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)***: Oberlin City School District IRN # 044594	b) ***Name of School(s)***: Oberlin City Schools: *Eastwood Elementary (PK-2)* *Prospect Elementary (3-5)* *Langston Middle School (6-8)* *Oberlin High School (9-12)*
c) ***Superintendent of Schools***: ***(or equivalent)*** Name: Geoffrey Andrews, Superintendent Address: 153 North Main Street Oberlin, Ohio 44074 Telephone: (440) 774 – 1458 Fax: (440) 774 – 4492 Email: gandrews@oberlin.k12.oh.us	d) ***LEA RttT Contact***: Name: Ann Glass, Director of Curriculum, Instruction & Assessment; District IB Coordinator Address: 153 North Main Street Oberlin, Ohio 44074 Telephone: (440) 774 – 1458 Fax: (440) 774 – 4492 Email: aglass@oberlin.k12.oh.us
e) ***District Vision***: *Graduate ALL students who are college/career ready and globally competent for the 21st Century.*	f) ***District Mission***: *The mission of the Oberlin City Schools is to provide effective education that will maximize success for all students in the district.* Oberlin City Schools aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Our mission is to develop challenging programmes of international education and rigorous assessment. We encourage students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

g) ***Primary Goals of District:***	h) ***Teacher/Student Ratio:***
1. Continue to implement International Baccalaureate with fidelity; 2. Increase personalized learning for all students; 3. Leverage technology as a learning accelerator; 4. Increase interactive communication with the community; 5. Strengthen partnerships with elected officials, local businesses and boards and community organizations; 6. Initiate a facilities plan.	Eastwood Elementary: 1:19 Prospect Elementary: 1:24 Langston Middle School: 1:21 Oberlin High School: 1:18

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 :

Ann Glass, Director of Curriculum, Instruction & Assessment; District IB Coordinator

2. SCHOOL PROFILE

STUDENT INFORMATION		
Grades served: PK-12 (total enrollment = 1116)		
Enrollment (total number of students served in school applying for Innovative Program):		
Grade Level	**Enrollment**	
Pre K-5	500	
6	85	
7	79	
8	90	
9	99	
10	95	
11	79	
12	89	
Ethnicity and gender data (% of enrollment):		
Black: 22%	White: 50.9%	Male: 580 or 52%
Asian/Pacific Islander: 2.5%	American Indian/Alaska Native: 0%	
Hispanic: 5.6%	Multi-Racial: 18.5%	Female: 536 or 48%
Percent of students eligible for free/reduced lunch: 53% District-wide and average for each School as well for fiscal year 2011		

STUDENT INFORMATION
Percent of students identified as special education: 14.3%
Names of current competitive grants LEA has been awarded (2010-2011): Continuing 21st Century Grant (Year 2) Martha Holden Jennings Grant (Spring 2011-Spring 2012)
Please attach 2009-2010 school Report Card: ***See attached separate file for Oberlin City Schools Local Report Card*** **Follows Grant Application**

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*** _____
   - ☐ ***New Tech Network*** _____
   - ☐ ***STEM**** _____
   - ☑ ***Other Proven Model (please list):*** __1__

     International Baccalaureate (also known as IB)

     ****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.

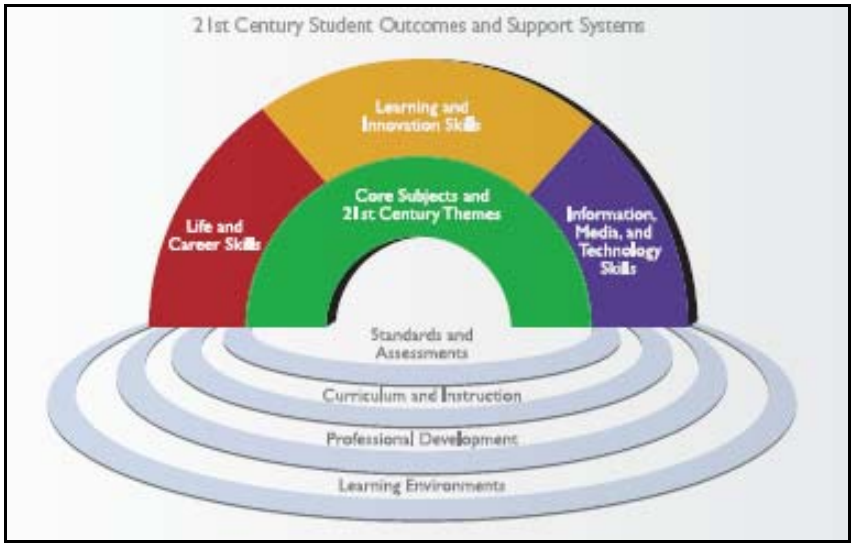
1. Identify your selected Innovative Program and the reasons for selection. (Note: If "Other", please include research evidence that justifies how the "other" innovation will accelerate student achievement and progress.

International Baccalaureate (IB) is selected as **our district innovative program.**

As an International Baccalaureate World School, we will have access to a proven, research-based, school-design model, support from a national team of instructional coaches and consultants, high quality professional development events and potential for international connections with schools from around the world.

