



## Ohio's Race to the Top Innovative Programs Grant Application

**Application Period- March 11-April 8, 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

<p>a) <b>Name of Applicant (LEA):</b> Maple Heights City School District</p>	<p>b) <b>Name of School(s):</b> Maple Heights High School</p>
<p>c) <b>Superintendent of Schools: (or equivalent)</b>          Name: Dr. Charles Keenan</p> <p>Address: 14605 Granger Road, Maple Heights, Ohio 44137</p> <p>Telephone: 216-587-6100</p> <p>Fax: 216-518-2674</p> <p>Email: Charlie.Keenan@mapleschools.com</p>	<p>d) <b>LEA RttT Contact:</b>          Name: Mr. Henry Pettiegrew</p> <p>Address: 14605 Granger Road, Maple Heights, Ohio 44137</p> <p>Telephone: 216-587-6100</p> <p>Fax: 216-662-2425</p> <p>Email: Henry.Pettiegrew@mapleschools.com</p>
<p>e) <b>School Vision:</b>          "RAISING STUDENT ACHIEVEMENT THROUGH BUILDING STRONG RELATIONSHIPS AND FOCUSING ON ENGAGING WORK"</p>	<p>f) <b>School Mission:</b>          Maple Heights High School will provide students with a challenging academic atmosphere, offering them the necessary skills to succeed. The school will be characterized by outstanding student achievement and excellence in teachers, administrators and support staff, working in a clean, well-maintained, culturally equitable environment. Pride and respect will be fostered within the school and the community.</p>
<p>g) <b>Primary Goals of School:</b></p> <ol style="list-style-type: none"> <li>1. Every individual should acquire the tools, skills and motivation to become an independent, lifelong learner.</li> <li>2. Every individual should acquire an understanding of themselves and of persons belonging to social, cultural and ethnic groups different from their own.</li> <li>3. Every individual should acquire the habits necessary for the maintenance of high-quality physical and emotional</li> </ol>	<p>h) <b>Teacher/Student Ratio: 17.6 Students per Teacher (Data from ODE Power User Report)</b></p>

health.

4. Every individual should acquire an understanding of the conditions necessary for the maintenance of high quality physical and emotional health.

5. Every individual should possess knowledge of the basic structure and processes of the American economic systems.

6. Every individual should acquire an understanding of the opportunities available for preparing oneself to be a productive citizen.

7. Every individual should acquire an understanding and appreciation of human achievement in the natural sciences, the humanities and the arts.

**PLEASE NOTE: In you enter into a collaboration with another LEA, please mark with an \* who the FISCAL AGENT will be if selected for one of the competitive grants.**

Names and titles of individuals who participated in the March 10<sup>th</sup> Innovation Symposium : Henry Pettiegrew, Director of Curriculum & Instructional Technology; Susan Jaroscak, Director of Instruction & Gifted Education; and Darcy Sentowsky, Jim Crayne & Tom Griffin (all Teachers and Members of RttT Transformation Team).

## **2. SCHOOL PROFILE**

<b>STUDENT INFORMATION</b>		
<b>Grades served: 9-12</b>		
<b>Enrollment (total number of students served in school applying for Innovative Program):</b>		
<b>Grade Level</b>	<b>Enrollment</b>	
Pre K-5		
6		
7		
8		
9	333	
10	285	
11	306	
12	286	
<b>Ethnicity and gender data (% of enrollment):</b>		
Black: 94.9	White: 3.0	Male: 621
Asian/Pacific Islander:	American Indian/Alaska Native:	
Hispanic:	Multi-Racial: 1.0	Female: 590
<b>Percent of students eligible for free/reduced lunch: 60%</b>		
<b>Percent of students identified as special education: 13.1</b>		

STUDENT INFORMATION
Names of current competitive grants LEA has been awarded (2010-2011): 21 <sup>st</sup> Century Community Learning Center; Title II-D (SIVDL); Alternative Education Challenge
Please attach 2009-2010 school Report Card:

**Section B**

1. Please check circle(s) next to the specific Innovative Program(s) for which you are applying. Prioritize your preference order to the right of the program, with "1" being your first priority. **A separate application must be submitted for each Innovative Program.**

- Asia Society (International Studies Schools Network)** \_\_\_\_\_
- AVID \*** \_\_\_\_\_ **1**\_\_\_\_\_
- Early College High School** \_\_\_\_\_
- New Tech Network** \_\_\_\_\_
- STEM\*** \_\_\_\_\_

