Ohio is to make the difference in the life of a student. VCS Ohio's board, administration, and staff practice making the difference in the life's of our students everyday. The vision of VCS Ohio is to be a world class organization. We believe in the academic integrity of our programs and in the delivery of education to students throughout the state of Ohio. The success of VCS Ohio is also rooted in our relationships with the following organizations in which we now have partnerships with: Knox County ESC, Montgomery County ESC, Portage County ESC, Ross-Pike County ESC, Miami County ESC, Northwest Ohio ESC, COSI (Center for Science and Industry), Boonshoft Museum, Columbus State University, and Kent State University, Pomegranite Health Systems, CCO, Hittle House, ProTeens Center, Knox County Alternative Center, NECCO, and other facilities throughout the state of Ohio, VCS Ohio partners with these organizations to share resources to educate children in a safe caring environment. In the tight budget climate that exists today, the sharing of resources for educational services is a must for the economical delivery of education to our students. Not only do VCS and

the partners share educational services they also share professional development services for staffs of the organizations and in some cases related services and tutoring services for students. The SIG grant will allow VCS Ohio to further reach out to our students and our partners by continuing to work together for a quality educational delivery to students and shared professional development delivery to the VCS Ohio staff. VCS Ohio views the SIG grant, OIP Grant, and the RttT grant as part of an aligned set of grants all focusing on increasing student achievement and closing the achievement gaps of our students. We want all of our grants and grant teams from the CSLT, RttT transformation team, and eSchool/VCS Ohio Leadership Team to work in unison to provide the best possible aligned curriculum and aligned professional development. The SIG grant will allow VCS Ohio to have a SIG administrator to narrow the focus of our teams and focus all our grants in an aligned sharing of resources and services managed from one central point.

**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)

This proposal seeks funding at the amount projected for years 1, 2, and 3 with an understanding that successful operation sets the stage for a sustainable program. The school, with the backing of the Board of Education will use VCS Ohio general funds, presuming that successful operation will produce an increase in student achievement in the areas of reading, mathematics, and student participation. The building leadership team of VCS Ohio is confident that successful implementation of this grant, will increase student achievement in the areas of reading, mathematics, and student participation. VCS Ohio views funding from grants as a part of the overall strategic plan and operation of the school. The funding for this grant will be used in conjunction with RttT, OIP, and Federal Title funds to provide additional learning opportunities to improve student achievement for all of our students. VCS Ohio has been implementing school improvement initiatives for the past three years with the assistance of the $75,000.00 School Improvement Grant within the CCIP from the Ohio Department of Education and the $105,000 received from the RttT Grant this past school year. Through the award of this grant, VCS Ohio has been able to introduce the beginnings of a comprehensive and transformational school reform initiative that will serve as the foundation for the Transformational School Reform Model discussed throughout this grant. VCS Ohio is committed to leveraging all existing resources including general fund sources for programs that are research based and prove to increase the performance of our students. Programs that are found to raise student achievement will be a priority in all budgeting and any program that is found to be lacking or out of date will be evaluated and replaced. During FY11, team leaders, through Race to the Top funding have been evaluating each software purchase used by VCS Ohio staff members for instruction and have developed a comprehensive rubric to compare educational value versus cost of software product. The team leaders will be making decisions based on analysis of academic gain and comparing it to instructional use and cost to determine if the software product should be renewed in future years. It is this type of constant assessment that VCS has begun that will make a difference in the academic resources that are used for our students. VCS Ohio is committed to its mission of making the difference in the life's of our students.

**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)

IMM TOOL: The following time line will be tied to the IMM Tool within the CCIP throughout the design and implementation of this grant. The IMM is OIP driven and will be used as a measurement tool for how we are meeting our strategic goals and the incremental progress we are making.
YEAR 1: Grant awarded (June), VCS Strategic Planning session (June 23), VCS OIP Planning session (June 30), Hire new staff (by Aug 8), Equipment Ordered and Inventoried (Aug 8), Program Evaluation design and implementation (Aug 8), Develop and implement Teacher/Principal

incentive program (Sept. 2), External Provider selection and materials purchased (Aug 8), Training/Professional Development for new and retained staff (Aug 18- Aug 23), Implement RTI program (Sept 12), Implement math and reading literacy programs (Aug 15), Continuous assessment data for differentiated instruction (Sept 1-May 30), Program Monitoring (Sept 1-April 30), Career growth Leadership Academy for teachers (Oct 1-May 30). Data Collection for Reading, Math, and Participation goals (Oct 1-April 30), Establish and carry our early-warning systems to prevent failure (Sept 1-May 30), Family and Community involvement (Sept 1-May 30), Performance based teacher evaluations (April 1-May 1), Evaluation of Program (April 1-May 1), Summer School (June 1-July 30). YEAR 2: VCS Strategic Planning session (June 25), VCS OIP Planning session (June 30), Training/Professional Development for new and retained staff (Aug 31- Sept 2), Solidify newly formed partnerships (Sept 1), Continuous assessment data for differentiated instruction (Sept 1-May 30), Program Monitoring (Sept 1-April 30), Career growth Leadership Academy for teachers (Oct 1-May 30). Data Collection for Reading, Math, and Participation goals (Oct 1-April 30), Establish early-warning systems to prevent failure (Sept 1-May 30), Family and Community involvement (Sept 1-May 30), Performance based teacher evaluations (April 1-May 30), Evaluation of Program and Sustainability planning (April 1-May 30), Summer School (June 1-July 30). YEAR 3: VCS Strategic Planning session (June 25), VCS OIP Planning session (June 30), Training/Professional Development for new and retained staff (Aug 31- Sept 2), Solidify newly formed partnerships (Sept 1), Continuous assessment data for differentiated instruction (Sept 1-May 30), Program Monitoring (Sept 1-April 30), Career growth Leadership Academy for teachers (Oct 1-May 30). Data Collection for Reading, Math, and Participation goals (Oct 1-April 30), Establish early-warning systems to prevent failure (Sept 1-May 30), Family and Community involvement (Sept 1-May 30), Performance based teacher evaluations (April-May), Evaluation of Program and Sustainability planning (April 1-May 30), Summer School (June 1-July 30).