Reasons for selection:

1) Develop **rigorous curriculum** using an IB framework and State Standards that ensures college/career readiness for ALL students;
2) **Design** units of **instruction** that are grounded upon backward design process (McTighe/Wiggins);
3) Deliver instruction that is concept- and inquiry-based that will support higher level of Bloom's revised taxonomy; emphasize the **use of research-based instructional strategies** for differentiated instruction to reach ALL learners;
4) Establish a **balanced-assessment system** that uses quality formative assessment strategies to provide timely **feedback** to students, as well as **authentic summative assessments**, such as performance- and project-based assessments, that utilize **common scoring criteria** through the use of rubrics;
5) **Integrate skills and core subjects needed for the 21st Century** (P21 – Partnership for 21st Century Skills Initiative) to ensure students are more engaged in the learning process and graduate better prepared to thrive in today's global economy:
    a. World Languages (Spanish & Mandarin Chinese)
    b. Financial, Economics, Entrepreneurial, Health and Environmental Literacy
    c. Civic Literacy and Global Awareness



Background Information

International Baccalaureate
Primary Years Programme, Middle Years Programme and Diploma Programme
Towards a Continuum of International Education

The IB Learner Profile

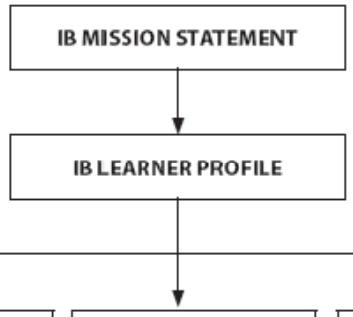
The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded They understand and appreciate their own cultures and personal histories, andare open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The IB learner profile is a reference point for the learning, behavior and attitudes of all within the IB World School—students and adults—and, as such, is a device to support collaboration, communication and reflective practice within the pedagogical leadership team.

IB Continuum for International Education



	PYP	MYP	DP
Nature	Framework Inclusive	Framework Inclusive	Prescribed curriculum Aimed at preparing students for higher education
Structure	Transdisciplinary units of inquiry	Organized around disciplines with interdisciplinary areas of interaction	Organized around disciplines with theory of knowledge connecting the disciplines
How the programme is assessed	Internal assessment of all aspects of a student's learning	Internal assessment based on subject-specific criteria; schools can opt for external moderation of teachers' internal assessment	External moderation of internally assessed work and external examinations
Learning to learn	Transdisciplinary concepts and skills	Approaches to learning	Theory of knowledge
Learning through experience	Action	Community and service	Creativity, action, service
Language learning	Support for mother-tongue development School's additional language from age 7	Support for mother-tongue/best language development Student's additional language (language B)	Support for mother-tongue development: school supported, self-taught language A1 courses Student's additional language (language B)
Culminating experience that synthesizes learning	Exhibition	Personal project	Extended essay

Figure 1:
The IB continuum of international education

Programme Structures

While there are significant differences in the structures of the PYP, MYP and DP, there are also key principles that connect them.

• In all three programmes, the **student is at the center** of the curriculum, as expressed through the IB learner profile.

• While each academic discipline has its own methodology, body of knowledge and nuances, students learn better when **meaningful connections** are made between the disciplines.

There is a gradual transition from the transdisciplinary approach of the PYP to specifically identified disciplines in the MYP and DP, supported by approaches that foster connections.

PYP	MYP	DP
Programme of inquiry, including scope and sequence documents for six subject areas	Eight subject areas with aims and objectives and assessment criteria	Six groups of subjects with detailed syllabus and assessment guides
Teaching through six transdisciplinary themes	Teaching through eight subject areas connected through five areas of interaction	Teaching through six subject groups connected by theory of knowledge
Units of inquiry within each transdisciplinary theme, incorporating the learning of language, mathematics, social studies, science, the arts and personal, social and physical education	Units of work in each subject area, with some interdisciplinary units of work, focused on the areas of interaction	Course outlines for each subject including theory of knowledge, extended essay and creativity, action, service
	Language A Language B Humanities Sciences Mathematics Arts Physical education Technology	Language A1 Second language Individuals and societies Experimental sciences Mathematics and computer science The arts
Prescribed planner to support inquiry	Recommended planner for units of work	

Figure 2:
Programme structures

The Purpose of Teaching and Learning: Teaching for Understanding

The **central purpose of teaching and learning is to help students develop and extend the concepts they use to understand the world, solve problems and communicate.** Knowledge consists of bodies of information. A new concept is developed when meaningful connections are made between bodies of knowledge and other existing concepts, and the making of those connections leads to a deeper understanding of the world and an improved ability to solve problems. Humans are by their nature makers of meaning. The challenge of excellent teaching is to help students achieve genuine and sophisticated understanding that helps them function effectively and independently in an increasingly complex world.

Central to teaching for understanding is the use of **guiding or key questions**. The act of framing these open or generative questions causes teachers to focus on the reasons why they are teaching that particular body of information and thus it helps them ensure that the knowledge and skills they are teaching are relevant and meaningful. The use of questions in the PYP to frame the units of inquiry, in the MYP to focus learning through the areas of interaction, and to structure learning in theory of knowledge and the academic disciplines in the DP have all proved to be highly effective in developing conceptual understanding in students of all ages. Enabling students to understand key concepts and develop conceptual thinking requires that IB teachers keep their eyes firmly fixed on the big or central ideas and requires them to take every opportunity to help students make those important **connections**.

