

**Building State Capacity
to Improve Schools:
CSR & Title I**

Welcome

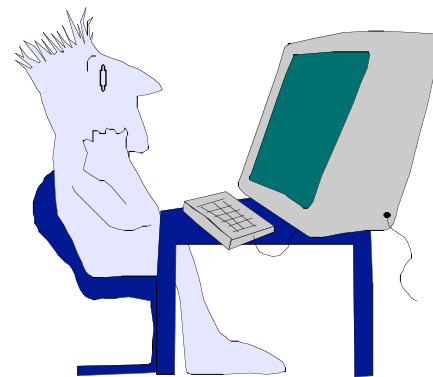
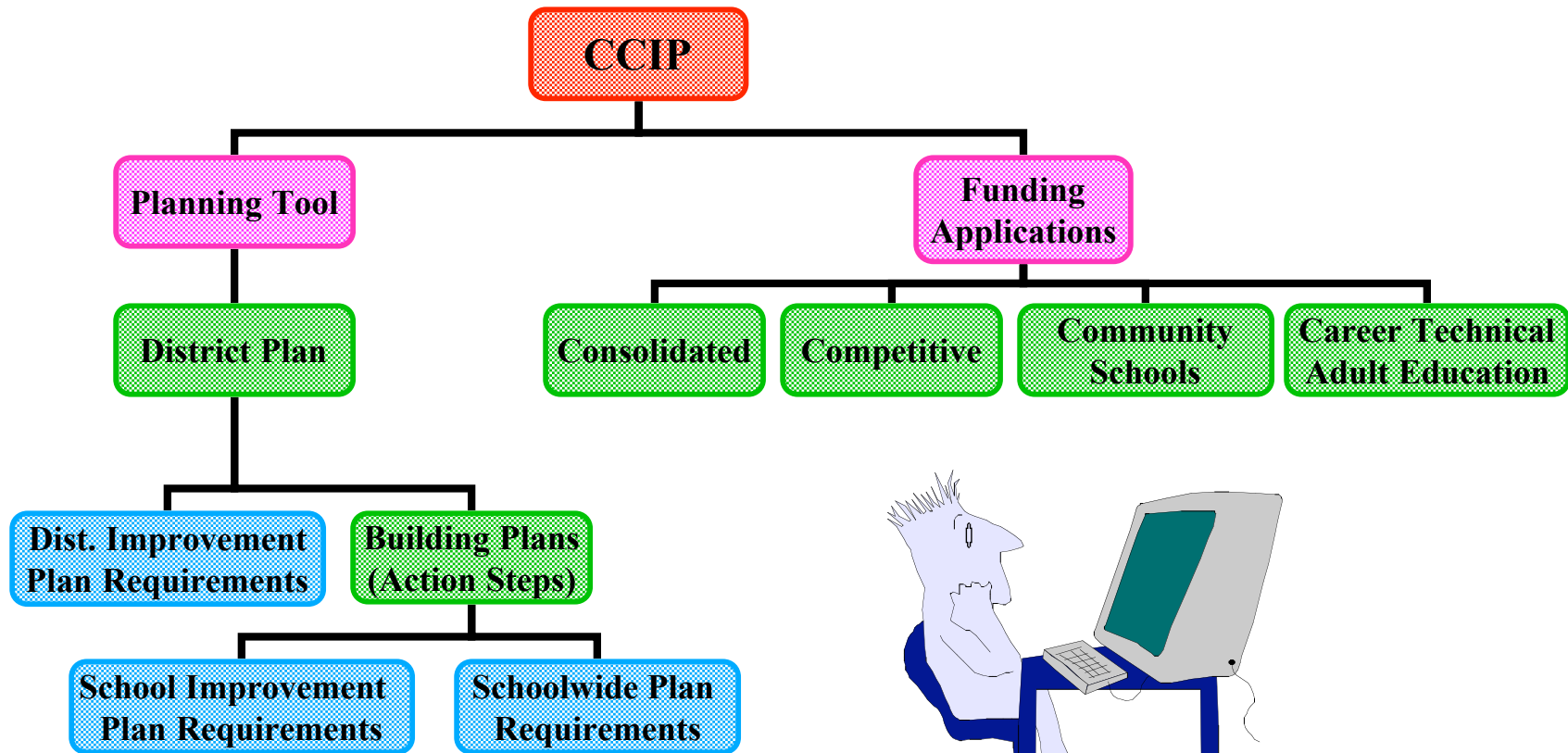
The Ohio Department of Education

**Sustaining and Institutionalizing School
Improvement**

5/11/06



Comprehensive Continuous Improvement Plan (CCIP)





Logging Into the CCIP

Education HOME TODAY VISITOR DATA TOPIC keyword people
 content MORE OPTIONS

Home > ccip

MENU

CCIP Home

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SIGN IN **MAGNIFY**

Comprehensive Continuous Improvement Planning

Welcome to the Comprehensive Continuous Improvement Planning application (CCIP)

For **CCIP** access, please click **Login**.

Forgotten your password? Please click **here** to retrieve your password.

If you do not have a Login ID, please click **Search District/Agency** to select district/agency to view.

Announcements

Competitive Grant & ABLÉ Funding Applications (4-18-2006)

The Competitive Grant Funding Application is due prior to 5 pm, April 28, 2006 & the Adult Basic and Literacy Education Application is due prior to 5 pm, May 5, 2006. After the status of the application has been changed to Draft Completed, the Treasurer or Superintendent must complete the Application Status page. Click on the hyperlink below for details.
<http://ccip.ode.state.oh.us/ccip/documentview.asp?docid=715>

Competitive Grants Application Deadline (4-7-2006)

The fiscal year 2007 Competitive Funding Application will be available on February 1, 2006 and must be submitted no later than April 28, 2006 at 5 p.m.

5/11/06



Help Screen

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Comprehensive Continuous Improvement Planning Help

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- [How to Retrieve a Forgotten CCIP Password](#)**
- [Set up a New User Password \(Except Superintendent's and Treasurer's\)](#)**
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- [Start and Submit the CCIP](#)**
- [CCIP Approval Process](#)**
- [Structure of the CCIP](#)**
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- [Help Screens](#)**
- [Submit a Project Cash Request \(PCR\)](#)**
- [Save Information before Timing Out](#)**

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Search Districts Page

The screenshot shows the Ohio Department of Education website's search interface. At the top left is the Ohio Department of Education logo. The navigation bar includes links for HOME, TODAY, VISITOR, DATA, and TOPIC. A search bar at the top right has a 'Go' button and radio buttons for 'keyword', 'people', and 'content', with a 'MORE OPTIONS' link. Below the navigation bar, the breadcrumb trail reads 'Home > ccip'. A 'SIGN IN' button is located on the left side of the main content area. The main heading is 'Search District/Agency'. The search form includes the following fields:

- District/Agency Name:** A dropdown menu set to 'Begins With' followed by a text input field.
- District/Agency IRN:** A text input field.
- County:** A dropdown menu.
- Building Name:** A dropdown menu set to 'Begins With' followed by a text input field.
- Building IRN:** A text input field.

A 'Search' button is positioned below the form fields. On the left side, there is a 'MENU' section with the following links: CCIP Home, Search District/Agency (highlighted), Search Apps, Building Mods, Search Programs, Search PCRs, Grant Control Sheet, Edit User Info, Doc Library, Contact ODE, Logout, and Help.

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Funding Applications

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Funding Applications

Greenfield Ex. Village SD (045401) ppreston/odeuser

2006 All Application Drafts Refresh View

Fiscal Year	District Improvement Status
2006	At Risk
2005	At Risk

Funding Application	Revision	Status	Status Date
Consolidated Application	8	Revision Started	4/7/2006
Competitive Application	3	ODE Reviewed	2/13/2006



Sections page

Education HOME TODAY VISITOR DATA TOPIC content MORE OPTIONS

Home > ccip > grants

SIGN IN PRINTER VERSION MAGNIFY

Consolidated Application Sections

Greenfield Ex. Village SD (045401) Consolidated Application - FY 2006 (Rev 8)

Application Status: Revision Started

Change Status to: Draft Completed or ODE Executive Director Final Approval

Funding Sources

Description (Click Here to Display All Pages)	Validation	Messages	Print
Allocations	Validate	None	Print
Building Information, Title I	Validate	None	Print
Targeted Assistance, Title I	Validate	None	Print
Schoolwide, Title I	Validate	None	Print
Improving Teacher Quality, Title II-A	Validate	None	Print
Technology, Title II-D	Validate	None	Print
Safe and Drug-Free Schools (SDFSC), Title IV-A	Validate	None	Print
Innovative Programs, Title V	Validate	None	Print
Special Education, Part B-IDEA	Validate	None	Print
Early Childhood Spec Education, IDEA	Validate	None	Print
Other			Print
Assurances			Print
ALL	Validate	None	Print

View Revision Details

Doc Library

5/11/06



Document Library

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CCIP Document Library

Greenfield Ex. Village SD (045401) ppreston/odeuse

Document Library Search [KEYWORD LIST](#)

Accountability

- [Accountability/AYP](#)
- [School Improvement/District Improvement](#)
- [Supplemental Educational Services \(SES\)](#)
- [Public School Choice \(PSC\)](#)

CCIP

- [Using the CCIP Site \(Navigating, Passwords, and Help\)](#)
- [CCIP Needs Assessment and Planning](#)
- [CCIP Notes and Monthly Reminders](#)**
- [CCIP Planning Tool Overview and Manual](#)
- [Forms Used with the CCIP](#)
- [Nonpublic School Service](#)
- [Professional Development](#)
- [Resources/Research \(Useful Links\)](#)
- [Assurances](#)

Complaint Procedure

Compliance

- [Consolidated Funding Application Grants](#)
- [Competitive Funding Application Grants](#)
- [Career, Technical and Adult Education Funding Application Grants](#)

CCIP Notes & Monthly Reminders





Address Book

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SIGN IN

PRINTER VERSION

MAGNIFY

Address Book

Greenfield Ex. Village SD (045401)

ppreston/odeuser

[View All District Users](#)

Click on the Program name to view the contacts.

