

FY 2012 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2012–2013 school year. New awards may be made with the FY 2012 funds or any remaining FY 2009, FY 2010 and FY 2011 funds not already committed to grants made in earlier competitions. The U.S. Department of Education will not require those SEAs that will use FY 2012 funds solely for continuation awards to submit a SIG application. Rather, such an SEA is required to submit an assurance that it is not making new awards, as defined above, through the separate application titled, “Continuation Awards Only Application for FY 2012 SIG Program”.

An SEA that must submit a FY 2012 application will be required to update its timeline for making awards to LEAs, but may retain all other sections from its FY 2010 application, including its lists of Tier I, II, and III schools and priority schools.

SUBMISSION INFORMATION

Electronic Submission:

The Department strongly prefers to receive an SEA’s FY 2012 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2012 application to the following address: OST.OESE@ED.GOV

In addition, the SEA must submit a paper copy of the cover page signed by the SEA’s authorized representative to the address listed below under “Paper Submission.”

Paper Submission:

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Group Leader
Office of School Turnaround
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

Application Deadline

Applications are due on or before January 18, 2013.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at Carlas.Mccauley@ed.gov.

Continuation Awards Only Application for FY 2012 School Improvement Grants (SIG) Program

This application is being used for continuation awards in the following schools:

LEA NAME	SCHOOL NAME	COHORT #	IMPLEMENTATION PROGRESS TO DATE	PROJECTED AMOUNT OF FY 12 ALLOCATION
Akron City	Buchtel High School	2	<p>Strengths: Buchtel has restructured the school day to give students the necessary support and teachers the additional planning time to fully implement the Problem Based Learning model with interventions. The principal and BLT team have selected professional development using student data.</p> <p>Challenges: Buchtel will continue to work on implementing the Ohio Teacher Evaluation System. They are also working on identifying non-monetary incentives for teachers for raising student achievement. They will provide ongoing Professional development on differentiation of instruction for students.</p>	1,326,101.89
Akron City	Bridges Learning Center	2	<p>Strengths: The principal communicates well with all stakeholders regarding the work of SIG. The school has provided academic supports to assure that the students demonstrate college and career readiness through rigorous coursework as well as credit recovery options for identified students. LEA has provided support for Principals, aligned PD to meet the needs of staff for OTES and have developed a plan to increase student achievement.</p> <p>Challenges: There is continued focus upon data analysis to align curriculum in order to meet the individual needs of students. There is a need to monitor the progress and implementation of extended learning time to ensure alignment based upon data regarding student needs.</p>	697,109.42
Akron City	Akron Opportunity Center	2	<p>Strengths: LEA supports the implementation of the transformation model. The staff and principal as well as the bargaining association are committed to improving the school for all staff and students.</p> <p>Challenges: Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Aligning PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement.</p>	920,059.22
Cincinnati City	James N. Gamble Montessori High School	2	<p>Strengths: The school has raised academic achievement significantly over the past two years and has fully implemented all components of the Turnaround model.</p> <p>Challenges: Building leadership capacity to sustain the ongoing improvement and continue to</p>	1,000,000.00

