

*The Youngstown City School District, in partnership with parents and the community, is a beacon of hope, committed to academic excellence and preparing all learners to become productive, responsible citizens of a global society.*

Youngstown City Schools  
Academic Distress Commission

District Academic Recovery Plan

Adopted: June 28, 2010

Submitted by: Educational Service Center of Central Ohio

**Youngstown City Schools  
Academic Recovery Plan**

1	<b>Title</b>	<b>Academic Recovery Plan Monitoring and Oversight</b>
2	<b>Area of Focus</b>	Operations and Management
3	<b>Description</b>	The commission will issue a Request for Proposal (RFP), review applications, select and employ, for the purpose of monitoring the implementation of the Academic Recovery Plan, an independent contractor who demonstrates the following essential qualifications: 1.) Prior experience successfully monitoring the implementation of improvement strategies in complex systems; 2.) A record of success in raising organization performance measures; 3.) Relevant expertise in effectively using data to monitor progress against performance standards;
4	<b>Impact</b>	The activity and involvement of an independent monitor will increase the likelihood that the Academic Recovery Plan will be implemented with fidelity thus maximizing its potential for positive impact on improved systems, instruction, and achievement
5	<b>Action Type</b> 3302.10 (I)(1)(a)	Short-term
6	<b>Timeline</b> 3302.10 (I)(1)(b)	July 2010 through June 2012
7	<b>Position/Department Responsible</b>	Commission
8	<b>Resources</b> 3302.10 (I)(1)(c)	American Reinvestment and Recovery Act
9	<b>Estimated Cost Per Year</b>	\$100,000.00
10	<b>Benchmarks</b> 3302.10 (I)(1)(d)	RFP Issued: July 16, 2010 RFP Due: August 13, 2010 Contract Awarded: August 30, 2010 Contract Start: September 6, 2010 Action to renew for FY12: May 16, 2011 Contract End: June 30, 2011 Progress and implementation monitoring reports submitted to commission at the last meeting of each month Year 2 contract not to exceed 100 days
11	<b>Monitoring Procedure</b>	Progress reports from the ARP Monitor will include performance measures of implementation for all district and building improvement initiatives
12	<b>Progress Report Due</b> 3302.10 (I)(1)(d)	Monthly, at the last meeting of the month
13	<b>Notes</b>	200 day purchased services contract beginning 9/6/10 and ending 6/30/11 not to exceed a total cost of \$500 per day

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14	<b>Title</b>	<b>Systems Audit</b>
15	<b>Area of Focus</b>	Operations and Management
16	<b>Description</b>	The commission will issue a Request for Proposal (RFP), review applications, select and employ an independent contractor for the purpose of completing a comprehensive audit of district systems, policies, and processes including but not limited to: a.) board policy, b.) administrative guidelines, c.) staffing levels, d.) staff evaluations, e.) building-level student codes of conduct, f.) staff handbooks, g.) core curriculum, h.) instructional resources, i.) pacing guides, j.) district-adopted common formative assessments to ensure alignment to Ohio's Academic Content Standards and appropriate levels of rigor
17	<b>Impact</b>	The Commission, Board of Education, and district leadership team will have a comprehensive gap analysis of all systems, policies, and processes with specific recommendations for improvement
18	<b>Action Type</b> <b>3302.10 (I)(1)(a)</b>	Short-term
19	<b>Timeline</b> <b>3302.10 (I)(1)(b)</b>	July 2010 through March 2011
20	<b>Position/Department Responsible</b>	Commission
21	<b>Resources</b> <b>3302.10 (I)(1)(c)</b>	America Recovery and Reinvestment Act Funds
22	<b>Estimated Cost Per Year</b>	\$100,000.00
23	<b>Benchmarks</b> <b>3302.10 (I)(1)(d)</b>	RFP Issued: July 16, 2010 RFP Due: August 13, 2010 Contract Awarded: August 30, 2010 Contract Start: September 6, 2010 Recommendations Due: March 28, 2011 Contract End: March 28, 2011
24	<b>Monitoring Procedure</b>	Progress reports from the ARP Monitor will include performance measures of implementation for all district and building improvement initiatives
25	<b>Progress Report Due</b> <b>3302.10 (I)(1)(d)</b>	Monthly reports submitted to ARP Monitor five business days before the last meeting of the month
26	<b>Notes</b>	An estimated cost of \$1000 per day not to exceed a maximum of 100 contract days between 9/6/10 and 3/28/11

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27	<b>Title</b>	Fiscal policy update
28	<b>Area of Focus</b>	Operations/Management
29	<b>Description</b>	The Board of Education with cooperation of the district Treasurer will comply with 100% fidelity recommendations of the Auditor of State as presented by the Fiscal Oversight Commission
30	<b>Impact</b>	The district will deploy improved fiscal processes and policies systems-wide that will maximize the resources available to the district to support teaching and learning
31	<b>Action Type</b> 3302.10 (I)(1)(a)	Short-term
32	<b>Timeline</b> 3302.10 (I)(1)(b)	June through August, 2010
33	<b>Position/Department Responsible</b>	Board of Education
34	<b>Resources</b> 3302.10 (I)(1)(c)	General Revenue Fund
35	<b>Estimated Cost Per Year</b>	\$0
36	<b>Benchmarks</b> 3302.10 (I)(1)(d)	75% of recommendations implemented: August 9, 2010 100% of recommendations implemented: October 30, 2010
37	<b>Monitoring Procedure</b>	The district treasurer will present written reports to the ADC that include descriptions of changes made in fiscal processes and policies to date and the impact those changes are having
38	<b>Progress Report Due</b> 3302.10 (I)(1)(d)	Monthly reports will be submitted to the ADC chair five business days before the first meeting of the month
39	<b>Notes</b>	The Fiscal Oversight Commission affirms that the district has implemented numerous of the audit recommendations to date.

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40	<b>Title</b>	District ARP Implementation Team
41	<b>Area of Focus</b>	Operations/Management
42	<b>Description</b>	The superintendent shall establish and sustain a District ARP Implementation Team with representation from at least one teacher; superintendent's designee, HR/PD director, curriculum director, special education director, linkage coordinator designee, community leader(s) and parent representatives, board of education member, ADC designee, and facilitated by a designee of the State Support Team Region 5. The purpose of the ARP teams are to: 1.) facilitate and support implementation of the ARP district-wide with fidelity; 2.) maintain and report district level data to the ADC and Board of Education; 3.) build capacity of the building ARP teams to support implementation of the ARP at the building level with fidelity; 4.) communicate with the community, board of education, and ADC on matters related to implementation of the ARP
43	<b>Impact</b>	Improved systems and processes to ensure implementation of ARP with fidelity
44	<b>Action Type</b> <b>3302.10 (I)(1)(a)</b>	Long-term
45	<b>Timeline</b> <b>3302.10 (I)(1)(b)</b>	August 2010 thru June 2013
46	<b>Position/Department Responsible</b>	Superintendent
47	<b>Resources</b> <b>3302.10 (I)(1)(c)</b>	Professional Development Funds
48	<b>Estimated Cost Per Year</b>	\$6,615.00
49	<b>Benchmarks</b> <b>3302.10 (I)(1)(d)</b>	Confirm all ARP District Team Members: August 30, 2010 Last date for first ARP District Team Meeting/Training: September 17, 2010 2010-11 dates and back-up dates finalized: September 17, 2010 Monthly meetings/trainings required through June 2011 except December
50	<b>Monitoring Procedure</b>	ARP District Implementation Team designee will present written reports to the ADC that include descriptions of training and activities of the ARP district team to date and the impact those changes are having the leadership structure of the district
51	<b>Progress Report Due</b> <b>3302.10 (I)(1)(d)</b>	Monthly reports will be submitted to the ADC chair five business days before the first ADC meeting of the month
52	<b>Notes</b>	10 meetings monthly Sept 2010- June 2011 (except in December) SST External Facilitator provided at no cost Estimated cost includes 15 teachers @ \$22.05 per hour x 10 mtgs x 2 hrs *This strategy aligns to the Ohio Leadership Advisory Council framework and complies with Ohio's Differentiated Accountability Model

