

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

| b) Name of School(s): |
|--|
| RttT Collaboration for the Project ACHIEVE |
| Innovative Grant |
| *Sidney City School |
| Anna Local School District |
| Botkins Local School District |
| Fairlawn Local School District |
| Fort Loramie Local School District |
| Jackson Center Local School District |
| Russia Local School District |
| d) LEA RHT Contact: |
| Name: Sybil Truster |
| Address: |
| Shelby County Educational Service Center |
| 129 East Court Street |
| Sidney, Ohlo 45365 |
| Telephone: 937-498-1354 |
| Fax: 937-498-4850 |
| Email: Sybil_truster@scesc.k12.oh.us |
| Additional LEA Contacts: |
| Name: John Scheu |
| Address: Sidney City Schools |
| 759 S Fourth Avenue |
| Sidney, Ohio 45365 |
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| Fax: 937-497- 2211 |
| Email: schuej@sidney.k12.oh.us |
| Name: Andy Bixler |
| Address: Anna Local School District |
| _ |

One McRill Way PO Box 169 Anna, OH 45302

Telephone: 937-394-4251

Fax: 937-394-7658

Email: abixler@anna.k12.oh.us

Name: Connie Schneider

Address: Botkins Local School District

208 North Sycamore Street

PO Box 550

Botkins, OH 45306

Telephone: 937-693-4241

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Name: Steve Mascho

Address: Fairlawn Local School District

18800 Johnston Road Sidney, OH 45365

Telephone: 937-492-5930

Fax: 937-492-5255

Email: fn_supt@woco-k12.org

Name: Daniel Holland

Address: Fort Loramie Local School District

600 e. Park Street

PO Box 290

Fort Loramie, OH 45845 Telephone: 937-295-3342

Fax: 937-295-2758

Email: Holland_d@loramie.k12.oh.us

Name: William Reichert

Address: Jackson Center Local School District

204 South Linden Street

PO Box 849

Jackson Center, OH 45334 Telephone: 937-596-6149

Fax: 937-596-6490

Email: <u>b_reichert@jackson-center.k12.oh.us</u>

Name: Michael Moore

Address: Russia Local School District

100 School Street Russia, OH 45363

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| e) School Vision: | f) School Mission: |
|--|---|
| "Dedicated to Educating ALL Students" | Sidney City Schools will educate all students to achieve academic excellence, be responsible citizens, and become prepared for further education and productive employment. |
| g) Primary Goals of School: Successful implementation of objectives and goals includes a solid team approach: 1) Strategic planning and organizational analysis; 2) interagency site coordination via the Advisory Council; 3) embedded professional development and project dissemination; 4) behavioral consultation and interventions including the school-wide and parent/community use of social skills and aggression-control; 5) parent training, tutoring, and support; and 6) research and accountability to evaluate all components of the implementation process. The intended outcomes will result in a reduction of behaviors related to risk factors and an improvement in protective factors through the acquisition and training of qualified school counseling/mental health providers. The counseling gap will narrow and be more inline with ASCA. | h) Teacher/Student Ratio: 1/30 |

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:

Virginia McClain for Sidney City Schools

Connie Schneider for Botkins Local School District

Sybil Truster for the Shelby County Educational Service Center

2. SCHOOL PROFILE

| CT | 111 | NE | NT | III. | IE. | | 3BC | A A | TI | | R.I | |
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STUDENT INFORMATION FOR SIDNEY CITY SCHOOLS

Grades served: Project ACHIEVE k-5 for all school districts =3,931 students

Enrollment (total number of students served in school applying for

Innovative Program):

| Grade Level | Enrollment | |
|-------------|------------|--|
| Pre K-5 | 1850 | |
| 6 | 280 | |
| 7 | 282 | |
| 8 | 266 | |
| 9 | 278 | |
| 10 | 281 | |
| 11 | 262 | |
| 12 | 250 | |

Ethnicity and gender data (% of enrollment):

| Black: 3.7% | White: 84.6% | |
|---------------------------------|---|--------------|
| Asian/Pacific Islander: 2.4% | American Indian/Alaska Native:.1% | Male: 1964 |
| Hispanic: 1.8% | Multi-Racial:7.4% | Female: 1785 |

Percent of students eligible for free/reduced lunch: 58%

Percent of students identified as special education:19.3%

Please attach 2009-2010 school Report Card: Attached

STUDENT INFORMATION for Anna Local School District

Grades served: Project ACHIEVE k-5

Enrollment (total number of students served in school applying for Innovative Program):

| Grade Level | Enrollment |
|-------------|------------|
| Pre K-5 | 632 |
| 6 | 106 |
| 7 | 99 |
| 8 | 96 |
| 9 | 84 |
| 10 | 96 |
| 11 | 102 |
| 12 | 164 |