			increase student achievement. Aligning instruction to further increase academic performance.	
Cleveland Municipal	Paul Revere Elementary	2	<p>Strengths: All stakeholders have been involved in collaborating and have made a commitment to academic improvement and achievement for all students. The non-academic barriers have been addressed to create a safe climate and culture focused upon high expectations for student learning.</p> <p>Challenges: They need support in identifying and providing extended learning opportunities for all students. Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Aligning PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement</p>	806,940.00
Cleveland Municipal	Marion-Sterling Elementary	2	<p>Strengths: The LEA has provided strong support to implement all components of the Transformation model. Parent and Community is informed and committed to the transformation process.</p> <p>Challenges: Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Aligning PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement. Continue to provide extended learning opportunities to intervene in the core instruction areas. Focus needs to be placed on 3rd grade and 8th grade reading as well as Math in grades 6 and 7. The Principal must examine the alignment between standards and instructional strategies being implemented in the classroom in order to raise student achievement.</p>	806,940.00
Cleveland Municipal	Mary M Bethune	2	<p>Strengths: The school is raising student achievement in almost all tested areas in all grades with the exception of 4th grade Reading and Math. LEA has hired a qualified principal to support the ongoing improvement process.</p> <p>Challenges: Increasing effectiveness regarding behavior management of students; monitoring and assessing student learning objectives and increasing effective instructional practices in order to continue to raise student achievement significantly for all students.</p>	1,129,650.00
Cleveland Municipal	School of One	2	<p>Strengths: The LEA supports the implementation of the Turnaround model in this unique school personalized to provide individual instruction for all students. The school has provided extensive PD in order to ensure that best practices for individualized and group instruction is implemented in a highly effective manner.</p> <p>Challenges: Increasing principal effectiveness in monitoring and providing constructive feedback to teachers in order to accurately define rigorous expectations for student learning. Increase the opportunities for the leadership team to analyze and discuss student data to ensure increase academic achievement for all students.</p>	1,231,500.00
Columbus Bilingual Academy	Columbus Bilingual Academy	2	<p>Strengths: Extended learning time has a 95% student participation and daily attendance rate. Extended learning time is considered a part of the schedule and has become a norm for the school culture. BLT meets daily which allows for immediate reflective dialogue and/or intervention which impact student achievement, and program development. Integrated technology supports classroom instructional strategies and is used for authentic student</p>	225,000.00

			<p>engagement. Student achievement has increased in Reading and Math except in Math for grades 6 and 7.</p> <p>Challenges: Building the Principal's capacity to align learning goals and instruction to significantly improve academic achievement for all students. In order to close the achievement gap, there is a need to Align professional development to increase more proficient instructional strategies and instruction during extended learning time.</p>	
Columbus City	Fairwood Alternative Elementary	2	<p>Strengths: The Principal and BLT of Fairwood Elementary School have a strong message that, "Building a strong foundation leads to a high school graduation." They have extraordinary social and emotional resources to support the students so that the environment outside doesn't interfere with the academic picture inside. They have sufficient external partners that provide academic support. Fairwood Elementary has technological aspects for grades and other information that students and parents can access as well as instructional activities to support what is happening in the classroom. There is a climate and culture that family is important and all will support you in ensuring your child's success. The design of the consistent monthly professional development based on their standards and 5 target areas is phenomenal. Utilizing transportation for picking up students on Saturdays is incredible as well as teacher commitment to teaching after school and weekends. The Principal, BLT and Parents have developed a culture of commitment in this school. The Principal has taken measures to ensure sustain ability by increasing his skills and the BLT's to support the teachers when the SIG funds expire.</p> <p>Challenges: Increasing the number of students who attended extended learning opportunities. Building capacity of the leadership team to sustain the Turnaround intervention model. Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Aligning PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement</p>	1,235,880.00
Columbus City	South High	2	<p>Strengths: The building principal leads with a strong and clear vision. Teachers and administrators are dedicated to the success of all students. Staff members understand the components of a high performing school. Staff's use of data for improving instruction, interventions and collaboration.</p> <p>Challenges: Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Aligning PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement. Provide additional opportunities for credit recovery. Provide extended learning opportunities to increase high school graduation rate for identified students.</p>	1,325,000.00
Columbus City	Lincoln Park Elementary	2	<p>Strengths: The vision of Lincoln Park Elementary is clearly articulated from student to parent to community. There is high expectation for learning and the notion that they are the "Pride of the South Side!" There is a commitment to sustainability by building capacity in the staff with adding effective teacher support systems and modeling. There is a commitment to community resources and a culture that the school is a part of the community. The principal does</p>	1,276,640.00