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53	<b>Title</b>	Increase District Enrollment
54	<b>Area of Focus</b>	Family Outreach and Community Partnership
55	<b>Description</b>	The Board of Education will deploy family and community engagement strategies that will result in increased district enrollment. Recommended steps may include: 1.) facilitating an Early Childhood Coordinated Services network including parents and families, early childhood caregivers, Help Me Grow, Head Start, SPARK, and other community organizations and service providers 2.) exploring alternative funding options for the expansion of existing early childhood outreach to ensure broad participation of families of 3-4 year olds 3.) coordinating and verifying annual health and developmental screenings for all pre-school aged children and assisting in connecting families to appropriate services based on screening results 4.) maintaining a district-wide Family and Civic Engagement Team that includes Family and Children First Council, families, community/business partners, staff and students to coordinate district efforts to provide comprehensive, community-wide learning supports 5.) conducting student, staff, and parent surveys of school climate and connectedness district-wide
56	<b>Impact</b>	Increased family and community engagement in the district through the district's active roll in connecting families to community supports will enhance trust between the district, community partners, and families thus keeping more students in the district
57	<b>Action Type</b> 3302.10 (I)(1)(a)	Long-term
58	<b>Timeline</b> 3302.10 (I)(1)(b)	August 2010 thru June 2013
59	<b>Position/Department Responsible</b>	Board of Education
60	<b>Resources</b> 3302.10 (I)(1)(c)	Community Development Funds; Federal Neighborhood Grants; Foundations
61	<b>Estimated Cost Per Year</b>	\$25,000
62	<b>Benchmarks</b> 3302.10 (I)(1)(d)	Complete community engagement communication plan: Sept 10, 2010 Family and Civic Engagement Team established: August 20, 2010 Last day for FCE first quarterly meeting: September 24, 2010 Quarterly meetings in December, March and June Early Childhood Network Team established: August 20, 2010 Last day for ECN team first quarter meeting: September 24, 2010 Quarterly meetings in November, February, and May
63	<b>Monitoring Procedure</b>	The Board of Education will report family and community engagement strategies, actions, and timelines to the ARP Monitor and will also use the district newsletter and website to communicate activity with the district.
64	<b>Progress Report Due</b> 3302.10 (I)(1)(d)	Monthly written reports will be submitted by the ARP Monitor to the commission chair five business days before the last ADC meeting of the month.
65	<b>Notes</b>	

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66	<b>Title</b>	<b>Leadership Mentors</b>
67	<b>Area of Focus</b>	Operations/Management
68	<b>Description</b>	The commission will issue a Request for Proposal (RFP) for the purpose of contracting with a cadre of Leadership Mentors to work side by side with principals to build their capacity in areas of building management, discipline, staff evaluation, feedback and support, and effectively monitoring implementation of strategies related to the Academic Recovery Plan
69	<b>Impact</b>	Enhanced capacity of the building principals will increase fidelity of implementation of effective instruction, accelerate achievement, decreased discipline incidents, improve building climate and trust between staff and administration, and uniformly communicate, implement and enforce the board adopted code of conduct
70	<b>Action Type</b> 3302.10 (I)(1)(a)	Short-term
71	<b>Timeline</b> 3302.10 (I)(1)(b)	2010-11
72	<b>Position/Department Responsible</b>	Superintendent or designee
73	<b>Resources</b> 3302.10 (I)(1)(c)	Professional Development Funds
74	<b>Estimated Cost Per Year</b>	\$405,000
75	<b>Benchmarks</b> 3302.10 (I)(1)(d)	RFP Issued: July 9, 2010 RFP Due: July 31, 2010 Contract Awarded: August 9, 2010 Proposed mentoring assignments and schedule due: August 20, 2010 Contract Start: August 23, 2010 Schedule of monthly after-school Principal meetings with proposed syllabus due: August 27, 2010 Last date for first monthly meeting: September 10, 2010 Contract End: June 10, 2011
76	<b>Monitoring Procedure</b>	Mentors will report directly to ARP Monitor all performance measures including individual leadership development goals for each principal, principal attendance and participation in monthly meetings, implementation of recommended strategies, and general assessments of leadership knowledge, skill, and competency development
77	<b>Progress Report Due</b> 3302.10 (I)(1)(d)	Monthly reports submitted to ARP Monitor five business days before the last meeting of the month. ARP Monitor will report progress to ADC on the last meeting of each month
78	<b>Notes</b>	Estimated cost includes 5 leadership mentors assigned to 15 principals for a total of 180 days per mentor not exceed \$500 per day Principal:Mentor ratio @ 3:1 allocated over 40 weeks (1.5 day per prin per wk) *This strategy aligns to US Department of Education's School Turnaround research as it pertains to the quality of principal leadership

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79	<b>Title</b>	<b>Building ARP Implementation Teams</b>
80	<b>Area of Focus</b>	Operations/Management
81	<b>Description</b>	Establish and sustain building ARP Implementation Teams that include: (1) teacher from each grade level, a literacy teacher/specialist and math teacher/specialist, (1) special education teacher; counselor; administrator; linkage coordinator; community member; parent/family representative; board of education designee; The purpose of the ARP teams is to: 1.) facilitate and support implementation of the ARP with fidelity; 2.) maintain and report building level data to the District ARP team; 3.) provide coaching and PD when appropriate to support implementation of the ARP with fidelity; 4.) communicate with the school staff on matters regarding the ARP; 5.) serve as liaisons for the District ARP team
82	<b>Impact</b>	Implementing systems and processes that involve distributed leadership will improved communication, build trust, and ensure implementation of ARP with fidelity
83	<b>Action Type</b> 3302.10 (I)(1)(a)	Long-term
84	<b>Timeline</b> 3302.10 (I)(1)(b)	August 2010 thru June 2013
85	<b>Position/Department Responsible</b>	Principal
86	<b>Resources</b> 3302.10 (I)(1)( c)	Title I, Title IIA
87	<b>Estimated Cost Per Year</b>	\$15,435
88	<b>Benchmarks</b> 3302.10 (I)(1)(d)	Confirm all ARP Building Team Members: August 30, 2010 Last date for first ARP Building Team Meeting/Training: Sept 24, 2010 Complete building communication plan: Sept 24, 2010 All 2010-11 dates/back-up dates finalized: September 24, 2010 Five meetings/trainings required through June 2011
89	<b>Monitoring Procedure</b>	Leadership mentor will present written reports to the ARP Monitor including descriptions of training and meeting activities of the ARP building team and the impact those activities are having on the leadership structure and climate of the building
90	<b>Progress Report Due</b> 3302.10 (I)(1)(d)	Monthly reports will be submitted to the ADC chair five business days before the first ADC meeting in October, December, February, April and June
91	<b>Notes</b>	Meetings will be facilitated by the Leadership Mentor assigned to each building. Estimated costs: 10 teachers on 7 teams @ \$22.05 per hour x 5 mtgs x 2 hrs *Strategy aligns to the Ohio Leadership Advisory Council framework and complies with Ohio's Differentiated Accountability Model