Ethnicity and gender data (% of enrollment):

| Black: .3% | White: 97.4% | |
|-------------------------|---------------|-----------|
| Asian/Pacific Islander: | American | Male: 669 |
| .3% | Indian/Alaska | |

| | STUDENT INFORMATIO | N |
|---|---|--------------------|
| | Native:.1% | |
| Hispanic: .5% | Multi-Racial: 1.5% | Female: 624 |
| Percent of students eligi | ble for free/reduced lui | nch: 13% |
| Percent of students iden | tified as special educa | tion: 10% |
| Please attach 2009-2010 | | |
| STUDENT INFORMATION | | |
| Grades served: Project | ACHIEVE k-5 | |
| Enroliment (total numbe | r of students served in s | chool applying for |
| Innovative Program): | | |
| Grade Level | En | rollment |
| Pre K-5 | En | 240 |
| 6 | | 46 |
| 7 | | |
| 8 | 43 | |
| 9 | 50 | |
| 10 | 58 | |
| 11 | | 49 |
| 12 | 53 | |
| Ethnicity and gender da | ta (% of enrollment): | |
| Black: 0% | White: 98% | |
| Asian/Pacific Islander: .2% | American Indian/Alaska Native:.5% | Male: 303 |
| Hispanic: .3% | Multi-Racial: 1% | Female: 283 |
| Percent of students eligi | l ble for free/reduced lur | nch: 22% |
| Percent of students iden | tified as special educa | ion: 9% |
| Please attach 2009-2010 | | |
| | or Fort Loramie Local Sc | chool District |
| STUDENT INFORMATION 1 | | |
| <u></u> | | |
| Grades served: k-5 Enrollment (total numbe | r of students served in s | chool applying for |
| Grades served: k-5 Enrollment (total numbe Innovative Program): Grade Level | | chool applying for |

| | STUDENT INFORMATIO | N |
|---|---|--|
| 6 | 57 | |
| 7 | 81 | |
| 8 | | 66 |
| 9 10 | <u> </u> | 61 |
| 11 | | 52 62 |
| 12 | | 61 |
| Ethnicity and gender do | ata (% of enrollment): | |
| Black: .49% | White: 98.7% | |
| Asian/Pacific Islander: .36% | American Indian/Alaska Native: | Male: 248 |
| Hispanic: .12% | Multi-Racial: .24% | Female: 248 |
| Percent of students eligi | ible for free/reduced lun | ich: 5% |
| Percent of students ider | ntified as special educat | ion: 14.3% |
| Please attach 2009-201 | 0 school Report Card: At | tached |
| ATURELE INFORMATION | | |
| STUDENT INFORMATION | for Jackson Center Loca | di School District |
| | | |
| Grades served: Project | ACHIEVE k-5 | |
| Grades served: Project | ACHIEVE k-5 | |
| | ACHIEVE k-5 or of students served in se | chool applying for |
| Enrollment (total numbe | | chool applying for |
| Enrollment (total numbe Innovative Program): | er of students served in so | |
| Innovative Program): Grade Level | er of students served in so | ollment |
| Enrollment (total numbe Innovative Program): Grade Level Pre K-5 | er of students served in so | ollment 242 |
| Enrollment (total numbe Innovative Program): Grade Level | er of students served in so | ollment 242 30 |
| Enrollment (total number Innovative Program): Grade Level Pre K-5 6 | er of students served in so | ollment 242 |
| Enrollment (total number Innovative Program): Grade Level Pre K-5 6 7 8 9 | er of students served in so | ollment 242 30 33 |
| Enrollment (total number Innovative Program): Grade Level Pre K-5 6 7 8 9 10 | er of students served in so | 30 33 46 37 |
| Enrollment (total number Innovative Program): Grade Level Pre K-5 6 7 8 9 10 11 | er of students served in so | 242 30 33 46 37 47 |
| Enrollment (total number Innovative Program): Grade Level Pre K-5 6 7 8 9 10 11 12 | Enr | 30 33 46 37 |
| Enrollment (total number Innovative Program): Grade Level Pre K-5 6 7 8 9 10 11 12 | Enr | 242 30 33 46 37 47 |
| Enrollment (total number Innovative Program): Grade Level Pre K-5 6 7 8 9 10 11 12 Ethnicity and gender do | Enr | 242 30 33 46 37 47 40 37 |
| Enrollment (total number Innovative Program): Grade Level Pre K-5 6 7 8 9 10 11 12 Ethnicity and gender do | Enr ta (% of enrollment): | 242 30 33 46 37 47 |
| Enrollment (total number Innovative Program): Grade Level Pre K-5 6 7 8 9 10 11 12 Ethnicity and gender do Black: 1% Asian/Pacific Islander: 1% | Enr ta (% of enrollment): White: 94% American | 242 30 33 46 37 47 40 37 |
| Enrollment (total number Innovative Program): Grade Level Pre K-5 6 7 8 9 10 11 12 Ethnicity and gender do Black: 1% Asian/Pacific Islander: 1% Hispanic: 1% | Enr White: 94% American Indian/Alaska Native: | 242 30 33 46 37 47 40 37 Male: 122 |
| Enrollment (total number Innovative Program): Grade Level Pre K-5 6 7 8 9 10 11 12 Ethnicity and gender do Black: 1% Asian/Pacific Islander: 1% Hispanic: 1% Percent of students eligi | Enr ta (% of enrollment): White: 94% American Indian/Alaska Native: Multi-Racial: 3% | 242 30 33 46 37 47 40 37 Male: 122 Female: 120 ch: 29.7% |