**\*Priority may be given to the lowest-achieving 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.

Maple Heights High School selected the AVID program because it directly addresses the school's need to increase academic rigor, instructional delivery and support for all students, including those who are not achieving at levels required to be successful in college prep and AP coursework. Our school has 1211 students, with an economically disadvantaged rate of 60% and a minority enrollment of 96.6%. On the 2009-10 report card, we met four of twelve indicators, failed to meet AYP and are currently in school improvement, Year 2. Our data for AP courses is as follows: During the 2009-10 school year, 68 students took AP courses distributed over three subjects. All took the AP test with the following results: Not one of the 68 received a 4 or 5. Three students scored a 3, nineteen students scored a 2, and forty-six scored a 1.

For the preceding three school years, the results are equally disheartening. During the period 2005-2009, AP course enrollment totaled 351 students. Only one of these students scored a 4 and one more scored a 3. The rest who took the AP test were skewed in the 1-2 range. The need obviously exists, therefore, to target AP students so that the quality of instruction received allows them to compete with students across the United States who get the benefit of increased levels of learning as well as the likelihood of earning college credit.

In addition, we have significant numbers of students not passing the OGT. A review of the attached report card for our high school will reveal a sustained lack of achievement in all core areas. Just as important as targeting readiness for college, therefore, is an initiative that will target increased achievement for all student levels. Research suggests that AVID works for all students, thereby addressing our need to help all levels of students in our school. Also, we will be able to provide our staff with quality PD that can help them successfully support our students.

The high school staff is completing a year-long improvement planning process (OIP) in response to our school improvement status. As a result, the building leadership team clearly sees the need for an approach that increases the achievement of all students, while increasing the number of students going to college. A review of the AVID program by our leadership team received 100% support for implementation next year and we had no difficulty finding teachers willing to take the appropriate professional development.

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

Several years ago, our school received a Smaller Learning Communities grant that allowed us to make several improvements in our focus on student achievement. The structural and curricular reforms within the Maple Heights Smaller Learning Communities Implementation Initiative have been extensive with the long-term goal being the improvement of student outcomes. The 2005-2006 school year was defined by the implementation of the freshman academy which centered around three interdisciplinary staff teams. By the beginning of the 2006-2007 academic year, the SLC process was being implemented throughout the rest of the high school setting. As a result, each individual learning community is currently staffed with its own administrator, interdisciplinary team of teachers, guidance counselor, and secretary. The 2007-2008 academic year saw the gradual implementation of wall to wall small learning communities. Throughout 2008 through 2010 the school has worked to build the four small learning communities into workable self-standing bodies within the larger school. The Freshman Academy continues to thrive offering a strong academic core to all incoming students. The rest of the building is divided into three SLC's, each of which are focused around some form of service to the community of Maple Heights. A major accomplishment in the last school year of the grant was the adoption of a service learning project which serves as the backbone of the advisory/mentoring piece. A review of early indicators of improved student outcomes with regards to academic performance, attendance, and graduation rates is encouraging. As data collection continues throughout this academic year, further analysis of these and additional student outcome measures will serve to further inform and direct SLC activities.

An external evaluation of this initiative proffered the following recommendations regarding academic rigor:

Recommendation 1– Focus on the transfer of the 'Working on the Work' professional development initiative into more rigorous classroom practice.

Recommendation 2– The SLC leadership team's review of current course selections with regards to rigor and relevance especially with regards to post-secondary preparation has been noteworthy. To continue this focus with an eye towards increasing post-secondary participation within the SLC communities would be of benefit to all stakeholders.

It is with these recommendations in mind that the Building Leadership Team investigated strategies to increase academic success for all students and selected AVID as the best possible way to proceed because of its school-wide focus that increases achievement for all students.

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

Our high school is fully supported by the central administration and board of education in this project. As referenced elsewhere in this application, the district went through year-long improvement planning with the Ohio Improvement Process. This process was facilitated by State Support Team 3 and resulted in the district focusing its efforts on specific, measurable goals and strategies to increase student achievement levels. This year, our building built upon the district plan by developing a school plan that meshed with the district, but included strategies specific to grades nine through twelve. A major focus of our plan is to provide a "more rigorous curriculum" that challenges students to learn at higher levels, while providing the support necessary for their success. The attributes of the AVID grant help implement this strategy.

The district has committed large sums of money for professional development to support our building plan, including funding a new position of district technology director whose focus will be on supporting instruction (in response to need area in technology plan). The district is in the process of updating technology in our building, including the infrastructure necessary to support teaching with technology in the 21<sup>st</sup> century. Additionally, the administration has dedicated two classrooms to be utilized for online AP courses and distance learning.