Application	Contact Type	Contact
Planning Tool	LEA Contact	Jan Wilson
Consolidated Application	LEA Contact ODE Application Contact ODE Grants Management Contact	Jan Wilson Paul Preston Steven Shaw
Competitive Application	LEA Contact ODE Application Contact ODE Grants Management Contact	Bob Schumm Click Here to View Steven Shaw
Student Intervention / PD Application	LEA Contact ODE Application Contact ODE Grants Management Contact	Jan Wilson Amber Kwiatkowski Steven Shaw
Career-Technical and Adult Education Application	LEA Contact ODE Application Contact ODE Grants Management Contact	N/A Susan Moss Steven Shaw
Adult Basic and Literacy Education Application	LEA Contact ODE Application Contact ODE Grants Management Contact	N/A Click Here to View Steven Shaw
Community Schools Competitive Application	LEA Contact ODE Application Contact ODE Grants Management Contact	N/A Click Here to View Steven Shaw



History Log

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PRINTER VERSION

MAGNIFY

Status/Comments History Log

Greenfield Ex. Village SD (045401)

Consolidated Application - FY 2006 (Rev 8)

[Add a New Comment](#)

[View Status/Comments for Current Revision](#)

Date	User	Status (S)/Comments (C)	S/C
4/7/2006 2:41:48 PM	SYSTEM	Status changed to 'Revision Started'.	S
3/28/2006 9:58:43 AM	Rosie Doughty	Status changed to 'ODE Executive Director Final Approval'.	S
3/28/2006 9:22:46 AM	Paul Preston	Status changed to 'ODE Consultant Approved'.	S
3/28/2006 9:18:49 AM	Terrence Fouch	Status changed to 'LEA Superintendent/Authorized Representative Approved'.	S
3/27/2006 3:33:39 PM	Joe Smith	Status changed to 'LEA Treasurer/Fiscal Representative Approved'.	S
3/27/2006 2:29:39 PM	Jan Wilson	Status changed to 'Draft Completed'.	S
3/27/2006 2:29:07 PM	Jan Wilson	Title II-A - Improving Teacher Quality - We contracted professionals to guide us through LCAP, their fee, \$25,000. We had the amount budgeted under 100 cell and it needed to be in the 400. Thanks Jan Wilson	C
3/27/2006 2:23:47 PM	Jan Wilson	Status changed to 'Revision Started'.	S
2/16/2006 2:50:48	Carl Evans	Status changed to 'ODE Executive Director Final Approval'.	S

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Improving Teacher Quality, Title II-A	Validate	None	Print
Technology, Title II-D	Validate	None	Print
Safe and Drug-Free Schools (SDFSC), Title IV-A	Validate	None	Print
Innovative Programs, Title V	Validate	None	Print
Special Education, Part B-IDEA	Validate	None	Print
Early Childhood Spec Education, IDEA	Validate	None	Print
Other			Print
Assurances			Print
ALL	Validate	None	Print

View Revision Details

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Allocations Page

Allocations

Greenfield Ex. Village SD (045401)



	<u>I-TA</u> <u>Edit</u>	<u>I-SW</u> <u>Edit</u>	<u>I-Neg</u> <u>Edit</u>	<u>I-D Del</u> <u>Edit</u>	<u>I-C Mig</u> <u>Edit</u>	<u>I-SI</u> <u>Edit</u>	<u>I-CSR</u> <u>Edit</u>	<u>II-A TQu</u> <u>Edit</u>	<u>II-D Tec</u> <u>Edit</u>
Original Allocation	299289.11	.00	.00	.00	.00	.00	.00	112933.40	542
Incoming Carryover	15461.76	.00	.00	.00	.00	.00	.00	.00	217
Outgoing Carryover	.00	.00	.00	.00	.00	.00	.00	.00	
Re-alloc Funds	3212.20	.00	.00	.00	.00	.00	.00	-1140.65	7
Add'l Funds	.00	.00	.00	.00	.00	.00	.00	.00	
Release Funds	.00	.00	.00	.00	.00	.00	.00	.00	
Consortium	.00	.00	.00	.00	.00	.00	.00	.00	
Forfeited Funds	.00	.00	.00	.00	.00	.00	.00	.00	
FER Release Funds	.00	.00	.00	.00	.00	.00	.00	.00	
TOTAL	317963.07	.00	.00	.00	.00	.00	.00	111792.75	768
Unneeded II-A TQu	<input type="text" value=".00"/>							<input type="text" value=".00"/>	
Unneeded II-D Tec	<input type="text" value=".00"/>							<input type="text" value=".00"/>	
Unneeded IV SDFSC	<input type="text" value=".00"/>							<input type="text" value=".00"/>	
Unneeded V Innov	<input type="text" value=".00"/>							<input type="text" value=".00"/>	
From I-TA	<input type="text" value=".00"/>	<input type="text" value=".00"/>							



Title I Building Eligibility Page

SIGN IN

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Building Eligibility

Id Ex. Village SD (045401)

Consolidated Application - FY 2006 (Rev 8)

<< >>

Public schools, grade spans in schools, enrollments and eligibility of schools.
grade span = Special Needs.

Building Name (5 Buildings)	Grade Span	Adjusted Enrollment	Low-income Students		Sort Order	Eligibility for Service	Eligible by Other Factors	Prev Served (Insert notes into Log)	Feeder Pattern or Rounding % of Low Income	Recalculation # of Low Income	Service	Schoolwide Tracking	School Improvement Status
			Number	Percent (%)									
9 Rainsboro Elementary	K-6	300	167	55.67	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			TA	<input type="checkbox"/>	At Risk
4 Greenfield Elementary	K-4	429	237	55.24	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			TA	<input type="checkbox"/>	OK
6 Buckskin Elementary	K-6,P	313	124	39.62	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			TA	<input type="checkbox"/>	OK
4 Greenfield Middle School	5-8	572	240	41.96	4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			NONE	<input type="checkbox"/>	OK
4 McClain High School	9-12	675	102	15.11	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			NONE	<input type="checkbox"/>	OK
Calculate Totals		2289	870	38.01									

<< >>

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Set-Aside Page

Set Asides - 100% Rule

Greenfield Ex. Village SD (045401)

Consolidated Application - FY 2006 (Rev 8)



PD Set-Aside for HQT

Set Asides

Administrative (recommended 5% or less)

Amount

14964.46

Professional Development for High Quality Teachers (Sect 1119) (5% minimum)
Minus NonPublic Amount

15898.15

Nonpublic Professional Development Amount (Sect 1119)

The district certifies that it does not need the full 5% required set-aside to meet its commitment under the HQT standards. It also certifies that it will meet the HQT requirements by 2005-2006.

NP Set-Asides

Professional Development (Sect 1116 - District Improvement)

Parent Involvement Minus NonPublic Amount

Nonpublic Parent Involvement Amount

Migrant

Homeless

Title I Homeless Set-Aside

Salary Differential

Supplemental Educational Services (LEA Per Child Amt = \$1,348.15)

Transportation for Public School Choice

Other

Other

Total Set Aside

\$ 30862.61



Help Screen

Nonpublic Professional Development (Required if funds are set aside for public)

If the district sets aside an amount for professional development under Highly Qualified Teacher/ Paraprofessional or other categories on this page (except District Improvement, Public School Choice, and Supplemental Educational Services), it is required to also include a nonpublic equitable share for nonpublic educators. Equitable participation is determined by the calculation found in Doc Library, under CCIP, Nonpublic School Services, Current Nonpublic Issues. Subtract the nonpublic equitable portion from the total set aside and place it on the line for the Nonpublic Professional Development Amount (below the public district amount). By placing this amount separately on the set-aside page, the district is indicating the required nonpublic equitable share for Highly Qualified Teachers/Paraprofessionals. (For nonpublic educators, this is professional development which is focused on Title I served students' needs.)

The total Highly Qualified Teacher/ Paraprofessional set aside amount (Public and Nonpublic) should then be entered on the Title I Budget page, as part of the public district's budget, on the Professional Development line. (Do NOT enter it on the Nonpublic line.)

10/22/04

[Return to top](#)

The district certifies that it does not need the full 5%....