STUDENT INFORMATION

STUDENT INFORMATION for Russia Local School District

Grades served: Project ACHIEVE k-5

Enrollment (total number of students served in school applying for Innovative Program):

| Grade Level | Enrollment |
|-------------|------------|
| Pre K-5 | 217 |
| 6 | 33 |
| 7 | 47 |
| 8 | 48 |
| 9 | 46 |
| 10 | 36 |
| 11 | 40 |
| 12 | 37 |

Ethnicity and gender data (% of enrollment):

| Black: .2% | White: 97.4% | |
|-------------------------|----------------------|-------------|
| Asian/Pacific Islander: | American | Male: 266 |
| .2% | Indian/Alaska Native | |
| Hispanic: | Multi-Racial: .6% | Female: 237 |
| | | |

Percent of students eligible for free/reduced lunch: 8.13%

Percent of students identified as special education: 8.93%

Please attach 2009-2010 school Report Card: Attached

STUDENT INFORMATION for Fairlawn Local School District

Grades served: Project ACHIEVE k-5

Enrollment (total number of students served in school applying for Innovative Program):

| Grade Level | Enroliment |
|-------------|------------|
| Pre K-5 | 326 |
| 6 | 52 |
| 7 | 42 |
| 8 | 56 |
| 9 | 44 |
| 10 | 41 |
| 11 | 40 |
| 12 | 43 |

Ethnicity and gender data (% of enrollment):

| Please attach 2009-2010 school Report Card: Attached | | | | | | | | | |
|--|---|-------------|--|--|--|--|--|--|--|
| Percent of students identified as special education: 12% | | | | | | | | | |
| Percent of students eligible for free/reduced lunch: 41.5% | | | | | | | | | |
| Hispanic: .006% | Multi-Racial: 1.7% | Female: 320 | | | | | | | |
| Asian/Pacific Islander: | American Indian/Alaska Native: .0015% | Male 324 | | | | | | | |
| Black: .003% | White: 97% | | | | | | | | |

Section B

 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. <u>A separate application must be submitted for each Innovative</u> <u>Program.</u>

| [©] Asia Society (International Studies Schools Network)_ | |
|--|-----------|
| AVID * | |
| [©] Early College High School | |
| [♥] New Tech Network | 2 |
| [□] STEM* | |
| Other Proven Model (please list)_Project ACHIEVE | _1_ |
| *Priority may be given to the lowest-achievin | a schools |

Section C

<u>Questions Addressing Innovation Selected-</u> 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.

Project ACHIEVE is an innovative, evidence-based school effectiveness and school improvement program focusing on the academic and social/emotional/behavioral progress of all students. The program was selected because it uses strategic planning, professional development, and on-site consultation and technical assistance for student achievement, positive school and classroom climates, effective teaching and instruction, and meaningful parent and community outreach and involvement.

Dr. Howard Knoff—the national director of **Project ACHIEVE**, author of the Stop and Think social skills program for school and home, and director of the Arkansas Department of Education's State Personnel Development Grant—will provide consultation services to the grant administrators; professional development programs for the PA teachers, administrators, and SCESC counselors; and parent education for selected schools served by the grant.