The Principles of IB Assessment

The key principles of assessment that are common to all three programmes include:

- Assessment is integral to planning, teaching and learning.
- The assessment system and assessment practices are made clear to students and parents.
- There is a balance between formative and summative assessment.
- Opportunities for peer and self-assessment are planned for.
- Opportunities for students to reflect on their own learning are planned for.
- Students' current knowledge and experience are assessed before embarking on new learning.
- Students are provided with feedback as a basis for future learning.
- Reporting to parents is meaningful.
- Assessment data is analyzed to provide information about the teaching and learning, and the needs of individual students.
- Assessment is used to evaluate the effectiveness of the curriculum.

Pedagogical leadership is about the effective management of resources—people, time and money—to ensure the enhancement of the teaching and learning in order to address the overarching mission of the school. Equally importantly, it is about providing direction and guidance and the modeling of good practice to ensure high quality teaching and learning throughout the school. Changes in the classroom can only happen in the context of overall school improvement. Given the vital role of the school's leadership in this process, it is clear that the implementation of the continuum of international education will depend to a large extent on the support and, more importantly, the understanding and practical involvement of the school's leadership. This applies to the successful implementation of the three IB programmes individually, and to the successful implementation and development of the continuum.

Research Findings

Diploma Programme

The Educational Policy Improvement Center (EPIC) in 2009 analyzed the alignment of the IB Diploma Programme standards and the **Knowledge and Skills for University Success** (KSUS) college-ready standards, and **found IB standards to be "highly aligned with the KSUS standards."** In particular, the key cognitive strategies emphasized in the Diploma—critical thinking skills, intellectual inquisitiveness and interpretation—were found to be fully aligned with the expectations of university faculty.

"What is perhaps most notable about our findings is the degree to which IB standards were found to be related to the kinds of **key cognitive strategies** that our previous research points to as being so **important for success in colleges and universities**," added David Conley, CEO of EPIC. "We have learned that it's not enough for students to study content in isolation; they must use their content knowledge to solve problems, make conjectures and inferences, and think deeply about the big questions of the disciplines. The IB standards seem to be particularly well suited to achieving these aims." Faculty members consistently report that critical thinking skills, intellectual inquisitiveness and interpretation are skills that should be mastered prior to enrolling in college freshman courses. The key cognitive strategies emphasized within the IB Diploma Programme show evidence that the content of IB is fully aligned with what is expected by university faculty.

The results of this study clearly confirm the **strong relationship** between the IB Diploma Programme and standards for **college readiness and success.** The study, confirmed that IB Diploma standards demonstrate a very high degree of alignment with the KSUS standards in **all** subject areas. In addition, many of the individual IB standards are at a level more advanced than entry-level college courses. Furthermore, the IB standards address key cognitive strategies that are critical to success in entry-level college courses. These key cognitive skill areas are rarely addressed in state content standards but are identified almost universally by college instructors as being central to success in entry-level college courses. In short, students who participate successfully in IB should be well prepared to succeed in entry-level college general education courses and in some cases to have already learned material covered in such courses.

Data on university **graduation rates** of IB diploma holders shows that the vast majority (more than 80%) graduate from university within six years. "In many ways, the findings from EPIC's study confirm that the Diploma Programme is achieving one of its major objectives, preparing all students for university," said Beth Brock, IB's Global Head of Policy and Research. "Students that complete the programme have a strong foundation not only in academic skills but also in other areas, such as critical-thinking, problem-solving, research, writing and communication that are so vital to success in university and the 21st century world."

PYP and MYP Student Performance Measured

The Australian Council for Educational Research, a leading educational research organization, recently released the findings of an IB-commissioned study examining the performance of IB students and non-IB students on the International Schools Assessment (ISA).

The study sample included 23,575 IB students and 14,317 non-IB students across Asia and Oceania, Europe, Africa and the Americas, who participated in ISA administrations from 2007-2009. **It is the first study of this scale to demonstrate that student performance in the PYP and MYP meets or exceeds the performance of non-IB peers.**

On the whole, the results indicate that Primary Years Programme (PYP) and Middle Years Programme (MYP) students performed as well as **or better than** their non-IB peers across all four ISA assessment domains (math literacy, reading, narrative writing, and expository writing) in a majority of grade levels, with particularly strong differences in grade ten (15-16 years of age) math and expository writing. In addition, IB students' ISA scores in grades nine (14-15 years of age) and ten compare favorably to PISA benchmarks in math and reading. The study also reviewed MYP moderation results from IB schools participating in the ISA and found that the MYP moderation results align strongly with ISA assessment areas and measure common skills. This finding provides evidence for the validity of the MYP moderation process.

The ISA is designed specifically for students in international schools worldwide and assesses student performance in Grades 3 to 10 (2 – 16 years of age). The math and reading components of the assessment are based on the reading and mathematical literacy frameworks of the OECD's (Organization for International Co-operation and Development) Programme for International Student Assessment. Last year, more than 49,000 students from 260 schools participated in the ISA.