If the district does not need to set aside the full 5% for professional development for highly qualified teachers, it may click the box and reserve only a portion of the 5% set aside or none at all, as long as it assures all appropriate staff will be highly qualified by the due dates.

8/12/04

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Professional Development for Districts in Improvement Status (Required)

The set aside must be 10% of the district Title I allocation for professional development when the district has been identified by ODE as being in Improvement status. This may include



Title I Homeless Set-Aside

- **NCLB SECTION 1113(C)(3)(A) requires districts to reserve fund to provide services to homeless children not attending participating Title I schools.**
- **These services must be comparable to the services the district provides to children in Title I schools.**



PPA Page NP Low Income Students

School/Attendance Area Allocation

P = Public
NP = Nonpublic

Per Pupil Amount (PPA) \$

School/ Attendance Area	Low Income			Min. Alloc P + NP	Actual Allocation			
	%	#P	#NP		PPA	P Amt	NP Amt	Total
A	B	C	D	E PPA x (C+D)	F	G F x C	H F x D	I G + H
McKinley Elementary	98	196	3	139115.87	699.66	137133.36	2098.98	139232.34
Taft Elementary	88.63	265	2	186652.95	699.66	185409.90	1399.32	186809.22
Amanda Elementary	66.43	275	1	192944.63	699.66	192406.50	699.66	193106.16
Mayfield Elementary	64.39	349	2	245375.23	699.66	244181.34	1399.32	245580.66
Roosevelt Elementary	58.56	438	4	308991.03	699.66	306451.08	2798.64	309249.72
Wilson Elementary	47.6	159	0	111152.88	699.65	111244.35	.00	111244.35
Wildwood Elementary	44.61	178	2	125833.45	699.65	124537.70	1399.30	125937.00
Central Academy Nongraded Elementary	41.89	124	0	86685.27	699.65	86756.60	.00	86756.60
Creekview Elementary	41.25	132	1	92976.94	699.65	92353.80	699.65	93053.45
Middletown City Schls Pres Ctr	71.43	70	0	48935.23	699.65	48975.50	.00	48975.50
Total Low Income		2186	15		Total Allocations			
		Total P	Total NP			Total P	Total NP	Total P+NP
							Remaining	-1281.52



Non Public Services Page

Nonpublic School Service

Oak Hills Local SD (047373)

Consolidated Application - FY 2006 (Rev 5)

In District NP Schools



See Document Library for NS3 Info

CCIP in-district and outside-of-district NonPublic schools served directly and indirectly (through a contract):

IRN	Nonpublic School Names
054361	Holy Family
054510	Our Lady of Lourdes
055087	St. Ignatius Loyola
055228	St. Lawrence
055624	St. Vincent de Paul
054718	St Aloysius Gonzaga Elementary
054973	St Dominic Elementary
055210	St Jude Elementary
Total Number of Buildings: 8	

If nonpublic school students reside in the district's Title I attendance areas, describe why the district is NOT providing direct services to them:

- Nonpublic schools decline service
- No academically eligible nonpublic school students
- No low-income nonpublic school students
- Contracted services are delivered by (specify contractor name)

Cincinnati Public Schools



Nonpublic Services Page

The following tables reflect your current LINCS statuses and are presented here for reference purposes only. You must complete the portion above.

In-district NP Schools

In-district LINCS Statuses:

IRN	Nonpublic School Names	LINCS Participation Status
054577	Our Lady Of Victory	Participate
054585	Our Lady Of Visitation	Participate
054718	St Aloysius Gonzaga	Participate
054973	St Dominic	Participate
055210	St Jude	Participate

Out-of-district NP Schools

Outside-of-district LINCS Statuses:

IRN	Nonpublic School Names	LINCS Participation Status
060590	Cincinnati Hebrew Day Chofetz	Not Participate
134338	Cincinnati Waldorf	Participate
052951	Elder	Participate
000512	Hillcrest South	Participate
132506	Hillcrest Training School	Participate
054361	Holy Family	Participate
053140	Lasalle	Not Participate
054452	Little Flower	Participate
053272	McAuley	Not Participate
067447	Mercy Montessori Center	Participate
053314	Mother Of Mercy	Not Participate
054510	Our Lady Of Lourdes	Participate
054635	Resurrection	Participate
053884	Seton	Not Participate
054700	St Aloysius On-The-Ohio	Participate
054742	St Ann	Participate
054783	St Antoninus	Not Participate
054833	St Bernard School	Not Participate

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Consolidated Application Sections

Greenfield Ex. Village SD (045401) Consolidated Application - FY 2006 (Rev 8)

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Technology, Title II-D	Validate	None	Print
Safe and Drug-Free Schools (SDFSC), Title IV-A	Validate	None	Print
Innovative Programs, Title V	Validate	None	Print
Special Education, Part B-IDEA	Validate	None	Print
Early Childhood Spec Education, IDEA	Validate	None	Print
Other			Print
Assurances			Print
ALL	Validate	None	Print

View Revision Details

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Title I Targeted Assistance

Budget - Targeted Assistance, Title I

Oak Hills Local SD (047373)

Consolidated Application - FY 2006 (Rev 5)



U.S.A.S. Fund #: 572

OBJECT CODE	100 Salaries	200 Retirement Fringe Benefits	400 Purchased Services	500 Supplies	600 Capital Outlay	800 Other	TOTAL
Instruction	171949.50	27533.90	.00	.00	.00	.00	199483.40
Support Services	.00	.00	.00	.00	.00	.00	.00
Governance/Admin	.00	.00	.00	.00	.00	.00	.00
Prof Development	.00	.00	.00	.00	.00	.00	.00
Family/Community	.00	.00	.00	.00	.00	.00	.00
Safety							.00
Facilities	.00	.00	.00	.00	.00	.00	.00
Transportation	.00	.00	.00	.00	.00	.00	.00
Nonpublic	40000.00	8257.52	23624.70	.00	.00	.00	71882.22
Indirect Cost						.00	.00
TOTAL	211949.50	35791.42	23624.70	.00	.00	.00	271365.62
Adjusted Allocation							271365.62
Remaining							.00

Plus/Minus Sheet

DISTRICT PLAN GOALS: (\$271,365 Related by Fiscal Resource)

Reading/Language Arts (\$271,365)



Budget Details Page

Targeted Assistance, Title I - Budget Details

Oak Hills Local SD (047373) Consolidated Application - FY 2006 (Rev 5)

<< >>

FTE amounts

FTEs Paid With Title I-TA Funds

<input type="text" value="4.87"/>	Certified/Licensed Teachers	<input type="text"/>	Instructional Paraprofessionals
<input type="text"/>	Other		

Public:

Core Areas

<input checked="" type="checkbox"/> Reading/Language Arts	<input checked="" type="checkbox"/> Math
<input type="checkbox"/> Other	<input type="text"/>

Grade Grouping Served

<input type="checkbox"/> Preschool	<input checked="" type="checkbox"/> Elementary
<input checked="" type="checkbox"/> Kindergarten	<input type="checkbox"/> Secondary

Delivery Methods

<input type="checkbox"/> Preschool	<input type="checkbox"/> Replacement Class (Not recommended. See Help.)
<input checked="" type="checkbox"/> Supplemental Kindergarten	<input type="checkbox"/> Computer Assisted Instruction
<input type="checkbox"/> Extended Learning	<input checked="" type="checkbox"/> In Class
<input checked="" type="checkbox"/> Teacher Mentoring Coaching	<input type="checkbox"/> Pullout (Not recommended. See Help.)

Average Daily Number Participants Served:

5/11/06



Budget Details Page

NP Info

Nonpublic:

Core Areas

- Reading/Language Arts Math

Grade Grouping Served

- Preschool Elementary
 Kindergarten Secondary

Delivery Methods

- Before/After School Pullout
 In Class (nonreligious schools only) Computer Assisted Instruction

Average Daily Number Participants Served:

66

DISTRICT PLAN GOALS: (\$271,365 Related by Fiscal Resource)

Reading/Language Arts (\$271,365)

District Plan Goals

5/11/06



Resource Management

Kansas Education Resource Management Study
conducted by Standard & Poors

- **Highly Resource-Effective Districts consistently:**
 - Engage in steady, ongoing improvement by using data
 - Make pro-active, highly intentional decisions integrated within the overall organization
 - Align spending with strategic priorities
 - Establish budgeting and other process to ensure effective spending



Kansas (continued)

- Invest strategically to optimize the return on resources**
- Use aggressive recruiting techniques to get highest quality staff**
- Support & enhance classroom teachers' performance with guidance and assistance**
- Invest in targeted professional development**



Funding Considerations

- **Efficiency**
 - Reports timely
 - Reports accurate
- **Capacity to implement--too much stuff to manage well**
- **Use of data to drive decisions**
- **Quality of CCIP plan**
- **Consistency of purpose**



Funding Considerations

- **District level—someone truly in charge of student achievement**
- **Building leadership**
- **Building characteristics**
- **Connecting budget decisions to data and planning for student success**



Title I School-wide Pool

- A LEA may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area.....

