

Budget

Cincinnati City (043752) - Hamilton County - 2015 - School Improvement Competitive 1003 (g) - Rev 0 - Non-ARRA School Improvement Competitive 1003(g) - Application Number (7)

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

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		40,800.00	10,200.00	89,500.00	20,000.00	45,000.00	0.00	205,500.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		13,467.00	4,046.00	230,220.00	0.00	4,500.00	2,000.00	254,233.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	15,000.00	0.00	0.00	0.00	15,000.00
Indirect Cost		0.00	0.00	0.00	0.00	0.00	8,294.11	8,294.11
Governance/Admin		17,213.55	6,799.34	0.00	0.00	0.00	0.00	24,012.89
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		71,480.55	21,045.34	334,720.00	20,000.00	49,500.00	10,294.11	507,040.00
Adjusted Allocation								0.00
Remaining								-507,040.00

Application

Cincinnati City (043752) - Hamilton County - 2015 - School Improvement Competitive 1003 (g) - Rev 0 - Non-ARRA School Improvement Competitive 1003(g) - Application Number (7)

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

Transformation*

Turnaround

Restart

Closure**

* An LEA that has nine or more Priority schools may not implement the transformation model in more than 50% of those schools. Active Cohort 2 schools must be counted in this total at the time the application is submitted. ** Please contact ODE for the application questions associated with the Closure model.

Budget Details - (Please enter amounts in all boxes below.)

507,040.00 Year 1 Budget (2014-15 School Year)* - Total Amount Requested

11,013.00 Year 1 Budget (2014-15 School Year) Pre-Implementation (May-July 2014) - How much of the total Year 1 Budget (detailed in the budget template) will the school use for Pre-Implementation Activities.

32,307.00 Year 1 Budget (2014-15 School Year) Funds for District Use: Of the total funds detailed in the budget template for Year 1, what is the dollar amount of funds being used at the district level to directly support the SIG grant initiative?

469,000.00 Year 2 Budget (2015-16 School Year) - Total Amount Requested

455,000.00 Year 3 Budget (2016-17 School Year) - Total Amount Requested

* Year One budget should contain any pre-implementation dollars. It is anticipated that pre-implementation will begin May 1, 2014.

The budget request for each year cannot be more than \$2 million per year per building being served by the LEA, or no more than \$6 million over three years (per building).

1.a What are the LEA's annual goals for student achievement on the State's assessments in reading/language arts, math, graduation and attendance for each tested grade?

Oyler school is a K-12 school, so there are many indicators that need to be addressed k-12. Oyler School will increase the percentage of students who are proficient in reading and mathematics in grades 3-8 by 10% by the end of the 2014-15 school year. Oyler School will increase the graduation rate from the current 27% 4-year rate to 50% 4-rate and the 5-year graduation rate from 38.9% to 60% by the end of the 2014-15 school year. Oyler School will close the achievement gap in the subgroups of black, Hispanic, white, students with disabilities and economically disadvantaged by meeting the ? gap closer mark by the end of the 2014-15 school year. Oyler School will increase their performance index from 66.3% to 70% by the end of the 2014-15 school year. Oyler School will increase their grade of their overall progress for students in math and reading from a C to a B by the end of the 2014-15 school year. Oyler School will increase their grade of the students in the lowest 20% in achievement from a C to a B by the end of the 2014-15 school year. Oyler School will increase their grade for student with disabilities from a B to an A by the end of the 2014-15 school year.

1.b How will you monitor the building's progress on these annual goals?

Oyler School has aligned its monitoring process around the Ohio Improvement Process (OIP). Oyler along with the district, monitors student's progress in achievement using short cycle assessments (SCAs). The SCAs are aligned with academic standards. The SCAs in math and reading as well as other pertinent data is organized within the data management system for CPS know as Dashboard. After each SCA, teachers meet in teacher based teams (TBTs) to analysis the data and make adjustments using the 5-step process. The shared leadership at the building level has the administrative staff working with the team leaders at each grade level as well as the department heads at the secondary level to conduct TBTs, monitor the data and make instructional and system adjustments. Oyler School closely looks at the data for each grade level and core subject, calculating the number of students that need to move forward in their academics, attendance and graduation in order to meet the annual goals set forth. The 5-step process assist our teams to reflect on the adult implementation data that Oyler has agreed upon. The administrative staff will use data from classroom walkthroughs (CWTs) to inform teachers of the fidelity of instructional implementation. District level support from the assistant superintendent and assessment offices assist in the monitoring process. Oyler School will continue to use the Indistar or its equivalent from ODE to monitor progress.

1.c How will you measure progress of the leading indicators as defined within the School Profile Requirements?

CPS and Oyler have an extensive data collection system using an electronic dashboard and power school to maintain the fidelity of measuring the leading indicators. Systems are in place that monitor student attendance, teacher attendance, discipline incidents, truants, dropout rate, the number of minutes within school year, student participation rate on state assessments in reading/language arts and mathematics by student subgroups and number of percentage of students completing advanced coursework. Data from dashboard and power school are analyzed and reflected on using the 5-step process at the TBTs and the BLT level. Oyler School has a Positive School Culture team that meets monthly to analyze student discipline incidents. Oyler will keep data in a data room format. Teachers will keep an ongoing record of the leading indicators during the BLT meetings.