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

Transformational Strategy	**Status**
Professional Learning Communities (PLCs)	Professional Development district-wide 2007; PLC culture established and embedded within negotiated contract and schedule. Monthly early release previous years; 2 additional Professional Development days added to 2011-2012 calendar.
Extended School Day & Year	Additional 45 minutes per day currently in teacher contract and schedule to support PLCs for collaborative team planning time; additional individualized instruction for students via technology K-5 and a value-added period and STEM class in 6-8 and Phoenix Advisory Time at HS.
Technology Levy (sustained for past 12 years)	New technology labs at each school (secondary incl. STEM focus); Laptops for each teacher and administrator; promethean interactive boards for majority of classrooms across district. Waterford, Fast Forward, Successmaker software added K-8 to provide individualized literacy and math instruction.
STEM K-8 Grant and Training; STEM Community Partnerships	Curriculum updated to reflect STEM in K-5 IB units; Dedicated STEM class and new technology lab for all students gr 6-8; STEM elective class @ HS (Engineering) Additional partnerships (over dozen) formed with local community businesses and organizations to support STEM.
International Baccalaureate (IB) – Primary Years grades PK-5; Middle Years grades 6-10; Diploma Programme grades 11-12.	Initial authorization 2009-2010 (i.e. determined we have capacity to offer/implement all programmes). 1st district in Ohio and one of dozen in the U.S. to be authorized as such district-wide. Assessment and language policies written for each school. Added Spanish course and teaching position at Middle School. Spanish in the Elementary Schools (SITES) c/o Oberlin College partnership since 2006 (currently 2x per week x 30 minutes each). Discontinued departmentalization in grades 4-5 to support PYP transdisciplinary teaching/learning. Initiating student-led conferencing 2010-11. Active member of Ohio IB Association.

Transformational Strategy	Status
RTI (Response to Intervention) team training with Margaret Searle.	RTI Training since 2008. Each school has RTI grade level team leader to facilitate RTI process. PK-8 schools have RTI Protocol, process guide and professional library started regarding RTI tools, strategies and intervention materials. HS beginning stages.
All-Day Kindergarten	We have and will continue to offer all-day kindergarten for past 7 years. District funded.
ECE – Public Preschool	Added ECE/Public Preschool programme for low-socioeconomic, at-risk students. Have provided since 2007.
Dubois Kindercamp	Dubois grant to enable children at-risk and entering kindergarten to participate in 6-week gear-up Kindercamp program – offered past 3 years. Parent education and involvement promoted.
Stocker Literacy Grant for PK-2 2010-2011	Provide mentoring on literacy instructional strategies to America Reads Tutors; Parent literacy training; Adult:student Summer reading buddies program.
Student Academic Profiles/Portfolios	Developing academic profiles/portfolios for EACH student to document mastery of essential learning targets on Common Core Standards with "I Can" statements; collect student work for IB portfolio; house all RTI and State/National assessment data for monitoring student progress/growth. 2010-2011 initiated.
Interact Club, Rotary Club, Global Institute & NE Ohio Global Education Committee	IB Coordinators active participating members/facilitators in clubs/committees respectively.
Foreign Exchange Student Program & Chinese Principal Exchange Program, Chinese Studies -Teacher Program	Growing Foreign Exchange Student Program; SEVIS approved to sponsor student-visas at HS since 2007; HS & Elementary Principals have visited China 2009 &2010; Principals from China visited Oberlin same school years. MYP Coordinator visiting China Summer 2011.
After-School programming through 21st Century (grades 3-8) and Recreational Dept. (grades PK-2)	21st Century Grant - 2nd year providing after-school programming for homework assistance, academic tutoring, enrichment, recreational activities and a healthy snack.

Transformational Strategy	Status
Elementary Guidance Counselor and Social Worker	Added position/hired Elementary Guidance Counselor in 2008-2009; Continue to contract for additional social worker within district to serve families.
District/Oberlin College Partnership	Full tuition scholarships for resident Oberlin students who qualify for admission; Tuition-free classes for teachers and students; America Reads and America Counts support for tutoring students; Ninde Scholars program – assist first generation students in applying for admission to college.
McRel Walkthrough Training / Implementation with I-Touch	Administrators completed training January 2010. Completed over 2000 (3-5 minute) classroom observations during the 2010-2011 school year. Data analyzed with staff and used in District Ohio Improvement Plan (OIP) for school improvement strategies.

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

Oberlin City Schools is committed to International Baccalaureate. We conducted a **feasibility study** with staff, parents and community members to become an IB World School District in Spring 2007. The Oberlin **Board** of Education passed a **resolution** in Summer 2007 for us to pursue becoming an International Baccalaureate District PK-12. In 2009-2010 we became the first school district in Ohio to **attain authorization** for all three IB programmes (and one of only a dozen districts in the United States).

The following actions have occurred since May 2007:

We have established the infrastructure within our district to support *IB Standards and Practices* required of IB Schools by:

- Creating **teacher leadership positions** in each school – IB Coordinators, Personal Project, Extended Essay, and CAS Coordinators to support and monitor implementation of IB programmes.
- **Extending the school day to establish professional learning communities** – additional daily collaborative time for teacher teams to plan and design rigorous curriculum, instruction and assessments. Time for collaboration is a required IB Standard & Practice.
- **Added** class period at Middle School and High School to meet required number of **subjects**, (e.g. world language, technology, Theory of Knowledge (TOK)).
- Modified length of school day and schedule to ensure met number of **hours required for rigorous** IB MYP & Diploma programme and **classes**.

The majority of district staff has attended category one IB professional development to build our capacity for designing rigorous curriculum, instruction and assessments. Many PYP (PK-5) staff has attended a category two IB workshop so that each grade level team has expertise in a different topic (assessment or inquiry) and is prepared to implement IB. Most Diploma staff has attended a category two IB workshop for their specific subject. We have received a Martha Holden Jennings grant to support further MYP category two training that is needed.