(Section 1114 NCLB)



New Proposal for TI-SW

- Purpose: To allow districts to build a pool of funds to implement their school-wide programs without a need for double bookkeeping



School-wide business rules:

- Most funds in the consolidated (formula) application are eligible
- It is a school-wide pool not a Title I pool
- State and local must be part of the pool



School-wide business rules:

- Each fund going into the pool makes up a part of the whole and becomes a percentage of the whole pool.
- Funds are always expended among the contributing funds according to their percentage of contribution.
- Districts will calculate the individual program expenditures from the aggregate and request a PCR for payment by program—just as with transfer funds
- State and local funds will not be reimbursed but the use of those funds will be assumed by the district



A matrix

- A matrix will need to be available to help districts determine the appropriate funding to go to each building—in no case may the amount exceed 100% of the district aggregate program allocation.



Remaining Funds

- Once an FER is completed closing out the preceding year school-wide pool, the remaining funds (if any) will be returned to the program of origin



Budget Non-pooled Funds

- Districts will budget non-pooled funds (including carryover) just as they do now—for instance, funds for non-public, public school choice, SES.



A matrix

- A calculating matrix will be available to help districts with the school-wide allocation process.



A matrix

BUILDING	TI- A	TII- A	T-II-D	T-III	T-IV	T-V	ESC E	Part B	State/ Local Funds	Aggregat e for each building
A										
B										
C										
D										
E										
Total by Program										Grand Total

5/11/06



SW Pool Considerations

- Assume the proration expenditure of federal, state and local funds for completing the Federal schedule.
- Districts may choose which programs and eligible buildings to include in the pool. They may include some, all or none of the funds from an eligible program.
- Reading First is not eligible for the pool due to statutory constraints.

5/11/06



SW Pool Considerations

- The schoolwide pool would be a new budget page and a new column on the allocations page with no initial allocation placed in from the State. Funds would be placed in the pool at the discretion of the district.
- AOS will need to create a new fund for this project.



Planning Process



5/11/06



What We Know



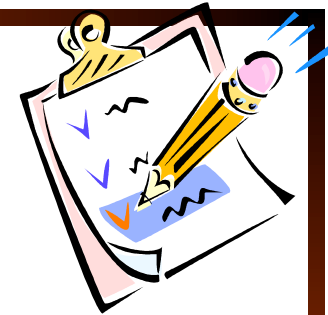
We know that one of the key elements of successful practice of high performing school districts is having a **PLAN** - not just any plan, but one that is data driven, focused, includes researched based strategies and

IT HAS BUY IN -

RELEVANCE TO THE DISTRICT.



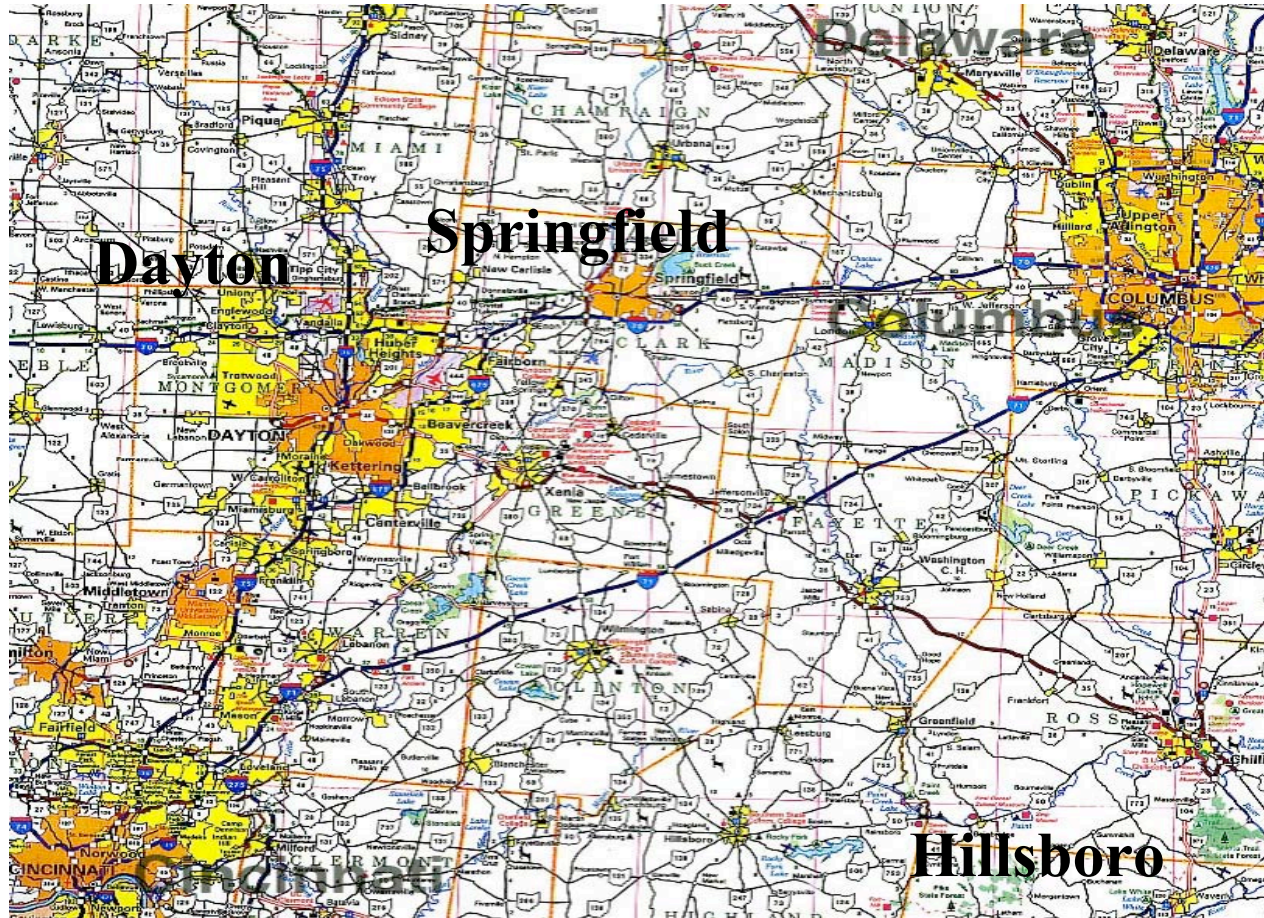
The Question?



Meet with your neighbor to discuss
"How does your district promote the realization and understanding that good planning and aligned resources contribute to improved student results?"



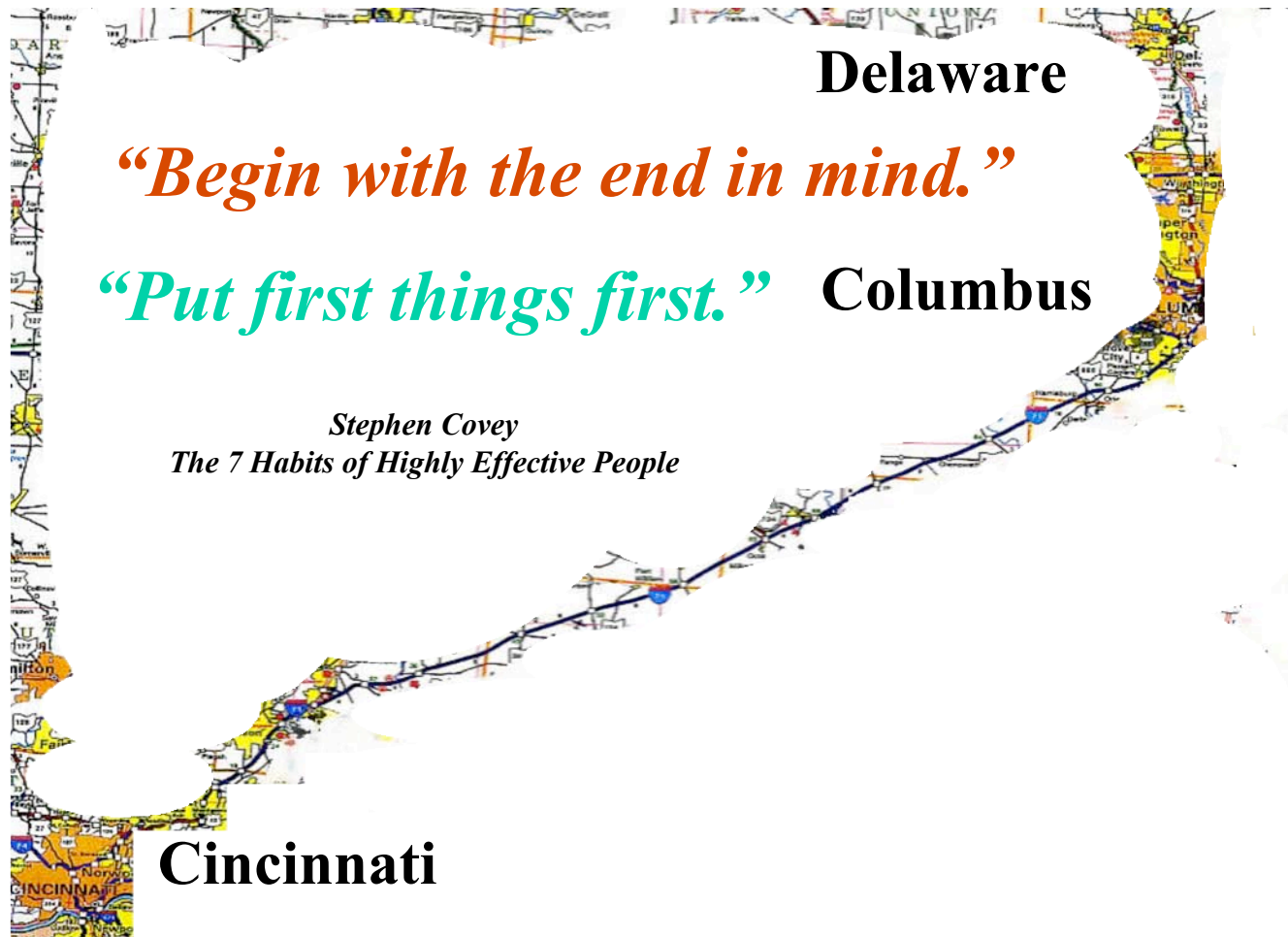
The Road Map



Where are you going?



