



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

<p>a. Name of Applicant (LEA): Kenton City Schools, IRN# 044172</p>	<p>a. Name of School(s): Kenton Middle School* IRN#018853, Kenton High School</p>
<p>a. Superintendent of Schools: (or equivalent) Name: Jennifer Penczarski</p> <p>Address: 222 West Carrol Street Kenton, OH 43326</p> <p>Telephone: 419-673-0775</p> <p>Fax: 419-673-3180</p> <p>Email: penczarskij@kentoncityschools.org</p>	<p>a. LEA RttT Contact:</p> <p>Name: Amy Wood</p> <p>Address: 300 Oriental Street Kenton, OH 43326</p> <p>Telephone: 419-673-1237</p> <p>Fax: 419-673-1626</p> <p>Email: wooda@kentoncityschools.org</p>
<p>a. School Vision:</p> <p>We envision a future where students are able to thrive as global citizens in a culturally interdependent world. Through enriched curriculum, a pattern of self-reflection and service to others, in our local, national and global community, students will gain respect for differing viewpoints and feel responsible to contribute their intellectual talents to improving our world.</p>	<p>a. School Mission:</p> <p>The mission of Kenton City Schools is to provide a quality, comprehensive education, in a safe and supportive environment, which ensures that all students achieve their maximum potential and to prepare students to create their own unique places in a global society.</p>

<p>a. Primary Goals of School: To graduate individuals prepared for success with strong academic and 21st century skills through a dynamic, problem-based, comprehensive curriculum developed and delivered by a partnership with family, community and the school district in a safe and caring environment.</p>	<p>a. Teacher/Student Ratio: District average: 15.5 to 1</p>

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 10th Innovation Symposium :

****Mrs. Amy Wood, Kenton Middle School Principal**

****Mr. Rick Abbott, Kenton High School Principal**

2. SCHOOL PROFILE

STUDENT INFORMATION		
Grades served:	pre-k-12	
Enrollment (total number of students served in school applying for Innovative Program):	441 at KMS 580 at KHS	
Grade Level	Enrollment	
Pre K-5	898	
6	147	
7	136	
8	158	
9	145	
10	145	
11	134	
12	156	
Ethnicity and gender data (% of enrollment):		
Black: 0 %	White: 96.1%	Male: 1026
Asian/Pacific Islander: 0 %	American Indian/Alaska	

	Native: 0 %	
Hispanic: 1.0%	Multi-Racial: 2.0%	Female: 909
Percent of students eligible for free/reduced lunch:	49.3%	
Percent of students identified as special education:	15.8%	
Names of current competitive grants LEA has been awarded (2010-2011):	eTech Ohio ARRA Title II D Technology Grant	
Please attach 2009-2010 school Report Card:	attached to email *	

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)*** 1
- AVID **** _____
- 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.

Kenton City Schools has chosen the International Studies School Network (ISSN) as our RttT innovation because it is the only innovation that we believe would bring needed transformation not only to our school district, but to our community. We are a small rural district situated in a county with a population of 31,730 (2010 US Census Bureau) with a high unemployment rate. In December of 2009, local unemployment was 12.2% which was much higher than the Ohio average of 10.7% during that same period. Many local employers have moved away from the area, outsourced services, or reduced the workforce. Our school and community currently have few options for preparing students for a globalized workforce. Kenton students need an education that helps them understand how cultures, nations and events outside of their county and their country are shaping their lives and how to interact with people from other places in the world, with whom their futures are interconnected.

In their book, *Educating for Global Competence: Preparing Students for a Globalized World* (2011) Veronica Boix Mansilla & Anthony Jackson explain that to be competitive in the workforce, our students need an education that helps them understand “key topics of global significance in areas like engineering, business, science, history, ecology, and other domains” (p. 3) because these skills are necessary for their success as members of the future job market. The ISSN innovation will provide the framework for which Kenton students can learn these vital skills. At this time, our students can barely aspire to these ideals, because they have no background experiences from which to build understanding.

The ISSN has proven that it has the power to transform an entire community like Kenton, and to build global skills in students and increase achievement in small schools. The ISSN currently has another rural school in the network located in Mathis, Texas. A lengthy phone conference with Liz Ozuna, the principal who began this initiative revealed that as a result of implementing this model into her school, “The influence of the ISSN program brought our community together. Students reshaped their own views of the community, their responsibilities as community members, and their role in the school” (personal communication, April 14, 2011). Liz further described other positive affects in her school that were a result of this innovation, including an increase in enrollment, adding 40 students last year and creating the need for an application process for entrance into the school and increasing graduation rates of students in

that program. Achievement scores were positively impacted, and the internships and rigorous coursework offered in the school even resulted in NASA summer internship opportunities for some students.

Liz explained that her ISSN school has unified and enriched the local community by creating tolerance for diversity in students and families. Students were enriched with experiences through global travel, and through reflection on their learning and the sharing out of their learning with families and community members. The deep involvement of families and community members in the subsequent activities and decision making process of the school resulted in reshaping the cultural views of the community and in attracting more diverse families to live in the community and attend school there. Graduates of this program now come back to the school and talk to students about the successes they have had as a result of this model, and their cycle of success continues. It is our hope that with this model, Kenton City Schools will experience the same or greater levels of growth and globalization.

The ISSN program is researched-based, and it provides a detailed blueprint for redesigning our school. This innovation will be customized to our specific situation in Kenton, and will prepare both staff and community to make the transition through a year-long planning process. The ISSN provides the needed support for all phases of development including a framework for school organization and governance that creates a shared vision, mission and culture for the school and the community. ISSN provides curriculum, instructional materials and assessment that are designed in a problem-based learning model, optimizing student engagement and ultimately enriching student achievement not only in core content areas but in global and technological skills. The ISSN provides extensive, high-quality professional development including assisting the school with developing a professional learning community, providing instructional support to our teaching staff through school embedded coaching, and consulting and required site visits to other schools currently using the ISSN model. The site visits are will be particularly relevant to Kenton City Schools teachers and administrators, as seeing success in action provides a relevant picture of how this model functions in a real school.