**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).

The measures of success will be the trend of the improvement of proficient rate for each of the twelve SMART goals for the School Improvement Grant generated from the OIP process using the Decision Framework document and OIP Team review process and the RttT Transformation Team review process. Six SMART goals have been set for the general student population for math and reading and six SMART goals have been set for VCS's lowest performing subgroup (Black, non-Hispanic). SMART GOALS READING/LA (FROM OIP): YEAR 1 GOAL 1: VCS Ohio students will have proficient or above in reading scores in grades 3 through 8 and 10 will be 8% above the baseline performance 61.3% as reflected on OGT and OAA tests. YEAR 2 GOAL 1: VCS Ohio students will have proficient or above in reading scores in grades 3 through 8 and 10 will be 8% above the goal for year one as reflected on OGT and OAA tests. YEAR 3 GOAL 1: VCS Ohio students will have proficient or above in reading scores in grades 3 through 8 and 10 will be 8% above the goal for year two as reflected on OGT and OAA tests. SMART GOALS MATHEMATICS (FROM OIP): YEAR 1 GOAL 2: VCS Ohio students will have proficient or above in mathematics scores in grades 3 through 8 and 10 will be 10% above the baseline performance 44.9% as reflected on OGT and OAA tests. YEAR 2 GOAL 2: VCS Ohio students will have proficient or above in mathematics scores in grades 3 through 8 and 10 will be 10% above the goal for year one as reflected on OGT and OAA tests. YEAR 3 GOAL 2: VCS Ohio students will have proficient or above in mathematics scores in grades 3 through 8 and 10 will be 10% above the goal for year two as reflected on OGT and OAA tests. SMART GOALS OTHER (FROM OIP): YEARS 1-3 GOAL 3: By 2014, 65% of students will participate daily in school activities as indicated by teacher grade book. EVALUATION OF PROGRESS: GOAL 1: VCS Ohio will evaluate progress in achieving this goal based on the implementation of a research based formative assessment by teachers as well as FY 2011 OAT and OGT scores. Assessment results will be analyzed according to grade level, content area, and sub-groups to target resources and technical assistance, as

well as indicate success measures toward this SMART goal. GOAL 2: VCS Ohio will evaluate progress in achieving this goal based on the implementation of a research based formative assessment by teachers, as well as FY 2011 OAT and OGT scores. Assessment results will be analyzed according to grade level, content area, and sub-groups to target resources and technical assistance, as well as indicate success measures towards this SMART goal. GOAL 3: VCS Ohio will develop a team to study and define VCS non-participation including a technology process to indicate non-participation in their school database (which teachers will use to record participation). VCS Ohio will also conduct surveys with teachers, administrators, building staff, students and parents several times throughout the school year and use their feedback in the evaluation of progress in achieving this specific SMART Goal. Students that fail to meet SMART GOAL measures will be provided intensive intervention through a variety of resources including Let's Go Learn, RTI model intervention , SES services to those that qualify, Parent Engagement Success Coaches, and additional focused tutoring supports. Re-evaluation will be completed by the Student Success Teams in charge of monitoring individual student growth toward the the standard SMART GOAL rate per individual student.

**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.).

SELECTION PROCESS: The VCS Ohio building leadership team determined that the implementation of the Transformation model would be the most fitting process for raising our student achievement, participation, and graduation rates. The CSLT and RttT Transformation Team, and the eSchool/VCS Ohio Leadership Team worked together to compile a comprehensive set of data for complete analysis of the school's greatest challenges and it was determined that the Transformation model would be the most effective and beneficial for the school. Through the goals of the OIP and the decision framework tool, VCS Ohio has determined the Transformation model will dramatically change the entire culture of the school and impact student outcomes. INCREASE STUDENT ACHIEVEMENT: The selected Transformation model will help VCS Ohio to completely transform the ways that students and teachers interact with one another, the ways that students learn, and the reading and mathematics scores on achievement tests. Students will participate in formative and summative assessments throughout the school year to track and measure continuous improvement. By implementing the Transformation model, it is believed that the students' participation and graduation rates will dramatically increase over the next three years. With the impact of Parent Engagement Success Coaches, which will provide face-to-face educational and emotional support to students and their families, VCS Ohio will have the support to provide a personal connection for all students to be successful in their educational experience. Improving school climate by increasing student retention and participating and focusing on formative assessment data to drive instruction decision, providing professional development in assessments for teachers and leaders, and professional development in "assessment for learning" (Stiggins) will result in increased student achievement. IMPLEMENTATION MEASURES OF SUCCESS: Measures of success will be monitored through the uses of the IMM tool in the CCIP, and continuous and thorough data analysis by the Project Coordinator, Success Coaches, Literacy and Mathematics coaches, and the Assessment Specialist to ensure all assessment measures are rigorous and meeting the needs of our school improvement goals and the overall Transformation model VCS Ohio has chosen to implement. The IMM tool will gauge, on a regular basis the progress on meeting the measures set forth in this grant as well as keeping a schedule of major activities (such as professional development, data analysis, etc...) that are carried out towards the achievement of the goals, strategies and action plan in this grant. The success of the Transformational model will be measured by improved retention and participation as reflected in our SIS data. Success will also be measured by improved student achievement as reflected in the LRC Performance Index, LRC, subgroup performance, and general student population improved student achievement as reflected by Ohio tests. eSchool Consultants and SAS will work with VCS Ohio to develop a comprehensive alert system data base that provides

notification of student achievement, test score analysis, and progress toward meeting SMART GOALS for all individual students and alert the building principal and teaching staff through the VCS Ohio Learning Management System. This will provide VCS Ohio with an early warning system to monitor and intervene before a student reaches a critical stage in the learning 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.