The district is creating a new position of parent liaison for our school that will support communication with parents regarding their child's academic program, as well as provide them with a resource that can assist them in mapping academic coursework, and any other issue that may impact their child's success. District funds are paying 100% of this position.

Also, there are costs associated with the students taking the end of course AP test. The district has committed to pay the fees for those students who do not qualify for the fee waiver issued by The College Board and State of Ohio.

Additional resources that the district will use to support the AVID initiative are: 1] Title II-D, SIVDL and general district funds. As was the case this year, we were able to supplement tutoring and enrichment activities for an after school program with district resources, a situation we will be able to maintain for next year; 2] The Cuyahoga County Public Library, Maple Heights branch, will continue to partner with our high school to provide homework tutoring services during evening hours. Their tutors will also be able to support the AVID program. The library will also work with high school staff to provide literacy support during the school day; and, 3] Our district is poised to expand significantly technology capabilities along with a new high school building that will open in 2012-13. The new building, with a technology rich environment and AVID PD, will enable teachers to increase student access to learning tools that will increase their motivation, acquisition of knowledge and engagement with the learning process.

We also have a continuing partnership with the SMART consortium, a Cleveland-based non-profit organization that helps foster continuous, dramatic improvement in science and mathematics teaching and learning. Their work with our staff will involve helping teachers utilize technology to ignite students' curiosity so that they experience the excitement of discovery, observation, inquiry and investigation. Their focus will be to provide support for science and math instruction. Helping teachers develop integrated lessons utilizing technology will be a primary thrust and the majority of the PD they provide will be from district funding.

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

As we implement our Race to the Top Professional Development plan over the next three years, we will integrate AVID teaching methods into a sustainable teacher development program. AVID PD will be incorporated into each core area as well as our teacher mentoring program. AVID teaching strategies that synchronize content instruction with skill transmission (such as organizational or time-management skills) can be integrated into lesson plans across all subject areas if all teachers learn these techniques; they do not depend on yearly training, but can be implemented once a teacher understands the methods. Additionally, we believe AVID has the potential to change teacher self-awareness and cultural competency, as its implementation will begin to change teachers' perceptions of a college-going student, disarming any subconscious sorting mechanisms that may structurally bar minority students.

The Ohio Improvement Process resulted in a school improvement plan with a stronger focus towards more advanced academic expectations, along with strategies and action steps to implement the plan. Our building leadership team is in complete agreement with this renewed focus and feels it can be actualized by the implementation of the AVID program. The AVID program focuses on academic preparation, teaching students study skills, organizational skills, higher-level questioning skills, inquiry skills, and also teaches them interpersonal skills – how to introduce themselves, look someone in the eye, engage in a conversation – then move into courses that are more rigorous courses. These characteristics are reflected in our school improvement plan and will be supported fiscally and administratively during implementation.

Another focus of our school plan is greater parental involvement. We feel AVID will be an excellent vehicle to help us attain this goal, as it can assist in replacing the social capital that students may not be receiving at home. The selection process does not imply that a student from a particular background is on a predetermined trajectory towards success or failure, but AVID seeks to compensate for the products of a student's home environment that limit an otherwise college-going student.

We have a 21<sup>st</sup> Century program currently operating in our building. AVID will mesh with it effectively, as we can incorporate the tutoring component into after-school hours and coordinate the 21<sup>st</sup> Century community partner activities with those of AVID, thereby strengthening our community partnership and expanding opportunities for participating students.

The task of implementing the widespread change needed to increase student achievement needs sound strategies and strong buy-in. AVID really stresses academic rigor, organizational skills, time management skills, and inquiry-based learning, all components for success. We strongly believe our staff has the necessary commitment to implement needed change with fidelity and we believe AVID is the vehicle to help us reach our goal of significantly improving achievement for all students.

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

AVID's school-wide approach enables us to affect instruction in all core areas by providing students with the skills necessary to be successful learners. The strategies learned in the AVID electives can be fully integrated in all courses. AVID teachers will be trained to develop leadership, reading, writing, critical thinking, and organizational strategies that can be used with all students. By implementing the AVID program, our goal is to eliminate the need for remedial courses and increase the number of students taking and successfully completing upper level, rigorous courses. It will also provide an avenue for more of our students to enroll and be successful in post-secondary education-without a need to take remedial college courses.