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92	<b>Title</b>	Teacher-based ARP Implementation Teams
93	<b>Area of Focus</b>	Academic Rigor and Student Engagement
94	<b>Description</b>	Establish and sustain a teacher-based ARP Implementation Teams with representation by grade level (horizontal) and content area (vertical). The purpose of the teacher-based ARP teams are to 1. review implementation of the ARP with fidelity; 2. maintain and report grade level data to the building ARP team; 3. identify needs and recommend supports and interventions for struggling students; 4. communicate with the building ARP teams regarding barriers to implementing the ARP or proposed changes to the ARP
95	<b>Impact</b>	Implementing teacher-based teams will improve communication among teachers, build capacity, provide opportunities for teachers to share exemplary practices and ensure consistent implementation of ARP strategies with fidelity
96	<b>Action Type</b> 3302.10 (I)(1)(a)	Long-term
97	<b>Timeline</b> 3302.10 (I)(1)(b)	October 2010 thru June 2013
98	<b>Position/Department Responsible</b>	Principal
99	<b>Resources</b> 3302.10 (I)(1)(c)	No additional resources necessary
100	<b>Estimated Cost Per Year</b>	\$0
101	<b>Benchmarks</b> 3302.10 (I)(1)(d)	Last date for first Teacher Team Meeting: October 15, 2010 List of all teacher-based team meeting dates by grade level First list of Tier 2 students with specified interventions due: October 15, 2010 Four meetings required through June 2011
102	<b>Monitoring Procedure</b>	Grade level designee will present Tier 2 lists and interventions to building principals and will describe the impact interventions have on the student learning
103	<b>Progress Report Due</b> 3302.10 (I)(1)(d)	Monthly reports will be submitted to the ADC chair five business days before the last ADC meeting in October, January, March, and May
104	<b>Notes</b>	Meetings will be held during common planning time, before school or after school *Strategy aligns to the Ohio Leadership Advisory Council framework and complies with Ohio's Differentiated Accountability Model

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105	<b>Title</b>	<b>K-1 Class Size Reduction (15:1 Student Teacher Ratios)</b>
106	<b>Area of Focus</b>	Literacy Development
107	<b>Description</b>	A team of K-1 teachers, building principals, literacy specialist, and representatives from the district leadership team will recruit, select, and assign additional K-1 teachers in order to maintain classroom student teacher ratios that do not exceed 15:1 in grades Kindergarten and first grade. All internal and external applicants for new K-1 postings must demonstrate competency and show knowledge, skill and understanding of the following prior to selection and assignment: 1.) use of evidence-based strategies for word study and vocabulary development 2.) self-selected and guided reading strategies that support reading comprehension 3.) the use of writing as a tool for learning and communication
108	<b>Impact</b>	Reducing student teacher ratios in the primary grades and staffing those classrooms with highly skilled teachers will result in more than one year expected gain in literacy development
109	<b>Action Type</b> <b>3302.10 (I)(1)(a)</b>	Short-term
110	<b>Timeline</b> <b>3302.10 (I)(1)(b)</b>	August 2010 through June 2013
111	<b>Position/Department</b> <b>Responsible</b>	Director of Human Resources
112	<b>Resources</b> <b>3302.10 (I)(1)(c)</b>	American Reinvestment and Recovery Act, Title IIA Class-size Reduction Funds
113	<b>Estimated Cost</b> <b>Per Year</b>	\$2,042,760.00
114	<b>Benchmarks</b> <b>3302.10 (I)(1)(d)</b>	Positions posted internally: July 16, 2010 Final internal candidates interviewed/selected/assigned: August 6, 2010 External candidates interviewed/selected/assigned: August 20, 2010 Diagnostic reading assessment given to all K-1 students: Sept 10, 2010 Benchmark assessments administered: November, February, May
115	<b>Monitoring</b> <b>Procedure</b>	Results of benchmark assessments will be scored by classroom teachers and reported to the building principal who will report aggregated grade level results to the ARP Monitor
116	<b>Progress Report Due</b> <b>3302.10 (I)(1)(d)</b>	Results of diagnostic and benchmark assessments will be reported to the ADC at the last meeting in Sept, Nov, Feb, and May
117	<b>Notes</b>	Estimated 30 additional teachers @ \$68,092 per teacher including salary and benefits *Strategy aligns directly with HB1 and OEBM **Criteria for selecting and assigning staff overrides CBA 6.072(B)(1)(a) and 6.074(A) ***Title IIA reallocation of funds will require waiver

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118	<b>Title</b>	<b>Double Literacy Intervention</b>
119	<b>Area of Focus</b>	Literacy Development
120	<b>Description</b>	Each elementary will establish and staff "Double Literacy" intervention classrooms for students in grades 2-5 who are a full grade level or more behind in reading and writing proficiency as measured by common formative assessments aligned to Ohio's Academic Content Standards in ELA. DL classrooms may be multi-age but may not include students more than one grade level apart (i.e 2-3, 3-4, 4-5)
121	<b>Impact</b>	Additional literacy instructional time for students will result in more than one year expected gain in literacy development
122	<b>Action Type</b> 3302.10 (I)(1)(a)	Short-term
123	<b>Timeline</b> 3302.10 (I)(1)(b)	2010-11
124	<b>Position/Department Responsible</b>	Director of Curriculum and Community Support
125	<b>Resources</b> 3302.10 (I)(1)(c)	General Revenue Fund
126	<b>Estimated Cost Per Year</b>	No additional cost
127	<b>Benchmarks</b> 3302.10 (I)(1)(d)	Positions posted internally: July 16, 2010 Team including Gr 2-5 teachers develops selection criteria and required competencies: August 6, 2010 Final internal candidates interviewed/selected/assigned: August 13, 2010 External candidates interviewed/selected/assigned: August 20, 2010 Diagnostic reading assessment given to all 2, 4, 5 students by Sept 10, 2010. Grade 3 will take fall OAA. Double Literacy classroom lists determined by Sept 17, 2010 Benchmark assessments administered: November, February, May Double Literacy classroom lists re-rostered within 10 school days of benchmark assessment
128	<b>Monitoring Procedure</b>	Results of diagnostic and benchmark assessments will be scored by classroom teachers and reported to the building principal who will report aggregated grade level results to the ARP Monitor
129	<b>Progress Report Due</b> 3302.10 (I)(1)(d)	Results of diagnostic and benchmark assessments will be reported to the ADC at the last meeting in Sept, Nov, Feb, and May
130	<b>Notes</b>	Double literacy classes staffed by existing teachers *Competency criteria for selecting and assigning staff shall override CBA 6.072(B)(1)(a) and 6.074(A)