All project purchases and expenses represent a significant investment in Virtual Community School of Ohio. Each purchased component works together to create a comprehensive system that ensures fulfillment of the grant proposal, goals, strategies and action plan. TOTAL BUDGET FOR YEAR 1: $996,500. 100-SALARIES: Total $626,500 SIG Grant Administrator: $86,500.00; Parent Engagement Success Coaches 8 x $30,000, $240,000.00; Literacy Specialist $50,000.00; Math Specialist $50,000.00; Staff merit pay performance incentives: $100,000.00; Extended school year salaries: $100,000.00) 200-RETIREMENT/FRINGE BENEFITS: Total $110,000.00 (SIG Grant Administrator: $17,300.00; Literacy Specialist: $10,000.00; Math Specialist: $10,000.00; Parent Engagement Success Coaches (8): $43,000.00; Teacher performance incentives benefits $15,000.00; Extended school year salaries benefits: $15,000.00) 400-PURCHASED SERVICES: Total $190,000.00 (SIG Grant Administrator PD: $5,000.00; Common Core Curriculum Crosswalk/Rewrite $50,000, Standards based Reading Curriculum $25,000;Standards Based Individual Student Data Based Assessment System $35,000,PD for all staff: $75,000.00) 500-SUPPLIES: Total $26,000.00(SIG Grant Administrator supplies for year: $6,000.00; Parent Engagement Success Coaches supplies for the year: $10,000.00; PD Supplies for all staff PD for year: $10,000.00) 600-CAPITAL OUTLAY: $44,000.00 (SIG Grant Administrator laptop/software/hardware: $4,000.00; Literacy and Math Specialists laptop/software/hardware: $8,000.00; 8 Parent Engagement Success Coaches laptops/software/hardware: $32,000.00) FY 11 proposed LEA budget: $996,500 YEAR 2: $996,500. 100-SALARIES: Total $626,500 SIG Grant Administrator: $86,500.00; Parent Engagement Success Coaches 8 x $30,000, $240,000.00; Literacy Specialist $50,000.00; Math Specialist $50,000.00; Staff merit pay performance incentives: $100,000.00; Extended school year salaries: $100,000.00) 200-RETIREMENT/FRINGE BENEFITS: Total $110,000.00 (SIG Grant Administrator: $17,300.00; Literacy Specialist: $10,000.00; Math Specialist: $10,000.00; Parent Engagement Success Coaches (8): $43,000.00; Teacher performance incentives benefits $15,000.00; Extended school year salaries benefits: $15,000.00) 400-PURCHASED SERVICES: Total $190,000.00 (SIG Grant Administrator PD: $5,000.00; Common Core Curriculum Crosswalk/Rewrite $50,000, Standards based Reading Curriculum $25,000; Standards Based Individual Student Data Based Assessment System $35,000, PD for all staff: $75,000.00) 500-SUPPLIES: Total $26,000.00 (SIG Grant Administrator supplies for year: $6,000.00; Parent Engagement Success Coaches supplies for the year: $10,000.00; PD Supplies for all staff PD for year: $10,000.00) 600-CAPITAL OUTLAY: $16,000.00 (SIG Grant Administrator software/hardware: $2,000.00; Literacy and Math Specialists laptop/software/hardware: $4,000.00; 8 Parent Engagement Success Coaches software/hardware: $10,000.00) FY 12 proposed LEA budget: $968,500 EAR 1: $996,500. 100-SALARIES: Total $626,500 SIG Grant Administrator: $86,500.00; Parent Engagement Success Coaches 8 x $30,000, $240,000.00; Literacy Specialist $50,000.00; Math Specialist $50,000.00; Staff merit pay performance incentives: $100,000.00; Extended school year salaries: $100,000.00) 200-RETIREMENT/FRINGE BENEFITS: Total $110,000.00 (SIG Grant Administrator: $17,300.00; Literacy Specialist: $10,000.00; Math Specialist: $10,000.00; Parent Engagement Success Coaches (8): $43,000.00; Teacher performance incentives benefits $15,000.00; Extended school year salaries benefits: $15,000.00) 400-PURCHASED SERVICES: Total $175,000.00 (Common Core Curriculum Crosswalk/Rewrite $50,000, Standards based Math Curriculum $25,000;, Staff PD: $100,000.00) 500-SUPPLIES: Total $26,000.00 (SIG Grant Administrator supplies for year: $6,000.00; Parent Engagement Success Coaches supplies for the year: $10,000.00; PD Supplies for all staff PD for year: $10,000.00) FY 13 proposed LEA

budget: $937,500

**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.

VCS Ohio is a community school which serves students throughout the state of Ohio in grades K-12. The CSLT, RttT Transformation Team, and the Leadership Team working with eSchool Consultants all believe that the Transformation model will have the greatest impact for academic achievement for students in grades K-12 at VCS. EDUCATIONAL GOALS/NEEDS: It has been determined through the OIP and decision framework tool that students are struggling in the following three key areas: Reading, Mathematics, and Participation. Currently, 61.3% of VCS students have a score of proficient or above in Reading as measured by the OAA and OGT tests. 44.9% of VCS students are proficient or above in Math as measured by the OAA and OGT tests. The presumed major factors contributing to the low student performance are the lack of instruction, curricula that is not aligned to the new Common Core Content standards, staff that is not focused on individual student improvement, and the lack of resources to coordinate staff professional development efforts. Many students who enroll with VCS enter with a deficit of two years below grade level in reading and math. In addition, VCS has less than 66% of its students participating in daily activities as indicated by the VCS LMS. ACTIVITIES: VCS will close the gap of low performing students in all subjects and provide additional enrichment opportunities for high achieving students by extending the instructional school year by 300 hours through summer school. Summer School opportunities will be based both in online instruction and by providing enrichment options through the VCS Ohio partnerships with the Center for Science and Industry (COSI) in Columbus and the Boonshoft Musuem in Dayton, as well as partnering for summer field trips throughout the state of Ohio. Finally, it is the belief of the VCS building leadership team, current partners, teachers, parents, and community members, that the impact of this grant will raise the overall student academic achievement, engagement, retention, and graduation rates of our students. VCS will provide better learning opportunities by reviewing, rewriting, and aligning all VCS curricula to the new Common Core Content Standards and by developing Short Cycle Assessments appropriate for the unique needs of learning in a totally online environment. Our state approved external partner, eSchool Consultants will be contracted to do this with VCS. VCS will promote staff focus on student achievement by developing a new evaluation system that is tied to merit pay for student performance. Individual student improvement through the ODE Value Added Measure, the ODE performance index, and the VCS student/parent survey results of individual teachers will be the primary factors in the new merit pay system. This system would make staff members eligible for up to a 6% salary increase per year. The school improvement activities of the VCS staff will be supported and coordinated by the SIG Administrator. The Parent Engagement Success Coaches will be supported by the SIG Administrator to provide continuous reading and math data to ensure data-driven decisions and instruction are being implemented and effecting student achievement. In order to focus new curriculum and professional development VCS will also add a Literacy Specialist and a Math Curriculum Specialist through the SIG grant funds. These positions will enable VCS to drive curriculum change to the classroom instructional level. VCS will provide face-to-face, one-on-one tutoring and mentoring for our students by employing eight additional Parent Engagement Success Coaches placed in cooperation with our current Educational Service Center partnerships in Knox Co., Montgomery Co., Miami Co., Portage Co., Ross-Pike Co., and Northwest Ohio. This places the Parent Engagement Success Coaches in close proximity to our students and parents allowing us to make the difference in the life's of our students each day.