2. What funds are needed for the pre-implementation period and how will these funds be used? Which components of the intervention model will be supported by the use of pre-implementation funds?

Oyler School will invest in securing time for its Building Leadership Team to plan for the strategies that will be made possible through the SIG funds. Oyler's BLT will go on retreat to study the intervention models that will be addressed in the 2014-15 school year. The administrative team will organize the retreat around themes for the coming year including, instructional strategies, team structures, the 5-step process, increasing

graduation rates. The retreat will take place after the 13-14 school year comes to a close. The team will also ask community members to be a part of the retreat. Compensation for teacher's time for a two day retreat will be \$4667.00 plus fringes of \$1,846.00 that would allow for as many as 15 individuals to participate. The retreat facilities will cost \$4500.00 for the length of the retreat. Upon the awarding of the SIG funds, Oyler's team will organize this event.

3. Explain the process the LEA will use to recruit, screen, select and evaluate external providers to ensure their quality.

CPS has a board policy in place that requires all external providers to be selected using an RFP process based upon a defined rubric and specific qualities of providers. The RFP requires the provider to respond to a series of questions specific to the work, provide evidence of the quality and impact of their work, provide data specific to their successes in assisting schools in systemically and systematically improving results, and provide how the service aligns with the needs of students and the specific interventions being sought. The provider has to be on the ODE list of approved providers, if applicable. The policy also requires that if the provider is working in the area of school improvement that they be trained facilitators of the Ohio Improvement Process and knowledgeable of the Ohio Leadership Advisory Council's Leadership Framework. Experience and expertise in working with the specific intervention model is preferred. Selection is based on the most qualified provider and scoring on the rubric specific to the requirements.

4. What is the LEA's current capacity to implement, monitor and evaluate the SIG grant using OIP at the building and district level?

CPS has been integrally involved w/the OIP to systemically & systematically align dist. & school improvement efforts to meet the identified needs of all children. A thorough needs assessment was conducted at dist. & school levels utilizing numerous data sources: Decision Framework, school & dist. audits, surveys, dist. designed "dashboard" of student progress measures & adult performance indicators, opportunities for improvement recommended by the Council of Great City Schools & Building Futures Strategic Planning Team. Once the district's needs assessment profile was completed, a root cause analysis was conducted leading to development of the dist. CCIP w/focused SMART goals, strategies w/adult implementation & student progress indicators & "look-fors" & detailed dist. action steps. HCESC & Mayerson Academy assisted CPS in identifying research-based practices to meet specific needs. DLT members worked collaboratively w/State Support Team, Hamilton Cty ESC & Oyler's BLT to conduct bldg. needs assessments resulting in a bldg plan w/action steps based on the school's unique design & needs & aligned w/dist. plan. A communication approach & dist. & school evaluation plan were initially developed & since revised. The DLT, BLT & TBTs are implementing & monitoring the plan this year. They also reviewed the district CCIP & Oyler's improvement plan & action steps which were based upon identified needs, root cause analysis & current data available. Action steps were aligned to the transformation initiatives. The DLT & BLTs worked on enhancing the rigor of the current dist/school CCIP, integrating strategies into the plan & aligning dist. & school strategies & action steps w/opportunities for improvement in the SIG. Alignment was made between the dist. & school plans & w/strategies recommended for implementation at Oyler through the grant. CPS has built a strong implementation & monitoring system through the use of established structures such as the DLT, BLTs, TBTs, Instructional Support Teams [IST]. CPS has designed a monitoring system (CPS Dashboard) for adult & student performance indicators providing teachers & leaders w/immediate access to all data points regarding students & adult practices. Dashboard supports progress that will be aligned to data reported in the CCIP Implementation, School TBTs meet regularly to collect, analyze data & monitor progress & determine impact of adult practices on student progress using the 5-step method. TBTs provide data, input & feedback to BLTs following a structured protocol for analyzing data & providing input to the DLT for overall systems review. Oyler's BLT meet regularly w/designed protocols following a modified "Standards in Practice" format of analyzing data from benchmarks & classroom walkthroughs to monitor progress & make adjustments. Monthly the DLT monitors progress & informs the work of the support system. A mid-year review is conducted to analyze data & assess progress toward goals. Annually, when new statewide assessment data is available, TBTs, BLT & DLT review data for annual progress toward goals & make mid-course adjustments.

5. What is the LEA's Assurance of state and local funds, alignment of funds and resources with SIG grant intervention components, and maintenance of requirements of Operating Standard and of other state requirements?

Oyler School will continue, regardless of the awarding of this SIG proposal, to receive the state and local funds that are required for the state of Ohio. The LEA (Cincinnati City and Oyler School) gives the assurance that all legal requirement for the SIG school, including things such as Operating Standards, safety and security, new state assessments, Third Grade guarantee, will be fully supported with non-SIG funds. The LEA gives the assurance that SIG funds will be used only to support the intervention model components and district-created strategies in this application (or modifications approved by ODE) and that expenditures of SIG funds at the district level will be limited to critical services to support the SIG building in areas where the district does not have the current capacity. Alignment of other federal entitlement dollars and any competitive grant funds used to support Oyler School is assured in this application. Title I and other grants must align to the OIP strategies and action steps.