Our Scope of Work calls for us to create innovative opportunities for students to become involved in the community and workplace. The ISSN innovation will assist Kenton City Schools with forming lasting community and international partnerships with industries and educational communities throughout the world. The level of detailed structure will ensure a successful implementation of an ISSN school in Kenton, and may provide future job opportunities for students. This model of implementation also provides extensive support to improve leadership and the management of curriculum and instruction that aligns with our district goals for RttT.

Kenton Middle School is the first building in the district targeted to begin the innovation, with a team of Kenton High School teachers and administrators training in the first year and subsequent years so that implementation between the two buildings will align in time for a seamless transition in the model for the benefit of students.

The middle school was chosen to implement first because of their level of poverty, with the rate at 54%, the school has greater than double the average Ohio rate of eligible children in

the free and reduced cost lunch program. Kenton Middle School also has the need to improve school climate, as evidenced by student, staff and parent perception surveys conducted during the Making Middle Grades Work Technical Assistance visit in 2010. The results of these surveys indicated that parent satisfaction with their connectedness to the school and parent involvement in the decision making of the school needed improvement. Staff indicated that they felt a disconnect between home and school and students indicated that they were dissatisfied with their relationships with their peers in the school. Discipline data from the middle school indicates a high level of risky student behaviors, with 53 fights or assaults in the 2010/2011 school year. There were many more physical assaults that took place between students outside of school hours. This building is of the greatest need for an innovation that helps to change environmental barriers for students, such as the negative school and community climate. This innovation creates a school environment that cultivates tolerance for others and a respect for individual differences so that non-academic barriers can be overcome, and achievement can improve.

We expect that this model will assist in targeting our Economically Disadvantaged and Students With Disabilities subgroups assisting with the lessening of basic-need barriers impeding academic achievement such as social and emotional support. Climate will be addressed through the implementation of this model and the addition of the positive behavior supports it provides. These tactics all support the strategies and action steps of our District Improvement Plan.

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

Kenton City Schools is in the third year of the Ohio Improvement Process. The District Leadership Team (DLT) is comprised of a cross section of the district including teachers from all district buildings, administrators, technology coordinator, curriculum coordinator, school psychologist, board members, treasurer, instructional specialists, community members and an SST6 representative. In 2008, this team collectively completed the Decision Framework (DF), examined results from district common assessments and comprehensive reading assessments in addition to surveying building staff, which led to the development of a comprehensive needs assessment.

In 2008, Kenton Middle School was in school improvement due to our Economically Disadvantaged (ED) and Students with Disabilities (SWD) subgroups' academic performance in both reading and math. In investigating the root causes for the low performance in these two subgroups it was discovered that reading and math assessments were not readily available and there was no monitoring of the student achievement data being collected.

In addition, instructional practices were not monitored and High Quality Research Based Professional Development was not offered in the identified problem areas. Educator Quality was not a high level of concern. Leadership was of great concern, finding it lacked focused

goal setting, instructional leadership and community engagement. In the 2009-2010 school year, the middle school principal was replaced. That school year, common assessments were implemented in targeted areas, student achievement data was collected and examined, instructional practice was monitored, and High Quality Professional Development was provided to the middle school teaching staff. We believe, as a result, in the 2010 school year, Kenton Middle School was rated "Effective."

Strategies in our DIP also outlined instructional reform through the consultant/coaching model which includes extensive curriculum mapping and alignment, development of common assessments, and embedded PD that addressed our reading and math goals. The District also utilized strategies that increased differentiated instructional time through the implementation of an intervention period and common planning for all instructional staff across the district.

These past and present initiatives by the District mirror the platform of the current Race to the Top initiatives of improving leadership capacity and strengthening instruction. Through past School Improvement Grants and the current RttT grant, the district has been able to strategically address the instructional and leadership barriers identified in the Decision Framework.

However, identified climate issues go unresolved. These two issues were identified as the root cause for poor performance among Students with Disabilities and Economically Disadvantaged Students.

Kenton High School and Kenton Middle School are in the third year of participation in the Making Middle Grades Work (MMGW) and High Schools that Work (HSTW) Initiative. This grant was teacher-driven and supported by the administration. The team developed and implemented respective site action plans to improve academic achievement, increase graduation rates and increase technology integration for students at both schools. Both schools completed the Technical Assistance Site Visit in 2010. The results of the team's exit report indicated successful implementation of the initiative, with the middle school's assessment reflecting a need to improve building climate and home-school-community connections. Both schools continue to participate in HSTW/MMGW professional development to learn researched-based instructional practices and to implement them in the classroom. Both schools continue to implement site action plan goals, with another anticipated evaluation in the 2011/2012 school year.

Kenton Middle School has also embraced several transformational strategies with the goal of improving student achievement and technology integration. In the 2009-2010 school year, the middle school completely redesigned the master schedule to allow teachers to teach only one content area in order to improve their teaching expertise in that subject and provide them with grade-level common planning time on a daily basis. The middle school also designed and implemented a 9-week computer class for every student, with an emphasis on information literacy and web 2.0 tools. Teachers were able to create short cycle assessments for each quarter in all tested subject areas including reading, math and

science. Curriculum supervisors then assisted teachers with collecting data from these assessments and using it to differentiate and individualize student instruction from a standards based approach. The middle school added an intervention class to the master schedule for every student where students receive differentiated instruction in content areas covered on the OAA on a daily basis. Teachers and parents were excited about these changes, as evidenced in the MMGW exit report data and feel they will have a positive impact on student achievement as evidenced by the use of short cycle assessments in the 2010/2011 school year.