Initial authorization was granted for each of our schools to become an International Baccalaureate World School in 2009-2010. Initial **authorization is granted** after an IB consultant has collaborated with the school for 18 months on IB's Standards and Practices and an onsite authorization team has observed evidence that we have the **capacity to implement IB** and should continue forward implementing IB. To maintain this status each school will conduct a self-study every four years, followed by an on-site evaluation conducted every fifth year by an IB evaluation team, that will seek evidence of continued growth in the implementation of IB. IB will provide commendations and recommendations following the evaluation visit.

Feedback from staff and IB is then used to update each school/ programme's strategic plan accordingly. Each school maintains an updated strategic plan to ensure successful implementation of IB.

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

International Baccalaureate will be further integrated into our school culture and our transformation plan/scope of work by:

- Utilizing an IB **Coach on-site at each school for 20 days per year** to model quality teaching and provide individualized support in the implementation of IB. Coaching and support will be customized to each school's specific needs and assets. The coaching model will blend three distinct areas of school transformation: executive coaching, systems coaching, and instructional coaching. Each of the coaching levels allows for focused involvement with the Principal and the staff of the school.

- Analyzing the new Common Core Standards and revised science and social studies standards to **revise/realign our local curriculum**, including IB curriculum documents (program of inquiry, articulation documents, units of instruction).

- Developing a **transition plan** for implementation of the new curriculum to ensure each cohort of students attains the necessary knowledge and skills and is prepared for State assessments/exams and are college/career ready upon graduation.

- Providing opportunities for staff to attend **professional development that supports the State and district's RttT initiatives** (Common Core, revised standards; formative assessment strategies; use of data and an Instructional Improvement System (IIS) that compliments the IB's framework as well, to improve instruction; a process for measuring growth of all students; and developing great teachers and leaders). All initiatives will be blended within an IB environment and be seen as interrelated.

- Providing **professional development** on research-based teaching strategies, digital tools to enhance global learning, research-based literacy strategies across the curriculum, and how to develop an effective world language program and high impact advisory program.

- Establishing an **online graduation portfolio** for secondary students. Provide professional development in the use of portfolios, understanding of student learning, and **student-led conferencing**.

- Providing opportunities for school teams to **visit other international schools** that espouse the pedagogical philosophy of IB. The purpose is to allow a team to walk in an exemplary international school's "shoes" by actively participating in facilitated discussions, classroom visits, and meetings to gather new ideas, new ways of thinking about teaching and learning, and to explore the International Baccalaureate model in action.

- **Developing leadership skills and knowledge.** Leadership team, including teacher leaders (IB Coordinators), will attend International Baccalaureate's Annual Summer Regional Conference to **develop pedagogical leadership skills**, stay abreast of IB's initiatives, and **extend their network** with other IB schools for **sustained support**.

- **Developing leadership for school improvement.** Central Office, Principals and IB Coordinators will attend Fall IB workshop to gain a deeper understanding of the relationship between leadership strategies and school improvement goals. Leadership team will engage in planning activities centered on current research into effective school leadership practices, the effective school literature, the role of data in school improvement, designing and planning effective professional learning for building teacher capacity, and strategies to develop an effective teacher development/appraisal program.

- **Engage community** members and organizations specifically in the support of community service opportunities and mentoring of student personal projects.

- **Partner and collaborate** with Hanban (Chinese Guest Teacher Program), Oberlin College, and Western Academy of Beijing to develop an **effective world language (Mandarin Chinese) program.** Continue our partnership with Oberlin College to improve our Spanish program.

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

Successful implementation of International Baccalaureate will result in:

- Teachers and administrators working together on the basis of a common philosophy, using the same language to talk about teaching and learning and the development of students. This, in turn, means that the experience of the student will be more coherent and meaningful, and learning will be significantly enriched.

- Deep curriculum realignment to Common Core Standards and revised science and social studies standards.
    - Horizontal and vertical PK-12 curriculum and scope of sequence documents to guide teaching – maintained with technology (e.g. instructional improvement system – IIS)
        - Updated PYP Program of Inquiry (PK-5)
        - Development of MYP Areas of Interaction Matrix that fosters 21st century skills in adolescents
        - Updated Diploma Syllabi for each course
    - Monitoring of enacted curriculum to identify gaps and redundancies to address

- Rigorous instruction that emphasizes using scientifically research-based strategies to engage students in a differentiated learning environment to ensure all students are successful

- Teaching for Understanding: Concept- and inquiry-based pedagogy to promote deeper understanding of knowledge and skills and increased student achievement

- Development of attributes within IB's learner profile and attitudes to become internationally-minded.

- Increased positive relationships between members of the community and students.

- Increased engagement and contribution by all students providing community service to meet needs.

- Completion of culminating projects in 5th, 10th and 12th grade years that encourage students to take action, act on their passions and strengths, and stretch and prepare themselves for careers and college:
    - PYP Exhibition project in 5th grade;
    - MYP personal project using the design cycle in 10th grade;
    - DP a 4000-word, research paper, 150 hours in creativity, action, service, and a theory of knowledge essay.

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

Given that IB World Schools are communities of learners, our school leaders are mindful of ways to motivate, challenge and empower teachers to accept and enjoy leadership roles and to support them on that path. The "distributed leadership model", whereby "deeper and wider pools of leadership talent" are developed within the school (Hargreaves and Fink 2006) is the most effective and practical model for the implementation of each IB programme and the IB continuum. Therefore, where teachers take on responsibility for aspects of programme implementation and curriculum development the chances of sustaining change and effecting school transformation are much greater. Our district is committed to the "**distributed leadership model**."

