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)**: Hicksville Exempted Village Schools	a) **Name of School(s)**: Hicksville High School
a) **Superintendent of Schools**: **(or equivalent)** Name: Jesse Steiner Address: 958 East High Street, Hicksville, OH 43526 Telephone: 419-542-9585 Fax: 419-542-8711 Email: steinerj@hicksvilleschools.org	a) **LEA RttT Contact**: Name: Jesse Steiner Address: 958 East High Street, Hicksville, OH 43526 Telephone: 419-542-9585 Fax: 419-542-8711 Email: steinerj@hicksvilleschools.org
a) **School Vision**: Pursuing excellence. Building strong foundations. Inspiring bright futures.	a) **School Mission**: We believe that every student is a person of worth and our legacy to the future. We believe that each student can learn when given enough time, assistance, and opportunities. We are committed to providing a positive, safe environment where respect is fostered. We will encourage students to be active participants in their own learning in order to realize their full potential. We will provide opportunities for our students to become responsible, productive members of society and to make a successful transition from school to work and/or higher education.

a) **Primary Goals of School:** **1.** Every students will learn provided with enough time and opportunities. **2.** Increase our student's 21st century skills to compete with anyone in the world. **3.** Create a learning environment that respects others rights, ideas, and DREAMS. **4.** Create an atmosphere where students are challenged to succeed higher than they have every thought. **5.** HSTW Initiatives: STARS, STEP, Double Dosing Mathematics, Numeracy across the curriculum, Technology.	a) **Teacher/Student Ratio:** 1 Teacher to 13.6 Students

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.

Names and titles of individuals who participated in the March 10th Innovation Symposium :

Jesse Steiner, Superintendent of Hicksville Exempted Village Schools

Marcia Rozevink, Education Consultant, North West Ohio Educational Service Center

Katie Karacson, Elementary Guidance Counselor

2. SCHOOL PROFILE

STUDENT INFORMATION	
Grades served: PK-12	
Enrollment (total number of students served in school applying for Innovative Program):	
Grade Level	**Enrollment**
Pre K-5	502
6	85
7	67
8	70
9	78
10	80
11	86
12	69
Ethnicity and gender data (% of enrollment):	
Black: 0%	White: 91%
Asian/Pacific Islander: 0%	American Indian/Alaska Native: 0%

STUDENT INFORMATION	
Hispanic: 2.8%	Multi-Racial: 6.2%
Percent of students eligible for free/reduced lunch: 45.9%	
Percent of students identified as special education: 20.1%	
Names of current competitive grants LEA has been awarded (2010-2011): Race to the Top Library Services and Technical Act (LSTA)- Digital Learning Equipment	
Please attach 2009-2010 school Report Card: **http://www.ode.state.oh.us/reportcardfiles/2009-2010/DIST/045419.pdf** School report card is also attached in the email submission of the grant.	

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	
Early College High School	1
New Tech Network	
STEM	2
Other Proven Model (please list)_____	

***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. (Note: If "Other", please include research evidence that justifies how the "other" innovation will accelerate student achievement and progress.

We have selected the Early College High School program. Early College High Schools make postsecondary education an achievable goal for all students through rigorous curriculum programs that provides 12 to 60 hours of college course credit opportunities over a four-year high school experience including college math and college composition. The Ohio Early College High School Network has supported

more than 25,000 urban students. Early College High Schools help low income, first generation to college students with most students obtaining at least one year of college credit by the time they graduate high school. These students are more likely to continue their college education at a four-year college or university after graduating from an Early College High School. Students who are from a low-income background and are the first generation to attend college find graduating from a four year college or university an obtainable goal because they have proven that they can be successful in college classes and the college campus is an environment that is safe and welcoming. Urban students have been able to take advantage of the early college experience through the Early College High School program. The problem is that extreme rural areas have low-income students who would be the first generation to attend college, but there is no college or university nearby. Rural areas cannot set up a high school on a college campus, because there are no colleges in the small towns that make up the rural school districts. We have selected the Early College High School program because we want to solve the **early college rural school problem**. We are located in the extreme northwest corner of the state and the closest college is 25 minutes away and our students are unable to get the early college experience. Hicksville Exempted Village Schools has 46.2% of its students who qualify for free or reduced lunches. The property valuation is $85,068 with a median income of $29,408. There is definitely a need for early college offerings at Hicksville and the surrounding schools.

Hicksville Exempted Village Schools (HEVS) will be partnering with the Northwest Ohio Educational Service Center and 2 other districts in Northwest Ohio—Stryker Local School District and Central Local Schools. These schools are similar in many ways to Hicksville, yet offer diversity beyond the restraints of our school. We will also be collaborating with The Ohio State University and other universities. This partnership will allow rural schools to offer dual high school and college credit courses to its students through distance learning, online, and through a blended environment. The Northwest Ohio Educational Service Center will act as the program liaison between the rural schools and the University. This will allow a single point of contact to disseminate information. The Ohio State University currently enjoys a unique relationship with Metro High School in Columbus. Students at Metro High School attend classes at The Ohio State University and receive college credit for those classes. Students at Metro are able to enroll in specific classes because Ohio State knows that the students are prepared to take those college level courses and that Metro will support the students. This relationship ensures student success. It is the goal of this partnership to create a similar relationship between these remote rural schools and The Ohio State University through Metro High School and allow rural students the opportunity to earn up to two years of college credit.