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131	<b>Title</b>	<b>School Literacy Coaches</b>
132	<b>Area of Focus</b>	Literacy
133	<b>Description</b>	Provide intensive, targeted coaching and professional development to teachers who do not show evidence or demonstrate sufficient knowledge, skill, and competency in literacy instruction as defined by Ohio's Academic Content Standards and evidence-based literacy frameworks
134	<b>Impact</b>	Targeted coaching and professional development will result in enhanced fidelity of implementation of evidence-based literacy practices along with increased capacity and professional growth of the teacher
135	<b>Action Type</b> 3302.10 (I)(1)(a)	Long-term
136	<b>Timeline</b> 3302.10 (I)(1)(b)	September 2010 through June 2013
137	<b>Position/Department Responsible</b>	Director of Curriculum and Community Support
138	<b>Resources</b> 3302.10 (I)(1)(c)	Title I, School Improvement Grant, Reading First
139	<b>Estimated Cost Per Year</b>	\$136,184.00
140	<b>Benchmarks</b> 3302.10 (I)(1)(d)	Positions posted internally: July 16, 2010 Final internal candidates interviewed/selected/assigned: August 6, 2010 External candidates interviewed/selected/assigned: August 20, 2010 First round of classroom visits completed Sept 17, 2010 Modeling and targeted assistance begins: September 27, 2010 Second round of classroom visits: November 19, 2010 Third round of classroom visits complete: February 11, 2011 Final round of classroom visits complete: May 13, 2011
141	<b>Monitoring Procedure</b>	Classroom visit information from each round will be aggregated into grade level reports and presented to the building principal for <b>Professional Development planning ONLY</b>
142	<b>Progress Report Due</b> 3302.10 (I)(1)(d)	Principal will report of professional development planning and implementation to the Executive Director of C/I who will aggregate the information into a grade band PD report to the ADC at the first meeting in Oct, Dec, March and June
143	<b>Notes</b>	One (1) literacy coach per building (7 total) Five (5) literacy coaches are currently assigned to buildings, so 2 additional will be needed at an estimated cost of \$68092.70 per teacher *Number of classroom visits prescribed for literacy coaches exceeds the number of visits defined in CBA 6.034

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144	<b>Title</b>	Public Pre-School Staffing
145	<b>Area of Focus</b>	Academic Rigor and Student Engagement
146	<b>Description</b>	The district will develop and deploy internal processes for recruiting, selecting, and assigning pre-k teachers and teaching assistants who demonstrate evidence of knowledge, skill, and competencies aligned to Ohio's Early Learning Content Standards
147	<b>Impact</b>	Ensuring that Pre-K teachers use instruction and assessment strategies aligned to Ohio's Early Learning Content Standards will increase KRAL scores in Bands 2 and 3 and decrease the number of students in KRAL Band 1
148	<b>Action Type</b> 3302.10 (I)(1)(a)	Long-term
149	<b>Timeline</b> 3302.10 (I)(1)(b)	August 2010 through June 2011
150	<b>Position/Department Responsible</b>	Director of Human Resources
151	<b>Resources</b> 3302.10 (I)(1)(c)	No additional resources are required
152	<b>Estimated Cost Per Year</b>	\$0
153	<b>Benchmarks</b> 3302.10 (I)(1)(d)	Pre-K Selection Team established: August 6, 2010 Complete analysis of OEL content standards: August 30, 2010 Complete process map of Pre-K employment practices: October 30, 2010 Identify essential characteristics for Pre-K staff: January 31, 2011 Develop Pre-K standards-based screening tool: March, 31, 2011 Final revisions of Pre-K screening and selection tool complete: April 30, 2011 Screening tool deployed: May 1, 2011
154	<b>Monitoring Procedure</b>	Progress of the development of the Pre-K tool will be reported to the ARP Monitor five business days prior to the last ADC meeting in Sept, Nov, Feb, April and May
155	<b>Progress Report Due</b> 3302.10 (I)(1)(d)	Progress will be reported to the ADC by the ARP Monitor at the last meeting in Sept, Nov, Feb, April and May
156	<b>Notes</b>	This capacity-building process is intended to be mirrored for other job-alike positions in years 2 and 3. Notes and records should be kept accordingly.

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157	<b>Title</b>	<b>Intervention/Acceleration Services</b>
158	<b>Area of Focus</b>	Academic Rigor and Student Engagement
159	<b>Description</b>	The district will provide a comprehensive system of intervention/acceleration services to meeting the individual needs of all learners. The system will include short-cycle district-wide reading, writing, and math assessments aligned to academic content standards, a longitudinal data system and planning tool to collect, report, and assist in monitoring student progress, and intensive professional development, coaching and technical support to all staff working with youth who have intensive academic and non-academic needs to ensure these staff have the knowledge and skills needed to meet the unique needs of youth with multiple risk factors and talents
160	<b>Impact</b>	Processes, systems, and training in academic and non-academic supports will enhance classroom and other school-based services provided to struggling students
161	<b>Action Type</b> 3302.10 (I)(1)(a)	Long-term
162	<b>Timeline</b> 3302.10 (I)(1)(b)	January 2011 through June 2013
163	<b>Position/Department Responsible</b>	Director of Curriculum and Community Support
164	<b>Resources</b> 3302.10 (I)(1)( c)	Title IIA, Title VIB
165	<b>Estimated Cost Per Year</b>	\$30,000.00
166	<b>Benchmarks</b> 3302.10 (I)(1)(d)	Dist ARP IT selects short-cycle assessments: Jan 31, 2011 Selection of longitudinal data system: Feb 28, 2011 General assessment of intervention PD complete: March 1, 2011 Schedule of professional development completed: April 30, 2011 Last day for round 1 of district-wide PD: June 17, 2011 Job-embedded intervention PD with targeted coaching to be included in building and teacher team training and development for 2011-2012 school year
167	<b>Monitoring Procedure</b>	Survey and needs assessment results will be presented by Elementary principals to Executive Director <b>for Professional Development planning ONLY</b> ; Executive Director will report of professional development planning and implementation to the ARP Monitor five days prior to the first ADC meeting in the months of May 2011, August 2011, November 2011, January 2012 and April 2012
168	<b>Progress Report Due</b> 3302.10 (I)(1)(d)	The ARP Monitor presents progress report to the ADC at the first meeting in May 2011, August 2011, November 2011, January 2012 and April 2012
169	<b>Notes</b>	Training costs estimated at \$100 per teacher x 300 teachers *Strategy aligns to Ohio's Race to the Top Application