Kenton Middle School was the recipient of an eTech Ohio Title II-D ARRA grant in May of 2010. This competitive grant allowed Kenton Middle School to participate in intensive professional development about project based learning and teaching 21st century skills and to purchase equipment to integrate technology across the curriculum. The grant also allowed professional development in 21st century skills to be shared out during monthly 2-hour delays to teachers in the district in grades 6-12. Through this training, teachers worked to align instruction with core content standards while making 21st century skills and project based learning a primary instructional goal. Student assessment was aligned with both academic content area objectives and specifically designed to assess 21st century skills. The impact of this grant has changed the delivery of instruction for students to a more student-centered, project based model. Kenton Middle School teachers learned to actively engage students to facilitate ownership of their learning and become leaders in their own right, which helps them retain knowledge more effectively and prepares them to be successful in a global technological workplace and in the world. Currently, the grant team is implementing a cross-curricular project based learning unit for one hundred sixty eighth grade students and has fulfilled all objectives contained in the action plan ahead of time or on time, including the year-long creation of individual student digital portfolios. The team is preparing to undergo an internal evaluation and an external evaluation in May of 2011.

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

Kenton City Schools has proven success in several substantial transformation strategies, including the Ohio Improvement Process, High Schools That Work and Making Middle Grades Work and eTech Ohio Integration of Technology Grant. Successful implementation of these endeavors has contributed to making Kenton City Schools an Excellent School District for the 2009 and 2010 school years. The seriousness with which the district undertakes every educational endeavor ensures successful implementation of this innovation. The district is committed to the successful implementation of this project, and its eventual integration throughout the entire district.

Fiscal: Kenton City School District receives over 1 million dollars in Federal Funding each year. These funds are managed according to Federal guidelines and have supplemented existing academic programs. Because this proposed project is designed to integrate into the District Improvement Plan, all of the district resources--fiscal, human and technical, will be used to support our plan to ultimately increase student achievement.

Kenton City School District has used Title I and School Improvement Funds to implement positive changes in the district over the past two years. These funds were used to work through the initial School Improvement Plan created through the Ohio Improvement Process. In the previous two years, the District was able to hire a Literacy Consultant who provided five weeks of job-embedded professional development each year around improving Literacy Instruction and Curriculum Alignment of the state indicators in reading. The use of ARRA Title I funds to hire two Instructional Specialists to assist teachers in implementation of the concepts presented by the Literacy Consultant was accomplished in 2009. Title IVA funds were used to help address school climate issues and to support the Too Good for Violence Bullying Prevention Program for grades K-8. These initiatives will continue to be supported by the District and align directly with our strategic plan.

Human resources, specifically educational assistants will have their job assignments realigned to assist in students and teachers in meeting the ISSN program initiatives. The district technology department was able to support our other initiatives through the purchase of servers and software to support a district wide longitudinal data collection system whereby academic progress is monitored in grades K-12. In addition, the technology department created a teacher observation form to be used on the iPod Touch consistent with our district goals in order to monitor teacher effectiveness and professional practice. This data is collected monthly by district leadership and reported to the building and district level teams. Decisions regarding professional development are made based on the data collected.

Administrative: District and building administrators have undergone extensive professional development in the areas of global competence, 21st century skills, and the integration of technology and web 2.0 tools into instruction. All stakeholders possess a strong desire to locate resources for teachers and students in all buildings in the district that will improve academic achievement through the globalization of the curriculum and the integration of technology into instruction. District administrators and teachers have a strong desire to seek means to prepare students for a global knowledge economy that requires the mastery of 21st century skills. The ISSN coordinator for the district, hired through grant funds, will provide oversight for all aspects of the implementation of the model. This ISSN innovation provides the further training, support and technology needed to help Kenton City Schools achieve these goals.

Faculty: The future ISSN Team desires to create a span school that will further change the current classroom environment to one that utilizes an even wider global scope of integrating 21st century skills to emphasize core subjects, develop learning skills, and uses assessments to measure progress in both core subjects and in 21st century skills. They also have a strong desire to create an integrated learning opportunity for grades 6-8 that will eventually grow into opportunities for students in grades 9-12. This team of teacher has successfully implemented the requirements of the ARRA eTech grant model, project based learning, integrating technology into instruction and globalization of curriculum, and is capable to expanding their abilities to do so.

Program: Kenton City Schools currently has the optimal conditions that ISSN suggests for successful implementation of this innovation including a deep faculty interest in the program, a faculty with strong background and experience in integrating technology into the curriculum, integrated grade level teacher teams and common teacher planning time. The district has a strong commitment to a world languages program, and provides numerous opportunities for professional development including job-embedded coaching and monthly delays for teacher training. Kenton Middle School has developed and implemented a digital student portfolio assessment process and students and staff have regular access to computers, iPads, iPod Touches, laptops and the Internet.

Kenton High School has an active foreign exchange program that attracts students from around the world. Students are enrolled each year from the World Link Program. World Link is funded "through government grants, to administer various exchange programs." It handles three main programs: Future Leaders Exchange (FLEX), American Serbia Montenegro Youth Leadership Exchange (A-SMYLE) and Youth Exchange and Study (YES). These students must maintain a B average in school, participate in a leadership organization, do a minimum of 30 hours of volunteer service and give presentations on their home countries. The exchange students are actively involved in our schools and share a wealth of information about their culture, world economy, foreign affairs and governments with our students through classroom presentations and discussions.