6. How has the LEA consulted and collaborated with relevant stakeholders to ensure that barriers to implementing all components of the intervention model in year 1 will be sufficiently resolved in the pre-implementation period (pre-implementation deadline is August, 31 2014)?

Oyler School has consulted with their BLT, known locally as Instructional Leadership Team (ILT). The Local School Decision Making Committee (LSDMC) had input and suggestions around the SIG application. Oyler has consulted with the Hamilton County ESC on the support in the areas of PD needed within the grant application. The SST 13 will continue support in areas of implementing the OIP with fidelity. The application is proceeded by letters of support from the teachers association(CFT) and the school board. Some barriers that will need to be addressed in the pre-implementation period will be finding qualified instructional coaches to assist in meeting student and adult implementation goals. Increasing an effective extended day program for all students will need to be addressed through personnel and busing. Finding an effective afterschool curriculum will be addressed. Securing individuals to teach in the extended day program will be vital. Barriers will be addressed by June 30th, 2014.

7. Explain the steps the LEA will take to implement the selected Intervention model using the ODE established implementation and monitoring timeline.

Pre-implementation Monitoring Deadline (not later than August 31, 2014) Oyler School will adhere to the stipulations of the transformation model. Oyler School and the district office will meet monthly throughout the remainder of the school year to address the barriers outlined. Oyler's BLT will meet together in a retreat setting to map out the year's goals and objectives. Personnel will be secured that will be instrumental in the implementation of the SIG grant. The BLT and LSDMC will continue to address the barriers in monthly meetings. Alignment of other resources to the SIG goals will occur. The principal is new within the allocated 2 year exception. Amy Randolph was named the principal of Oyler School on March 25, 2014. The continued shared governance of Oyler School through the implementation of the OIP plan will assure a shared leadership mentality. Increased learning time for all students will be organized throughout the calendar year for the following 2014-15 school year. Quarter 1 Monitoring Deadline (October 1, 2014) Oyler and CPS are fully implementing the OTEs and OPES models for teacher and principal evaluations. The evaluation process will align with the instructional model of increased student engagement, increase rigor, differentiated instruction and K-2 literacy instruction. The staff will understand what "look fors" will be expected for the coming year. The embedded professional development will

focus on these instructional models. Instructional coaches will work full-time with the staff in the fidelity of these strategies. The 5-step process will assist all stakeholders in monitoring the effectiveness of the before mentioned instructional strategies as to the translation into increased student achievement. Oyler will work within the systems of TBTs, BLTs and DLTs to keep the lines of communications transparent. The after school components of extended learning time for all students will be in place and monitored as to its effectiveness on student achievement. Oyler School will participate freely in the technical assistance provided by ODE for SIG schools. Quarter 2 Monitoring Deadline (December 1, 2014) Instructional strategies that are showing positive effect will be identified by Oyler School. The instructional coach and the principal will work closely with the staff to magnify teacher's outstanding performance. Oyler would like to have teachers who need more support to be able to observe their colleagues who are performing well with the intended instructional strategies. Oyler School has a fully staffed health, dental and eye clinic within their school building. The clinic is a means for outreach to the families in our community. The clinic addresses the whole child in the development of that individual to overcome potential barriers to learning. Oyler will monitor the progress of leading indicators and academic goals through the use of data from SCA, extended day, positive school culture with the 5-step process. Quarter 3 Monitoring Deadline (March 1, 2015) Stage 4 of the OIP process will organize Oyler school in reflecting on the current state of meeting the goals that are addressed in the SIG intervention model. Adjustments and changes will be designed around what the data suggest. Quarter 4 Monitoring Deadline (May 1, 2015) Stage 4 of the OIP process will take Oyler back to Stages 1 and 2 of the OIP process. The SIG grant for year 2 will align to the OIP steps 1 and

Governance and Shared Leadership

8.a Needs - What are the needs of this building with regard to the principal's instructional leadership abilities and capacity to lead the reform effort? What are the needs of the Building Leadership Team (BLT) with regard to following the 5-step process of OIP? How does the LEA know what the needs are? Provide data to justify needs statements.

The principal in evaluating the needs of her instructional leadership abilities and those of the staff has come to conclusions based on data from CWTs, evaluation using the OTES model, and anecdotal observations of team meetings. The needs fall in effectively and efficiently using the 5-step process, specifically in terms of going deeper in analyzing student data and understanding what the instructional models look like daily in the classroom. The BLT has used the Decision Framework (DF) to analyze the academic, leadership, instructional and social needs of Oyler School. The OIP was completed with those needs in mind. The reforms called for in this application require a complete alignment of resources and effort on the part of all of our stakeholders. We have a need to keep the goals, mission and vision for Oyler school before us within our BLT and TBT meetings. The principal along with team leaders and the instructional coach will give a "balcony" view of that alignment.