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170	<b>Title</b>	Asset Mapping
171	<b>Area of Focus</b>	Positive Youth Development
172	<b>Description</b>	All elementary buildings will complete an inventory, audit, and asset map of all school-based and community-based services designed to enhance parent and family involvement in, meet the social/emotional needs of and support teachers in building on the cultural backgrounds of elementary students (e.g. Parent Patrol, Capturing Kids Hearts, Care Teams, Linkage Coordinators)
173	<b>Impact</b>	Aligning these programs will improve relationships among families, school staff and community partners resulting in improved services for children and families, increased student engagement, decreased discipline referrals, and increased attendance
174	<b>Action Type</b> 3302.10 (I)(1)(a)	Long-term
175	<b>Timeline</b> 3302.10 (I)(1)(b)	January 2011 thru June 2013
176	<b>Position/Department Responsible</b>	Director of Curriculum and Community Support
177	<b>Resources</b> 3302.10 (I)(1)(c)	Community Development Funds; Federal Neighborhood Grants; Foundations
178	<b>Estimated Cost Per Year</b>	\$20,000
179	<b>Benchmarks</b> 3302.10 (I)(1)(d)	Asset map by building complete: June 10, 2011 Gap analysis by building complete: August 12, 2011 Building-level asset teams established: September 2, 2011 Last date for first building asset team meeting: September 30, 2011 Comprehensive Asset-building plan due: October 14, 2011 Quarterly meetings in December, March and June Summer connections and asset-building plan complete and communicated to parents and families by April 27, 2012
180	<b>Monitoring Procedure</b>	Each building team will report results of asset mapping project as well as family and community engagement strategies, actions, and timelines to the ARP Monitor. The building will also use the school newsletter and website to communicate both school and community-based activities throughout the school's attendance area
181	<b>Progress Report Due</b> 3302.10 (I)(1)(d)	Reports will be submitted to the ARP Monitor chair five business days before the last ADC meetings in June 2011, August 2011, October 2011, January 2012, and April 2012
182	<b>Notes</b>	Estimated cost is calculated at \$2,000 per building <i>85 / students for 300 students</i>

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183	<b>Title</b>	<b>Building ARP Implementation Teams</b>
184	<b>Area of Focus</b>	Operations/Management
185	<b>Description</b>	Establish and sustain building ARP Implementation Teams that include: (1) teacher each from Gr 6, Gr 7, and Gr 8, including a literacy teacher/specialist and math teacher/specialist, (1) special education teacher; counselor; administrator; linkage coordinator; community member; parent/family representative; board of education designee; The purpose of the ARP teams is to: 1.) facilitate and support implementation of the ARP with fidelity; 2.) maintain and report building level data to the District ARP team; 3.) provide coaching and PD when appropriate to support implementation of the ARP with fidelity; 4.) communicate with the school staff on matters regarding the ARP; 5.) serve as liaisons for the District ARP team
186	<b>Impact</b>	Implementing systems and processes that involve distributed leadership will improved communication, build trust, and ensure implementation of ARP with fidelity
187	<b>Action Type</b> 3302.10 (I)(1)(a)	Long-term
188	<b>Timeline</b> 3302.10 (I)(1)(b)	August 2010 thru June 2013
189	<b>Position/Department</b> <b>Responsible</b>	Principal
190	<b>Resources</b> 3302.10 (I)(1)(c)	Title I, Title IIA
191	<b>Estimated Cost</b> <b>Per Year</b>	\$5,292
192	<b>Benchmarks</b> 3302.10 (I)(1)(d)	Confirm all ARP Building Team Members: August 30, 2010 Last date for first ARP Building Team Meeting/Training: Sept 24, 2010 Complete building communication plan: Sept 24, 2010 All 2010-11 dates/back-up dates finalized: September 24, 2010 Five meetings/trainings required through June 2011
193	<b>Monitoring</b> <b>Procedure</b>	Leadership mentor will present written reports to the ARP Monitor including descriptions of training and meeting activities of the ARP building team and the impact those activities are having on the leadership structure and climate of the building
194	<b>Progress Report Due</b> 3302.10 (I)(1)(d)	Monthly reports will be submitted to the ADC chair five business days before the first ADC meeting in October, December, February, April and June
195	<b>Notes</b>	Meetings will be facilitated by the Leadership Mentor assigned to each building. Estimated costs: 6 teachers on 4 teams @ \$22.05 per hour x 5 mtgs x 2 hrs *Strategy aligns to the Ohio Leadership Advisory Council framework and complies with Ohio's Differentiated Accountability Model

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196	<b>Title</b>	Teacher-based ARP Implementation Teams
197	<b>Area of Focus</b>	Academic Rigor and Student Engagement
198	<b>Description</b>	Establish and sustain a teacher-based ARP Implementation Teams with representation by grade level (horizontal) and content area (vertical). The purpose of the teacher-based ARP teams are to 1. review implementation of the ARP with fidelity; 2. maintain and report grade level data to the building ARP team; 3. identify needs and recommend supports and interventions for struggling students; 4. communicate with the building ARP teams regarding barriers to implementing the ARP or proposed changes to the ARP
199	<b>Impact</b>	Implementing teacher-based teams will improve communication among teachers, build capacity, provide opportunities for teachers to share exemplary practices and ensure consistent implementation of ARP strategies with fidelity
200	<b>Action Type</b> 3302.10 (I)(1)(a)	Long-term
201	<b>Timeline</b> 3302.10 (I)(1)(b)	October 2010 thru June 2013
202	<b>Position/Department Responsible</b>	Principal
203	<b>Resources</b> 3302.10 (I)(1)(c)	No additional resources necessary
204	<b>Estimated Cost Per Year</b>	\$0
205	<b>Benchmarks</b> 3302.10 (I)(1)(d)	Last date for first Teacher Team Meeting: October 15, 2010 List of all teacher-based team meeting dates by grade level First list of Tier 2 students with specified interventions due: October 15, 2010 Four meetings required through June 2011
206	<b>Monitoring Procedure</b>	Grade level designee will present Tier 2 lists and interventions to building principals and will describe the impact interventions have on the student learning. The building principals will aggregate the reports and submit a building report to the ARP Monitor five business days before the last ADC meeting in the months of Oct, Jan, March, and May
207	<b>Progress Report Due</b> 3302.10 (I)(1)(d)	Monthly reports will be submitted to the ADC by the ARP Monitor at the last ADC meeting in October, January, March, and May
208	<b>Notes</b>	Teacher team meetings will be conducted during common planning time, before school or after school *Strategy aligns to the Ohio Leadership Advisory Council framework and complies with Ohio's Differentiated Accountability Model

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209	<b>Title</b>	<b>Double Literacy Intervention</b>
210	<b>Area of Focus</b>	Literacy Development
211	<b>Description</b>	Each middle school will establish and staff "Double Literacy" intervention classrooms for students who are a full grade level or more behind in reading and writing proficiency as measured by common formative assessments aligned to Ohio's Academic Content Standards in ELA. DL classrooms may be multi-age but may not include students more than one grade level apart (i.e 6-7, 7-8). Double literacy will be substituted in the schedule for an elective or exploratory class to be determined collaboratively by the principal, ELA grade level team, and parent/guardian of the student. Students will be re-rostered into the elective class only upon demonstration of grade level proficiency on benchmark assessments.
212	<b>Impact</b>	Additional instructional time for students in reading and writing will result in more than one year expected gain in literacy development
213	<b>Action Type</b> <b>3302.10 (I)(1)(a)</b>	Short-term
214	<b>Timeline</b> <b>3302.10 (I)(1)(b)</b>	2010-11
215	<b>Position/Department Responsible</b>	Director of Curriculum and Community Support
216	<b>Resources</b> <b>3302.10 (I)(1)(c)</b>	KnowledgeWorks Grant for intervention services
217	<b>Estimated Cost Per Year</b>	No additional cost to district
218	<b>Benchmarks</b> <b>3302.10 (I)(1)(d)</b>	Positions posted internally: July 16, 2010 Team including Gr 6-8 teachers develops selection criteria and required competencies: August 6, 2010 Final internal candidates interviewed/selected/assigned: August 13, 2010 External candidates interviewed/selected/assigned: August 20, 2010 Diagnostic reading assessment given to all 6, 7, 8 students by Sept 10, 2010. Double Literacy classroom lists determined by Sept 17, 2010 Benchmark assessments administered: November, February, May Double Literacy classroom lists re-rostered within 10 school days of benchmark assessment
219	<b>Monitoring Procedure</b>	Results of diagnostic and benchmark assessments will be scored by classroom teachers and reported to the building principal who will report aggregated grade level results to the ARP Monitor
220	<b>Progress Report Due</b> <b>3302.10 (I)(1)(d)</b>	Results of diagnostic and benchmark assessments will be reported to the ADC at the last meeting in Sept, Nov, Feb, and May
221	<b>Notes</b>	Double Literacy intervention classes staffed by current teachers *Competency criteria for selecting and assigning staff shall override CBA 6.072(B)(1)(a) and 6.074(A)