We looked at several possible initiatives we could implement to address our need for increasing student achievement. AVID's data was impressive in illustrating to us the potential it has for effectiveness in attaining our goals for increased student achievement. We also consulted with two other Cuyahoga County districts that had great success with their AVID programs; they convinced us that we should adopt AVID as an initiative to help our students achieve more.

We believe our AVID team of teachers and students will create a positive peer group with the skills necessary to provide support and encouragement to under achieving students. The entire climate of the building will change to focus on post-secondary goals for all students. AVID offers an extensive, systematic professional development for the staff that will positively impact the entire student body. In addition, our staff will be prepared to provide more timely interventions for students who fall behind early in their school career. They will have the skills necessary to provide ongoing tutoring, mentoring, and instructional support to all of our students in preparation for college.

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

According to AVID literature, "Implementation costs are frontloaded during the first three years of implementation so that sustaining the program in the long run is affordable." Even so, expenses required to continue this program will be supported by the General Fund and Grant Applications from other sources of funding. The extent of such support would be determined by the fiscal resources of the district. However, the district is fully dedicated to increasing student achievement through standards-based instruction, data-driven decision-making, and professional development. Administration has already demonstrated their commitment to continue effective programs, evidenced by their continuing support for a 21<sup>st</sup> Century Program whose funding has expired.

Although we certainly intend to apply for funding through other grant sources, our plans for continuation are not assuming the availability of such funding. Part of the responsibility of the leadership team will be to develop a continuation plan for submission to the Board of Education. In developing the plan, the team will determine the most effective parts of the program, based on evaluation data, and recommend to the Board the most viable sources of continued funding. We have used this approach with an expiring 21<sup>st</sup> Century grant with great success. This continuation planning process will yield a plan for the Board of Education by spring 2013. The team will incorporate all viable alternatives for funding into their planning process. The district and its partners will also review the program at the end of each year and determine how they might realign their fiscal and personnel resources to assist in the programming continuance.

We will seek out additional local partners from the business community to aid in partial, if not full support, for individual program components. We also believe that the key to sustainability is the ability to maintain ongoing project management and the ability of community organizations to continue to provide program support. Acquiring ongoing funding for programming through city service organizations, city government or corporate funding is greatly enhanced because of the collaborative approach to school programming which we are taking through the leadership of the current Mayor and the Maple Heights School Superintendent and Board of Education. Other possible methods of continuation can be funded in a variety of ways including utilization of existing school district resources (Title I, Title II-D, Title II-A). The district also plans to utilize any available state student intervention funds to help fund the program. The Board of Education is committed to the AVID concept and will make every effort to support program continuation through other district resources (including use of general fund revenues) once grant funding is phased out. The grant leadership team plans to have funding secured for year 4 funding by spring, 2013 in order to ensure that continuity of service is maintained.

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 ?

As we prepare for AVID implementation we have not encountered or expect to see any barriers for professional development or program framework requirements. We will participate in the First Ring Collaborative to share resources during the implementation of AVID. We have planned for AVID with our District Design Team, made up of critical stakeholders, as part of our Continuous Improvement Plan and RttT Grant. It has been a recommendation of the RttT Team to proceed with the implementation of AVID and the stakeholders have pledged their support.

Maple Heights High School has had a strong history of program implementation. We have been doing well with a Small Schools Initiative as well as successful 21<sup>st</sup> Century Program. We do not foresee staff resistance as an obstacle due to our strong relationships between staff and administration. The professional development we have implemented and team building that was accomplished through both of the grants have laid a strong foundation for student centered programming. We have support from our district office and the academic calendar allows for embedded staff development.

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

Most importantly, we have chosen a program that has documented evidence of success. AVID's track record is excellent and data show that it has worked in high schools with the same demographics as ours. Our district needs to improve in many areas, including the provision of curriculum and instruction that will increase the level of expectation for student achievement. All students will benefit from more rigorous curriculum, along with support of the various AVID components.

The building leadership team has based its selection of AVID on assessment data that clearly indicates a need to upgrade all parts of the curriculum for our students and to provide effective supports for students to succeed in classes with more rigor. The leadership team spent this year developing an improvement plan after studying various data contained in the Decision Framework. The professional development provided by AVID, along with the follow-up support provided by our instructional coaches will be designed to provide sustained professional opportunities for staff to contribute to improving student performance by acquiring skills and processes for improving teaching practices and working together to implement higher standards. The importance of effective staff development cannot be overly stressed, as teachers need to receive substantive help to restructure today's high school for greater student learning. The staff development planned for teachers is designed to help them be successful in their restructuring roles, while also being linked to content knowledge and instructional strategies. The activities are not hit-or-miss meetings, but rather an ongoing continuous process that is meshed with the particular needs of the faculty and best practices research (as described by Zemelman, Daniels and Hyde, 1993 and Ravitch, 1995). Providing higher level classes and after-school programs will help ensure that the disadvantaged and low-income students develop the skills needed to succeed in more rigorous courses.