8.b LEA support and monitoring - What strategies will the LEA use to support the leadership, BLT needs and the 5-step process? How will the LEA monitor progress in the implementation of the strategies?

The LEA will fully support Oyler School in effective implementation of the 5-step process. The use of tools from Ohio Leadership Advisory Council (OLAC) in effective team norms and processes will be infused in the professional development (PD) component of shared leadership. The staff at Oyler will meet after school at least once a week to address the qualities of effective teams. The principal and instructional coach will assist in leading the PD. Policies will be developed with the assistance of leadership and the tools of the OLAC model. The LEA will provide weekly support for the instructional coach in bolstering their leadership skills at the Mayerson Academy in cooperation with the LEA's curriculum managers. The LEA will align the OPES standards to the principal's evaluation process that addresses the shared leadership component. Principals meet monthly with LEA to discuss and monitor initiatives of the SIG grant. The LEA will work closely with the transformational specialist from ODE in assessing through the INDISTAR or equivalent data system of the effectiveness of BLT meetings. The shared leadership strategies will include: Collaborative Structures around Formative Assessment, the recognition of effective use of research based best practices, the effective use of current aggregated and disaggregated student achievement data. Strategies around effective teams will be addressed through the Ohio Leadership Council's (OLAC) models.

8.c SIG dollars - What SIG dollars will be needed to support these strategies and what will it be spent on? How much money will be spent at the building level? How much money will be spent at the District level?

Two instructional coaches one for K-6 and the other for 7-12, will be budgeted to address instructional and leadership strategies addressed in this application (purchased services that include salary and benefits - \$223, 720.00). The instructional coaches will work closely with TBTs, BLTs and individual teachers in addressing the leadership needs. The research is clear on how embedded professional development through coaching leads to an increase in transfer to practice that traditional professional development does not produce. Expenses related to technical assistance activities in travel and substitute teachers will be allocated. District office will use administrative cost (5%) and indirect cost (1.9%) to provide support to Oyler School.

Financial Management

9.a Needs - What are the needs of the BLT and principal in managing the finances of the proposed School Improvement Grant? How does the LEA know what the needs are? Provide data to justify needs statements.

The bottom line in resource allocation is reflecting on whether the resources are having the desired effect. Oyler School, due to its status as a school-wide title school and the partnerships with outside agencies, have the need of assuring that those resources align to the overall goals, mission and vision of Oyler School. The BLT and principal has a need to know what resources are nimble enough to reallocate in an expedite manner. A tool needs to be developed in making fiscal decisions that would assist in assuring alignment to goals. The Decision Framework data addresses the needs in the area of resource management.

9.b LEA support and monitoring - What strategies will the LEA use to support the needs of the principal and BLT with SIG finance management? How will the LEA monitor the school's progress in managing the SIG finances?

CPS central office has systems and supports in place that assist Oyler in the SIG finance management. CPS will provide Oyler with a resource coordinator to manage expenditures and the alignment of those expenditures. CPS has a federal programs director and staff that will assist Oyler in the finance management. CPS has monthly meetings built in to the schedule when principals meet to address fiscal questions. Oyle will use the strategy of a "reset" model of resource allocations mid-year.

9.c SIG dollars - What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level?

CPS central office will utilize indirect cost associated with the SIG grant that will support the strategies of fiscal support and monitoring. CPS will offer support from non-related SIG grant funds to assist in the alignment of funds, specifically a resource coordinator. The principal will work with

the LSDMC and the BLT in assessing the effectiveness of strategies aligned to the SIG dollars. The continued utilization of the instructional coach in using the 5-step process will support effective and efficient uses of SIG resources. District office will use administrative cost (5%) and indirect cost (1.9%) to provide support to Oyler School.

Instructional Model

10. a Needs - What are the needs of students and adults in this school that justify the choice of the instructional model? How does the LEA know what the needs are? Provide data to justify needs statements.

Oyler will focus on instructional models around increased student engagement, increased rigor, differentiated instruction and K-2 literacy instruction. Data from CWT, OTEs evaluations, report card data, the decision framework and anecdotal data has led Oyler to land on these instructional models. The new standards that will be fully implemented call upon all schools to focus on these instructional strategies that the new standards promote. John Hattie's research on what best works with raising student achievement, categorizes strategies with an effect size of 0.40 or greater as accelerating student success. The detailed components of the effective strategies in the Hattie research are components of the broader category of the instructional models that Oyler will align to. The state of Ohio has placed a huge emphasis on reading in the primary grades. The focus on the third grade guarantee is really a k-3 focus on literacy. Oyler will promote the increased PD and instructional support for K-2 literacy across the curriculum by embedding a literacy coach at the K-2 levels that will co-plan, co-teach and evaluate the PD needs of its teachers.

10.b LEA support and monitoring - What strategies will the LEA use with adults to support the implementation of the instructional model? How will the LEA monitor the school's progress in implementing the instructional model?