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222	<b>Title</b>	<b>School Literacy Coaches</b>
223	<b>Area of Focus</b>	Literacy
224	<b>Description</b>	Provide intensive, targeted coaching and professional development to teachers who do not show evidence or demonstrate sufficient knowledge, skill, and competency in teaching literacy skills across content areas as outline in Ohio's English Language Arts Academic Content Standards and generally accepted evidence-based literacy frameworks
225	<b>Impact</b>	Targeted coaching and professional development will result in enhanced fidelity of implementation of evidence-based literacy practices across the curriculum along with increased alignment, consistency and support of literacy instruction throughout the content areas
226	<b>Action Type</b> 3302.10 (I)(1)(a)	Long-term
227	<b>Timeline</b> 3302.10 (I)(1)(b)	September 2010 through June 2013
228	<b>Position/Department Responsible</b>	Director of Curriculum and Community Support
229	<b>Resources</b> 3302.10 (I)(1)(c)	Title I, School Improvement Grant, Reading First
230	<b>Estimated Cost Per Year</b>	\$272,370
231	<b>Benchmarks</b> 3302.10 (I)(1)(d)	Positions posted internally: July 16, 2010 Final internal candidates interviewed/selected/assigned: August 6, 2010 External candidates interviewed/selected/assigned: August 20, 2010 First round of classroom visits completed Sept 17, 2010 Modeling and targeted assistance begins: September 27, 2010 Second round of classroom visits: November 19, 2010 Third round of classroom visits complete: February 11, 2011 Final round of classroom visits complete: May 13, 2011
232	<b>Monitoring Procedure</b>	Classroom visit information from each round will be aggregated into grade level reports and presented to the building principal <b>for Middle School Professional Development planning ONLY</b> ; Each MS principal will report professional development planning and implementation to the Executive Director of C/I who will aggregate the information into a MS PD report for the ARP Monitor five days prior to the first ADC meeting in Oct, Dec, March and June
233	<b>Progress Report Due</b> 3302.10 (I)(1)(d)	The ARP Monitor will report progress to the ADC at the first ADC meeting in the months of Oct, Dec, March and June
234	<b>Notes</b>	One (1) literacy specialists for each middle school at \$68092.70 per year *Number of classroom visits prescribed for literacy coaches exceeds the number of visits defined in CBA 6.034

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235	<b>Title</b>	<b>Asset Mapping</b>
236	<b>Area of Focus</b>	Positive Youth Development
237	<b>Description</b>	All Middle Schools will complete an inventory, audit, and asset map of all school-based and community-based programs, activities, and services designed to enhance parent and family involvement in, meet the social/emotional needs of, and support teachers in building on the cultural backgrounds of middle school students to strengthen their connectedness to school and the community as a whole; this analysis will also include determining the level of involvement in each school-based and community based activity BY STUDENT and working with the student and family to develop an asset development plan
238	<b>Impact</b>	Aligning these programs will improve relationships among families, school staff and community partners resulting in improved services for children and families, increased student engagement, decreased discipline referrals, and increased attendance
239	<b>Action Type</b> <b>3302.10 (l)(1)(a)</b>	Short-term
240	<b>Timeline</b> <b>3302.10 (l)(1)(b)</b>	September 2010 thru June 2011
241	<b>Position/Department Responsible</b>	Director of Curriculum and Community Support
242	<b>Resources</b> <b>3302.10 (l)(1)(c)</b>	Community Development Funds; Federal Neighborhood Grants; Foundations
243	<b>Estimated Cost Per Year</b>	\$5,000
244	<b>Benchmarks</b> <b>3302.10 (l)(1)(d)</b>	Asset map by building complete: September 30, 2010 Gap analysis by building complete: October 22, 2010 50% of MS student plans complete: December 3, 2010 75% of MS student plans complete: February 18, 2011 100% of MS student plans complete: April 15, 2011 Comprehensive asset-building plan due: November 12, 2010 Summer connections plan complete and communicated to parents and families by April 29, 2011
245	<b>Monitoring Procedure</b>	Each building principal will report results of asset mapping project as well as individual and building-wide asset-building strategies, actions, and timelines to the ARP Monitor. The building will also use the school newsletter and website to communicate both school and community-based activities throughout the school's attendance area
246	<b>Progress Report Due</b> <b>3302.10 (l)(1)(d)</b>	Reports will be submitted to the ARP Monitor chair five business days before the last ADC meetings in November 2010, February 2011, and April 2011
247	<b>Notes</b>	Estimated cost is calculated at \$5 per student x 1,000 students

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248	<b>Title</b>	<b>Intervention/Acceleration Services</b>
249	<b>Area of Focus</b>	Academic Rigor and Student Engagement
250	<b>Description</b>	The district will provide a comprehensive system of intervention/acceleration services to meeting the individual needs of all learners. The system will include short-cycle district-wide reading, writing, and math assessments aligned to academic content standards, a longitudinal data system and planning tool to collect, report, and assist in monitoring student progress, and intensive professional development, coaching and technical support to all staff working with youth who have intensive academic and non-academic needs to ensure these staff have the knowledge and skills needed to meet the unique needs of youth with multiple risk factors and talents
251	<b>Impact</b>	Processes, systems, and training in academic and non-academic supports will enhance classroom and other school-based services provided to struggling students
252	<b>Action Type</b> 3302.10 (I)(1)(a)	Long-term
253	<b>Timeline</b> 3302.10 (I)(1)(b)	January 2011 through June 2013
254	<b>Position/Department Responsible</b>	Director of Curriculum and Community Support
255	<b>Resources</b> 3302.10 (I)(1)(c)	Title IIA, Title VIB
256	<b>Estimated Cost Per Year</b>	\$15,000
257	<b>Benchmarks</b> 3302.10 (I)(1)(d)	Dist ARP IT selects short-cycle assessments: Jan 31, 2011 Selection of longitudinal data system: Feb 28, 2011 General assessment of intervention PD complete: March 1, 2011 Schedule of professional development completed: April 30, 2011 Last day for round 1 of district-wide PD: June 17, 2011 Job-embedded intervention PD with targeted coaching to be included in building and teacher team training and development for 2011-2012 school year
258	<b>Monitoring Procedure</b>	Survey and needs assessment results will be presented by Elementary principals to Executive Director <b>for Professional Development planning ONLY</b> ; Executive Director will report of professional development planning and implementation to the ARP Monitor five days prior to the first ADC meeting in the months of May 2011, August 2011, November 2011, January 2012 and April 2012
259	<b>Progress Report Due</b> 3302.10 (I)(1)(d)	The ARP Monitor presents progress report to the ADC at the first meeting in May 2011, August 2011, November 2011, January 2012 and April 2012
260	<b>Notes</b>	Training costs estimated at \$100 per teacher x 150 teachers *Strategy aligns to Ohio's Race to the Top Application