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

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

consistent with the final requirements;

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

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

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

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

I Accept Rick Teeters, Director of Special Programs, Virtual Community School of Ohio 4/26/2011

Plan Relationships

Virtual Community School Of Ohio (143537) - Franklin County - 2012 - School Improvement Competitive 1003 (g) - Rev 4 - School Improvement Competitive 1003 (g) - Application Number (15)

Sections

## Related Goals

G 1) Increase Student Achievement

Description:

To develop a framework of best practices, collaboration and intervention to positively impact student achievement. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in Language Arts and Math. Increase achievement for all students (including students with disabilities, those of diverse ethnicities, SES, gifted students, English language learners) by meeting or exceeding Ohio Academic Content Standards in reading/language arts and math through implementation and support of a comprehensive program, including Response to Intervention. In addition, we would like to expand our mastery of standards program to our 21st Century Learn Center by providing pre and post testing with focused and differentiated instruction. We will use our HQT teachers and give them Professional Development in Standards-Based Instruction using formative assessments. Teachers will be able to enrich the curriculum and environment for students with a focus on how each student learns.

Performance Measure:

VCS will increase student achievement in reading and math on state-mandated assessments by 10% each year. In addition, VCS will increase student achievement in other core content areas as measured by state-mandated assessments, by another 10% each year. Achivement will be schoolwide, impacting the percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities (ESEA Section 1111(h)(1)(C)(i)). In addition, we would like to increase value- added measures schoolwide through the use of formative assessments

Fiscal Resources

| Grant | Notes | 2011 | 2012 | 2013 | 2014 |
|---|---|---|---|---|---|
| **Consolidated** | | | | | |
| Title I | | $75,919,517 | $662,434 | $00 | $00 |
| School Improvement Sub A, Title I | | $00 | $55,000 | $00 | $00 |
| Improving Teacher Quality, Title II-A | | $00 | $12,833 | $00 | $00 |
| Technology, Title II-D (Formula) | | $2,608 | $2,248 | $00 | $00 |
| Special Education, Part B-IDEA | | $00 | $272,610 | $00 | $00 |
| **Consolidated Total:** | | **$75,922,125** | **$1,005,125** | **$00** | **$00** |
| **21st Century** | | | | | |
| 21st Century | | $311,102 | $311,102 | $233,327 | $155,551 |
| **21st Century Total:** | | **$311,102** | **$311,102** | **$233,327** | **$155,551** |
| **Title II-D, Interactive Distance Learning** | | | | | |
| Title II-D, Interactive Distance Learning | | $44,000 | $00 | $00 | $00 |
| **Title II-D, Interactive Distance Learning Total:** | | **$44,000** | **$00** | **$00** | **$00** |
| **School Improvement Competitive 1003 (g)** | | | | | |
| School Improvement Competitive 1003 (g) | | $00 | $996,500 | $968,500 | $937,500 |
| **School Improvement Competitive 1003 (g) Total:** | | **$00** | **$996,500** | **$968,500** | **$937,500** |
| **Education Jobs Fund** | | | | | |
| Education Jobs | | $00 | $534,929 | $00 | $00 |
| **Education Jobs Fund Total:** | | **$00** | **$534,929** | **$00** | **$00** |

**Grand Total:** **$76,277,227 $2,847,656 $1,201,827 $1,093,051**

S 1.1) State Content Standards Alignment

Description:

Curriculum, instructional practices, and assessments will be aligned with Ohio's academic content standards.

S 1.2) Instruments to Track Student Progress

Description:

Use scientifically based research (basic skills assessment, screening, diagnostic and classroom achievement) assessment instruments to track individual student progress and inform instruction that is aligned with specific Ohio-based standards, indicators and benchmarks .

S 1.3) System of Accountability

Description:

Develop and implement a system of accountability by designing effective evaluations to incorporate multiple measures of success that reflect program goals and employ well designed quantitative studies.

S 1.4) Prevention/Intervention

Description:

Provide tutoring and other focused supplemental support for children and the families of children who are most at risk of failing. Additional title funds will be used for this to sustain the previousTitle V funding through the VCS Visiting Support Team.

S 1.5) Parent Education Involvement

Description:

Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children learn reading and mathematics throughout the state at multiple times during the year.

S 1.6) Technology That Impacts Teaching and Learning

Description:

Use technology to impact the quality, content and structure of teaching and learning in a school that is focused on results. Engage students in a variety of technological applications, including interactive media, as a part of their academic work.

S 1.7) Supplemental Instruction and Educational Materials

Description:

VCS Ohio will support a Title I Language Arts and Math program that will focus on meeting the needs of identified students needing intervention services in Reading and Math. These services include supplementary educational support services and online supplemental educational programs to improve academic skills.

S 1.8) Family/Community

Description:

To address Youth Development and the success of our families and parent involvement we would like to partner and collaborate with The Ohio State University in the Successful Students, Strong Families Program. We have a large population of disenfranchised students that are also low income and at high risk for failure. We believe that a program that involves parents and assesses the risk and protective factors for families can help with barriers to learning and youth development.