			<p>outreach to involve herself in community development to get well-rounded instructional and social programs for students. Student ownership of achievement is portrayed through student articulation of growth on formative assessments as well as the upkeep of data folders to track achievement growth. Last, but not least, there is great involvement of grandparents and community organizations.</p> <p>Challenges: Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Aligning PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement.</p>	
Dayton City	Westwood PreK-8 School	2	<p>Strengths: The Westwood PreK-8 building is an inviting building where parents, teachers and staff feel secure. They have effective community events that garner a lot of support from parents and community members. They have established relationships with Wright State and the West End Community Center. They have a displayed data wall to be reminded of performance. They have access to Acuity and growth expectations. There is a culture and climate change to high expectations for positive behavior and instructional engagement.</p> <p>Challenges: Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Aligning PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement. Building principal capacity to monitor the implementation of effective instructional strategies.</p>	1,494,237.44
Dayton City	Fairview PreK-8 School	2	<p>Strengths: The school environment is very positive and supportive. A new building principal is in place this year and it has paid huge dividends for the school. The principal has set very high expectations for all staff, students and parents. The principal provides transparency in everything that she does. She has provided and continues to provide an open door policy to staff, students, and parents. BLT is a focused and collaborative team that truly wants to see the school improve in huge ways. The principal provides continuous feedback to all stakeholders. Students are very happy with the change in leadership in the building and appreciate the positive and safe learning environment. The school culture and climate is all about academic achievement all day, bell-to-bell and working as a school team. A respectful school culture is now the norm.</p> <p>Challenges: Increasing the opportunities to be involved in extended learning opportunities. Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Aligning PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement. Building principal capacity to monitor the implementation of effective instructional strategies. Increase opportunities for parental involvement in order to support the academic achievement for all students.</p>	1,054,857.13
Dayton City	E.J. Brown PreK-8 School	2	<p>Strengths: The LEA has provided strong support to implement all components of the Transformation model. Parent and Community are informed and committed to the transformation process. The LEA has implemented protocols and procedures for the evaluation of staff and for rewarding staff for increasing student achievement. The LEA has implemented a teacher evaluation system as required.</p>	1,048,916.09

			<p>Challenges: Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Aligning PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement. Building principal capacity to monitor the implementation of effective instructional strategies. Increase the capacity for building leadership to focus all stakeholders on increasing student achievement.</p>	
Dayton City	Thurgood Marshall High	2	<p>Strengths: The administrator has delivered a strong message of change to students and parents, and they all express the building climate exudes a family and community culture. The school maintains partnerships with a wide variety of community organizations that provide a myriad of valuable resources to support student-learning growth. The building provides both remedial tutoring for struggling students as well as enrichment programs for advanced students. All parents and students believe the building is a safe and nurturing place to be. One student expressed, "It feels like family here." Teachers are dedicated to the learning success of each student.</p> <p>Challenges: Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Aligning PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement. Building principal capacity to monitor the implementation of effective instructional strategies. The principal must focus instruction upon increasing student achievement in both Reading and Math.</p>	1,495,320.00
East Cleveland City	Shaw High	2	<p>Strengths: Shaw High School displays a climate of cohesiveness. Principal Moore has the ability to convey the message of change in a manner that all stakeholders understand. The urgency of change permeates the building. Principal Moore and the BLT work collaboratively for the sole purpose of increasing student achievement.</p> <p>Challenges: Increase the teacher capacity to assess standards based objectives and to align instructional strategies and curriculum accordingly.</p>	2,000,000.00
East End Community Heritage School	East End Community Heritage School	2	<p>Strengths: Strong community partnership with parents to improve academic performance. Strong partnership with University stakeholders supports the instructional program.</p> <p>Challenge: Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Aligning PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement. Build the capacity of the principal to monitor effective instructional strategies to increase student achievement.</p>	400,000.00
Green Local	Green High	2	<p>Strengths: Faculty, students, and administration exhibit a respectful and collaborative culture centered on high expectations for student academic achievement.</p> <p>Challenges: Build the capacity for students to graduate through credit recovery opportunities. Develop and implement extended learning opportunities for increased numbers of students meeting the graduation requirements. Build the capacity of the principal to provide immediate feedback on instruction and student outcomes.</p>	427,275.00
Mansfield	Mansfield	2	<p>Strengths: Social services that support interventions for drugs and alcohol dependencies i.e.</p>	700,000.00