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261	<b>Title</b>	<b>Building ARP Implementation Teams</b>
262	<b>Area of Focus</b>	Operations/Management
263	<b>Description</b>	Establish and sustain building ARP Implementation Teams that include: (1) teacher each from Gr 9, Gr 10, Gr 11 and Gr 12, including a literacy teacher/specialist and math teacher/specialist, (1) special education teacher; counselor; administrator; linkage coordinator; community member; parent/family representative; board of education designee; The purpose of the ARP teams is to: 1.) facilitate and support implementation of the ARP with fidelity; 2.) maintain and report building level data to the District ARP team; 3.) provide coaching and PD when appropriate to support implementation of the ARP with fidelity; 4.) communicate with the school staff on matters regarding the ARP; 5.) serve as liaisons for the District ARP team
264	<b>Impact</b>	Implementing systems and processes that involve distributed leadership will improved communication, build trust, and ensure implementation of ARP with fidelity
265	<b>Action Type</b> 3302.10 (I)(1)(a)	Long-term
266	<b>Timeline</b> 3302.10 (I)(1)(b)	August 2010 thru June 2013
267	<b>Position/Department Responsible</b>	Principal
268	<b>Resources</b> 3302.10 (I)(1)(c)	Title I, Title IIA
269	<b>Estimated Cost Per Year</b>	\$5,292
270	<b>Benchmarks</b> 3302.10 (I)(1)(d)	Confirm all ARP Building Team Members: August 30, 2010 Last date for first ARP Building Team Meeting/Training: Sept 24, 2010 Complete building communication plan: Sept 24, 2010 All 2010-11 dates/back-up dates finalized: September 24, 2010 Five meetings/trainings required through June 2011
271	<b>Monitoring Procedure</b>	Leadership mentor will present written reports to the ARP Monitor including descriptions of training and meeting activities of the ARP building team and the impact those activities are having on the leadership structure and climate of the building
272	<b>Progress Report Due</b> 3302.10 (I)(1)(d)	Monthly reports will be submitted to the ADC chair five business days before the first ADC meeting in October, December, February, April and June
273	<b>Notes</b>	Meetings will be facilitated by the Leadership Mentor assigned to each building. Estimated costs: 6 teachers on 4 teams @ \$22.05 per hour x 5 mtgs x 2 hrs *Strategy aligns to the Ohio Leadership Advisory Council framework and complies with Ohio's Differentiated Accountability Model

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274	<b>Title</b>	Teacher-Based ARP Implementation Teams
275	<b>Area of Focus</b>	Academic Rigor and Student Engagement
276	<b>Description</b>	Establish and sustain a teacher-based ARP Implementation Teams with representation by grade level (horizontal) and content area (vertical). The purpose of the teacher-based ARP teams are to 1. review implementation of the ARP with fidelity; 2. maintain and report grade level data to the building ARP team; 3. identify needs and recommend supports and interventions for struggling students; 4. communicate with the building ARP teams regarding barriers to implementing the ARP or proposed changes to the ARP
277	<b>Impact</b>	Implementing teacher-based teams will improve communication among teachers, build capacity, provide opportunities for teachers to share exemplary practices and ensure consistent implementation of ARP strategies with fidelity
278	<b>Action Type</b> 3302.10 (I)(1)(a)	Long-term
279	<b>Timeline</b> 3302.10 (I)(1)(b)	October 2010 thru June 2013
280	<b>Position/Department Responsible</b>	Principal
281	<b>Resources</b> 3302.10 (I)(1)(c)	No additional resources necessary
282	<b>Estimated Cost Per Year</b>	\$0
283	<b>Benchmarks</b> 3302.10 (I)(1)(d)	Last date for first Teacher Team Meeting: October 15, 2010 List of all teacher-based team meeting dates by grade level First list of Tier 2 students with specified interventions due: October 15, 2010 Four meetings required through June 2011
284	<b>Monitoring Procedure</b>	Grade level designee will present Tier 2 lists and interventions to building principals and will describe the impact interventions have on the student learning. The building principals will aggregate the reports and submit a building report to the ARP Monitor five business days before the last ADC meeting in the months of Oct, Jan, March, and May
285	<b>Progress Report Due</b> 3302.10 (I)(1)(d)	Monthly reports will be submitted to the ADC by the ARP Monitor at the last ADC meeting in October, January, March, and May
286	<b>Notes</b>	Teacher team meetings will be conducted during common planning time, department meetings, before school or after school *Strategy aligns to the Ohio Leadership Advisory Council framework and complies with Ohio's Differentiated Accountability Model

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287	<b>Title</b>	<b>Double Literacy/Double Math Intervention</b>
288	<b>Area of Focus</b>	Literacy and Math Development
288	<b>Description</b>	Each high school will establish and staff "Double Literacy" and "Double Math" intervention classrooms for HS students who are a full grade level or more behind in reading, writing, and math proficiency as measured by common formative assessments aligned to Ohio's Academic Content Standards in ELA and mathematics. DL and DM classrooms may be multi-age but may not include students more than one grade level apart (i.e 9-10, 10-11, 11-12). Double Literacy and Double Math will be substituted in the schedule for electives or exploratory classes to be determined collaboratively by the principal, subject area or grade level teacher teams, and parent/guardian of the student. Students will be re-rostered into the elective class upon demonstration of grade level proficiency on benchmark assessments.
289	<b>Impact</b>	Additional instructional time for students in reading, writing, and math will result in more than one year expected gain in literacy and numeracy development
291	<b>Action Type</b> 3302.10 (l)(1)(a)	Short-term
292	<b>Timeline</b> 3302.10 (l)(1)(b)	2010-11
293	<b>Position/Department Responsible</b>	Director of Curriculum and Community Support
294	<b>Resources</b> 3302.10 (l)(1)( c)	KnowledgeWorks Grant for intervention services
295	<b>Estimated Cost Per Year</b>	No additional cost to district
296	<b>Benchmarks</b> 3302.10 (l)(1)(d)	Positions posted internally: July 16, 2010 Team including HS teachers develops selection criteria and required competencies: August 6, 2010 Final internal candidates interviewed/selected/assigned: August 13, 2010 External candidates interviewed/selected/assigned: August 20, 2010 Diagnostic reading assessment given to all 6, 7, 8 students by Sept 10, 2010. Double Literacy classroom lists determined by Sept 17, 2010 Benchmark assessments administered: November, February, May Double Literacy classroom lists re-rostered within 10 school days of benchmark assessment
297	<b>Monitoring Procedure</b>	Results of diagnostic and benchmark assessments will be scored by classroom teachers and reported to the building principal who will report aggregated grade level results to the ARP Monitor
298	<b>Progress Report Due</b> 3302.10 (l)(1)(d)	Results of diagnostic and benchmark assessments will be reported to the ADC at the last meeting in Sept, Nov, Feb, and May
299	<b>Notes</b>	Double literacy and math intervention classes staffed by existing teachers *Competency criteria for selecting and assigning staff shall override CBA 6.072(B)(1)(a) and 6.074(A)