The Kenton Middle School master schedule provides common planning time for teachers on a daily basis, and district will devote time for district-wide professional development to disseminate information to all staff through monthly two-hour delays throughout the 2011-2015 school years. The district technology coordinator, International Studies Coordinator and building principals will provide ongoing and integrated support to district faculty and specifically to the ISSN team. The International Studies Coordinator will work seamlessly with ISSN provided coaches to ensure ongoing job-embedded professional development and curricular support for ISSN team teachers, and to provide support to students as they work to create portfolios that showcase their skills in global leadership and accomplishments in curriculum. The International Studies Coordinator will assist in the district wide sharing out of professional development, project based learning, and the student portfolio process.

The district technology plan also aligns closely with the project goals. This plan was completed using the eTech Ohio Technology Planning Tool. The technology plan specifically states that Kenton City School's goal is that technology must be integrated into all aspects of instruction and curriculum and that further professional development for staff is a requirement for successful implementation and integration of technology. The district technology plan also explains how technology will be used to improve teaching and learning in each of the Ohio Content Areas, also an overarching goal of this project. Currently, the Kenton Middle School has a one to one program for 160 students who are part of the ARRA grant, and three computer labs and is working to fund additional hardware for an eventual one to one program for all students. All classrooms are wireless and servers and connectivity were upgraded to accommodate future purchases in January of 2011.

ESC Role: The Hardin County ESC has committed to participating in and promoting this program. The ESC will partner with Kenton City Schools to enhance our abilities to offer Chinese instruction and Spanish instruction to students county-wide through the use of online coursework. This partnership will also include assistance with analyzing student achievement data to monitor academic progress. The ESC will provide additional technology support for program implementation and professional development opportunities for staff.

Kenton City Schools in cooperation with the Hardin County ESC is in the process of employing additional foreign language teachers in Spanish and Chinese to further world language opportunities for students in grades 6-12. Kenton also currently employs both German and Spanish teachers. Kenton City Schools wishes to use this grant to further align faculty, leadership and resources with instruction and assessment, and to ensure that all students have access to a 21st century education that is globally connected, culturally sensitive and is strong in the offering of world languages.

In summary, the faculty and administration believe that it is through instructional practice that students become globally competent and are able to excel academically and emerge prepared to thrive in a culturally interdependent world. Kenton Middle School teachers who were part of the ARRA grant, and who now possess a vast array of knowledge in project based learning, use of web 2.0 tools for instructional purposes and the integration of technology into instruction have volunteered for this initiative and are also willing to support any other faculty members who have an interest in this form of instruction as well.

Community Collaboration: The district has formed partnerships with local organizations including Rotary International and nearby Ohio Northern University and with global industries including International Paper Company in an attempt to solicit greater involvement, support and collaboration for the benefit of service and learning opportunities for students that will connect them to the community and to the world. The partnership with International Paper Company is particularly important because this global company is committed to stewardship of the environment and has an extensive recycling program. Our current partnership includes job shadowing opportunities for students, and access to participation in Coins for Kids; a partnership with the World Food Program. International Paper Company has industries in fifteen countries around the world. This company is hoping to cultivate a future global workforce as a result of this innovation.

Kenton City Schools recently partnered with the University of Findlay through the Campus Compact Center for Service and Learning and the University chapter for Habitat for Humanity to provide Kenton students with service learning opportunities with International students. These opportunities will provide structured ways for intercultural interaction and will unite college students from various countries with Kenton students in providing service to the local Kenton community. This partnership provides the University of Findlay students with expanded service learning opportunities outside the campus setting.

Kenton Middle School and Kenton High School have partnered with Life Touch National School Studios in Lima, Ohio to provide international service learning opportunities for

students through the Kids Helping Kids program. Through this program, students collaborate with Life Touch to adopt a community in Haiti where they will eventually travel to assist in the construction of a school and the building or repairing of local water wells. This project focuses on the economic development and sustainability of communities in Haiti and is a relevant global studies learning project. This partnership provides Lifetouch with the opportunity to expand interest and participation in this program.

Other current community partnerships including Honda Corp., McDonalds, Wal-Mart, United Way, Kroger, Domino's and Pizza Hut will be realigned to meet the goals of the DIP and this project. These partners currently support our students in the development of their needs through various initiatives such as funding, outreach, and incentive programs. It is our hope that deeper relationships with our business partners through our ISSN school will provide real workplace and opportunities for students as they graduate. We believe the ISSN grant would help us greatly in expanding our service and community partnerships into even more meaningful opportunities for students.

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

Kenton's school district's vision through RttT is that student learning and growth is the number one priority and that it can be enhanced by enriching our best practices in our work with students. In our vision, students will benefit from: more relevant and rigorous course work; higher expectations and a student mastery focus for all students; effective use of data to guide student instruction, intervention and enrichment; improved integration of technology; involvement of students in the learning process; and an informed and engaged community that supports a 21st century education.

The ISSN model supports each aspect of this vision, and has unique systems for making the transition of the innovation run smoothly and collaboratively. During integration of the innovation, students, staff, families and the community will be supported through Kenton's use of the ISSN School Design Matrix. This team of people and sets of guidelines, tools and evaluation instruments will allow stakeholders to be engaged in the decision-making process about the details of our school transformation, a goal articulated in our RttT Scope of Work. This collaborative planning process will take place over an entire year before the actual changes occur within the building.

The integration design, provided by Asia Society will be tailored to the specific needs Kenton Middle School has in the desire to create a new school paradigm. The ISSN School Design Matrix provides a framework and specific guidance and professional on site support with regard to organizing the school and shaping school culture.

Through this Matrix, Kenton can also expand partnerships with institutions of higher education, another goal in our RttT Scope of Work that will help us work toward our goal of becoming schools that prepare students for workforce opportunities. The internships that the planning Matrix will help us establish, and the ones that currently exist will create

innovative opportunities for students to become involved in the community and workplace, further supporting our work for RttT.