The Race to the Top (RttT) Collaborative will implement and expand current **Project ACHIEVE** initiatives which are providing supplemental guidance and counseling services for behavioral and academically at-risk students in Grades K-6 in five area schools. The RttT grant would increase the number of schools served to eight—Anna Local School, Botkins Local School, the Cooperative Learning Center, Fairlawn Local School, Ft. Loramie Local School, Jackson Center Local School, Russia Local School, and Sidney City Schools.

Project ACHIEVE will join nine other programs currently in place in Shelby County to serve its at-risk population—Alternative Education Challenge Grant, the Cooperative Learning Center, Learn and Serve, Loving Solutions, the Ohio Trust, the Opportunity School, the Parent Project, the Twenty-first Century Grant, and WIA.

The SCESC and the RttT Collaborative will partner with regional business, area colleges and universities, and Dr. Knoff to implement the provisions of the grant. The regional businesses will introduce students to the world of work, the colleges and universities will provide strategies for students to extend their education beyond high school, and Dr. Knoff's **Project ACHIEVE** initiatives will be implemented alongside traditional counseling and intervention programs.

In addition to training from Dr. Knoff, the instructional staff will receive professional development from Spectrum K-12 School Solutions, the University of Dayton, Wright State University, and Edison Community College.

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

Project ACHIEVE is following a strategic transformation plan that was conceived in 2005 by the Project ACHIEVE Collaboration. Data have clearly shown success for each phase of the plan.

TRANSITION PHASE 1: In 2005 a survey was completed by all RttT Collaboration schools to collect data on student behavior in grades K-5. Results were analyzed and a **Transitional Advisory** was created to secure grant funding for professional development, on-site consultation, and technical assistance to improve student achievement. The result was the scientific based SAMSHA research program **Project ACHIEVE** that develops positive school and classroom climates, effective teaching and instruction, and meaningful parent and community outreach and involvement.

- 1. Years 2005-2007 resulted in each elementary building developing a Positive Behavioral Support System based on **Project ACHIEVE** standards. This included a **Project ACHIEVE** disciplinary team.
- 2. A **Project ACHIEVE Advisory** was established and included members from each school district, law enforcement, social service agencies, faith based organizations, and parents.
- 3. Long range student and teacher performance objectives were established.
- 4. Resources were aligned to **Project ACHIEVE's** instructional priorities. **TRANSITION PHASE 2**: The Shelby County **Project ACHIEVE** initiative received a boost with a federal grant in 2009 that allocated funds for seven counselors designated for at-risk students and parents in the highest need buildings.
- 1. Embedded and ongoing professional **development** for teachers and administrators was planned and implemented. This included the **Project ACHIEVE** training and the (PBSS) and Response-to-Intervention processes speeding evidence-based academic and behavioral interventions to atrisk, underachieving, and unsuccessful students.
- 2. Data were collected and analyzed from each site. One result was the addition of the Parent Project for at-risk families and the merger of the Parent Project Advisory with the **Project ACHIEVE** Advisory.
- 5. **Project ACHIEVE** created a professional learning community in each building that fosters a culture of continuous learning consistent in pedagogy and 21st century skills instruction.

TRANSITION PHASE 3: **Safety and Security** through the adaption of school programs for the RttT Collaborative that positively impact school culture. **TRANSITION PHASE 4**: Collaboration began with Wright State University for a **psychlatrist Intern program.**

1. In 2011 Wright State University was contacted to establish a psychiatrist intern program that would work with highly impaired students (DH). TRANSITION PHASE 5: Creation of a **whole-school reform environment** in pilot buildings. Several schools extended Project ACHIEVE to include middle school instructors and students. 1. The learning environment has been transitioned with the vision of creating a whole-school environment. 2. An Action Plan has been created for the school year 2011 and beyond that provides professional development training, the continuation of at-risk

counselors, the Parent Project, and monitoring through data each site.

| 3. | Describe the capacity your LEA/school has to ensure a successful implementation. |
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LEA SUPPORT IS STRONG AND WELL DEFINED: Sidney City and Shelby County Schools have a long history of leadership in successfully implementing grants for at-risk students and a strong relationship with all the schools that these students attend. The implementation procedures include developing program templates and guidelines, including the creation of memoranda of understanding agreements; hiring and evaluating personnel; providing continuous professional development opportunities for staff members; communicating frequently with all constituencies through phone calls, emails, and periodic meetings; gathering data; designing activities; budgeting, disbursing, and monitoring funds; and reporting results to local, state, and federal entities.