As required by IB, we are committed to **ongoing IB professional development** as curriculum is updated to stay abreast of upcoming changes in any aspect of IB. We also leverage our membership with Ohio IB Association to participate in round tables and 2.5 day training workshops with knowledgeable presenters locally to reduce costs and increase participation in category 2 and 3 (advanced) IB workshops.

The staff and leadership of the schools is **committed to** integrating instructional and assessment activities that **develop students' global competence** as a key mechanism for improving learning, meeting Common Core standards, and preparing students for college, work, and citizenship.

The district is committed to ensuring teachers have regular opportunities for **collaborative learning and professional development** (job-embedded PD, common plan time, etc.). Likewise, the district is committed to ensuring each school and IB programme has an IB Coordinator to support teachers, as well as a District IB Coordinator/Curriculum Director for support.

The community and district is committed to developing a **strong world languages program**. We currently require all students to learn Spanish K-8, and students may continue with Spanish or French at the high school level. We have a strong interest by all constituents to offer Mandarin Chinese on-site as an option beginning in 6th grade. This will be sustained by shifting the learning of French and other languages available through the use of online technology and IB courses provided through Pamoja. Spanish (K-12) and Mandarin Chinese (6-12) will be provided face-to-face within the district as the two primary language options after 2015.

The district is committed to developing a **portfolio process for students** to demonstrate their learning as a well as time and support provided for students to develop and complete portfolios. This is part of our assessment policy and the staff has begun establishing academic profiles and IB portfolios. The use of technology and software will enable us to sustain the process for secondary level, improving anytime, anywhere access for all constituents.

Our district is committed to collaborating with the **community**, leveraging assets within the community to support IB and encouraging community **service** as a valuable educational experience for each student. We have a long history of **partnerships** with Oberlin College and the Community of Oberlin. Our Oberlin College partnership will also facilitate and sustain the development of a strong world languages program.

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 with any initiative, our challenges vary from school to school depending on the culture of the school and the sustained support the staff has received while implementing IB. Turnover in staff, and particularly a teacher leader (IB Coordinator), can be a potential challenge. To overcome this obstacle, we purposefully plan professional development so that each team and school has the adequate training needed to contribute to the development and implementation of IB in the event of any change in personnel. A detailed professional development plan for each school, including central office, is in place. We also provide orientation to IB for any new staff member during our staff induction days.

Oberlin City Schools has ensured that staff had initial mandatory professional development to become authorized for each IB programme in our district (all PK-5 staff were required to be trained for PYP); 1 teacher per 8 subjects in MYP at each site (middle and high school) and each teacher teaching a Diploma Programme course. However, our proposal is to deepen and broaden our leadership's and staff's skills and knowledge/understanding about International Baccalaureate's standards and practices and to ensure IB becomes institutionalized and implemented with fidelity by all staff across our district.

Our grant proposal specifically addresses our potential challenge and seeks to attain this depth of learning which requires sustained, job-embedded, on-site professional development with an IB Consultant who can model concept- and inquiry-based lessons with our students, provide coaching to our staff and then debrief with them on a regular basis. The IB Consultant will also provide guidance to our administration and teacher leaders (IB Coordinators) regarding how we can ensure continued support for successful implementation, monitor IB standards and practices, and address any matters of concern by developing an action plan. We have established an infrastructure (schedule) to support such sustained, job-embedded, on-site professional development over the past 4 years, as well begun to develop professional learning libraries at each school to conduct teacher-led book studies on topics of interest, e.g. inquiry strategies in literacy.

Additionally, one of our challenges is to continually blend current State and National initiatives within our work as an International Baccalaureate District. This requires revising/updating all curriculum scope and sequence documents, instructional units, ensuring alignment to assessment and graduation expectations (e.g. Achievement tests, senior capstone projects, end of course exams, etc.)

We have provided substantial time laying the cultural groundwork and communicating with all constituents regarding International Baccalaureate. However, to prevent any misunderstandings about International Baccalaureate we must continue to be vigilant about keeping IB at the forefront of all communications. This will accomplished through regular parent-informational meetings, updates at Board of Education meetings, school brochures, district website, annual surveys of constituents, and maintaining an open-door policy for questions and concerns.

Oberlin City Schools will continue to develop/update, in collaboration with specific interest groups, a clear, long-term strategic plan for the articulation of the programme continuum, with actions and a timeline for its implementation.

Refer to other transformation strategies we have engaged in to date to overcome potential obstacles.

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

Oberlin City Schools will provide a **rigorous curriculum to ALL students** from Preschool through 10th Grade that is grounded upon Ohio's Common Core and revised Science and Social Studies State Standards utilizing the IB framework and Standards and Practices to ensure delivery of quality curriculum, instruction and assessment.

The process for maintaining one's IB authorization status requires that we continue to improve and demonstrate such improvement by completing our **self-study** with all staff the year prior to our IB **evaluation visit** and by collecting evidence to demonstrate we've either met or made progress toward IB's standards and practices. This **required continued cycle of improvement** will guarantee successful implementation of IB and positively impact student achievement.