Finally, we have 90%-plus staff buy-in for this initiative. They are excited about this opportunity for meaningful change and are convinced they can implement AVID with fidelity. Our reality is that we have underachieving students, high poverty families, high student mobility, and all of the associated problems. However, we believe strongly that our problems in raising achievement are indeed ours, and any lack of student performance is due to our inability to utilize the proper instructional strategies or provide the proper support. In other words, "It's not the students-It's us." And we intend to fix it.

9. Identify a timeline to achieve a successful implementation.

## March 2011

- March 10<sup>th</sup>: Participation in Innovation Symposium RttT regional meeting to learn more about AVID program
- Discussions with the South Euclid City School District and the Cuyahoga ESC regarding regional professional development to support the area school districts.

## April – July 2011

- Restructure High School Master Schedule to incorporate AVID programming
- Developed criteria for identifying potential students
- Researched travel expenses and made tentative arrangements to attend Chicago Summer Institute
- Meet with high school staff to develop awareness of the program, identify teachers who will become the AVID team in 2011
- Selection of a director for the program
- Collaborate with 8<sup>th</sup> grade team, counselors and building administrators, and AVID team to identify potential students
- Recruitment of students, parent information sessions. Send invitation and programming information to selected AVID students
- Selection of AVID interdisciplinary team & elective teacher
- Team meets to determine implementation strategies and clarify goals
- AVID site team meet to determine implementation strategies and clarify goals
- Meet with our District Partners, South Euclid Lyndhurst and the Cuyahoga ESC to discuss professional development needs

## July – August 2011

- Communicate AVID programming to staff, community and parents through staff meetings, Board Meetings, district website, and community meetings
- Send invitation and programming information to selected AVID students
- July 18<sup>th</sup> -22<sup>nd</sup>: AVID team attends AVID Summer Institute in Chicago
- AVID team presents strategies to entire High School staff
- Recruit, train and hire college tutors
- Schedule monthly site team meetings
- Principals continues to build AVID awareness to staff
- Directors meet with principals, site-coordinator to finalize implementation

## 2011-2012 School Year

- Implement AVID elective to selected students
- Review data to target areas to improve program
- Participate in ongoing Professional Development opportunities
- District director organizes AVID district leadership training
- Tutors begin working with students
- Meet with our District Partners, South Euclid Lyndhurst and the Cuyahoga ESC to discuss professional development needs
- August – AVID school year program begins
- Monthly AVID meetings – Director, principals, site-coordinator
- Begin process of identifying the next group of students
- June – gather data, review and make improvement to the AVID Program

**10. Why should your LEA/school be awarded an Innovative Programs grant?**

If our high school is selected, we will implement the initiative well. We will not treat it as another “thing” that we need to tolerate and hope that it soon goes away. We see AVID as something that can help all of our teachers instructionally, but more importantly, help our students achieve at a level that will enable them to compete with their peers from any high school in Ohio.

Hopefully we have expressed in previous sections that our teaching staff fully understands the needs of our students and that they buy-in to this initiative with a very high level of commitment. Equally committed is our administration and they have emphasized that they will provide the funding necessary to supplement grant funding to achieve maximum benefit from a successful implementation.

**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.

<b>Proposed Innovation: AVID, Maple Heights CSD, IRN 044305</b>					
<b>Budget Categories</b>	<b>FY2011</b>	<b>FY2012</b>	<b>FY2013</b>	<b>FY2014</b>	<b>Total</b>
Salaries (100)		3500	7000	10000	\$20,500
Retirement/ Fringe Benefits (200)		875	1750	2500	\$5,125
Purchase Services (400)		20,437	15,800	10,115	\$46,352
Supplies (500)		4915	0	0	\$4,915
Capital Outlay (600)					\$ -
Other (800)					\$ -
<b>9. Total Costs</b>		\$29,727	\$24,550	\$22,615	\$76,892

**RtT 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 [jay.keefer@ode.state.oh.us](mailto:jay.keefer@ode.state.oh.us) no later than **Friday, April 8, 2011**.**

**Questions may be directed to  
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