City	Integrated Learning Center		<p>case management, children services are actively involved and very accessible for students, staff and parents. Use of multiple resources, i.e. tutorial programs for OGT, grade level attainment resources, which are very intensive for low performing students. School communicates frequently with parents. Parents are required to participate in an orientation program on behavioral and academic expectations for students. The flexibility of the extended learning program provides opportunities for students to access resources based on their schedule.</p> <p>Challenges: Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Aligning PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement. Build principal capacity to monitor the implementation of effective instructional strategies. Build the capacity for students to graduate through credit recovery opportunities. Develop and implement extended learning opportunities for increased numbers of students meeting the graduation requirements. Build the capacity of the principal to provide immediate feedback on instruction and student outcomes.</p>	
Ohio Virtual Academy	Ohio Virtual Academy	2	<p>Strengths: The LEA has supported the development of technology based instructional program to ensure increased student graduation rate. Job embedded professional development supports increased leadership capacity for all teachers and administrators.</p> <p>Challenges: Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Aligning PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement. Build the capacity of the principal to monitor effective instructional strategies to increase student achievement. Build capacity of the leadership team to implement practices that will be sustainable after the grant funds expire.</p>	654,000.00
Romig Road Community School	Romig Road Community School	2	<p>Strengths: Romig Road Community School is a data rich learning environment. Principal Haynes has created a sense of urgency related to increasing student achievement. He and the staff have created a climate where parents feel welcome and teachers feel supported. Stakeholders believe in his vision.</p> <p>Challenges: Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Aligning PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement. Develop and implement extended learning opportunities for increased numbers of students meeting the graduation requirements.</p>	500,000.00
Southern Local	Southern Local Jr/Sr High	2	<p>Strengths: The BLT played an active role in the SIG application process and all stakeholders participate in budget review. Southern Local has instructional models that are researched based and focused on rigor and relevance. Professional development is ongoing and based on staff and student needs. All stakeholders feel safe and enjoy the "home" feeling that permeates throughout the school. Students and parents feel teachers build strong relationships and are always available to support students.</p>	1,500,000.00

			<p>Challenges: Provide more closely aligned professional development to support the increased academic performance in Reading and Math for all students. Build leadership capacity of the principal and BLT to diagnose specific trends in student data to increase the academic performance of students and align professional development.</p>	
Summit Academy Columbus	Summit Academy Columbus	2	<p>Strengths: The climate and culture is positive and there is a strong sense of community. Parents feel that they are a part of a school family. Teachers provide students constant positive reinforcement and celebrate teacher and student successes. The staff has full understanding and input over their SIG budget. Teachers provide differentiated instruction and individualized interventions. School is physically and emotionally safe for students and teachers. Teachers are utilizing an effective instructional model for their students.</p> <p>Challenges: Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Aligning PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement. The LEA must provide support for the implementation of the Transformation intervention model.</p>	358,560.00
Summit Academy Community School-Toledo	Summit Academy Community School-Toledo	2	<p>Strengths: The school day was restructured in December providing an additional full hour daily as well as adding five days to the school calendar. After-school tutoring in both Reading and Math continues to be offered to all students. Proven research-based instructional models are being implemented within the school setting along with a progress monitoring tool to assess student achievement.</p> <p>Challenges: Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Aligning PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement. The LEA must provide support for the implementation of the Transformation intervention model. Build principal capacity to effectively monitor classroom instruction to direct the implement of appropriate instructional strategies.</p>	238,123.00
Summit Academy Dayton	Summit Academy Dayton	2	<p>Strengths: New principal has established positive expectations-high standards; teachers are excited about the new leadership. Principal is clearly communicating with staff and students on a regular basis. Curriculum programs have been implemented. Restructuring of the school day to provide all students with focused intervention each and every day. Daily classroom rounds are occurring and regular feedback is being provided to all teachers. The school is a very positive place and staff and students are friendly and welcoming. Safety and security are number one priority for all stakeholders. Staff is very positive and supportive of the new principal.</p> <p>Challenges: Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Aligning PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement. The LEA must</p>	287,038.00