S 1.9) Transportation--Purchased Services

Description:

To meet set aside for public school choice. Additional tranportation funds are used by teachers (located across the state) for travel reimbursement for face-to-face tutoring of students, for home visits to educate parents about how to better monitor their students academic progress, and for professional development travel.

S 1.10) Prof Develop - Understand Student Needs, Impacting Student Achievement and Improving Student Performance

Description:

VCS Ohio will provide ongoing, high quality professional development for administrators, teachers and other instructional staff to understand the needs and improve results for students identified as not making AYP. The VCS Ohio School Improvement Plan focuses on how to impact gaps in student achievement and targeting student instructional and assessment practices to improve student achievement in all subgroups including; racial and ethnic groups; limited English proficient students; students with disabilities; economically disadvantaged students.

S 1.11) Children with Disabilities

Description:

Children with Disabilities will have access to and participate in all statewide assessments as deemed appropriate by the IEP teams.

S 1.12) Highly Qualified Teacher Status

Description:

Principals and Directors will screen each teaching candidates licensure prior to interviewing candidates to ensure that they are highly qualified. After teachers are employed the VCS Ohio Director of Title Programs will generate an HQT file for each teacher. The individual HQT information is aligned to the teachers IPDP for licensure renewal and a plan is submitted for review by the LPDC. VCS Ohio will annually review the status of the employment process to ensure that all federal and state highly qualified teacher requirements are properly followed during the employment process.

S 1.13) Core academic HQT assignments are distributed equitably in high-poverty schools and for minority students

Description:

VCS Ohio consists of one K-12 school and all teachers are highly qualified as required by ODE. Each year VCS Ohio reviews teaching assignments to ensure equitable distribution teachers throughout VCS Ohio and all subgroups. VCS Ohio is one K-12 building and inequities exist in staffing.

S 1.14) 100% of teachers teaching core academic subjects meet HQT as well as teachers teaching in program supported by Title I fund

Description:

VCS Ohio annual reviews the teaching assignments of all core academic instructors to ensure that teachers of Core Academic Subjects and teachers in programs supported by Title I funds meet HQT status. Principals through the attestation document review and approve the documentation provided by the teaching staff each year.

S 1.15) Fiscal and human resources are targeted in the schools with the lowest proportion of Highly Qualified Teachers

Description:

VCS Ohio uses Title I and Title IIA funds to support and ensure that all administrators, teachers, and instructional paraprofessionals are offered high quality professional development opportunities to maintain their HQT status. Title IIA funds are used to recruit and retain highly qualified teachers in core academic areas needed to support school improvement. Title I funds are used to provide schoolwide teachers and administrators with high quality professional development opportunities through workshops and conferences to increase and maintain their HQT status.

S 1.16) Address priorities for schools not making Adequate Yearly Progress (AYP)

Description:

VCS Ohio has an active District OIP team that provides analysis of the local report card. The information is shared with all stakeholders for feedback on professional development, parent involvement, school climate, and instructional improvements. District administrators work closely with the OIP teams to ensure that progress toward AYP is review by the district, building, and each sub group within our district.

S 1.17) The district will assist all non-HQT teachers to be Highly Qualified as quickly as possible

Description:

VCS Ohio will assist any teacher or staff member that is found to be non-HQT to become Highly Qualified as quickly as possible. Any staff member found to be non-HQT will be asked to submit an IPDP to the LPDC and include a planned program of steps to become HQT. The LPDC will work with the teacher and the Building Principal to ensure that the timeline of the plan is met in the least amount of time possible. Title professional development funds and set asides ensure the support of VCS Ohio in making all necessary resources available to support a staff member in their pursuit of HQT status.

S 1.18) Supplemental Education Services

Description:

SES services will be provided to students meeting eligibility criteria as established by ODE office of federal programs in Language Arts and Math. VCS Ohio will contract with ODE approved providers for services. Families will receive notification about SES services based on their eligibility upon completing the VCS Ohio enrollment packet.

S 1.19) Public School Choice Notification

Description:

Every student/parent enrolling with VCS Ohio will receive notification about Public School Choice within the first 30 days of enrolling with VCS Ohio. This is an annual notice to be provided to parents/students in compliance with Federal and State regulations for notification based on the districts School Improvement Status.

S 1.20) AYP (Adequate Yearly Progress) Notification

Description:

Every student/parent enrolling with VCS Ohio will receive notification about Adequate Yearly Progress within the first 30 days of enrolling with VCS Ohio. This is an annual notice to be provided to parents/students in compliance with Federal and State regulations for notification based on the districts School Improvement Status.

S 1.21) Teacher Mentoring Program

Description:

VCS Ohio has a teacher mentoring program in place. All mentor teachers receive training from the Ohio Department of Education. Every new teacher hired by VCS Ohio is assigned a mentor for the first school year with VCS Ohio and will continue with a mentor until they receive their professional license.

S 1.22) Prevention/Intervention Reading

Description:

To increase academic performance in reading by implementing Higher Order Thinking Skills (HOTS), I-do, We-do, You-do, programs and SMART GOALS along with intensive tutoring, homework assistance, and other focused supplemental programs.

S 1.23) SIG 1003g SMART Goal for Reading-General Population

Description:

VCS 2010-2011 proficient or above reading scores in grades 3 through 8 and 10 will be 4% above the baseline performance 61.3% as reflected on OGT and OAA tests. VCS Ohio students will increase proficient level of scores by 4% per year until reaching 100% proficient.

S 1.24) SIG 1003g SMART Goal Math- General Population

Description:

VCS 2010-2011 proficient or above mathematics scores in grades 3 through 8 and 10 will be 5% above the baseline performance 44.9% as reflected on OGT and OAA tests. VCS Ohio will increase the proficient rate in OAA and OGT Math scores by 5% per year until reaching 100% proficient level.

S 1.25) SIG 1003g SMART goal for Reading-Lowest Unduplicated Subgroup Performance (Black, non hispanic)

Description:

VCS 2010-2011 proficient or above reading scores for Black, non-Hispanic will be 8% above the baseline performance 56.5% as reflected on OGT and OAA tests. VCS Ohio will continue to increase scores

within the subgroup by 8% per year over the previous years score until reaching the 100% proficient level in Reading.

