

Ohio's Race to the Top Innovative Programs Grant Application Application Period- March 11-May 20, 2011

Please ensure that ALL questions are answered completely in each of the four sections as incomplete applications will not be returned for modifications or completion.

Section A

1. General School Information

a) Name of Applicant (LEA): East End Community Heritage School	b) Name of School(s): East End Community Heritage School
c) Superintendent of Schools: (or equivalent) Name: Brian Griffiths	d) LEA RttT Contact : Name: Elaine Williams
Address: 7030 Reading Road Cincinnati, Ohio 45237	Address: 7030 Reading Road Cincinnati, Ohio 45237
Telephone: (513) 281-3900	Telephone: (513) 281-3900
Fax: (513) 631-1615	Fax: (513) 631-1615
Email: eechschool@gmail.com	Email: ewilliea@yahoo.com
 e) School Vision: the East end community Heritage School is rooted in the following premises: All children can attain high educational standards; An understanding and acceptance of diverse cultures and heritage which is crucial to the development of productive community citizen; The entire community in children's academic accomplishments is critical to the educational effort. 	f) School Mission: The East End Community Heritage School (EECHS), a charter school sponsored by Cincinnati Public Schools, was opened September 5, 2000. Developed and managed by a coalition of community residents and parents, and educators from local Universalities, and social service agencies, the school serves more than 100 children from-K to 12. The school's mission is to: • Engage children in high quality educational experiences that build and nurture a desire for life long learning; • Prepare students for the workforce and/or postsecondary educationmeshing theory and practice; • Use the East End heritage and culture as the learning

	 base for the acquisition of knowledge and skills; Close the gap between community, family, school, and work by involving the whole community in the school in meaningful ways
g) Primary Goals of School: the primary goal of East End Community Heritage School is to: • transform our school to increase achievement of all students •Increase graduation rate by 5% per year •Create an academic program with rigor •Strengthen the bridge between elementary, middle, and high school •Close the improve the achievement gap	h) Teacher/Student Ratio: 12:1

<u>PLEASE NOTE: In you enter into a collaboration with another LEA, please mark with an * which LEA will serve as the FISCAL AGENT if selected for one of the competitive grants.</u>

Names and titles of individuals who participated in the <u>March 10th</u> Innovation Symposium:

Elaine Williams

2. SCHOOL PROFILE

	STUDENT INFORMATION	1		
Grades served: K-12				
Enrollment (total numbe Innovative Program): 10	er of students served in sc 18	chool applying for		
Grade Level	Enre	ollment		
Pre K-5		52		
6	2			
7	7			
8	6			
9	6			
10	8			
11		7		
12		14		
Ethnicity and gender do	ıta (% of enrollment):			
Black: 92 %	White: 3%			
Asian/Pacific Islander:	American	Male: (34) 31.5%		
0%	Indian/Alaska Native:			
Hispanic: 0%	Multi-Racial: 5%	Female:(74) 68.5%		
Percent of students eligi	 ble for free/reduced lune	 ch: 95%		
Percent of students ider	itified as special educati	on: 26%		
Names of current comp		an average of (2010, 201)		

STUDENT INFORMATION			
RTTT, School Improvement			
Please attach 2009-2010 school Report Card:			

Section B

1. Pleas	e check circle(s) next to the specific Innovative Program(s) t	for which you are
apply	ring. Prioritize your preference order to the right of the progr	ram, with "1" being
your	first priority. A separate application must be submitted for ed	ach Innovative
Progr		
□ As	ia Society (International Studies Schools Network)	
✓ A\	/ID *	_1
□ Ec	rly College High School	
□ Ne	ew Tech Network	
□ ST	EM*	
□ Oi	her Proven Model (please list)	
	*Priority may be given to the lowest-achieving	g schools

Section C

Questions Addressing Innovation Selected- Please answer these questions in the text boxes provided. Provide as many details as possible so that the reviewers can gain a good picture of your school.

> 1. Identify your selected Innovative Program and the reasons for selection. (Note: If "Other", please include research evidence that justifies how the "other" innovation will accelerate student achievement and progress.