			provide support for the implementation of the Transformation intervention model. Build principal capacity to effectively monitor classroom instruction to direct the implement of appropriate instructional strategies.	
Summit Academy Middle School-Columbus	Summit Academy Middle School-Columbus	2	<p>Strengths: Principal, teachers, parents and students have high academic achievement and behavior expectations for all students. Teachers are using data regularly to inform instruction and to evaluate program effectiveness. Students receive differentiated instruction in all subject matters and are given individual interventions within their ability groups. The BLT and TBT are involved in making curriculum, instruction and budget decisions. Teachers have a variety of resources to utilize to meet student's individual needs. Principal, teachers and parents have constant, two-way communication.</p> <p>Challenges: Increase extended learning time for all students in order to increase student achievement. Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Aligning PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement. The LEA must provide support for the implementation of the Transformation intervention model. Build principal capacity to effectively monitor classroom instruction to direct the implement of appropriate instructional strategies.</p>	194,846.00
Summit Academy Middle School-Lorain	Summit Academy Middle School-Lorain	2	<p>Strengths: The school day was restructured for this academic school by adding an additional six days to the academic school calendar and by adding an additional 50 minutes to each school day allowing for a specific intensive focus on math and literacy. There are 45-minute specific blocks of time for Reading, Language Arts, Math, and OAA Math Practice. Enrichment activities have been added at the end of the regular school day: Drumming, Basketball, Cheerleading, Martial Arts. Summit Academy is on track for meeting the required 225 hours for extended learning time opportunities. All stakeholders are finding the Co-Teaching Model meeting the needs of the students, student learning methods and teacher learning style approaches.</p> <p>Challenges: Increase constructive feedback to teachers to clearly identify areas of need for greater proficiency of instructional delivery. The LEA must provide support for the implementation of the Transformation intervention model. Build principal capacity to effectively monitor classroom instruction to direct the implement of appropriate instructional strategies.</p>	146,473.00
Summit Academy-Lorain	Summit Academy-Lorain	2	<p>Strengths: The building principal is a change agent who has inspired staff, parents and students. The Summit Academy Lorain is a safe haven for students and parents who have not realized success in a traditional academic setting. The principal and staff feel the urgency and are committed to the student's academic success.</p> <p>Challenges: Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Align PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement.</p>	205,455.00
Summit	Summit	2	Strengths: Ohio Standards and Common core is monitored consistently and frequently with	268,746.00

Academy-Youngstown	Academy-Youngstown		<p>data results guiding instruction. Use of a three tier instructional model supported by co-teaching ensures rigor and differentiated instruction for all learners. The team at Summit Academy Elementary effectively uses data to evaluate existing programs to determine which ones successfully raise student achievement.</p> <p>Challenges: Effectively use extending learning time to provide support for intervention in the core curriculum area for all students. Align PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement. Increase principal capacity to monitor and provide effective feedback to staff to increase student achievement.</p>	
Toledo City	Glenwood Elementary	2	<p>Strengths: Glenwood School has strong partnerships with nine different external providers that are involved within the school setting for the external learning piece, professional development and use of data to inform. Programs that are deemed ineffective and do not yield high improvements are eliminated and/or partially reduced. All students and teachers are involved in the external learning program encompassed during the school regular school day ("Bull Pups Program"). The program offers reading and math interventions Mondays through Thursdays and enrichment sessions on Fridays. There are 240 students targeted to attend and 240 students do participate on a daily basis. Data collected from various assessments determine the specific needs for the program. BLT and staff continuously look at recent collected data to inform the flexible grouping whether for enrichment or remediation.</p> <p>Challenges: The LEA must support the implementation of the Transformation intervention model. Build capacity of the building principal to align instruction with standards and benchmarks. Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Align PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement.</p>	1,112,707.78
Toledo City	Robinson Middle	2	<p>Strengths: There are nine different external partnerships that provide an alignment to improving student performance and addressing social and emotional issues in order to increase student achievement: Teach Scape, Understanding by Design, Read for Literacy, NE Foundations for Children, Partners in Education, Scholastic Read 180, United Way, Scholastic Do the Math. There are also non-funded partnerships with the Girl Scouts and House of Emanuel. Strong summary of daily classroom rounds which focus on classroom instruction, best practices and alignment to standards. Classroom Rounds have been completed daily by the principal and when not in attendance the Assistant Principal will conduct the rounds. The rounds are followed with immediate feedback to the teachers in a written format, text or email. The Extended Learning Time has been restructured and is now embedded during the school day for an extra 30 minutes per day. The school day is now from 8:30-3:15 PM. (Last year 9:00-3:15 PM.) All students are identified and participate in the program which focuses on the content areas of reading and math at their instructional levels. The outcomes from the STAR Assessment as well as the Scholastic Reading Inventory and Scholastic Math Inventory determine leveling and grouping. There are also extended learning opportunities available for the students: Boy Scouts, Saturday Field Trips, Student Government, SAAB and YWOE and Dodge ball. There are 31.5 documented hours of</p>	1,156,418.65