The Road Map



Delaware

“Begin with the end in mind.”

“Put first things first.” **Columbus**

Stephen Covey

The 7 Habits of Highly Effective People

Cincinnati



The Road Map



5/11/06



Elements of a District Plan

- **Mission Statement**
- **Needs Assessment**
- **Goals**
- **Fiscal Resources**
- **Performance Measures**
- **Strategies**
- **Action Steps (Optional)**
- **Improvement Plan Requirements**





FY '07 CCIP

- **Setting Quality Standards through the use of rubrics:**
 - Overall Plan
 - Needs Assessment
 - Resources
- **Focus on data driven needs**
- **Concentrate on a few goals**
- **Use researched based strategies**



Planning Process

- **The key to success is a good planning process,**
- **Built on the correct historical and currently available data,**
- **From multiple reliable sources,**
- **Used to identify need based goal(s),**
- **And direct resources.**



Planning Process

- **Team Approach--Needs to involve superintendent, treasurer, and other stakeholders**
- **Needs assessment – a summary**
 - Based on data**
 - Identifies and describes critical areas of need**
 - Drives goal and strategy decision**
- **Goals – for next 3-5 years**
 - Determined by critical areas from needs assessment**
 - Limit to five or fewer**
 - Goals must be focused**
 - Reflect the purpose of schooling**



- **Strategies**
 - Seek to remedy identified critical areas**
 - Reflect the best research has to offer**
 - Reflect solid management of all resources (local, state, and federal)**
 - Recommend budgeting at strategy level**

- **Fiscal Resources**
 - Reflects use of all available resources (local, state, and federal)**
 - Local and state funds can be budgeted in application – we do not approve/disapprove**



Planning Process



Basic Needs Assessment/Planning Process for CCIP Grants

Issue Date: May 25, 2004

Revised: November 9, 2005

Sources: Office of Federal Programs

Key Words: CCIP, Needs Assessment, Planning

Summary: Explanation of a Needs Assessment process, CCIP Goals, basic data for a Needs Assessment, data analysis questions, Planning Companion, matrix of CCIP plan requirements, CCIP strategies and definition

- **Characteristics of a Needs Assessment.** The Needs Assessment is the foundation of your Comprehensive Continuous Improvement Plan (CCIP) online federal application. The local educational agency's (LEA's) major academic problems, especially those keeping the LEA and its schools from achieving Adequate Yearly Progress (AYP) or from being rated as Effective or Excellent, are the basis of your CCIP district plan and building plan additions.

A Needs Assessment is a systematic analysis of the LEA's current situation. The Needs Assessment should:

- Use a well-thought-out business process. This process should be as rigorous as capital/facilities planning.
 - Align all programs, plans/plan additions and funding sources. Most of the CCIP titles/grants require a Needs Assessment. Use one comprehensive process for all the federal titles/grants, local and state funding sources, and for all the plan additions in the CCIP (building, Schoolwide, School Improvement, District Improvement). There should NOT be a different Needs Assessment process or plan for every different program.
 - Involve key stakeholders, including students (where appropriate), parents, teachers, staff, administrators and community members (including employers) in a data/planning committee.
 - Be revisited regularly to continuously evaluate and improve the academic plan.
- **Goals and Performance Measures.** Start with understanding where you are expected to be as an LEA. Review the federal and the state goals, including AYP and the performance measures for



Suggested Basic Data Collection



- **Accountability Workbook**
 - Local Report Card on ODE website
 - EMIS Reports from your DA Site
- **Diagnostic/Screening data**
- **Parent/Focus Group Data**
- **HQT Report**
- **Audit & Program Evaluation Reports**
- **Persistently Dangerous Schools List**
- **Nonpublic School Data**



Suggested Basic Data Collection Cont.



- **Bullying Incidents**
- **Number of Suspensions**
- **Number of Expulsions**
- **Attendance Rates**
- **Graduation Rates**
- **Early Intervening Cases**
- **Disproportionality Statistics**
- **Safety Incidents**
- **Supplemental Educational Services Data**
- **Public School Choice Data**



Nonpublic/Private School

- **Data Driven Needs Assessment**
- **Addressed through Goals**
- **Researched Based Strategies**



Planning Resources

Resources from *A Guide for School Leaders: Supporting the CCIP Overall District Plan*

12/8/05



Coherence

Data driven, on-going planning to ensure district needs are met is evidenced in the Needs Assessment (student achievement disaggregate data for all groups).

ODE Resources:

Basic Needs Assessment/Planning Process for Comprehensive Continuous Improvement Plan (CCIP) Grants, Data Analysis Questions.

http://ccip.ode.state.oh.us/ccip/doclib/doclib_group.asp?DocGroupID=65

This list of questions is provided by the Ohio Department of Education to assist school district personnel in analyzing data to determine where the LEA is in relation to the yearly and long-term goals and to identify academic needs. These questions are found on pages 10-11 of the CCIP document. Also, available at this link is the CCIP Plan Rating Tool.

Closing the Gap: Using Ohio's Accountability System to Improve Student Performance.

This PowerPoint presentation was made by Don Washburn at OASSA-OAESA Joint Zone meetings, 2004. It can be viewed on the CD, Standard-Based Instruction for ALL Learners: A Treasure Chest for Principal-Led Building Teams In Improving Results for Learners Most At-Risk. To view, click on "Principal's Academy" or view a narrated presentation on the Ohio School Leaders COP at <http://www.ohioschoolleaders.org>.

How to Make the Data Work for You

http://www.ode.state.oh.us/field_relations/report%20card%20info/how-to-make-the-data-work-for-you.asp

This guide was developed by the Ohio Department of Education, Office of Field Relations. It provides several links to collections of tools and processes that school district personnel have used when working with data collected through Ohio's accountability system to develop school improvement plans.

ILRC (Interactive Local Report Card)

<http://ilrc.ode.state.oh.us/default.asp>

The **ILRC** is an interactive tool developed for parents, educators, lawmakers, community members, and researchers to provide current and historical Local Report Card data. You will be able to locate information about your school or district such as proficiency test results, graduation rates, financial data, and demographics. You can use the data on this site to help inform and guide parental involvement, plan and evaluate school improvement initiatives, and drive decision making to refine the educational process.

ODE Web Page Sights and Secrets: A Data Excursion for Inquiring Minds

http://www.ode.state.oh.us/field_relations/tools/Documents_for_Tools_Templates_Resources/6-web_shots.pdf

This is a navigation tool developed by the Ohio Department of Education, Office of Field Relations. It walks the viewer through how to use the ODE Web site to access downloadable data reports, accountability updates, the SAFE account, and the accountability workbook.

The Performance Index (PI) Calculator

The PI Calculator is a spreadsheet tool that will compute the district or building PI using information found in your district or building accountability report. It can also be used to show the effect of what would have happened if a



2007 Planning Tool

Planning Tool

Western Brown Local SD (046060) Fiscal Year - 2007

Select Fiscal Year: 2007

Separate plan for each fiscal year

G - Goal S - Strategy AS - Action Step

Select Building:

District/Agency Plan G S AS

Building Plan AS

District Improvement Plan Requirements S

School Improvement Plan Requirements AS

Schoolwide Plan Requirements AS

5/11/06



District/Agency Plan Overview

MENU

- [CCIP Home](#)
- [Search Districts](#)
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- [Edit User Info](#)
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- [Logout](#)
- [09/30 Report](#)
- Planning Tool**

SIGN IN
MAGNIFY

District/Agency Plan Overview

Columbus City SD (043802) Fiscal Year - 2006

Fiscal Year	District Improvement Status
2006	DI Year 2
2005	DI Year 1

Needs

Requirement	Status
Mission Statement	Complete
Needs Assessment	Complete
Goals	Complete
Strategies	
Action Steps	

[Printable Version of District/Agency Plan](#)
[View District/Agency Plan Archives](#)
[View Change Log](#)
[View All Building Plan Action Steps](#)

DI status

Selection Bar



CCIP Plan Rating Tool

Three Parts

1. Overall District Plan Rating Tool
2. CCIP Needs Assessment Rating Tool
3. CCIP Resource Allocations Rating Tool



7 Rubric Constructs

- **Coherence**
- **Core program**
- **Assessment and Accountability**
- **Safety Nets**
- **Professional Development**
- **Parents/Community**
- **Resources**



Scoring the CCIP Plan Rating Tool

- **Three Rubrics**
- **7 Constructs**
- **5 Possible Scores for each construct**
- **63 Minimum Total Score to be approved**
 - **21 Minimum Score for each Rubric**
 - **3 x 21 =s 63**
 - **Needs Assessment Rubric: can have a 2, if balanced with a 4 or 5.**
 - **Any plan with a 1 is returned.**



Rating Tool

CCIP Planning Rating Tool

Overall District Plan Rating Tool

Instructions: Please rate the following elements of the overall district plan from 1 (not evidenced) to 5 (strongly evidenced). Please indicate score for each item with a check mark.