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Over the past 20 years, Cincinnati Public Schools has been closing neighborhood schools in the East End and other Appalachian neighborhoods. As a result, more and more young people have abandoned the educational system. Driving through the city in the middle of the school day, you would see young people hanging out on the streets in large numbers, evidence of a dropout rate that exceeds 80% in many Appalachian neighborhoods. Concern for the children and the community brought neighborhood residents together to search for a solution. As documented in a 2004 report published by the Schott Foundation¹, Cincinnati has the lowest graduation rate for Black male students among large urban districts in the United States at only 19%. In addition, only 32% of White males in Cincinnati graduate with their cohort-- a dismal record shared with other cities like Detroit with high numbers of Appalachian migrants. The consequences of this widespread, deep, systemic failure is well known: these dropouts experience high unemployment and imprisonment rates, stand little chance of graduating from college, and face lifelong poverty. More than 25% of the high school students and 10% of elementary children currently enrolled in the **EECHS** had either dropped out of school or had a history of chronic absence, suspension and expulsion. 70% of incoming students are behind at least one grade level, many by 2 to 4 grades. More than 90% of students are eligible for free or reduced lunch and nearly 30% have special needs. Many of our students face problems at home that would cause most adults to be overwhelmed. Some are the adults at home, supporting a parent whose problems have become a barrier to effective care giving, earning money that is critical for family survival, or caring for younger siblings. In spite of these problems, our students are succeeding, particularly at the high school level. Over the first five years the high school enrollment has grown steadily along with the academic success of the students, 30 students have graduated, including several juniors each year who took extra classes in order to graduate early. More than 60% of our graduates are enrolled in post secondary education. We added an early college high school component, allowing students to simultaneously take college courses for dual credit, providing further incentive to students to succeed. In 2005 we had our first dual graduate, a young lady who was expelled from CPS but will graduate this year with an Associate degree and her high school diploma. Despite our success in meeting the academic needs of our students in the past, in 2006 the building in which the school resided in was sold and we had to move out of the community. Since, 2006, the school has moved to three locations. This made it difficult to keep a consistent cohort of students and teachers. We went form a school in continuous improvement at the end of the 2006 school year to academic emergency in 2010 and designated as one of the lowest- achieving schools in the state. Data from our 2009-2010 school year reflects the following: Graduation Rate (20%), Attendance Rate (89%) school-wide, Reading Achievement: Grade 3 (7.7%), Grade 4(0%), Grade 5(0%), Grade 6 (40%), Grade 7 (16.7%), Grade 8 (38.5%), Grade 10 (41.7%). Math Achievement: Grade 3 (0%), Grade 4 (0%), Grade 5 (0%), Grade 6 (33.3%), Grade 7 (0%), Grade 8 (0%), Grade 10 (25%). As we worked through the Ohio Improvement Process, with the Decision Framework, as well as the Race to the Top scope of work, we realized that if we want to become an effective school everything has to change. It was very clear. As we looked for solutions, we found that elements of successful educational programs have the same common elements. Programs must have the following: rigor and academic support, relationships, college knowledge and access, relevance, youth-centered programs, effective instruction, partnerships and cross-system collaboration, strategic use of time, leadership and autonomy, and effective assessment and use of decisions. In order to reach this standard, East End Community Heritage School (EECHS) will have to change its school culture. This will be done by using a Turnaround Model for school improvement. To ensure success, we have also decided to implement the Ohio Department of Education approved innovative program, "AVID." The AVID Program is an SBR Program that addresses all the components of a school-wide Turnaround Model. It also addresses our scope of work with Race to the Top (RttT), aligns with the CCIP and DF, and RttT targets and goals. We believe our School Improvement Plan to implement change in our school is finally aligned in one, big comprehensive plan. Since we are a small school, this is imperative in order to reach our goal and become successful.

2. In what other school transformation strategies has your school been engaged and its/their status.

Through our efforts with RttT, we have created a transformation team to address, investigate, and make recommendations for transforming our school. We have partnered with Xavier University to assist in all of our transformation efforts, from job embedded PD to mentors and tutors for our students and staff. Xavier has committed to work with the school through our transformation efforts.

We have also created a Family and Community Engagement team to better meet the needs of our stakeholders. Based on our school need assessment, the FCE team is creating resources that are relevant to stakeholders needs. Relationships with caring, competent adults and supportive peer networks are critical to youth engagement in education, and they facilitate the positive youth development opportunities necessary for successful transitions through primary to middle and high school and into postsecondary education. The personalization of the school or program environment serves to motivate students, allows for earlier identification of problems and targeted support for social or academic challenges, provides positive adult role models, and facilitates the relationships between the school community and the students' families and caregivers.

3. Describe the capacity your LEA/school has to ensure a successful implementation.

All stakeholders gave input on the school's transformation efforts through the Ohio Improvement Process. The stakeholders included community, parents, teachers, students, board members, and University consultants. All were in agreement to implement the AVID program. Since we are a small school we have decided to implement AVID school wide. We are in the process of hiring staff and are committed to putting together an AVID team comprised of an Administrator, AVID Coordinator/ Teacher, Core Subject Teachers, and a school counselor. Upon awarded funding, staff will attend one of AVID's Summer Institutes. We have already started planning our school schedule to include the AVID elective. Our University partners are aware of our commitment to the AVID methodologies in our content area classes across the school and are in place for additional support to ensure successful implementation. Tutors have already been recruited from local colleges and are ready to be trained to assist in the AVID elective classes.

4. How will you integrate the specific Innovative Program into your school culture and current transformation plan/Scope of Work?

As part of our Scope of Work, and School Improvement efforts, the AVID Program is consistent with our goals.

Our School has chosen the turnaround model to implement for school improvement as well as meeting the requirements to become a school wide title 1 program for the upcoming year.

AVID creates a school-wide culture of college readiness.

AVID addresses four core educational reform areas that are related to RttT; Standards and assessment, Effective teachers and principals, Data systems, and turning the lowest-performing school.