			<p>Extended Learning Time sessions.</p> <p>Challenges: Increase principal capacity to monitor and provide effective feedback to staff to increase student achievement. Employ effective classroom management strategies to increase instructional time on task in order to increase student outcomes. The LEA must support the implementation of the Turnaround intervention model. Build capacity of the building principal to align instruction with standards and benchmarks. Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Continue to align PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement.</p>	
Toledo City	Scott High	2	<p>Strengths: The Extended Learning Time was restructured for this school year due to the findings from the previous school year that demonstrated the after school programming did not work due to the culture of the school. An extra 47 minutes (the 4th hour) has been scheduled in the middle of the school day for the entire 9-12 student population. Those students whose data indicated they are above proficient are serviced in ACT Enrichment sessions and those below proficient are serviced in OGT Intervention. Students are then placed in a content area (M, ELA, S, SS, or W) based on deficiencies and instructional level. The school day is now 8:00-3:32 PM (previously 8:00-245 PM). BLT is going to further investigate to propose placement for those students who have the grades but are not college bound and will be entering the work place to be career ready. There are currently 51.8 documented hours for the component on Extended Learning Day. Academic standards are assessed quarterly. Collected assessment data is used to inform instruction; document and track progress and identify learners for either OGT Intervention or ACT Enrichment. The school demonstrates a true sense of where every individual student was, is and the directional education path they need to take to succeed academically. Scott High School is currently utilizing several research based assessment programming: Early Warning System, Access of Avid, Credit Recovery, Scholastic Reading Inventory, Scholastic Math Inventory, ODE Success Website.</p> <p>Challenges: Increase extended learning opportunities for students in order to increase the graduation rate and provide opportunities for Credit Recovery. Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Align PD to increase capacity for teachers to provide effective instructional strategies to increase student achievement.</p>	1,078,489.13
Toledo City	Pickett Elementary	2	<p>Strengths: Pickett School has seven external partnerships that provide intervention and enrichment programming to support the academic program and the social and emotional components: Scholastic Read 180/System 44/Do the Math/Do the Math Now, Northwest Foundations for Children, United Way, Ready for Literacy, Understanding by Design, Teach Scape, Learning Club. They also have outside groups and agencies that support students and student learning that are no cost (working toward sustainability) to the school: Owens Corning, City Attorneys, St. John's Hospital. Professional development sessions that have been conducted since the start of the school year are job-embedded and</p>	1,105,278.75