The Matrix also provides a framework for high quality professional development for teachers and on-going learning through summer institutes, site visits to other successful ISSN schools in the country, on site professional development and teacher participation in regional support meetings with other teachers in Ohio who are using the same innovation. Administrators receive the same training and learn how to better develop a shared vision of highly effective 21st century schools. Both teacher and administrator experiences in this innovation are aligned precisely with our Scope of Work.

This innovative program further aligns with our RttT Scope of Work and our OIP as both initiatives focus on improved learning resulting in college and career readiness for all students, and actively involve teachers, administrators, parents and community members in helping our schools become places where students become life-long learners. Our RttT Scope of Work specifically states that we will support our teachers as they continue to become “facilitators of learning” vs. “deliverers of instruction” and this is a specific benefit of the ISSN innovation, as it requires teachers to offer students choices in instruction, to work collaboratively with their peers and to create student opportunities that require critical thinking, problem solving and creativity. The ISSN’s on intensive on-site and off site professional development will support teachers in learning how to implement these ideas, and will train them in using the ISSN Learning System.

The Learning System of digital coursework, portfolios and assessments are adaptable to existing transformation strategies with regard to accelerating student achievement and accountability, as well as meeting the needs for a project based learning model.

Other Kenton City Schools RttT Scope of Work goals that are wholly supported and enhanced by the ISSN innovation and Asia Society include improved integration of technology; involvement of students in the learning process; and an informed and engaged community that supports a globalized 21st century education.

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

Student achievement in math and reading across the district has been identified as an instructional need. The district Site Action Plan, created by the District Leadership Team as part of the Ohio Improvement Process details reading and math performance goals. Goal 1 for reading states: By 2012, the District’s reading performance level will increase at each grade level by 3.90% per year as measured by the OAA and OGT. Students with disabilities and economically disadvantaged students expected to meet their Safe Harbor percentages. Goal 2 for math states: By 2012, the District’s math performance level will increase at each grade level by 6.82% per year as measured by the OAA and OGT. Students with disabilities and economically disadvantaged students are expected to meet their Safe Harbor percentages.

The district has worked to improve student achievement through a number of ways. Teachers have developed content area curriculum maps, created learning targets, aligned materials with instructional goals, and created common assessments that are used to analyze and plan for instruction. Monthly teacher collaboration time and professional development have also given teachers professional development in designing lessons and assessments that correlate with Bloom's Taxonomy. The CIP has established a well planned attempt for our district to improve student achievement. However, the 2009-2010 School Year Report Card indicates that there is much need for improvement especially at the 7th and 8th grade levels.

The Middle School has an immediate instructional need in reading, math, and science as evidenced by student performance on the OAAs. 8th grade math scores were 73.5%, science scores were 71.4, both below the proficient level of 75%. In summary, 8th grade scores were below the proficient level in two out of three tested areas. 7th grade scores were also below the proficient level in math at 61.5%. 6th grade scores were better, with an 81.5 % in reading and an 80.0 % in math, but are only slightly above the proficient level.

In a researched-based comparison analysis performed by The Consortium for Policy Research in Education and Hypothesi, LLC in 2009, International Studies Schools Network schools outperformed comparison schools with regard to academic achievement with demographically similar schools in the same district 70% of the time. We expect that our district will also experience this level of growth in achievement.

Though the ISSN school innovation has a global focus on instruction, instruction in this model is delivered through technology integration and project based learning. The Learning System with digital portfolio and assignment rubrics and the Graduate Portfolio System (GPS) will allow use to measure progress in each SMART goal. Both of these methods actively engage all students in the learning process. The actual integration of technology into the curriculum and 21st century skills will significantly impact achievement in each of the tested areas. According to the CEO Forum School Technology and Readiness Report (2001) educational technology that is integrated into the curriculum improves student scores on standardized tests, and increases real-world knowledge. This report also provides evidence that technology integrated into the curriculum improves the academic performance of special needs students. Technology integration improves basic skills in math and writing, inventive thinking skills like problem solving and higher order reasoning. Technology integration also improves skills in reading informational text, research and in manipulating data in order to communicate it effectively to others and create high quality products. The integration of technology into the curriculum will be engaging for students and help them retain knowledge that will improve student scores on the Ohio Achievement Assessments and on the Ohio Graduation Test.

The graduation rates from ISSN schools were also higher than comparison schools and 94% of ISSN school graduates enrolled in college. It is our expectation that Kenton City Schools will benefit from similar academic results. Through the coaching model embedded in the ISSN school framework, teachers and administrators will further understand how to

use data to monitor ongoing student achievement and how to use that data to drive decision making and differentiation that will increase student achievement. The ISSN framework also provides support to teachers when aligning lessons to the Ohio Content Standards and in designing performance based assessments that are deliberately aligned with the standards. All of these efforts will result in increased student achievement.

In summary, the Kenton team plans to use the ISSN Learning System, the curricular component of the ISSN innovation to help provide the framework for assessment, and instruction that is aligned to the Ohio Content Standards and integrates skills for global competency and college and career readiness. This model assists with transitioning existing assessments to performance based assessments and provides the framework for student construction of a Graduate Portfolio.

Kenton City Schools has identified the need to increase academic engagement for all students based on the results of low level of student engagement in learning activities as evidenced by teacher walk-through data collected in the 2009 and 2010 school years. The team vision is to facilitate learning opportunities through the ISSN Digital Learning System with a specific focus in math and reading, science and social studies that are project based, student centered, collaborative and differentiated. These collaborative experiences provide a high level of student choice and engagement in learning while providing unique opportunities for differentiation.