Evidence Rating	1	2	3	4	5
Coherence Data driven, on-going planning to ensure district needs are met is evidenced in the Needs Assessment (student achievement disaggregate data for all groups).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Core Program Goals, performance measures and strategies align to data evidenced in the Needs Assessment and are focused on student results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment/Accountability Scientific, research-based, on-going assessments are being implemented (screening, diagnostic and achievement) to measure student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety Nets Effective, scientific, research-based intervention strategies are included in the plan to meet the needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development Scientific, research-based, on-going opportunities for teachers and administrators targeting student achievement are being provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents/Community Parents and community are engaged in student achievement efforts. Survey results are evidenced in the Needs Assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources Align to the plan goals. Reallocating and leveraging available resources (fiscal, personnel, time, facilities,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



"Needs Assessment and CCIP Planning-1.doc": 52,949 Characters. (Read Only)



Overall Plan Rubric

CCIP District Plan Rating Tool Overall Plan Scoring Rubric

Issue Date: January 10, 2006
Sources: Office of Federal Programs
Key Words: CCIP, Planning Tool
Summary:

Revised:

Instructions: Please use the scoring system (1 not evidenced to 5 strongly evidenced) to rate the overall district plan.

Evidence Rating	1	2	3	4	5
Coherence					
Data driven, on-going planning to ensure district needs are met is evidenced in the Needs Assessment (student achievement disaggregate data for all groups).	Insufficient Evidence	Needs Assessment Rubric scores less than 21 points	Needs Assessment Rubric score totals 21 points	Each Needs Assessment construct evidences a rubric score of three or more points	Needs Assessment Rubric score totals 35 points
Core Program					
Goals, performance measures and strategies align to data evidenced in the Needs Assessment and are focused on student results.	Insufficient Evidence	Goals, performance measures and strategies are evidenced	Goals, performance measures and strategies target students results	Goals, performance measures and strategies targeting student results align to fiscal resources	Goals, performance measures, strategies, and action steps align resources to target student results. Benchmark indicators reflect estimated costs



Needs Assessment Rubric

CCIP District Plan Rating Tool Needs Assessment Scoring Rubric

Issue Date: January 10, 2006
Sources: Office of Federal Programs
Key Words: CCIP, Needs Assessment
Summary:

Revised:

Instructions: Please use the scoring system (1 not evidenced to 5 strongly evidenced) to rate the needs assessment.

Evidence Rating	1	2	3	4	5
Coherence					
A variety of data gathering techniques are evidenced in the Needs Assessment to target student improvement and provide a baseline for monitoring progress.	Insufficient Evidence	A variety of data gathering techniques are included in the needs assessment such as: *Survey Instruments *Observations *Checklists *Achievement Test	The needs assessment includes a variety of data to provide a baseline for monitoring progress such as: *Performance data *Process data *Demographic data *Perceptual data	Data in the needs assessment are clearly focused to target student achievement	Data in the needs assessment are focused on student improvement for all student groups and provide a baseline for measuring progress



Resource Rubric

Instructions: Please use the scoring system (1 not evidenced to 5 strongly evidenced) to rate the resource allocations.

Evidence Rating	1	2	3	4	5
Coherence					
Allocations of fiscal resources (federal and state) in program budgets are connected to student performance. Program budgets focus spending on identified needs and priorities in measurable performance indicators.	Not evident	Fiscal resources are allocated in program budgets to target student performance	Program budgets align to the fiscal resources (goals) targeting student achievement evidenced in the needs assessment	Strategies evidence the district is leveraging resources (fiscal, personnel, time, facilities, technology, etc.) to impact student achievement	The district budget by purpose clearly indicates alignment of allocated fiscal resources in the goals, strategies and performance measures to target student achievement
Core Program					
Disaggregate achievement data for all student groups are evidenced in the planning tool goals, performance measures and strategies, and are aligned to resource allocations in the program budgets.	Not evident	Fiscal resources are allocated to meet the identified needs of all students	Fiscal resources are aligned to program budgets goals and performance measures	Fiscal resources are allocated to specific strategies to meet the needs of all student groups	Program budgets indicate resources are allocated to meet the needs of all students and aligned to performance measures



7 Rubric Constructs- NCA Info

NCA Helping NCA Schools

In a continued effort to reduce duplication, NCA has actively followed ODE's work on the required CCIP. This year, for the first time, your district's needs assessment as submitted to ODE via the CCIP will be rated using a HEEDS ASSESSMENT RATING TOOL. ODE is requiring that districts meet at least 21 of the 35 possible points. To assist our schools, we have drafted a companion document to assist with this task. **REMEMBER THIS IS JUST A LISTING OF POSSIBLE EXAMPLES UNDER EACH CONSTRUCT.**

The needs assessment should clearly lead to the next step which is identifying goals. Keep in mind that this is a district plan and from this document will flow building plans. The needs assessment and building goals are all part of the NCA profile section and, therefore, completing this companion meets both requirements. For further assistance in using this information without duplicating effort or if you have questions, please contact our office at your convenience.

Remember this is a limited number of examples to assist you with your work.

A VARIETY OF DATA GATHERING TECHNIQUES ARE EVIDENCED IN THE NEEDS ASSESSMENT TO TARGET STUDENT IMPROVEMENT AND PROVIDE A BASELINE FOR MONITORING PROGRESS.

Data types

Performance data—data that tell us how well we are doing

Examples:

- STATE assessment data
- Standardized tests
- Teacher made tests
- Running records
- Formative summative grades
- Item analysis

Process data—data about how we do things

Examples:

- Instructional strategies
- Impact of staff development on instruction
- Impact of special needs programs
- Curriculum alignment and mapping
- Classroom use of rubrics
- Perception data—data about how people feel
- Parent, teacher, student surveys
- Student self-concept surveys
- School climate surveys

Demographic data—data that describe the population

Examples:

- Numbers of students who receive free and reduced lunch



The CCIP Needs Assessment Rubric

7 Rubric Constructs- Coherence

Coherence

Variety of data to provide a baseline for monitoring progress:

Performance – data that tells us how we are doing

Process – data tells about how we do things

Demographic – data describes the population

Perceptual data – surveys different stakeholder groups

Our district is in CI with a PI of 86.3 meeting 6 of 23 indicators. Our Plan Team analyzed trend data from student acad achieve, diagn tests, screenings & surveys to prioritize needs. The analysis indicates the greatest needs are: Ele-read/math, MS – Math, HS OGT and Grad. We're a rural S/Ohio district with 3 elems. 1 MS, 1HS, 1 NP that declines services & no Comuty S. Enrollment: 2263. 38% Ave Stu Poverty. 1.1% AA, 1.3% Multi-Racial, 97% W, 35.4%ED, 0% LEP, and 11.6% SWD. Parent, community, tchr & student surveys indicate a need to focus on read/math.



The CCIP Needs Assessment Rubric

7 Rubric Constructs- Core Program

Core Program

Specific quantitative and qualitative data sources evidencing needs for goals, performance measures and strategies/action steps in the district plan:

- Student passage rates
- Assessment results
- Opinion surveys
- Focus groups

We didn't meet State Indicators in reading & math in 02-03, 03-04, & 04-05. 2005: Reading: 3rd- 74.3%, 4th- 73.0%, 5th- 67.5%, 6th- 70.2%, 8th- 61.2%, 10th OGT- 93.8%. Math: 3rd- 57.9%, 4th- 70.4%, 6th- 60.3%, 7th- 45.6%, 8th- 38.0% & 10th OGT- 82.0%. Trend survey data & achieve tests indicate a need for continued interventions in MS reading comp & decoding, MS math computation & processing. KRAL, Corrective Reading, & DIBELS data indicates a need to continue focused reading/math interventions in ELES to improve achievement in the upper grades. Focus groups & opinion surveys indicate a need to continue focus on reading & math.