			<p>aligned to the needs of Pickett School: Responsive Classroom, Development Design, Understanding by Design, Positive Behavior, Social & Emotional Learning. There is currently 159.5 documented hours to date. (Training on Responsive Classrooms was scheduled for three full weeks at the initial start of the school year for a total of 90 hours.) Opportunities for Extended Learning Time occur at the conclusion of the school day. Sessions include a Learning Reading & Math Club, Ballet, Dodge Ball, and Book Club. Two years ago, prior to the implementation of the School improvement Grant, the school day was restructured by adding an additional 30 minutes. As of now, the regular school day is from 8:30-3:30 PM and with the additional intervention/enrichment programming, the school day is 8:30-5:00 PM.</p> <p>Challenges: Utilize the extending learning time to implement effective instructional programs that align with benchmarks and standards. The LEA must support the implementation of the Transformation intervention model. Increase opportunities for parental engagement and support for the academic program.</p>	
Tomorrow Center	Tomorrow Center	2	<p>Strengths: Positive relationships between students, staff, parents and community. Staff collaborative use of instructional data which guides discussions on changes in future lessons. Daily job-embedded professional development which encourages reflective dialogue on instructional strategies.</p> <p>Challenges: Provide opportunities for rigorous courses for college and career readiness for students. Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math.</p>	543,120.00
VLT Academy	VLT Academy	2	<p>Strengths: All of the stakeholders mentioned the new ROARS program. Parents commented that they felt the teachers and staff cared about their students and worked very hard so their children could experience success. Teachers praised the differentiated professional development approach being used at VLT to further their growth as educators.</p> <p>Challenges: The LEA must support the implementation of the Transformation intervention model. Analyzing student data and aligning the curriculum to improve student achievement data in Reading and Math. Provide opportunities for student to recover credits in order to graduate.</p>	630,109.00
Virtual Community School of Ohio	Virtual Community School of Ohio	2	<p>Strengths: Students and parents have constant access to teachers for individual support. Assistance is provided immediately and staff is willing to go the extra mile. Teachers provide differentiated instruction, intervention and enrichment based on students' needs. School utilizes community resources, for example COSI, for tutoring and family/community activities. Students, teachers and parents feel the school is a safe learning environment. BLT and teachers actively participate in the evaluation of school programs and curriculum. The school provides teachers with an environment that nurtures their innovation and creativity.</p> <p>Challenges: The LEA must support the implementation of the Transformation intervention model. Analyzing student data and aligning the curriculum to improve student achievement</p>	937,500.00

			data in Reading and Math. Provide opportunities for student to recover credits in order to graduate.	
Virtual Schoolhouse, Inc.	Virtual Schoolhouse, Inc.	2	<p>Strengths: Administration and staff at Virtual Schoolhouse Inc., are fully aware of SIG budget and expenditures. They have access to the funds and can describe specific uses of the budget. The Building Leadership Team works collaboratively with administration planning and participating in professional development, using the "train the trainer" model. The administrative team acknowledges a marked improvement in student behavior.</p> <p>Challenges: Very little progress toward increasing student achievement is evidenced. This school is in danger of losing SIG funding if they do not rapidly develop the capacity to implements all components of the Transformation intervention model.</p>	275,827.00
Youngstown City	Chaney High	2	<p>Strengths: The use of data is embedded within the buildings culture with data results guiding instruction. Classroom rounds are completed daily with feedback to assist teachers with continued growth. A strong leadership message exist with share decision making through BLTs, and TBTs. Professional development is job embedded and based on student data.</p> <p>Challenges: Provide opportunities for student to recover credits in order to graduate.</p>	2,000,000.00

In the table below, list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds as well as noting the explicit reason and process for reallocating those funds (e.g., reallocate to rural schools with SIG grants in cohort 2 who demonstrate a need for technology aimed at increasing student literacy interaction).