International Baccalaureate will be an **inclusive program** to develop ALL students from Preschool through 10th grade. Students will learn **"how to learn,"** be more **motivated and engaged in their education**. All students will be **challenged** throughout their education and be encouraged to become an IB Diploma candidate during their junior and senior years. Students who attain an IB Diploma will increase their opportunities of being accepted into a more selective college. IB Diploma graduates are well-prepared upon entering college for the rigor, and are often given semester credit for their higher level IB coursework and/or eligible for advanced college classes in their freshman year, resulting in completion of more rigorous program of study.

Successful implementation of IB will result in the development of **academic and cognitive competence**, as well as **affective dispositions**, in ALL learners so that they are able to function effectively in the 21st century global world. As life-long inquirers, students will be able to:

- process and evaluate knowledge, not just acquire it;
- anticipate the unknown and adapt to change, not just respond to it;
- transfer skills and learning;
- work and solve problems collaboratively
- think critically for individual and collective survival by being able to distinguish sense from nonsense, propaganda from truth and make their own well-informed judgments

9. Identify a timeline to achieve a successful implementation.

2011-2012

- IB Consultant/ will work with the leaders to **identify** potential assets and obstacles.
- Consultant and leadership team will **develop multi-year professional development plan** to address specific identified school/staff needs.
- Leadership team will attend Fall IB **School Improvement** Workshop (or arrange to provide on-site if feasible)
- IB Consultant will provide **20 days of on-site modeling and/or coaching at each school** throughout the year. Consultant will meet with teacher teams to discuss strengths and areas for improvement.
- Each school/programme will complete our **self-study** (over the course of the year) regarding our progress made to date on implementation of IB standards and practices. Evidence will be collected for review by IB during our evaluation visit. IB Consultant will provide frequent feedback based on observations and evidence to assist staff and leadership in completion of self-study.
  (Schedule: Self Study: **PYP by Spring 2012;** MYP 2013, DP 2013)
- Note: Each School shall participate in an **IB evaluation** on-site visit.
  (Schedule: PYP by Spring 2013; MYP & DP by Spring 2014).
- Leadership and teacher leaders will attend **professional development related to RttT initiatives**: Common Core and revised standards, assessment, and use of data to improve instruction.
- Staff will begin **revision of curriculum** documents to align with new standards. Transition to new standards will begin as appropriate and needed.
- Expand professional development **library** to support staff **literature studies on current research-based strategies. Establish student portfolio system. Purchase online graduation portfolio system.**
- **Team visit, tour and study other International Baccalaureate schools.** The purpose is to allow a team to walk in an exemplary international school's "shoes" by actively participating in facilitated discussions, classroom visits, and meetings to gather new ideas, new ways of thinking about teaching and learning, and to explore the International Baccalaureate model in action.
- **Collaborate** with Oberlin College language department, Hanban (Chinese Guest Teacher Program), and Western Academy of Beijing to **develop plan for establishing an effective world language** (Mandarin Chinese) program. Continue to collaborate with Oberlin College language department to improve our Spanish program K-12.
- **Leadership team** will attend IB Summer Annual Regional Conference.
- **Data collection and Research.** Data on student progress toward global competence and college readiness will be compiled. Includes student surveys and use of Naviance).

2012-2013

- IB Consultant/ will work with the leaders to **identify** potential assets and obstacles.

- Leadership team will attend local retreat to focus on **School Improvement**.

- Consultant and leadership team will **update multi-year professional development plan** to address specific identified school/staff needs.

- IB Consultant will provide **20 days of on-site modeling and/or coaching at each school** throughout the year. Consultant will meet with teacher teams to discuss strengths and areas for improvement.

- Each school/programme will complete our **self-study** (over the course of the year) regarding our progress made to date on implementation of IB standards and practices. Evidence will be collected for review by IB during our evaluation visit. IB Consultant will provide frequent feedback based on observations and evidence to assist staff and leadership in completion of self-study.
  (Schedule: Self Study: PYP by Spring 2012; **MYP by Spring 2013, DP 2013**)

- Each School shall participate in an **IB evaluation** on-site visit.
  (Schedule: **PYP by Spring 2013**; MYP & DP by Spring 2014).

- Leadership and teacher leaders will attend **professional development related to RttT initiatives**: Common Core and revised standards, assessment, and use of data to improve instruction. Focus on Instructional Improvement System (IIS tool).

- Staff will finish **revision of curriculum** documents to align with new standards. Final transition for implementation of new standards will be made to ensure students are prepared for assessments.

- Expand professional development **library** to support staff **literature studies on current research-based strategies.**

- **Team visit, tour and study other International Baccalaureate schools.** The purpose is to allow a team to walk in an exemplary international school's "shoes" by actively participating in facilitated discussions, classroom visits, and meetings to gather new ideas, new ways of thinking about teaching and learning, and to explore the International Baccalaureate model in action.

- **Collaborate** with Oberlin College language department, Hanban (Chinese Guest Teacher Program), and Western Academy of Beijing to **implement year 1 of Mandarin Chinese program** (grades 6-12 within school; afterschool opportunities for enrichment at elementary level). Continue to collaborate with Oberlin College language department to improve our Spanish program K-12.

- **Leadership team** will attend IB Summer Annual Regional Conference.

- **Data collection and Research.** Data on student progress toward global competence and college readiness will be compiled. Includes student surveys and use of Naviance).