S 1.26) SIG 1003g SMART goal for Math-Lowest Unduplicated Subgroup Performance (Black, non hispanic)

Description:

VCS 2010-2011 proficient or above math scores for Black, non-Hispanic will be 10% above the baseline performance 43.5 % as reflected on OGT and OAA tests. VCS Ohio will continue to increase scores by 10% per year over the previous years result until reaching 100% proficient in all subgroups.

S 1.27) Monitoring of School Improvement Grant Reviews

Description:

Easy access to action steps related to monitoring school improvement grant.

## Related District/Agency Plan Action Steps

G 1) Increase Student Achievement

S 1.1) State Content Standards Alignment

AS 1.1.1) Policies/practices to strengthen the core academic subjects and address instructional school improvement issues

Description:

VCS Ohio has aligned curriculum to Ohio Standards and standards are listed in daily instruction. Teachers use the standards that are aligned to guide their instruction and by listing the standards and objectives in all lessons parents and students can easily identify the state standards that the daily instruction is geared toward. The alignment of VCS Ohio standards has taken place in all of the K12 sequences of our courses.

**Grant**

**Consolidated**

Title I

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

AS 1.1.2) Common Core Standards Curriculum Alignment

Description:

VCS Ohio will be rewriting curriculum to align to the new common core standards. This project will be undertaken as part of the SIG grant and will involve the RttT Transformation Team, OIP Team, SIG Grant Administrator, Literacy Specialist, Math Specialist and eSchool Consultants.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.2) Instruments to Track Student Progress

AS 1.2.1) Teacher decisions on the use of assessments to improve student achievement

Description:

Virtual Community School of Ohio has a variety of assessment programs available to them. Among them are state assessments, online assessments, and Kamico assessments. VCS teachers will utilize these tools to analyze assessment results for all students and subgroups to target resources and technical assistance. Directors will monitor teachers' consistent use of short cycle summative assessment results to guide and inform instructional practice and focused intervention in reading and math as well as other core content areas.

**Grant**

**Consolidated**

Title I

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.3) System of Accountability

AS 1.3.1) Merit Pay tied to Student Performance (SIG 1003g)

Description:

VCS Ohio will implement with consultation and support of the OIP CSLT Team and the RttT Transformation team a new evaluation system that links individual student performance on assessment measures to merit based performance incentive pay for teachers and staff. The SIG grant allows VCS Ohio the resources to implement a strong merit based pay system based on student performance.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

AS 1.3.2) SAS Curriculum Pathways - Data Analysis (SIG 1003g)

Description:

VCS Ohio and eSchool Consultants will partner with Bruce Friend, Director of SAS Curriculum Pathways (the company that Battelle hired to develop Value Added for the state of Ohio) and former vice president of the North American Council for Online Learning, to develop a system of data analysis to analyze test results, short cycle assessments and daily assessment into a data base that will alert teachers and assist in providing keys to intervention for students.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.4) Prevention/Intervention

AS 1.4.6) Parent Engagement Success Coaches (SIG 1003g)

Description:

Parent Engagement Success Coaches will be hired by VCS Ohio and placed with cooperation of Educational Service Center Partners (Montgomery County ESC, Portage County ESC, Ross-Pike County ESC, Miami County ESC, Northwest Ohio ESC, and Knox County ESC) to provide tutoring support to identified students that are below grade level in Reading and Math as identified by Lets Go Learn. By placing the Parent Engagement Success Coaches closer to the students locations it will allow VCS to rapidly respond to the needs of parents and students across the state of Ohio. The parent engagement success coaches will also make phone calls and home visits to ensure students are participating in the VCS Ohio program of studies.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

AS 1.4.7) Math Curriculum Specialist

Description:

VCS Ohio will employ a Math Curriculum Specialist to help research, coordinate professional development, and monitor academic progress of implementation of new Math curriculum and teaching strategies for VCS Ohio with SIG 1003g funding.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.10) Prof Develop - Understand Student Needs, Impacting Student Achievement and Improving Student Performance

AS 1.10.1) Professional Development through Conferences and Workshops

Description:

VCS Ohio will support all Title I staff, designated teachers, team leaders, and school administrators in attending national and state conferences focused on improving instructional practices (specifically targeting online instructional practices). Example conferences include: Title I National and State conferences, iNacol, ISTE, FETC, NCTies, FreeTech, and subject specific conferences that focus on core subject instructional practices to improve teaching techniques and knowledge. Staff will be reimbursed for professional development registration, travel, and incidentals.

**Grant**

**Consolidated**

Title I

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

AS 1.10.2) Alignment of District Professional Development (SIG 1003g)

Description:

The SIG Grant Administrator will be charged with aligning all the professional development funds from Title I, OIP grant, RttT grant, SIG grant, and VCS Ohio general funds. By coordinating the professional development funds for the district, it will ensure the alignment of professional development and provide a focused professional development for achieving improved results for our students.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.22) Prevention/Intervention Reading

AS 1.22.1) Literacy Specialist (SIG 1003g)

Description:

VCS Ohio will employ a Literacy Specialist to help research, coordinate professional development, and monitor academic progress of implementation of new reading curriculum and teaching strategies for VCS Ohio with SIG 1003g funding.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.23) SIG 1003g SMART Goal for Reading-General Population

AS 1.23.1) Adopt, align, implement and monitor an new reading curriculum

Description:

Adopt, align, implement and monitor a reading curriculum that meets new Common Core Standards.

Benchmark Indicator

Adult Indicator: 100% of Language Arts teachers will adopt, align, implement and monitor reading curriculum that meets New Common Core Standards. Student Indicator: 100% of participating students will use an aligned reading curriculum that meets New Common Core Standards.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

AS 1.23.2) Assessment System

Description:

With consultation with eSchool Consultants, VCS Ohio will adopt and implement an effective researched based assessment system to guide reading instruction. All students will participate in Let's Go Learn to establish a baseline of data reading diagnostics and interventions will be assigned from the researched based assessments.