Instructional coaching has proved to be an effective means of transferring the concepts and skills to the practice of teaching. The instructional coaches will be involved in the work of supporting teachers in the classroom, in TBTs and in faculty meetings around the strategies that are proposed. The teacher will be meeting twice a month in extended hours to address the fidelity of these instructional strategies across grade levels and disciplines. Classroom walkthroughs and instructional rounds will be utilized to monitor the implementation of these instructional strategies. Teachers based teams (TBTs) will work collaboratively to develop procedures and "look fors" for the instructional models in the application. The 5-step process will be the tool that adult implementation data will be analyzed and supported. The instructional coach will have reflective conversations with teachers and teams on the instructional practices within the models. CPS has curriculum managers that will assist in the support of monitoring effective instruction with the classroom rounds. Strategies of literacy instruction will focus on Orton-Gillingham's multisensory techniques. Oyler believes that giving the students a strong foundation in these grades will lead to great opportunities for the Oyler community.

10.c SIG dollars - What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level?

Oyler will benefit from 2 full-time instructional coaches, K-6 instructional coach and 7-12 instructional coach (\$223,720). The instructional coaches will assist the leadership team in supporting teachers in the successful implementation of instructional models. Jim Knight in his book *Instructional Coaching* (2010) has shown in his research that coaching has achieved an 85% implementation rate among teachers. The literacy teacher/coach (\$89,500) will be focused on K-2 reading instruction. Studies on Florida's version of the Third Grade Guarantee show that students who remained in the third grade and received intensive reading instruction, improved dramatically in overall school performance in years following. The literacy teacher/coach will utilize research based practices in reading through the means of coaching strategies mentioned above to promote reading throughout the curriculum. District office will use administrative cost (5%) and indirect cost (1.9%) to provide support to Oyler.

Continuous Use of Student Data to Adjust Instruction

11.a Needs - What are the needs of the building staff in generating, interpreting, and using student data to adjust instruction? How does the LEA know what the needs are? Provide data to justify needs statement.

The use of SCA to monitor and adjust instruction at Oyler's K-8 has begun to take hold within the culture of Oyler. The needs for developing and using SCA as the 9-12 grade levels is apparent. Our evaluation of the availability of high quality SCA's at the secondary level is needed. Teachers in high school are being asked to use SLOs for the first time for a part of their teacher evaluations. Teachers have observed that there is not a systematic approach to a continuous use of being data driven. This need was identified by the use of BLT discussions, the decision framework (DF) and anecdotal data from principal's CWTs and evaluations. The additional need that was observed across the school was not being able to interpret data efficiently and effectively. The structures for TBT and BLT meeting are in preliminary stages, but the effective use of the 5-step process is a need that Oyler will address. This need was identified through the use of the DF and the principal's anecdotal notes from observing team meetings.

11.b LEA support and monitoring - What strategies will the LEA use to support the needs of the staff with regard to using student data? How will the LEA monitor the school's progress in using student data to adjust instruction?

Strategies that will be implemented at Oyler school around student data will revolve around team structures and leadership. Oyler School will create an effective culture of "team" at the teachers and building levels. The 5-step process is a framework that lays out a plan of generating, interpreting and using student data to adjust instruction. The strategies of developing a shared leadership culture will be assisted by understanding effective teaming strategies using the Ohio Leadership Advisory Council (OLAC) modules. The coach will invest heavily in bolstering the leadership skills of team leaders and department heads. The coach will use a gradual release model of leadership that begins with modeling good leadership skills in conducting teams to have team leads be fully responsible for team meetings. The teams will hold themselves accountably to these team structure through the use of reflective rubrics. The administrative team and district personnel will observe meetings and give them feedback on their observations. Adult implementation data will be collected by the administrative team through CWTs. Teachers utilize the meeting agendas to record their effectiveness of instructional strategies.

11.c SIG dollars - What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level?

Full-time coaches (\$223, 720) will assist in building leadership with the team leaders and department heads. Research shows that in education, school and district leadership are second only to classroom instruction among the school-related factors that influence student achievement (Hattie, 2009; Leithwood & Jantzi, 2008; MacIver & Farley-Ripple, 2008; Marzano & Waters, 2008). In light of the recurring focus on

the critical role of school and district leadership and the continuous re-verification of its significance, Shirley Hord (1997) suggests, "perhaps the most important task of district- and state-level school improvers is to target this issue" (p. 47). It is important and necessary work to build the competence of leaders throughout the system to create teams, improve the effectiveness of teamwork, and affect instructional practice. District office will use administrative cost (5%) and indirect cost (1.9%) to provide support to Oyler.

Professional Development

12.a Needs - What are the needs of the staff in regard to professional development to increase student achievement? How does the LEA know what the needs are? Provide data to justify needs statements.

The professional development (PD) activities are directly aligned to the instructional model and continuous use of student data addressed in sections 10 and 11. The data instruments that were used in sections 10 and 11, decision framework, CWTs, OTES evaluations are the same means of determining needs for PD. Oyler will focus on professional development around increased student engagement, increased rigor, differentiated instruction and K-2 literacy instruction. Professional development will also be implemented around team structures. Teams will study how effective teams use data to make instructional decisions. Professional development that enhances the blended learning portion of curriculum will address the need to assist in boosting the graduation rate.