The vision of Jobs for the Future (JFF) includes the following:

Every student in the United States will have the opportunity to graduate from high school having completed at least 12 college credits (the equivalent of one semester) including college math and college composition.

This is also the vision of Hicksville Exempted Village. Early College Schools have adhered to a set of core principles such as the commitment to serve students underrepresented in higher education and to provide a comprehensive support system that develops their academic and social skills as well as the behaviors and conditions necessary for college completion (A policymaker's Guide to Early College Designs 6).

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

   We are part of the Middle Schools that Work and the High Schools that Work programs. We also participate in a One-to-One laptop program. We currently have 2 distance learning labs set up and in use. These labs are part of a grant for library media centers through LSTA (Library Services and Technical Act). We are currently connecting with educational tech SOITA. We utilize the services for career exploring, professional development for 21st century skills with NWOCA, learning commons for grades 6 and up, Info Ohio Learning Commons planning with media staff for information literacy skills. We participate in a local station's news cast through our Teen Choice program. We have a district Facebook page. Many of our clubs, organizations, and teachers also have Facebook pages. We utilize Moodle extensively for both intervention and information. HEVS is often visited by other districts to tour our state of the art building, the one-to-one laptop program, and to discuss our strategies for winning the Pacesetter award through High Schools that Work.

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

   HEVS has a dedicated staff, which is willing to take risks and provide whatever is needed for the success of all students. The staff has become very self-directed over the years as a result of the HSTW program. Teachers are the leaders who develop our professional development, analyze our data, and incorporate the appropriate strategies to help all of our students be successful. We are driven by the data and use it to drive the programs and decisions needed for success. Both the teachers and administrators see professional development as an important part of the ongoing learning process and attend local, regional, state, and national meetings on a regular basis. These "staffers" are presenters as well as participants. We are willing to attend any professional development required. Our teachers, once they commit to something, will go to great lengths to see it through and successful.

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

   The ultimate goal of RttT is to increase student learning/growth. HEVS has had a culture conducive to learning and promoting independent thought. The Early College High School program will integrate nicely into our High Schools That Work site action plan, our one-to-one laptop program, and our continuous improvement initiatives. Part of our High Schools That Work site action plan calls for high school students to successfully complete postsecondary education and careers. The Early College High School program would help Hicksville High School to complete this section of the action plan. The distance learning part of our Early College High School plan will be a seamless transition for our students. We will have students in Spanish 1 who will be taking this course using Distance Video Learning (DVL) equipment. Our Spanish 2 students will be using Lincoln Interactive to complete their second year of Spanish online. All students in grades 7-12 will be issued a laptop at the start of the 2011-2012 school year. The one-to-one laptop has been in place at the high school for the past 4 years. Technology has been fully integrated into the educational process at the high school. Teachers and students will have no problem integrating distance learning techniques and classes into their curriculum. The community is very supportive, as can be observed through attendance at sporting events, open houses, special musical productions, and parent/teacher conferences. As our RttT grant indicates, HEVS has always placed

emphasis on analyzing the data to create classrooms where students maintain growth. Our Scope of Work outlines how HEVS will use formative assessment to better understand the needs of our students. We will use formative assessment to guide our lesson plans and student instruction. This formative assessment will help us to identify the students who have already mastered the standards and are ready for greater challenges. We will redesign course offerings and methods of evaluating course completion, affording ALL students the opportunity to **accelerate** through the curriculum at a pace that meets the needs of our students. The Early College High School program will help us meet the needs of our students who have mastered the standards and are ready for the rigor of college level courses. HEVS currently uses many forms of data to improve student achievement. This ties into the Early College High School because our data indicates a need for assisting our students in obtaining post-secondary education. The data indicates a high percentage of low-income and at risk students. Approximately 50% of our student population would be first generation college students.

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

   This **accelerated program** will increase student achievement for **all** students because it will help our district improve instruction by investigating our current curriculum and aligning it to meet the new standards. The **accelerated program** will be open to **ALL** students that have mastered the standards. It will also provide us with the opportunity to design courses that will prepare students for the rigor of college level courses.

   Currently there is little opportunity for students to accelerate through the curriculum at any rate other than traditional year long courses. This method of learning leaves no time or opportunity for students to earn college credits while in High School. It also restricts students who are able to move through the curriculum at a faster pace than their peers. Our staff will develop new courses with guidelines which provide methods for students to prove mastery of the standards and the opportunity to move through the curriculum at their pace. Students who have proven mastery and are ready for the next course will be accelerated. If awarded the grant, our departments will develop policies and procedures that govern how students will accelerate. If a student can complete coursework and meet the standards much earlier, let's allow them to accelerate rather than containing them within a class that will not extend their thinking.