Benchmark Indicator

Adult Indicator: 100% of teachers will implement a research-based assessment system. Student Indicator: 100% of participating students will complete required assessments.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.24) SIG 1003g SMART Goal Math- General Population

AS 1.24.1) Adopt, align, implement, and monitor new math curriculum

Description:

Adopt, align, implement and monitor a math curriculum that meets new Common Core Standards.

Benchmark Indicator

Adopt, align, implement and monitor a math curriculum that meets new common core standards. Adult Indicator: 100% of Math teachers will adopt, align, implement and monitor a math curriculum that meets new common core standards. Student Indicator: 100% of participating students will use an aligned math curriculum.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

AS 1.24.2) Assessment System

Description:

With consultation with eSchool Consultants, VCS Ohio will adopt and implement an effective researched based assessment system to guide math instruction. All students will participate in Let's Go Learn to establish a baseline of data with Math diagnostics and interventions will be assigned from the researched based assessments.

Benchmark Indicator

Adult Indicator: 100% of teachers will implement a research-based assessment system. Student Indicator: 100% of participating students will complete required assessments.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.25) SIG 1003g SMART goal for Reading-Lowest Unduplicated Subgroup Performance (Black, non hispanic)

AS 1.25.1) Adopt, align, implement, and monitor new reading curriculum

Description:

Adopt, align, implement and monitor a reading curriculum that meets new Common Core Standards.

Benchmark Indicator

Adult Indicator: 100% of Reading teachers will adopt, align, implement and monitor a math curriculum that meets new common core standards. Student Indicator: 100% of participating students will use an aligned Reading curriculum.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

AS 1.25.2) Assessment System

Description:

With consultation with eSchool Consultants, VCS Ohio will adopt and implement an effective researched based assessment system to guide reading instruction. All students will participate in Let's Go Learn to establish a baseline of data with Reading diagnostics and interventions will be assigned from the researched based assessments.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.26) SIG 1003g SMART goal for Math-Lowest Unduplicated Subgroup Performance (Black, non hispanic)

AS 1.26.1) Adopt, align, implement, and monitor new math curriculum

Description:

Adopt, align, implement and monitor a math curriculum that meets new Common Core Standards.

Benchmark Indicator

Adult Indicator: 100% of Math teachers will adopt, align, implement and monitor a math curriculum that meets new common core standards. Student Indicator: 100% of participating students will use an aligned math.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

## Related School Plan Action Steps

G 1) Increase Student Achievement

S 1.1) State Content Standards Alignment

AS 1.1.1) Policies/practices to strengthen the core academic subjects and address instructional school improvement issues

Description:

VCS Ohio has aligned curriculum to Ohio Standards and standards are listed in daily instruction. Teachers use the standards that are aligned to guide their instruction and by listing the standards and objectives in all lessons parents and students can easily identify the state standards that the daily instruction is geared toward. The alignment of VCS Ohio standards has taken place in all of the K12 sequences of our courses.

**Grant**

**Consolidated**

School Improvement Sub G, Title I

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

AS 1.1.2) Common Core Curriculum Standards alignment

Description:

VCS Ohio will be rewriting curriculum to align to the new common core standards. This project will be undertaken as part of the SIG grant and will involve the RttT Transformation Team, OIP Team, SIG

Grant Administrator, Literacy Specialist, Math Specialist and eSchool Consultants.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.2) Instruments to Track Student Progress

AS 1.2.1) Teacher decisions on the use of assessments to improve student achievement

Description:

Virtual Community School of Ohio has a variety of assessment programs available to them. Among them are state assessments, online assessments, and Kamico assessments.. VCS teachers will utilize these tools to analyze assessment results for all students and subgroups to target resources and technical assistance. Directors will monitor teachers' consistent use of short cycle summative assessment results to guide and inform instructional practice and focused intervention in reading and math as well as other core content areas.

**Grant**

**Consolidated**

Title I

Improving Teacher Quality, Title II-A

Technology, Title II-D (Formula)

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.3) System of Accountability

AS 1.3.1) Merit Pay tied to Student Performance

Description:

VCS Ohio will implement with consultation and support of the OIP CSLT Team and the RttT Transformation team a new evaluation system that links individual student performance on assessment measures to merit based performance incentive pay for teachers and staff. The SIG grant allows VCS Ohio the resources to implement a strong merit based pay system based on student performance.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.4) Prevention/Intervention

AS 1.4.1) Additional assistance to students having difficulty mastering State standards

Description:

The transition to the virtual classroom can be successfully achieved if attention is paid to several key areas: ensuring access to and familiarity with the technology in use; establishing guidelines and procedures which are loose and free-flowing, and generated with significant input from participants; striving to achieve maximum participation from the participants; and promoting collaborative learning. All of these practices contribute to the development of online learning (Palloff and Pratt 1999). Many studies have shown that small schools and those who can personalize instruction by keeping the

same teachers with the same students for extended periods of time have fewer behavior problems and higher achievement than large schools with departmentalized structures in which the students move from one teacher to another. (George 1993). Through use of Title teachers and local face-to-face opportunities, VCS Ohio students will have the opportunity to work with, interact and develop academic relationships with teachers across the curriculum. Literacy programs allow for individual assistance with students and helps teachers develop techniques to improve their ability to teach reading. Under the schoolwide program, Title will offer services to all students who are at risk or are failing. We must ensure our needy students receive these services. Services include the opportunity to use online and physical resources to supplement content area learning and to extend and enforce reading and math skills for all students; opportunities to meet face-to-face with teachers for more focused interactive intervention; intense supplemental reading and math courses for students who are failing or at-risk of failing--as identified by classroom instructors; and early intervention for VCS K students--who will all participate in Title 1 services for reading and math. Our program must set high, clear, and measurable goals for our students. We must set in place a process to assess VCS students at various points throughout his/her academic career and compile the necessary data to demonstrate the academic progress of our students. Making the successful transition to the online learning environment means developing new approaches to education and new skills in its delivery. It means engaging in self-reflection as instructors to determine our own comfort level in turning over control of the learning process to our students. It means promoting a sense of community among our students to enhance their learning process. In so doing, we will meet the challenges of preparing our students to navigate the demands of a knowledge society, and, in the process, learn something new ourselves, thus supporting our goal of lifelong learning.