2013-2014

- IB Consultant/ will work with the leaders to **identify** potential assets and obstacles.
- Leadership team will attend local retreat to focus on **School Improvement**.
- Consultant and leadership team will **update multi-year professional development plan** to address specific identified school/staff needs.
- IB Consultant will provide **20 days of on-site modeling and/or coaching at each school** throughout the year. Consultant will meet with teacher teams to discuss strengths and areas for improvement.
- Each School shall participate in an **IB evaluation** on-site visit. (Schedule: PYP by Spring 2013; **MYP & DP by Spring 2014**).
- Leadership and teacher leaders will attend **professional development related to RttT initiatives**: Common Core and revised standards, assessment, and use of data to improve instruction. Staff will focus on alignment to new assessment system.
- Staff will fully implement **revised curriculum** aligned to new standards to ensure students are prepared for new State assessments.
- Utilize **Instructional Improvement System (IIS**) that integrates IB framework and academic content standards.
- Expand professional development **library** to support staff **literature studies on current research-based strategies.**
- **Team visit, tour and study other International Baccalaureate schools.** The purpose is to allow a team to walk in an exemplary international school's "shoes" by actively participating in facilitated discussions, classroom visits, and meetings to gather new ideas, new ways of thinking about teaching and learning, and to explore the International Baccalaureate model in action.
- **Collaborate** with Oberlin College language department, Hanban (Chinese Guest Teacher Program), and Western Academy of Beijing to **implement year 2 of Mandarin Chinese program** (grades 6-12 within school; afterschool opportunities for enrichment at elementary level). Continue to collaborate with Oberlin College language department to improve our Spanish program K-12.
- **Leadership team** will attend IB Summer Annual Regional Conference.
- **Data collection and Research.** Data on student progress toward global competence and college readiness will be compiled. Includes student surveys and use of Naviance).

2014-2015

- IB Consultant/ will work with the leaders to **identify** potential assets and obstacles.
- Leadership team will attend local retreat to focus on **School Improvement**.
- Consultant and leadership team will **update multi-year professional development plan** to address specific identified school/staff needs.
- IB Consultant will provide **20 days of on-site modeling and/or coaching at each school** throughout the year. Consultant will meet with teacher teams to discuss strengths and areas for improvement.
- Leadership and teacher leaders will attend **professional development related to RttT initiatives**: Common Core and revised standards, assessment, and use of data to improve instruction.
- Staff will continue to fully implement **revised curriculum** aligned to new standards to ensure students are prepared for new State assessments. Staff will monitor student achievement on revised curriculum to ensure no gaps.
- Utilize **Instructional Improvement System (IIS**) that integrates IB framework and academic content standards.
- Expand professional development **library** to support staff **literature studies on current research-based strategies.**
- **Team visit, tour and study other International Baccalaureate schools.** The purpose is to allow a team to walk in an exemplary international school's "shoes" by actively participating in facilitated discussions, classroom visits, and meetings to gather new ideas, new ways of thinking about teaching and learning, and to explore the International Baccalaureate model in action.
- **Collaborate** with Oberlin College language department, Hanban (Chinese Guest Teacher Program), and Western Academy of Beijing to **implement year 3 of Mandarin Chinese program** (grades 6-12 within school; afterschool opportunities for enrichment at elementary level). Continue to collaborate with Oberlin College language department to improve our Spanish program K-12.
- **Leadership team** will attend IB Summer Annual Regional Conference.
- **Data collection and Research.** Data on student progress toward global competence and college readiness will be compiled. Includes student surveys and use of Naviance).

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

Oberlin City Schools will continue to be a role model and host site visits for other schools interested in becoming an International Baccalaureate World School. We can provide insight into effective school improvement strategies that schools of similar demographics (50% minority and over 50% low-socioeconomic), can replicate. Other IB candidate schools within Ohio are welcome to participate in our on-site professional development to assist them in developing their capacity to implement IB as well.

Oberlin City Schools has demonstrated that our district and staff has the capacity to implement International Baccalaureate. We have successfully accomplished other transformational strategies to develop our capacity to implement IB and become authorized as an IB World School District. We have demonstrated our commitment to IB's standards and practices by ensuring all policies and State and Federal initiatives are aligned with IB, (e.g. development of assessment and language policies; CCIP, Ohio Improvement Process, RttT Scope of Work).

This grant would provide us with the means to realign our International Baccalaureate programmes again with the new standards, assessments and embed the other RttT initiatives, as well as maintain our momentum to ensure that International Baccalaureate becomes "institutionalized" across our district at a time during financial strife in education.

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.

Oberlin City Schools, IRN# 044594 **Proposed Innovation: *International Baccalaureate***					
Budget Categories	**FY2011**	**FY2012**	**FY2013**	**FY2014**	**Total**
Salaries (100)	10,000	30,000	30,000	30,000	$100,000
Retirement/ Fringe Benefits (200)	1,600	4,800	4,800	4,800	$16,000
Purchase Services (400)	160,900	140,000	140,000	140,000	$ 580,900
Supplies (500)	15,000	12,700	12,700	12,700	$53,100
Capital Outlay (600)	0	0	0	0	$0
Other (800)	0	0	0	0	$0
9. Total Costs	$ 187,500	$ 187,500	$ 187,500	$ 187,500	$ 750,000

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

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

Barbara Boone
Director, Office of Educational Reform
Center for School Improvement
614.644.5570
Barbara.boone@ode.state.oh.us