12.b LEA support and monitoring - What strategies will the LEA use to support the needs of the staff with regard to professional development to increase student achievement? How will the LEA monitor the implementation of the strategies?

Oyler will land on a coaching model to address the professional development needs of the staff. The job-embedded instructional coaches will work with teachers individually and in teams to become skilled with the instructional strategies addressed. The professional development strategy of instructional coaching is well documented as to the effectiveness of assisting teachers in transferring new learning into the classroom. Instructional coaching has shown in research to have a 85% transfer to practice rate. The instructional strategies that the PD supports have effective size of .40 or higher in John Hattie's research. Effective professional learning communities' research has shown that effective teams bolster the fidelity for which schools implement new learning in PD that leads to greater student achievement. The instructional coaches will provide PD to team leaders in effective team structures around the OIP strategies. Oyler will also provide release time for teacher to observe other teachers in the school or district that have been identified as effective teachers. Oyler will take part in all SIG related PD. Oyler will use pre-implementation funds for planning the year and being clear on what learning looks like among staff and students. Oyler will have their BLT take a planning retreat to plan and prepare for the coming year's SIG application emphases. The LEA will monitor the implementation strategies through classroom walkthroughs (CWTs) and formal and informal evaluations. The central office will assist in providing curriculum managers to assess implementation in their instructional rounds. The data from CWTs will be analyzed using the 5-step process quarterly to assess the effectiveness.

12.c SIG dollars - What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level?

K-6 instructional coach and 7-12 instructional coach (\$223,720.00). Release time for teachers to observe quality instruction (\$8,800 plus benefits \$2,200). Reading Specialist K-2 (\$89,500). Travel to SIG related professional development (\$2,000.00). District office will use administrative cost (5%) and indirect cost (1.9%) to provide support to Oyler School. Each expenditure is connected to the research based components addressed in section 12.b.

Extended Learning Time

13.a Needs - What are the needs of the students with regard to extended learning time in core and enrichment subject areas? How does the LEA know what the needs are? Provide data to justify needs statements.

Oyler has in place partners that provide opportunities for all students to attend extended day activities 4 days per week for 3.5 hours. The needs that arise that are barriers for more students to take part in extended day programs are three major ones; lack of personnel to staff the extended day opportunities, bussing that is not available for student who do not walk to school and the absence of a research based after school curriculum that addresses core subject areas as well as enrichment courses. These needs are apparent in consulting with the afterschool coordinator at Oyler. The data from the afterschool coordinator was used in determining the needs at Oyler.

13.b LEA support and monitoring - What strategies will the LEA use to support extended learning time? How will the LEA monitor the implementation of the strategies?

The current after school program will more intentional in academic supports for an extended learning time for all students. Oyler will hire 5 additional personnel that will work exclusively with the after school academic program. Oyler's after school hours will be 3 hours daily, 4 days per week. Oyler will also provide enrichment opportunities for students around the sciences, arts and recreational well-being. Oyler's in school clinic will also be utilized more effectively through the after school hours. A bus will be exclusively contracted to transport students home from the after-school program. Oyler will expand the blended learning opportunities for students with the use of increased accessibility to technology. The strategy to pinpoint our students who are at risk high school student due to lack of credits will address graduation issues. A research based after school curriculum will be adopted that emphasizes the instructional strategies that Oyler will focus on. Oyler's after school coordinator will keep data on our students. Programs that extend the school year can do more than reduce summer learning loss, they can increase academic achievement, especially for children in poverty. However, researchers point out that simply extending the school day or school year has little effect on student learning unless programs make use of effective teaching strategies and curricula designed to engage students. Researchers and practitioners agree that effective extended learning programs combine three components, academic enrichment, cultural activities, and recreational opportunities that guide learning and engage children and youth (Supporting Student Success: A Governor's Guide to Extra Learning Opportunities). Data will be analyzed and adjustments made using the 5-step process. Oyler's staff will meet twice a month for extended time to collaborate on data and instructional strategies.

13.c SIG dollars - What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level?

Hire additional after school instructors (\$40,800 + fringes \$10,200). Purchase additional computers to expand the blended learning opportunities for students (laptop cart \$45,000). Research studies financed by the U.S. Department of Education carried out by Rand Corp found that in the second year of the curriculum's implementation, high school students using the curriculum's combination of self-paced software and class-paced textbooks made statistically significant additional learning gains compared with students using a traditional curriculum. Purchase

and development of afterschool curriculum (\$20,000). Busing contracted for after school program (\$15,000). District office will use administrative cost (5%) and indirect cost (1.9%) to provide support to Oyler School.

Supports and services for family, community, and students

14.a Needs - What are the needs of students, families, and the community with regard to social-emotional conditions which support and sustain a positive learning culture? How does the LEA know what the needs are? Provide data to justify needs statements.

Oyler School is a K-12 school. The unique structure of the school allows Oyler to be involved in the evolving needs of the child from kindergarten to graduation. Oyler's economically disadvantaged students make up 89.7% of the student population. Many of Oyler's parents do not have a high school diploma. Oyler is a true community school with a clinic that offers health, dental and eye care for the community. With many services available that address academic and non-academic aspects of the community, it is a challenge in aligning all resources to assure that we are all moving in the same direction as we address the whole child. Recent surveys in January 2014 of teachers and students show that parent involvement is an ongoing need.