Building administrators will continue to monitor student engagement levels using walk-through data as suggested by Annenberg (2009, p.3) because by "observing instruction and providing feedback to teachers and constructing opportunities for groups of teachers to observe each other." Another suggested step for building momentum for higher levels of student engagement in schools that is included in the Partnership for 21st Century Skills (2009) report is to plan collectively and strategically for the future. Kenton Middle School will begin designing assessments to measure student engagement levels and progress in 21st century skills, and is currently examining the MILE Guide for 21st Century Skills for guidance with assessing where we are now and where we can go in the future.

Through the grant implementation, the team expects to increase engagement levels by facilitating the use of 21st century standards based activities and technology throughout all content areas. Teachers will assist students with the use of digital portfolios, inquiry and research, presentations, e-learning, web pages, and more to facilitate student learning in a real world setting that reaches beyond the walls of the school. The team will facilitate students to manage, access, integrate, evaluate, communicate, and create through the use of technology. Assessment will be embedded into the project based learning model. Because the projects will be cross curricular, a variety of assessments will be used. Students will be assessed on the ability to solve problems in everyday life, state standards, the context of the project, global skills, and the use of technology. Rubrics and performance based assessments will be used as provided by the ISSN model teachers and students will

get timely feedback through many uses of technology driven assessment. Data collection will be more immediate and will help teachers provide differentiated and engaging instruction in a timely fashion.

As previously mentioned, the district has provided some professional development to assist teachers in changing instructional practices in ways that will result in improved student performance. This grant would provide additional training for teachers in globalizing the curriculum using technology and project based learning to support teaching and learning through 21st century skills and will improve student engagement and student achievement.

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

This innovation program integrates into the District Improvement Plan, therefore as previously mentioned, all of the district resources--fiscal, human and technical, will be used to support our plan to ultimately increase student achievement.

Kenton City School district will also work pro-actively in the four years of implementation of this grant to decrease overall costs in the district in order to free up funding for the continuation of this work. We also anticipate that the improved school climate and achievement that this innovation brings will significantly increase enrollment in the district, which is currently in decline.

Partnerships with Ohio Northern University, University of Findlay, Life Touch National School Studios, and International Paper Company, a global company based in Kenton Ohio, and Rotary International will continue long after the Race to the Top has ended. Through these partnerships, our students will continue to have access to local and international service and internship opportunities. These organizations will also continue to contribute funding to our schools as our relationship with them grows and develops. The Hardin County Community Foundation will continue to offer grant opportunities available to assist with continued funding for professional development and equipment as needed. Kenton City Schools will also seek all other available grant opportunities to continue to support this program, and will acquire grant-writing training for several administrators in the district through the Foundation Center or the Grantsmanship Center and the Hardin County ESC.

As an ISSN member school, Kenton City Schools would still be able to participate in ISSN events including school administrator meetings, regional trainings and the the ISSN Summer Institute. Ideally, the four years of intensive professional development will have built capacity in teachers and administrators that will allow this innovation to continue without direct job-embedded professional development. Because ISSN does not limit the number of teacher participants in on site professional development activities, Kenton City Schools will train as many teachers across the district as possible, helping to ensure longevity of this model. As a member school Kenton City Schools would continue to receive free technical assistance through webinars, video conference calls and distance learning, and would continue to have access to NING, the closed social networking site through Asia Society that provides

teachers in ISSN schools access to one another. It also contains teacher resources such as discussion boards, classroom documents for student use and video resources.

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 ?

Kenton City Schools will need more classroom space to implement the ISSN school. The district has already begun the bidding process to renovate a large open area of the Kenton Middle School to accommodate the needs of the span school and construction will be completed at the beginning of the 2011/2012 school year.

Because success of this model requires commitment from all stakeholders, it may be a challenge to gain community buy-in. To address this challenge, Kenton City Schools will use the ISSN coach, a veteran administrator, to work with school administrators in laying the cultural groundwork necessary for success of the implementation, such as raising awareness of international education and with establishing necessary communication with stakeholders.

Another potential challenge will be providing supportive professional development for current staff members in the model itself and for some staff members to help them understand the importance of the ISSN model. To overcome this obstacle, Kenton City Schools will use an ISSN coach with proven success in curriculum, instruction, and assessment to work with the school administrators to determine the challenges that exist and the resources needed in order to plan a framework that will be customized for the needs of Kenton City Schools teachers. The ISSN coach will also be used to provide on site coaching for 25 days per year of implementation and to support teachers and to help focus teacher involvement in and buy-in for the project. Kenton City Schools will also hire an International Studies School Coordinator to provide teachers with daily job-embedded support. Common planning time for teachers will continue to be preserved in the master schedule.

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

According to the report, *Up to the Challenge*, released in October of 2010 by the Association for Career and Technical Education (ACTE), National Association of State Directors of Career Technical Education Consortium (NASDCTEc) and the Partnership for 21st Century Skills (P21), integrating critical thinking and problem solving, collaboration, communication and creativity and innovation into instruction using methods like Project Based Learning and globally focused coursework “can make college- and career-readiness a reality for every student.” The report endorses the importance of rigorous academics and 21st century skills as valuable ways to bridge the gap between academic, employability and technical skills and to ensure college and career readiness for all students. The ISSN schools use a project

based learning design through their Learning System that aligns exactly with methods outlined in this report.

The Graduation Portfolio System (GPS) provided by the ISSN innovation provides teachers and administrators with student data and assessment information that will help them meet student needs. The GPS is the primary vehicle used by ISSN schools for increasing and assessing college and career readiness. As mentioned earlier, 94% of ISSN school graduates enrolled in college. Kenton City Schools intends to use the GPS that students create through the ISSN Learning System to assure that students are receiving an education that is rich in college preparatory and globally focused coursework and to address our Scope of Work goals for college and career readiness, specifically to offer flexible credit options, advanced course work and academic acceleration in grades 8-12.