The CCIP Needs Assessment Rubric

7 Rubric Constructs- Assessment and Accountability

Assessment and Accountability

Disaggregated student data for all student sub groups (screening, diagnostic and achievement) evidencing needs:

- Students with Disabilities
- Students Limited English Proficient
- Economically Disadvantaged Students
- Racial / Ethnic Student Groups

We did not meet AYP in 03, 04 & 05. In 05 SWD missed part in math 93.9% but met Safe Harbor for prof 44.7% (4,6 and OGT). Analyses of SWD results indicate the greatest need in reading & math in MS: 5th- R-29.9%, 6th- R-36.8 & M-52.6%, 7th M- 11.1%, 8th R-14.3% & M-0%. ED students did not meet AYP 3rd Gd Read 66.2%. 0 LEP students. White students did not meet AYP for OGT 71.4%. Males perform below females on most state indicators. Data analysis indicates a need for early intervention in reading, decoding, math computation & processing.



The CCIP Needs Assessment Rubric

7 Rubric Constructs- Safety Nets

Safety Nets

Early intervention data (transition)

Order, discipline and school climate data

In 2004 and 05 0 students entered Pre-school and kindergarten without an IEP thus working with HMG has ensured students entering have an IEP by age 3. We did not meet AYP for Attend 94.4%, Greenfield Ele, 94.8%, Buckskin Ele, 94.7%, Rainsboro Ele, 94.7%, MS, 94.6% and HS 93.8%. A data analysis indicates that the primary reason for absenteeism is illness. We didn't meet AYP for Grad (77.6). An analysis of Grad rate - 77.6% revealed students need extra help completing credit hours. A trend analysis of Suspensions indicates the district's priority need is MS OSS-84, ISR 200, SS 174 and HS OSS 184, ISR 287 &, SS 112. Survey data indicates a need for more counseling, anger management & conflict resolution. SDFSC reported 3 Elementary, 8 MS and 15 HS incidents of tobacco and 4 MS, 11 HS had alcohol & other drug violations showing an increase in tobacco incidents. 93 % of SWD receive services in inclusive settings: 91 EL, 93% in MS and 92% at the HS, and 7% MARS instructed.



The CCIP Needs Assessment Rubric

7 Rubric Constructs- Professional Development

Professional Development

Teacher and principal experience and qualifications data Highly Qualified Teacher(HQT)
Data to show professional development targets needs

2005 report card indicated 100% of principals, teachers & paraprofessionals were HQ. A recent staff analysis revealed 1 Sp. Ed. teacher is working on HQ. Staff surveyed indicated they want to continue PD in aligning the curriculum to state standards, training on new scientific research based interventions, tech training & differentiating instruction. Principals indicated a need for PD in writing assessments for intervention classes.



The CCIP Needs Assessment Rubric

7 Rubric Constructs- Parents/Community

Parents/Community

Staff, student, parent and community satisfaction data

Parent/staff/student surveyed indicated satisfaction with school climate and interventions. Focus Groups composed of parents, community members, & area businesses indicated interest to support the district by participating in a summer & after school projects. Elm parents indicated a need for PD in early literacy; MS parents for PD in read & math interventions, HS parents for PD in preparing for the OGT.



The CCIP Needs Assessment Rubric

7 Rubric Constructs- Resources

Resources

Identify resource barriers: time, personnel, facilities, technology, budgeting, funding, communication, etc.

The district meets the state standard for 25/1 class ratios. An analysis of class sizes revealed 3rd grade classes have the highest ratios with Buckskin EI having the highest at 3rd Gr. The MS Math scores indicate a need for an additional intervention teacher to improve performance. The district's computers are old and need to be upgraded district-wide.



Goals Overview

Comprehensive Continu... Goals Overview

Goals Overview

Kettering City SD (044180) Fiscal Year - 2006

Status **Mission** **Needs** **Goals** **Strategies** **Action Steps**

Section Complete? Yes No

Current Goals: (Click on Goal Title to be taken directly to Additional Details)

- [1. Reading/Language Arts/Social Studies](#)
- [2. Mathematics and Science](#)
- [3. Safe and Drug-Free Learning Environments](#)
- [4. Career Technical Education](#)
- [5. Adult Basic and Literacy Education and EL/Civics](#)

Five or fewer goals

- Goal - Strategy - Action Step

[Add Goal](#)

↑ ↓ **1. Reading/Language Arts/Social Studies** [Return to top](#) [Paste](#)

Description:
By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts/social studies.

Performance Measure:
1.1 The percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency), who are at or above the proficient level in

- [CCIP Home](#)
- [Search District/Agency](#)
- [Search Apps](#)
- [Building Mods](#)
- [Search Programs](#)
- [Search PCRs](#)
- [Grant Control Sheet](#)
- [Edit User Info](#)
- [Doc Library](#)
- [Contact ODE](#)
- [Logout](#)
- [09/30 Report](#)
- Planning Tool**
- [Action Step Bank](#)
- [Funding Applications](#)
- [Address Book](#)
- [Help](#)



Goal Statement

Description

Performance Measure

Comprehensive Continu... Goals Overview

1. Reading/Language Arts/Social Studies [Return to top](#) [Paste](#)

Description:
By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts/social studies.

Performance Measure:
1.1 The percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency), who are at or above the proficient level in reading/language arts/social studies on the State's assessment, alternate assessment for select students with disabilities, or 3-5 year olds with disabilities demonstrating reasonable progress on IEP goals (ESEA Section 1111(h)(1)(C)(i)).

Fiscal Resources:
[Add Fiscal Resource](#)

Consolidated Application							
Program	Notes	2005	2006	2007	2008	2009	2010
Targeted Assistance, Title I		256334	235276				
Schoolwide, Title I		194058	185000				
Improving Teacher Quality, Title II-A		81543	102230				
Technology, Title II-D (Formula)		4831	5770				
LEP, Title III		12672	20412				
Immigrant, Title III		22631					
Innovative Programs, Title V		24245	27734				
Special Education, Part B-IDEA			1761630				
Early Childhood Spec Education, IDEA			8721				
Subtotal		596314	2346773	0	0	0	0
Competitive Application							
Program	Notes	2005	2006	2007	2008	2009	2010



Recommended Goals

Insert Goal

Kettering City SD (044180) Fiscal Year - 2006

Goals

View Recommended Goal:

- ✓ ----- Commonly used goals for all Funding Applications -----
 - Reading/Language Arts
 - Mathematics
 - English Language Acquisition
 - Highly Qualified Teachers
 - Safe and Drug-Free Learning Environments
 - Graduation
- Commonly used goals for Career-Technical and Adult Education Application -----
 - Career Technical Education
- Commonly used goals for Adult Basic and Literacy Education Application -----
 - Adult Basic and Literacy Education and EL/Civics

Focus on Pre Literacy



Fiscal Resources

Comprehensive Continu... Goals Overview

1. Reading/Language Arts/Social Studies [Return to top](#) [Paste](#)

Description:
By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts/social studies.

Performance Measure:
1.1 The percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency), who are at or above the proficient level in reading/language arts/social studies on the State's assessment, alternate assessment for select students with disabilities, or 3-5 year olds with disabilities demonstrating reasonable progress on IEP goals (ESEA Section 1111(h)(1)(C)(i)).

Fiscal Resources:
[Add Fiscal Resource](#)

Consolidated Application							
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LEP, Title III		12672	20412				
Immigrant, Title III		22631					
Innovative Programs, Title V		24245	27734				
Special Education, Part B-IDEA			1761630				
Early Childhood Spec Education, IDEA			8721				
Subtotal		596314	2346773	0	0	0	0
Competitive Application							
Program	Notes	2005	2006	2007	2008	2009	2010

Fiscal Resources



Strategies

Avoid Duplicate Strategies



Action Step

Comprehensive Continu... Strategies Overview

[Logout](#)

[09/30 Report](#)

Planning Tool

[Action Step Bank](#)

[Funding Applications](#)

[Address Book](#)

[Help](#)

4. Career Technical Education

5. Adult Basic and Literacy Education and EL/Civics

G - Goal **S** - Strategy **AS** - Action Step

[Add Goal](#)

↑ ↓ **G** **1. Reading/Language Arts/Social Studies** [Return to top](#) [Paste](#)

[Add Strategy](#)

↑ ↓ **S** **1.1. State Content Standards Alignment** [Copy](#) [Paste](#)

Description:
Align scientifically based research curriculum, instruction and assessment with the State's challenging academic content standards.

Estimated Cost: \$0
[Add Action Step](#)

↑ ↓ **S** **1.2. Instruments to Track Student Progress** [Copy](#) [Paste](#)

Description:
Use scientifically based research (screening, diagnostic and classroom achievement) assessment instruments to track individual student progress and inform instruction that is aligned with highly specific curriculum guides. Progress monitoring of IEP goals and objectives for students with disabilities.