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
Canton City	Canton City Digital Academy (cohort 2)	Refused funding for FY13 due to compliance issues following comprehensive review in May 2012. Funds were redistributed to SIG schools during allocation period for FY13.	\$185,171.00
Cincinnati City	Western Hills Engineering High (cohort 2)	Not eligible for continued SIG funding. Funds were allocated to SIG schools during the review and reallocation of continuation funding for FY13.	1,684,000.00
Columbus City	Heyl Avenue Elementary (cohort 2)	School closed in June 2012. Funds were allocated to SIG schools during the review and reallocation of continuation funding for FY13.	1,401,300.00
Lion of Judah Academy	Lion of Judah Academy (cohort 2)	Continuation funding was denied for FY13 following a comprehensive review in May 2012. The school failed to demonstrate that they had the capacity to understand and implement the provisions of the selected intervention model. Funds were allocated to SIG schools during the review and reallocation of continuation funding for FY13.	173,700.00
Lorain City	Academic Enrichment	Year 2 funding for this school was returned in December 2012 because the district leadership determined that they were not able to comply with the implementation of	443,693.03

	Academy (cohort 2)	<p>the Teacher and Principal Evaluation System as required and returned the funds to The Ohio Department of Education. The funds will be reallocated to schools per the following guidelines: I-19 in the SIG guidance, which states that</p> <p>“If an SEA does not renew all or part of an LEA’s SIG grant because the LEA’s Tier I and Tier II schools are not meeting the requirements in section II.A.8 of the final requirements (<i>i.e.</i>, meeting the LEA’s annual goals for student achievement and making progress on the leading indicators) or because the LEA’s Tier III schools are not meeting the goals established for those schools by the LEA, the SEA may reallocate those funds to other eligible LEAs, consistent with the final requirements. See section II.C(b) of the final requirements.”</p> <p>Because the funds identified expire in September 2013, we will provide an opportunity for existing Cohort 1 and 2 schools to seek additional funds utilizing a protocol developed to determine needs. This process will commence in February 2013.</p>	
Mansfield Elective Academy	Mansfield Elective Academy (cohort 2)	Continuation funding was denied for FY 13 following a comprehensive review in May 2012. The school failed to demonstrate that they had the capacity to understand and implement the provisions of the selected intervention model. Funds were allocated to SIG schools during the review and reallocation of continuation funding for FY13.	379,144.00
Cleveland Municipal	Martin Luther King Jr. (cohort 1)	Continuation funding was denied for FY13 following a comprehensive review in May 2012. The school failed to demonstrate that they had the capacity to understand and implement the provisions of the selected intervention model. After two years, very little progress was made on the leading and lagging indicators. Funds were allocated to SIG schools during the review and reallocation of continuation funding for FY13.	584,250.00
Columbus City	Southmoor Middle School (cohort 1)	School closed in June 2012. Funds were allocated to SIG schools during the review and reallocation of continuation funding for FY13	904,000.00
TOTAL AMOUNT OF REMAINING FUNDS:			\$1,392,646.14

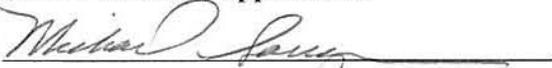
The total amount of remaining ARRA funds that remain unallocated at the present time is \$1,392,646.14. Ohio plans to distribute the remaining funds to schools in Cohort 1 and Cohort 2 during the remainder of this school year. All current SIG funded schools will be provided an opportunity to seek additional funding through an individual request to the Office of School Turnaround. Each school must provide information regarding the specific proposed use of the funds and amount needed. If approved, the requested amount will be added to the allocation for the 2012-13 school year.

School Improvement Grants (SIG) Program FY 2012 Assurances

By submitting this application, the SEA assures that it will do the following (check each box):

- Use FY 2012 SIG funds solely to make continuation awards and will not make any new awards¹ to its LEAs.
- Use the renewal process identified in [Ohio]'s most recently approved SIG application to determine whether to renew an LEA's School Improvement Grant.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Report the specific school-level data required in section III of the final SIG requirements.

By submitting the assurances and information above, [Ohio] agrees to carry out its most recently approved SIG application and does not need to submit a new FY 2012 SIG application.

X 

Michael Sawyers, Acting Superintendent of Public Instruction

¹ A "new award" is defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2013–2014 school year. New awards may be made with the FY 2012 funds or any remaining SIG funds not already committed to grants made in earlier competitions.