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300	Title	Asset Mapping
301	<b>Area of Focus</b>	Positive Youth Development
302	<b>Description</b>	Each High School will complete an inventory, audit, and asset map of all school-based and community-based programs, activities, and services designed to enhance parent and family involvement in, meet the social/emotional needs of, and support teachers in building on the cultural backgrounds of middle school students to strengthen their connectedness to school and the community as a whole; this analysis will also include determining the level of involvement in each school-based and community based activity BY STUDENT and working with the student and family to develop an asset development plan
303	<b>Impact</b>	Aligning these programs will improve relationships among families, school staff and community partners resulting in improved services for children and families, increased student engagement, decreased discipline referrals, and increased attendance
304	<b>Action Type</b> 3302.10 (I)(1)(a)	Short-term
305	<b>Timeline</b> 3302.10 (I)(1)(b)	September 2010 thru June 2011
306	<b>Position/Department Responsible</b>	Director of Curriculum and Community Support
307	<b>Resources</b> 3302.10 (I)(1)(c)	Community Development Funds; Federal Neighborhood Grants; Foundations
308	<b>Estimated Cost Per Year</b>	\$7,500
309	<b>Benchmarks</b> 3302.10 (I)(1)(d)	Asset map by building complete: September 30, 2010 Gap analysis by building complete: October 22, 2010 50% of HS student plans complete: December 3, 2010 75% of HS student plans complete: February 18, 2011 100% of HS student plans complete: April 15, 2011 Comprehensive asset-building plan due: November 12, 2010 Summer connections plan complete and communicated to parents and families by April 29, 2011
310	<b>Monitoring Procedure</b>	Each HS principal will report results of asset mapping project as well as individual and building-wide asset-building strategies, actions, and timelines to the ARP Monitor. Each HS will also use the school newsletter and website to communicate both school and community-based activities throughout the school's attendance area
311	<b>Progress Report Due</b> 3302.10 (I)(1)(d)	Reports will be submitted to the ARP Monitor chair five business days before the last ADC meetings in November 2010, February 2011, and April 2011
312	<b>Notes</b>	Estimated cost is calculated at \$5 per student x 1500 students

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313	<b>Title</b>	<b>Intervention/Acceleration Services</b>
314	<b>Area of Focus</b>	Academic Rigor and Student Engagement
315	<b>Description</b>	The district will provide a comprehensive system of intervention/acceleration services to meeting the individual needs of all learners. The system will include short-cycle district-wide reading, writing, and math assessments aligned to academic content standards, a longitudinal data system and planning tool to collect, report, and assist in monitoring student progress, and intensive professional development, coaching and technical support to all staff working with youth who have intensive academic and non-academic needs to ensure these staff have the knowledge and skills needed to meet the unique needs of youth with multiple risk factors and talents
316	<b>Impact</b>	Processes, systems, and training in academic and non-academic supports will enhance classroom and other school-based services provided to struggling students
317	<b>Action Type</b> 3302.10 (I)(1)(a)	Long-term
318	<b>Timeline</b> 3302.10 (I)(1)(b)	January 2011 through June 2013
319	<b>Position/Department Responsible</b>	Director of Curriculum and Community Support
320	<b>Resources</b> 3302.10 (I)(1)(c)	Title IIA, Title VIB
321	<b>Estimated Cost Per Year</b>	\$20,000
322	<b>Benchmarks</b> 3302.10 (I)(1)(d)	Dist ARP IT selects short-cycle assessments: Jan 31, 2011 Selection of longitudinal data system: Feb 28, 2011 General assessment of intervention PD complete: March 1, 2011 Schedule of professional development completed: April 30, 2011 Last day for round 1 of district-wide PD: June 17, 2011 Job-embedded intervention PD with targeted coaching to be included in building and teacher team training and development for 2011-2012 school year
323	<b>Monitoring Procedure</b>	Survey and needs assessment results will be presented by Elementary principals to Executive Director <b>for Professional Development planning ONLY</b> ; Executive Director will report of professional development planning and implementation to the ARP Monitor five days prior to the first ADC meeting in the months of May 2011, August 2011, November 2011, January 2012 and April 2012
324	<b>Progress Report Due</b> 3302.10 (I)(1)(d)	The ARP Monitor presents progress report to the ADC at the first meeting in May 2011, August 2011, November 2011, January 2012 and April 2012
325	<b>Notes</b>	Training costs estimated at \$100 per teacher x 200 teachers. *Strategy aligns to Ohio's Race to the Top Application

*Our Mission: The Youngstown City School District, in partnership with parents and the community, is a beacon of hope, committed to academic excellence and preparing all learners to become productive, responsible citizens of a global society.*

**Revised Proposed Cost  
June 28, 2010**

<b>Plan</b>	<b>Title</b>	<b>Estimated Cost</b>	<b>Total</b>
District	<b>Academic Recovery Plan Monitoring and Oversight</b>	\$100,000.00	
District	<b>Systems Audit</b>	\$100,000.00	
District	<b>Fiscal policy update</b>	\$0.00	
District	<b>District ARP Implementation Team</b>	\$6,615.00	
District	<b>Increase District Enrollment</b>	\$25,000.00	
District	<b>Leadership Mentors</b>	\$405,000.00	\$636,615.00
ePreK-5	<b>Building ARP Implementation Teams</b>	\$15,435.00	
ePreK-5	<b>Teacher-based ARP Implementation Teams</b>	\$0.00	
ePreK-5	<b>K-1 Class Size Reduction (15:1 S:T Ratio)</b>	\$2,042,760.00	
ePreK-5	<b>Double Literacy Intervention</b>	\$0.00	
ePreK-5	<b>School Literacy Coaches</b>	\$136,184.00	
ePreK-5	<b>Public Pre-School Staffing</b>	\$0.00	
ePreK-5	<b>Intervention/Acceleration Services</b>	\$30,000.00	
ePreK-5	<b>Asset Mapping</b>	\$15,000.00	\$2,239,379.00
Gr 6-8	<b>Building ARP Implementation Teams</b>	\$5,292.00	
Gr 6-8	<b>Teacher-based ARP Implementation Teams</b>	\$0.00	
Gr 6-8	<b>Double Literacy Intervention</b>	\$0.00	
Gr 6-8	<b>School Literacy Coaches</b>	\$272,370.00	
Gr 6-8	<b>Asset Mapping</b>	\$5,000.00	
Gr 6-8	<b>Intervention/Acceleration Services</b>	\$20,000.00	\$302,662.00
Gr 9-12	<b>Building ARP Implementation Teams</b>	\$5,292.00	
Gr 9-12	<b>Teacher-Based ARP Implementation Teams</b>	\$0.00	
Gr 9-12	<b>Double Literacy/Double Math Intervention</b>	\$0.00	
Gr 9-12	<b>Asset Mapping</b>	\$7,500.00	
Gr 9-13	<b>Intervention/Acceleration Services</b>	\$20,000.00	\$32,792.00
		<b>\$3,211,448.00</b>	<b>\$3,211,448.00</b>