Estimated Cost: N/A
[Add Action Step](#)

↑ ↓ **AS** **1.2.1. Assessment/Data Analysis** [Copy](#)

ActionStep/Program Relationship(s):
Student Intervention - Grades 1-4

↑ ↓ **S** **1.3. Data Collection and Analysis** [Copy](#) [Paste](#)

Add Action Step



System Enhancements for Nonpublic School Services

- **Name change** –Low Income Nonpublic County System (**LINCS**) to Nonpublic School Services System (**NS³**)
- **Opt-out** – nonpublic schools that do not wish to participate can opt-out; thus, eliminating the need to enter enrollment data
- **In-district consultation guide** – nonpublic users have access to the in-district consultation guide
- **Out-of-district consultation guide** – consultation guide for districts to use for schools that are outside the district; nonpublic users have access
- **Nonpublic contact information** – provide nonpublic contact information on the participation form including telephone number; the telephone number is retrieved from the Ohio Educational Directory System (OEDS) and will reflect the most recently available information provided to ODE

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System Enhancements for Nonpublic School Services

- **Participation Form Status** – statuses of the participation form is displayed using “Create, Initialized, Public & Final.”
- **Out-of-grade enrollment** – users are warned when out-of-grade enrollments are assigned
- **SERVICE**-Served by LEA, Served by contractor (specify contractor name), Served by consortium, & Not served
- **REASON NOT SERVED**-No nonpublic students are low-income, No nonpublic students are academically eligible, Nonpublic school declined Title I service, & Nonpublic students are not in the grade levels of the Title I-served public school



Equitable Participation

**What is required of the
nonpublic and public school
districts to ensure equitable
participation?**



Equitable Participation

- **Consultation**
- **Needs Assessment/Strategies**
- **Identify Title I Qualifying Data**
- **Equitable Service Amounts**
- **Public Control of Funds**



Consultation

When must consultation occur?

It must occur before the public school district makes any decision affecting eligible nonpublic school students, teachers, and other educational personnel.



Consultation

Consultation must be ongoing throughout the implementation and assessment of all program activities.



Consultation

**What is recommended
during the consultation
discussion?**



Consultation

- 1. Identify student needs**
- 2. Services offered**
- 3. How, where, and by whom the services are provided**
- 4. Assessment of services**
- 5. Method of low-income student data for Title I**
- 6. How and when will services begin**
- 7. Public district must provide in writing to nonpublic why they will not contract certain service providers**



What Consultation documentation is required?

**Documentation of the date
and discussion is required
regardless of the nonpublic
participation in any of the
federal programs .**



Consultation

**To be in compliance,
participation forms
must indicate “yes” to
consultation.**



Planning Requirements

What planning documentation is required?

- **Nonpublic student achievement data must be included in the CCIP Needs Assessment**
- **Nonpublic school activities must be described in the CCIP Strategies**



How do we identify Title I qualifying students?

- 1. Identify the district of residence population.**
- 2. Determine low income population.**
- 3. Determine academic need using multi-criterion assessments.**



Equitable Services

**How do we determine
nonpublic equitable
service amounts in all
federal programs?**



Equitable Services

1. **Title I**: District of residence poverty count
2. **Title II-A**: Total nonpublic school population
3. **Title II-D**: Total nonpublic school population
4. **Title III**: Use qualifying nonpublic population
5. **Title IV**: Service amount is provided in the CCIP application
6. **Title V**: Service amount is provided in the CCIP application
7. **IDEIA**: Service amount is provided in the CCIP application



NP Set Asides

What are Title I NP Set Asides?

- Professional Development
- Parental Involvement

Non-Chartered Nonpublic Service

- IDEIA requires equitable participation w/Non-Chartered NP
- Non-chartered School List provided in the CCIP Doc Library
- Letter C-Participation Form C-serves as Finalization for Non-Chartered requirement



District/LEA Parent Involvement Policy

- **Reviewed annually**
- **Template available**
 - CCIP
 - Doc Library
 - Consolidated Funding Application
 - Parent



School Building Parent Involvement Policy

- **Updated Periodically**
- **Available to the Community**



School Building Parent Compact

- **Part of Building Parent Policy**
- **Distributed Annually**
- **Template available**
 - **CCIP**
 - **Doc Library**
 - **Consolidated Funding Application**
 - **Parent**



Parent Notification - PSC

NCLB Parent Notification Letter Requirements for Public School Choice (PSC)

Issue Date: March 14, 2006

Revised:

Sources: Office of Federal Programs

Key Words: Parent, No Child Left Behind Act, Public School Choice

Summary: A Checklist of the NCLB Parent Notification Letter Requirements for PSC

The School Improvement (SI) first-year notification letter to parents with children eligible for Public School Choice (PSC) must include, but is not limited to, the following.

1. A prompt response (before the beginning of the school year), in a comprehensive, easy-to-understand format and, to the extent practicable, in a language the parent can understand
2. An explanation of why the school did not meet Ohio's academic standards or failed to meet adequate yearly progress (AYP) for two years in a row
3. An explanation of identification
4. How the school compares in terms of academic achievement to other schools
5. The reason(s) for identification
6. An explanation of what the Ohio Department of Education (ODE) or district and school are doing to address the achievement problem

Sample Parent Letter SI/PSC

**[SAMPLE Parent Notification Letter
School Improvement (SI)/Public School Choice (PSC)
To Be Placed on District Letterhead**

Issue Date: March 14, 2006 **Revised:**
Sources: Office of Federal Programs
Key Words: Public School Choice, School Improvement
Summary: A sample letter; please modify the letter to fit your district needs.

Date: _____

Dear Parents:

This letter is to let you know that Smith Elementary School has been identified as in need of improvement. *School Improvement* means your school did not meet Ohio's goals in reading, mathematics or attendance for two years in a row or more. The students at Smith Elementary School did not meet Ohio's goals in the following area: 4th-grade mathematics by the *students with disabilities* group two years ago and by the *all students* group last year.

Your child can attend a similar school that is NOT in need of improvement and the district will pay for transportation. You have the following choice of schools, which may be limited because- _____: Jones Elementary School, Taylor Elementary School, or Smith Community School for K-6 grades. Attached is a list of information about those schools to help you make your choice. Complete the attached form by _____ to let us know which school you would like your child to attend.

You may request free tutoring on a limited basis in place of transferring your child to another school. If you decide to keep your child in the same school, simply have your child report to that



Parent Notification - SES

NCLB Parent Notification Letter Requirements for Supplemental Educational Services (SES)

Issue Date: March 14, 2006

Revised:

Sources: Office of Federal Programs

Key Words: Parent, No Child Left Behind, Supplemental Educational Services

Summary: A Checklist of the NCLB Parent Notification Letter Requirements for SES

The School Improvement (SI) second year notification letter to parents with children eligible for Public School Choice (PSC) or Supplemental Educational Services (SES) must include, but is not limited to, the following.

1. A prompt annual response, in a comprehensive, easy-to-understand format and, to the extent practicable, in a language the parent can understand
2. An explanation of why the school did not meet Ohio's academic standards or failed to meet adequate yearly progress (AYP) for two years in a row or more



Sample Parent Letter - SES

SAMPLE Parent Notification Letter for Supplemental Educational Services (SES)

To Be Placed on District Letterhead

Issue Date: March 14, 2006 **Revised:**
Sources: Office of Federal Programs
Key Words: Supplemental Education Services, Public School Choice
Summary: A sample letter; please modify the letter to fit your district needs.

Free Tutoring for Your Child!

August 21, 2006

Dear Parent/Guardian,

Help your child succeed in school – sign up for free tutoring!

Because of the *No Child Left Behind* funding, your child can receive extra help in reading and mathematics. You can receive this free tutoring because your child's school is in its second year or later of *School Improvement*, and your family meets the income limits under the law.

School Improvement means your school did not meet Ohio's goals in reading, mathematics, attendance or graduation for two years in a row or more. Your child's school has been identified for improvement because it has not made Adequate Yearly Progress on Ohio's Achievement Tests for at least three years in a row. The enclosed district report card shows how your child's school compares to other schools in our district and state.



Parent Survey

Parent Survey for Title I Targeted-Assistance Programs Sample Questions

Issue Date: February 28, 2006
Sources: Ohio Department of Education, Center for School Improvement, Federal Programs
Key Words: Parent, Parent Information Resource Center, Needs Assessment
Summary: Sample Parent Survey to be used by Targeted-Assistance Programs to gain input

Revised:

Dear Title I Administrator:

This survey assumes you are meeting all the requirements of Title I Parent Involvement. The best surveys are designed with input from parents and Title I and classroom teachers.

Please select, modify and add the questions that will best help you to analyze and improve your Title I program and meet the needs of parents. Anything in *italics* can be changed or deleted. This survey is designed to be given to parents of children served by Title I Targeted Assistance (TA) programs and should be distributed after the program has started and before the end of the school year.

Districts with Schoolwide (SW) programs should reword questions and add their own. SW programs should use a more comprehensive survey that includes core subject instruction, communication, parent training and materials, school and community services, intervention programs, safety programs/school climate, etc. **for the entire school.**

When necessary, conduct the survey by phone, in person or through a translator.

For additional Parental Involvement Resources, visit:

5/11/06



Disproportionality

- IDEIA requires states to examine LEA data to determine if significant disproportionality exists based on race and ethnicity. LEAs identified as having disproportionality concerns with regard to identification, placement, or discipline, must redirect 15 percent of their IDEIA Part-B funds toward early intervening services.



Early Intervening Services

- Limited to 15 % of IDEA Part B
- For kindergarten through grade 12 - emphasis on students in kindergarten through grade three
- Students not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment



Early Intervening Services

Allowable activities:

- PD
- Academic instruction - literacy instruction
- Behavioral interventions,
- Instruction on the use of adaptive and instructional software, and
- Educational and behavioral evaluations