14.b LEA support and monitoring - What strategies will the LEA use to support the needs of students, families, and the community with regard to a positive learning culture? How will the LEA monitor the implementation of the strategies?

Oyler School graduation rate must be addressed. The blended learning component of our school is attempting to address students who are at risk. Assisting parents and community in how the blended learning operated and can be extended to the home will be very important. Extending the school day will assist students who are in need of enrichment and remediation. The extended day activities will move with greater effectiveness in meeting student's academic needs all in while continuing to meet nonacademic needs. Oyler has in place a positive school culture (PSC) committee. The focus on better utilizing data for team structures will be a positive step in analyzing what is working and what changes need to be made. Oyler will have community members and parents taking part in BLT meetings. Our Title I support will align with the parent involvement initiatives. Oyler will gather data on student behaviors and home contacts to evaluate positive school culture.

14.c SIG dollars - What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level?

Blended Learning Mobile lab (\$45,000.00). Research, stemming from a \$6 million study financed by the U.S. Department of Education carried out by the Santa Monica, Calif.-based Rand Corp found that in the second year of the curriculum's implementation, high school students using the curriculum's combination of self-paced software and class-paced textbooks made statistically significant additional learning gains compared with students using a traditional curriculum. Coaches for PD in team structures (\$223,720.00). District office will use administrative cost (5%) and indirect cost (1.9%) to provide support to Oyler School.

Recruit, Place, and Retain Teachers

15.a Needs - What is the need of the school with regard to recruiting, placing, and retaining teachers with the ability to increase student achievement? How does the LEA know what the need is? Provide data to justify the need.

The unique aspects of Oyler School require educators who understand the culture of Oyler school. New teachers will need support in understanding cultures that they themselves may not be familiar with.

15.b LEA support and monitoring - What strategies will the LEA use to support the need of the school with regard to staffing with teachers who can raise student achievement? How will the LEA monitor implementation of the strategies?

The LEA has contract language as follows: The Superintendent may declare content areas of shortage or a district/building need for increased student achievement for each building. Upon declaration, incentives to hire and retain teachers or related services staff in identified areas may be implemented by the Department of Human Resources. These may include: The teachers whose certificates or licenses are in a shortage content area, when these teachers agree to be 1 employed in the shortage content area or agree to serve in an Incentive, Intervention or Redesign Campus, 2 or on campuses where a specific weakness in instruction exists for at least three years in the district. Placement of new hires on the salary schedule for their level of experience up to 17 years of service when there is a 3-year agreement to be employed in the district. The Department of Human Resources may recruit and place any ESP recruits and/or current staff at his/her 6 level or for increased compensation to carry a caseload in high needs schools. The OIP process that focuses on adult implementation data will assist Oyler in providing additional supports needed for teacher who are needed assistance in raising student achievement.

15.c SIG dollars - What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level?

The ongoing embedded professional development provided by coaches will assist teacher in transferring skills into practice. Coaching has proven to be a research based professional development model that has led to improved instructional practice. Jim Knight in his book Instructional Coaching (2010) has shown in his research that coaching has achieved an 85% implementation rate among teachers. Coaches for PD in team structures (\$223,720.00). District office will use administrative cost (5%) and indirect cost (1.9%) to provide support to Oyler School.

Teacher and Principal Evaluation

16.a Needs - What are the needs of the teachers and principals in implementing evaluations which contain student growth as a significant factor? How does the LEA know what the needs are? Provide data to justify needs statements.

The new teacher and principal evaluations has been a learning process for both the evaluators and the teachers being evaluated. Understanding the standards for teaching and leadership that the OTES and OPES are aligned to is a need for schools across Ohio, including Oyler. Teachers need a better understanding of what each standard and its descriptors look like in the classroom. Data from this year's evaluations have shown that to be accurate. The SLO process is another new learning for teachers and principals. For classes that do not have value added data, the need to find valid and reliable assessments has been concerning. Anecdotal observations and notes from evaluations have confirmed this need.

16.b LEA support and monitoring - What strategies will the LEA use to fully implement teacher and principal evaluations which contain student growth

as a significant factor? How will the LEA monitor the implementation of the evaluations?

Our strategy in addressing the needs around teacher evaluations will be to have embedded ongoing professional development that will be provided by the 2 instructional coaches. The principal and assistant principal will be able to pinpoint areas of refinement based on teacher evaluations and classroom walkthroughs (CWTS). The OIP lends itself as an instrument to continually track student growth. Departments and grade level teams will enhance the assessments that are being used within their SLOs. Oyler will follow the specific guidelines within the bargaining agreement for the removal of individuals who are not making satisfactory progress. Central office has a deputy assistant superintendent who provides support to Oyler in the ongoing implementation of the OTES and OPES model.

16.c SIG dollars - What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level?