Standards and Assessment- develop students as readers and writers, deepens content knowledge, students learn content specific strategies for reading, writing, thinking and talking; develop habits, skills, and behaviors to use knowledge and skills

Effective teachers and principal-AVID provides intense job embedded professional development through consistent on-going Training and Coaching, monthly site team meetings, promotes a community of practice to plan instructional and academic support.

Data systems-AVID uses a web-based system to collect data from school site. The data is used for program planning, documenting program success, and outreach.

Turning around the low achieving schools- AVID ensures college readiness for all students. AVID does this by giving a school quality professional development, parent and student support, give leadership and administration a vision for success.

5. How will implementation of this Innovative Program increase student achievement and progress in your LEA/school for ALL students?

In the past we attributed our low achievement due to the numerous times we had to relocate our school building. This created a high mobility rate for our school. AVID addresses this issue for our school. The program is international, and addresses students with a high mobility rate. Research shows that over 98% of AVID high school seniors graduate from high school and over 71% are accepted to four-year colleges- consistently.

6. How will you sustain this Innovative Program post RttT?

The AVID program implementation major cost is during the first three years of implementation. Once the AVID team is trained, they will train new staff. AVID also has divisional training events, site team support, and ongoing technical assistance from Program Managers and consultants. Since our local University Partner will assist the school from the beginning, they will also continue to be a support to the school. Other funding sources to sustain the program are Title 1 and School Improvement funds.

7. Describe any potential challenges or barriers with the mandatory professional development and Innovative Program requirements for the framework that you have selected. What strategies will your LEA/school implement to overcome these potential obstacles?

Since we are a small school, for one person to be absent can be disastrous. To make sure the AVID team is able to keep up with the mandatory professional development, and Innovative Program requirements, we are hiring a Coordinator to work with the FCE team, to plan activities with our students that are embedded in the AVID methodologies. We will also hire additional staff, that will be trained in the AVID methodologies to cover classes.

8. How will the implementation of this Innovative Program increase college and career readiness of all students?

AVID encourages average- and lower-achieving students to participate in advanced, college-preparatory courses, and also includes an elective course that teaches a set of learning strategies and study techniques that students can apply across the curriculum. AVID College Readiness system has proved to increase the number of students in four-year colleges and successes in postsecondary education and training. In Ohio AVID schools, 92.2% of AVID students are enrolled in a "College Prep" track of courses. AVID is designed to increase college and career readiness in all students which includes in-class tutors, provides curriculum for different levels and setting in order to support all students ,utilize Writing to learn, Inquiry, Collaboration, Organization, and Reading to learn skills (WICOR).

9. Identify a timeline to achieve a successful implementation.

- April 2011- apply for Ohio Sig grant to supplement implementation of the AVID program
- •MAY 2011 –Apply for RttT Innovative Program funding for the AVID program. We will start hiring staff and recruit tutors. We will schedule information meeting with present and new staff, parents, and other stakeholders of the AVID program.
- June/July- Work with AVID divisional staff to prepare for implementation for the 2011-2012 school year.
- •July/Aug 2011- AVID Team will attend Summer Institute Training
- •September-2011- AVID elective begins
- •September 2011-June 2012- AVID Team will attend all required professional development. There will also be monthly site team meeting to reinforce the AVID trainings
- 10. Why should your LEA/school be awarded an Innovative Programs grant?

East End Community Heritage School has been on the cutting edge of educational reform since inception in 1999. We have always been committed to the needs of our stakeholders. EECHS was founded on the principle of family, community, and heritage, and to serve as a model for other educational institutions- urban and rural. In 2005 East End Community Heritage School was one of the eight finalists for the U.S Department of Education Drop out Recovery Program Award. EECHS has been validated by the publishing of Dr. Rhoda Halperin, University of Texas Press. Dr. Halperin has published four books about the founding of the school. Along with these books, EECHS has been instrumental in being Case Studies and parts of conference presentations internationally, nationally, state, and local.

SECTION D

Please include LEA Name, IRN#, and proposed Innovation Program information at the top of this table. Include a breakdown of the annual expenditures anticipated in each budget category during each grant-year that equals the total dollar amount of the innovation program selected.

Proposed Innovation:								
Budget Categories	FY2011	FY2012	FY2013	FY2014	Total			
Salaries (100)		5,370	9,690	14,010	\$ 29,070-			
Retirement/ Fringe Benefits (200)					\$ 0			
Purchase Services (400)		22,302	12,750	7,065	\$ 42,117-			
Supplies (500)					\$ 0			
Capital Outlay (600)					\$ 0			
Other (800)					\$ 0			
9. Total Costs	\$ 0	\$ 27,672-	\$ -22,440	\$ 21,075-	\$ 71,187-			

RttT Innovative Programs grant applications may be found on the Ohio Department of Education website under Race to the Top at:

http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=694

Interested LEA/Schools are required to submit the requested grant information electronically to <u>jay.keefer@ode.state.oh.us</u> no later than Friday, May 20, 2011.

Questions may be directed to Jay R. Keefer Director, ONET (Ohio Network for Education Transformation) Center for School Improvement 614.644.2605 jay.keefer@ode.state.oh.us

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