The ISSN Learning system provides instruction that ensures that students understand and can conduct research, and are literate for the 21st century in reading, writing, listening, and speaking. Coursework in this model also results in student fluency in one or more world languages, creative thinking, problem solving skills, ability to analyze complicated situations, command of digital media to access information, ability to create new knowledge and to communicate that knowledge and collaborate with others about that knowledge in culturally sensitive ways across the globe. Students who complete the GPS have the ability to interpret contemporary world issues, and the creation of the portfolio itself as a reflection piece creates students who are life-long learners. Student abilities are proven through a system of college level performance assessments in each content area as well as embedded global competencies. Students collect their work in a Graduation Portfolio that they then provide substantial reflections upon before finally presenting the portfolio to teaching staff as mastery level work for teachers to assess against standard performance criteria.

We also desire to design, with the help of Asia Society, and then implement a mastery based learning system where students who show competency in academics may move more quickly through the middle school program advancing to the high school, and greater acceleration as appropriate.

9. Identify a timeline to achieve a successful implementation.

Each phase of the required four-year implementation will be planned individually for Kenton City Schools. Below is a general timeline of implementation.

July 2011 through June of 2012: Year One: Planning: Kenton City Schools administrators will begin working with the ISSN coach to work on the school transformation process and communication of school goals to the community. Administrators and the coach will also structure curricular offerings, enhance existing community partnerships for the school and build new ones, and assist with student recruitment for the school. Administrators will participate in professional development to deepen understanding of the

ISSN model including New Leader training, Leader Seminars, and visits to other ISSN school sites. Teaching staff will also begin professional development including site visits, training by the coach to deepen teacher understanding of the ISSN school model, and opportunities to participate in school planning, mission and vision, curricular offerings and other relevant activities. The coach will become a member of the Building and District Leadership Teams. All team members will have access to the ISSN Learning System and the ISSN School Design.

July 2012 through June 2013 Year Two Implementation Year 1:

The Kenton City Schools staff will participate in the ISSN Summer Institute and National Conference, a 5 day seminar where they will network with other ISSN sites, develop curriculum and share learning across sites. They will participate in 25 days of on-site coaching provided by the ISSN Coach to support the team in implementing the GPS, utilizing the curriculum frameworks for curricular design, supporting use of the ISSN advisory model and curriculum, and facilitating culture-building and shared problem-solving at the school.

Kenton City Schools staff will participate in Regional Professional Development Offerings where they will receive instruction in areas that support the specific needs of the regional ISSN schools. Kenton administrators will participate in Leaders Seminars with other ISSN school leaders across the nation.

Kenton teachers and administrators will continue to receive ongoing coaching from an ISSN coach to provide support in leadership, assistance in designing systems to improve effectiveness and implementation of rigorous internationally-focused curriculum, instruction and assessment.

Kenton will receive a complimentary membership in the Asia Society's Partnership for Global Learning.

Kenton will undergo a school site visit in the spring of 2013 where ISSN will spend three days observing in classrooms, interviewing teachers, students, and parents, meeting with community partners. All data collected from these interactions and other data including student progress toward global competence and college readiness, and effectiveness of the school will be shared out by ISSN with Kenton staff. The data from the site visit will be used to set goals for the 2013/2014 school year.

Kenton will have opportunities to participate in national-level action research initiatives are available during this year of implementation.

July 2013 through June of 2014 Year Three , Implementation Year 2

The Kenton City Schools staff will participate in the ISSN Summer Institute and National Conference, a 5 day seminar where they will network with other ISSN sites, develop curriculum and share learning across sites. They will participate in 25 days of on-site coaching provided by the ISSN Coach to support the team in implementing the GPS,

utilizing the curriculum frameworks for curricular design, supporting use of the ISSN advisory model and curriculum, and facilitating culture-building and shared problem-solving at the school.

Kenton City Schools staff will participate in Regional Professional Development Offerings where they will receive instruction in areas that support the specific needs of the regional ISSN schools. Kenton administrators will participate in Leaders Seminars with other ISSN school leaders across the nation.

Kenton teachers and administrators will continue to receive ongoing coaching from an ISSN coach to provide support in leadership, assistance in designing systems to improve effectiveness and implementation of rigorous internationally-focused curriculum, instruction and assessment.

Kenton City Schools will utilize an Online Self-Assessment on the ISSN School Design Model. The data collected will be used to structure school planning and professional development planning for the 2014/2015 school year.

Kenton will have additional opportunities to participate in national-level action research initiatives are available during this year of implementation.

July 2014 through June of 2015 Year Four , Implementation Year 3

The Kenton City Schools staff will participate in the ISSN Summer Institute and National Conference, a 5 day seminar where they will network with other ISSN sites, develop curriculum and share learning across sites. They will participate in 25 days of on-site coaching provided by the ISSN Coach to support the team in implementing the GPS, utilizing the curriculum frameworks for curricular design, supporting use of the ISSN advisory model and curriculum, and facilitating culture-building and shared problem-solving at the school.

Kenton City Schools staff will participate in Regional Professional Development Offerings where they will receive instruction in areas that support the specific needs of the regional ISSN schools. Kenton administrators will participate in Leaders Seminars with other ISSN school leaders across the nation.

Kenton faculty and administrators will participate in a New Teachers Summer Intensive, a 5-day hands-on seminar held at Kenton Middle School to introduce school faculty to the ISSN Graduation Portfolio System (GPS), ISSN Curriculum Frameworks, and to provide a facilitated opportunity for shared curriculum development for the school.

Kenton faculty and administrators will participate in the Network Peer Learning Opportunities and one Annual Network-wide Graduation Portfolio System Seminar and Student Work Scoring Session.

Kenton administrators will participate in two seminars for all school leaders in the International Studies Schools Network held at different ISSN schools where they will share

their practice, engage in collaborative problem-solving, and learn new tools and strategies to support the leadership of ISSN schools.