   The rigor and relevance provided by the ECHS program combined with a newly aligned curriculum will help increase achievement for all students. HEVS is a small rural district, without the benefit of nearby institutions of higher learning. Because of the distance, many of our students do not afford themselves the opportunity to visit or check out colleges. Our students are somewhat timid when considering post secondary education. For these reasons, we would like to be able to provide that protective and supportive environment that ECHS encapsulates. Many of our students would be first generation college attendees. Our community is rural and high poverty. The opportunities provided by ECHS will enable us to involve all students. While not every student is ready, those that are ready for the rigors of college will have the opportunity. Those students who are not ready will be identified and intervention can be done to help them become more ready and able to attend college.

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

We will continue with the partnerships with the various school districts and the university established in this program. Another way to sustain the program is by opening up the distance learning classes during the summer and in the evenings. This will allow more students and even the community to become involved. If the ultimate goal is to have students gain a college education, we must get not only the students, but their parents, involved and excited about a college education. This self-perpetuation model will keep the Early College High School programs in the fore-front and visible, thereby sustainable.

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 ?

   The main obstacle will be the time the teachers are out of the classroom. Some of our best teachers will be involved in this program. Any time these teachers are out of their classrooms, the quality of education for that class is diminished. To help overcome this obstacle, we will try to schedule professional development times for after school and on Saturdays. Partnering with the ESC will also help in overcoming this obstacle because the ESC will be able design meaningful high quality professional development that meets the needs of the LEA's and the university. The close proximity of the ESC to the LEA's will allow the professional development to be conducted close to the schools limiting travel time and potential lose of classroom time. Another challenge will involve bringing three districts together for the professional development. The superintendents of all three districts have expressed a willingness to be flexible and work together as a team, so we should be able to find the time and places for the professional development to occur. The university will also require professional development. This will probably involve meeting with professors of the classes and creating both a schedule and timeline for implementation. Rubrics and syllabi will also be developed by all of the stakeholders involved. The ESC will help to pull all of this together to help make efficient use of time.

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

   As part of this program, we will have a class scheduled when all of the students will meet and work on the FAFSA and study skills. This would be a required class at all sites involved in this grant. The study skills class will help students discover methods for note taking and strategies to help study for rigorous classes. Students will also be able to explore careers. We will also be able to take our freshman, sophomore, junior, and senior classes on 6 college visits. This will be a tremendous advantage because most of our students do not get to visit the campuses of various colleges. We will visit The Ohio State University and 5 others including large, medium, private and public universities in Ohio.

9. Identify a timeline to achieve a successful implementation.

   August 2011 through December 2011—install any necessary equipment to allow distance learning and/or on-line courses to be delivered. Offer Calculus 151, Calculus 152, and a foreign language credit from The Ohio State University to a select few that meet the requirements set by The Ohio State University. Continue to seek out the offerings of area universities.

January 2012 through May 2012— Utilize in-service time to develop the policy and procedures for acceleration. Develop a plan for the new course design and completion. Continue offering Ohio State Credit to students that meet the requirements set forth by The Ohio State University. Continue to seek out the offerings of area universities.

August 2012 through May 2013—Pilot the mathematics acceleration program. Continue to develop a plan for the new course design and completion with other departments. Continue offering Ohio State Credit to students that meet the requirements set forth by The Ohio State University. Continue to seek out the offerings of area universities.

August 2013 through June 2015— Roll out all department acceleration programs. Continue developing ECHS by adding more courses, involving the community, and expanding time frame to enable the initiative to become self-sustaining.

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

HEVS is a progressive, forward-thinking school district. The focus has always been on our students, and how we can help to improve their chances for success after high school. We have won many awards through High Schools That Work and continue to strive for excellence. The district's report card designation is Excellent with Distinction. But our challenge is our small size and distance from colleges/ universities. This grant would help us overcome both obstacles. We would be partnering with two other schools which would increase the opportunities for our students to collaborate. The partnership with universities and Metro School would give our students the incentive to pursue postsecondary degrees. Rural schools, such as ours, have often been overlooked by grant readers because of our size. But if we take into account the school's history of excellence, Hicksville is the perfect place to award the Early College High School Innovative Grant

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)	$50,150	$50,150	$50,150	$50,150	$200,600
Retirement/ Fringe Benefits (200)	$8,850	$8,850	$8,850	$8,850	$35,400
Purchase Services (400)	$96,000	$96,000	$96,000	$96,000	$384,000
Supplies (500)	$20,000	$20,000	$20,000	$20,000	$80,000
Capital Outlay (600)	$49,000	$0	$0	$0	$49,000
Other (800)	$0	$0	$0	$0	$0
9. Total Costs	$224,000	$175,000	$175,000	$175,000	$749,000

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 jay.keefer@ode.state.oh.us no later than Friday, May 20, 2011.

Questions may be directed to

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