Coaching has proven to be a research based professional development model that has led to improved instructional practice. Jim Knight in his book Instructional Coaching (2010) has shown in his research that coaching has achieved an 85% implementation rate among teachers. Coaches for PD in team structures (\$223,720.00). District office will use administrative cost (5%) and indirect cost (1.9%) to provide support to Oyler School.

Identify staff who are increasing student achievement and those who are not increasing student achievement

17.a Needs - What are the needs of the building with regard to identifying staff who are increasing student achievement and those who are not? How does the LEA know what the needs are? Provide data to justify needs statements.

The rewarding of staff who are increasing student achievement and the supporting and removing of staff who consistently do not increase student growth are addressed in the bargaining agreement between the teachers union and the board of education. The need of being able to intervene effectively and efficiently based on limited personnel who could address areas of refinement is evident

17.b LEA support and monitoring - What strategies will the LEA use to support the needs of the building with regard to staff who are and are not increasing student achievement? How will the LEA monitor the implementation of the strategies?

Based on teacher contract, teachers can earn an additional \$800 for each successful completion of the Performance Review Evaluation (PRE). The stipend is available each of the successive years towards the next career advancement level. In order to receive the \$800, the teachers must have a successful student growth rating. Oyler will use the OTES model to identify teachers who have consistently demonstrated student growth in value added, vendor assessments or SLOs. Those teachers would be teachers that Oyler would have teachers at Oyler who have not consistently demonstrated effects on student growth be able to shadow and observe. If we cannot identify teachers in our own building, we will grant teachers release time to observe other teachers within the school district who are demonstrating the growth of students. Oyler will support teachers in areas of refinement, if after Oyler, the district and the teacher's union have not been able to assist the teacher in approving performance, guidelines for removal will coincide with the bargaining agreement.

17.c SIG dollars - What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level?

K-6 instructional coach and 7-12 instructional coach (purchased services that include salary and benefits - \$223, 720.00). Release time for teachers to observe quality instruction (\$8,800.00 plus benefits \$2,200.00). Travel to SIG related professional development (\$2,000.00). District office will use administrative cost (5%) and indirect cost (1.9%) to provide support to Oyler School.

Implementing and Sustaining the Reforms In Absence of or Beyond SIG Funding

7 18.a How many total strategies has the LEA included in this application (Questions 8b - 17b)?

4 18.b. Of the number of strategies in 18.a, how many will the LEA be able to implement in absence of SIG funding?

3 18.c. How many strategies cannot be implemented in the absence of SIG money?

For these strategies, the LEA must describe how those strategies will be sustained once the SIG funding ends.

A coaching model is one that lends itself to a gradual release of responsibility to the individual teacher and the school to be able to sustain the reforms that have had support for the 3 years of the grant. The enhancement of team structures and instructional strategies will long out live the life of the grant. Other strategies that would require more resource to sustain will be secured by realigning other revenue streams to continue what has proven to be successful from the research data from the 3 years of the SIG grant.

SIG Grant requirement: For each building applying for the SIG grant, the district must send a grant grader, and also name a back-up grader. The grant grading session is scheduled for April 17, 2014 in Delaware, Ohio. Please include the name, position, email, and telephone numbers of the primary grant grader and the back-up grant grader for this application. Building applications without a grant grader present on April 17, 2014 will be disqualified from the SIG grant competition. The primary grant grader and back-up grader do not have to be assigned as a staff member in the building

Primary grant grader

Justin Leach, BLT member and Social Studies teacher, leach.socialstudies@gmail.com, 513-363-4100

Back-up grant grader

Amy Randolph, Principal, Randola@cpsboe.k12.oh.us , 513-363-4100

PROGRAM ASSURANCES: - The LEA, in applying for the School Improvement Grant funds, assures that it will:

1. Use its School Improvement Grant to implement fully and effectively an intervention in each priority 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 requirement in order to monitor each priority school that it serves with school improvement

funds;

3. If it implements a restart model in a priority school, include in it 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;

4. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;

5. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,

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

7. By submitting this electronic application, the LEA acknowledges that it has the capacity to fully and effectively implement the selected intervention model in this priority school, including each strategy listed in this application. The LEA acknowledges that failure to fully and effectively implement the selected intervention model including all the strategies in this application, failure to participate fully in monitoring, or failure to implement corrective action within the time period allotted on the corrective action report can result in a loss of future SIG 1003(g) funds and the repayment of all SIG 1003(g) funds already released to the LEA for this building.

8. By submitting this electronic application, the LEA acknowledges that the current or any future ESEA waiver granted to Ohio shall not affect the terms of this SIG 1003(g) grant application, including but not limited to budget, intervention model, strategies, monitoring, corrective action, and/or building coaching/diagnostic visits. No individual LEA's ESEA current or future waiver shall alter the LEA's obligations under the terms of the SIG grant.

9. The district assures that it will fully comply with monitoring protocols of this SIG grant by granting access to monitoring tools for all required internal stakeholders.

10. By submitting this grant application, the district assures that all content is accurate, and understands that falsification of statements in this grant narrative and supporting documents can result in ineligibility for SIG funding.

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, Bill Myles, Assistant Superintendent. Cincinnati Public School District 04/04/2014