Kenton will undergo a school site visit in the spring of 2015 where ISSN will spend three days observing in classrooms, interviewing teachers, students, and parents, meeting with community partners. All data collected from these interactions and other data including student progress toward global competence and college readiness, and effectiveness of the school will be shared out by ISSN with Kenton staff. This data will be compared with the data from the first site visit and will be used to set goals for the 2015/2016 school year.

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

Kenton City Schools has an earnest desire to create a school system that actually transforms the community and attracts more diverse families to the district and the community. We envision our school as the first positive “beacon” of globalism in our community, where students are examples of tolerance, service to others, and intercultural understanding. This grant is our chance for real transformation that effects the entire community, reaching far beyond the walls of the school. This transformation offers us hope.

The Kenton community is economically disadvantaged, lacks diversity, and as a result our students have a deep need for expanded learning opportunities at school and a need to enhance their international awareness. There is a certain apathy in our community toward the future. There are few activities and programs for young people. Bond issues for new buildings repeatedly fail. A drive through town would reveal that most properties are in disrepair or chronic states of neglect. It is as if there is no hope here. Many of the younger generations move away in search of work and the ones who stay do so because they do not have employment anyway.

Many students in Kenton have never been out of Hardin County, have rarely experienced diversity and lack the skills to collaborate with individuals from different cultural backgrounds. The Kenton community has few local employment opportunities for graduates because jobs have been outsourced or industries have closed completely. As a result a serious need exists for students to develop global skills that will allow them to be competitive in the global marketplace. Our school and community currently have few options for preparing students for a globalized workforce. We need an innovation that can help us restore some pride in our community. We need this innovation because it can save our community and bring jobs and people back to Kenton again. Our community is dying.

The ISSN model is an innovation for which we have a serious need, yet no financial ability to get off the ground without grant funding, though we can sustain it once we begin.

Kenton City Schools desires to transform the middle school and eventually the high school into an ISSN Span school where students county-wide seek enrollment because of a student-centered, technologically enhanced educational environment with unique, globally focused programming. Our vision is to use our current Kenton Middle School interdisciplinary teams to provide a globalized curriculum for all students in grades 6-8 and

begin the transition process for the high school to do the same, as middle school students transition to high school in year three.

Unique to our part of this innovation, and as was previously mentioned, is that we desire to create and implement a mastery based learning system where students who show competency in academics may move more quickly through the middle school program advancing to the high school, and greater acceleration as appropriate. We expect that Asia Society will help us design this unique aspect of this program in the planning year, and are excited to imagine the possibilities of this for the futures of our students.

We currently believe the middle school is the best equipped to begin this program, as the conditions for success already exist in the middle school, as a result of the ARRA eTech Ohio grant training and other transformation strategies. The middle school currently has interdisciplinary teams with common teacher planning time, core teachers already trained in 21st century skills, project based learning and the integration of technology into the curriculum. Middle school teachers also have high level of interest in the program. Our short term goal is to integrate the high school into the training process beginning in year one, and to eventually implement the globalization of the curriculum district wide by the end of year four.

We will budget additional professional development money from the grant to allow a transition team, including the principal from the Kenton High School to attend training with the ISSN team from the middle school. Our budget will also include hiring an International Studies Coordinator to help facilitate the process for implementation between buildings and district-wide. The high school principal will begin to revise the master schedule to provide interdisciplinary planning time by grade level.

In the last two years, Kenton City Schools has hired first year and new administrators who, without any grant writing experience or training have worked diligently to bring innovations to the classroom that will improve student achievement, like this one. This effort has manifested in successful implementation of the Ohio Improvement Process, awarding of one competitive grant; eTech Ohio Title IID Technology Integration Grant and some smaller grants such as High Schools That Work and Making Middle Grades Work. These opportunities and the administrative support and collaboration with faculty have created a core group of teachers who are literate in 21st century skills and project based learning for the benefit of increasing student achievement, and who are excited about sustaining momentum in these areas, and expanding beyond them. Kenton has fulfilled all deadlines and honored all action plans, working gratefully on every initiative that has been undertaken. Kenton understands what an important opportunity this grant presents, and is capable and prepared to do whatever it takes to make implementation successful.

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.

Budget Narrative:

Kenton City Schools plans to pay Asia Society \$115,000 per year for four years to create an ISSN school at Kenton Middle School. An additional amount of \$15,000 per year has been added to Purchased Services to pay Asia Society for additional professional development for Kenton High School Team to attend school study tours, the summer institute and annual conferences, since the eventual goal is to continue the model past the initial 4 years and expand it to the high school. Salary amounts reflect anticipated spending to assist in the cost of hiring an International Studies School Coordinator and to assist the District with the cost of substitute teachers and stipends for this innovation. The monies in Capital Outlay are for purchasing Netbooks for 150 middle school students (creating a 1 to 1 program by implementation year) per year for the first two years. One grade level already has a one to one program. Capitol Outlay in subsequent years is for additional technology needed for implementation.

Proposed Innovation: ISSN Asia Society, Kenton City Schools IRN# 044172					
Budget Categories	FY2011	FY2012	FY2013	FY2014	Total
Salaries (100)	21,900	21,900	44,000	44,000	\$ 131,800
Retirement/ Fringe Benefits (200)	3,100	3,100	6,160	6,160	\$18,520
Purchase Services (400)	130,000	130,000	130,000	130,000	\$520,000
Supplies (500)					\$ -
Capital Outlay (600)	45,000	45,000	19,840	19,840	\$ 129,680
Other (800)					\$ -
9. Total Costs	\$ 200,000	\$200,000	\$ 200,000	\$ 200,000	\$ 800,000

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. *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/OEDDetail.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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