**Grant**

**Consolidated**

Title I

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

AS 1.4.5) Parent Engagement Success Coaches (SIG 1003g)

Description:

Parent Engagement Success Coaches will be hired by VCS Ohio and placed with cooperation of Educational Service Center Partners (Montgomery County ESC, Portage County ESC, Ross-Pike County ESC, Miami County ESC, Northwest Ohio ESC, and Knox County ESC) to provide tutoring support to identified students that are below grade level in Reading and Math as identified by Lets Go Learn. By placing the Parent Engagement Success Coaches closer to the students locations it will allow VCS to rapidly respond to the needs of parents and students across the state of Ohio. The parent engagement success coaches will also make phone calls and home visits to ensure students are participating in the VCS Ohio program of studies.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.10) Prof Develop - Understand Student Needs, Impacting Student Achievement and Improving Student Performance

AS 1.10.1) Profession Development

Description:

VCS Ohio will support all Title I staff, designated teachers, team leaders, and school administrators in attending national and state conferences focused on improving instructional practices (specifically targeting online instructional practices). Example conferences include: Title I National and State conferences, iNacol, ISTE, FETC, NCTies, FreeTech, and subject specific conferences that focus on core subject instructional practices to improve teaching techniques and knowledge. Staff will be reimbursed for professional development registration, travel, and incidentals.

**Grant**

**Consolidated**

Title I

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

AS 1.10.2) Alignment of District Professional Development (SIG 1003g)

Description:

The SIG Grant Administrator will be charged with aligning all the professional development funds from Title I, OIP grant, RttT grant, SIG grant, and VCS Ohio general funds. By coordinating the professional development funds for the district, it will ensure the alignment of professional development and provide a focused professional development for achieving improved results for our students.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.22) Prevention/Intervention Reading

AS 1.22.1) Literacy Specialist (SIG 1003g)

Description:

VCS Ohio will employ a Literacy Specialist to help research, coordinate professional development, and monitor academic progress of implementation of new reading curriculum and teaching strategies for VCS Ohio with SIG 1003g funding.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.23) SIG 1003g SMART Goal for Reading-General Population

AS 1.23.1) Adopt, align, implement and monitor a new reading curriculum that meets new Common Core Standards.

Description:

Adopt, align, implement and monitor a reading curriculum that meets new Common Core Standards.

Benchmark Indicator

Adult Indicator: 100% of Language Arts and Math teachers will adopt, align, implement and monitor an on-line reading curriculum that meets state standards. Student Indicator: 100% of participating students will use an aligned on-line reading and math curriculum.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

AS 1.23.2) Assessment System

Description:

With consultation with eSchool Consultants, VCS Ohio will adopt and implement an effective researched based assessment system to guide reading instruction. All students will participate in Let's Go Learn to establish a baseline of data reading diagnostics and interventions will be assigned from the researched based assessments.

Benchmark Indicator

Adult Indicator: 100% of teachers will implement a research-based assessment system. Student Indicator: 100% of participating students will complete required assessments.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.24) SIG 1003g SMART Goal Math- General Population

AS 1.24.1) Adopt, align, implement, and monitor new math curriculum

Description:

Adopt, align, implement and monitor a math curriculum that meets new Common Core Standards.

Benchmark Indicator

Adopt, align, implement and monitor a math curriculum that meets new common core standards. Adult Indicator: 100% of Math teachers will adopt, align, implement and monitor a math curriculum that meets new common core standards. Student Indicator: 100% of participating students will use an aligned math

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

AS 1.24.2) Assessment System

Description:

With consultation with eSchool Consultants, VCS Ohio will adopt and implement an effective researched based assessment system to guide math instruction. All students will participate in Let's Go Learn to establish a baseline of data with Math diagnostics and interventions will be assigned from the researched based assessments.

Benchmark Indicator

Adult Indicator: 100% of teachers will implement a research-based assessment system. Student Indicator: 100% of participating students will complete required assessments.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.25) SIG 1003g SMART goal for Reading-Lowest Unduplicated Subgroup Performance (Black, non hispanic)

AS 1.25.1) Adopt, align, implement, and monitor new reading curriculum

Description:

Adopt, align, implement and monitor a reading curriculum that meets new Common Core Standards.

Benchmark Indicator

Adult Indicator: 100% of Reading teachers will adopt, align, implement and monitor a math curriculum that meets new common core standards. Student Indicator: 100% of participating students will use an aligned Reading curriculum.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

AS 1.25.2) Assessment Systems

Description:

With consultation with eSchool Consultants, VCS Ohio will adopt and implement an effective researched based assessment system to guide reading instruction. All students will participate in Let's Go Learn to establish a baseline of data with Reading diagnostics and interventions will be assigned from the researched based assessments.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

S 1.26) SIG 1003g SMART goal for Math-Lowest Unduplicated Subgroup Performance (Black, non hispanic)

AS 1.26.1) Adopt, align, implement, and monitor new math curriculum

Description:

Adopt, align, implement and monitor a math curriculum that meets new Common Core Standards.

Benchmark Indicator

Adult Indicator: 100% of Math teachers will adopt, align, implement and monitor a math curriculum that meets new common core standards. Student Indicator: 100% of participating students will use an aligned math.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

AS 1.26.2) Assessment Systems

Description:

With consultation with eSchool Consultants, VCS Ohio will adopt and implement an effective researched based assessment system to guide math instruction. All students will participate in Let's Go Learn to establish a baseline of data with Math diagnostics and interventions will be assigned from the researched based assessments.

Benchmark Indicator

Adult Indicator: 100% of teachers will implement a research-based assessment system. Student Indicator: 100% of participating students will complete required assessments.

**Grant**

**School Improvement Competitive 1003 (g)**

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g) Allocations

Virtual Community School Of Ohio (143537) - Franklin County - 2012 - School Improvement Competitive 1003 (g) - Rev 4 - School Improvement Competitive 1003 (g) - Application Number (15)

| Organization ID | Grant Applicant | Allocation Amount |
|---|---|---|
| 143537 | Virtual Community School Of Ohio | $996,500.00 |