JOINT PLANNING: The proposal demonstrates clear joint planning among the Sidney City School District, the Shelby County Educational Service Center (SCESC) and all seven RttT county schools (Anna, Botkins, Sidney City, Fort-Loramie, Jackson Center, Russia, and Fairlawn Local School District). A Memorandum of Understanding (MOU) will be signed by all schools.

The **Project ACHIEVE AdvIsory** includes three businesses, two universities; seven community organizations, parents, faith-based organization along with; counselors, at-risk counselor, and superintendents from all RttT Collaborative School Districts. Leadership from all organizations listed above has been created, and representatives have met on a quarterly basis since FY07 to design this initiative.

ALIGNMENT: There is strong evidence of alignment to the Sidney City Schools and RttT Collaboration schools. This nexus appears in each school's CCIP, OIP, and RttT Scope of Work. The Ohio Improvement Process and RttT Transformation Teams provide evidence of the importance of global learning through positive behavioral support.

Currently, there are nine grants and/or programs shared by this **RttT Project ACHIEVE Collaboration**: two alternative schools, the Alternative Education
Challenge Grant, the Federal Elementary and Secondary School
Counseling Program Grant, Learn and Serve Grant, Loving Solutions
Program, the Ohio Trust Grant, the Parent Project, the Twenty-first Century
CCLC Grant, and WIA. These programs/grants have involved more than
100 staff from all participating school districts. Each program/grant has a
coordinator who works with the director, the chief financial officer, inservice providers, and administrators to oversee implementation.

The **Project ACHIEVE** Innovative Grant will be implemented using the same precise, prescriptive approach as the other programs and grants.

| 4. | . How will you integrate the specific Innovative Program into your school culture and current transformation plan/Scope of Work? | | | | | | | | |
|----|---|--|--|--|--|--|--|--|--|
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The Scope of Work that will provide students with an education that prepares them for citizenship, college, and careers. **Project ACHIEVE** will provide the culture to enable all students to achieve success through a positive learning environment that allows for global education strategies to be successfully taught. Data show that **Project ACHIEVE** is successfully reforming elementary buildings and is considered a primary part of each participating Shelby County's school comprehensive educational reform.

The implementation of **Project ACHIEVE** initiatives in Shelby County Schools will increase student achievement and progress in the RttT Collaborative by targeting individuals who are at-risk academically and/or behaviorally. The RttT Collaborative has developed a foundation for this program.

Transformation - Strategic Planning and Organizational Analysis and Development were conducted at each building by Dr. Howie Knoff and resulted in individual school Action Plans for Project ACHIEVE.

Transformation - Professional Development was designed to maximize students' academic engagement and learning. Phase 1: Dr. Knoff created a plan which included the Referral Question Consultation Problem-Solving Process (RQC) which uses a systematic, functional, problem-solving process to explain why student problems are occurring and link assessment to interventions that help student progress. Phase 2: Professional development also involved modeling, demonstrating, and discussing effective classroom and school processes by the staff. Phase 3: A "train the trainer" model will be initiated for use by the building counselors.

Transformation - Securing Counselors and Social Workers for at-risk students.Dr. Knoff worked with counselors to improve their abilities in providing social skills, behavioral consultation, and behavioral interventions. Counselors identify the students most in need of their services and analyze data to determine the students' strengths and weaknesses. They then provide ameliorative interventions—response to interventions services; guidance classes in study skills, decision-making, and problem solving; and parent consultation for students with academic deficits—to go along with individual and group counseling; home visits; consultation services for parents, teachers, and administrators; and/or behavioral plans for students with behavioral problems.

Transformation - The Parent Project has provided classes to provide ongoing home-school collaboration, including the assessment, coordination, and use of community resources for families at-risk.

Transformation - Research, Data Management, and Accountability reinforce the collection of formative and summative outcome data (including consumer satisfaction and time- and cost-effectiveness data) to validate various aspects of a school wide improvement process.

Transformation - Project ACHIEVE Advisory has provided guidance, direction, and accountability for all programs. These services can be provided preemptively and proactively for all students to reduce their chances of becoming at-risk.

The RttT Scope of Work will provide the standard for the implementation of **Project ACHIEVE** by improving academics for elementary students and 1) increased high school graduation rates; 2) reduction in graduation rate gaps; 3) reduction in performance gaps; and 4) doubling the increase in college enrollment for 18 and 19 year olds.

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

The implementation of **Project ACHIEVE** initiatives in Shelby County schools will increase student achievement and progress for all students in the RttT Collaborative by targeting individuals who are at-risk academically and/or behaviorally. The RttT Collaboration counselors at the **Project ACHIEVE** schools will then assist the staff in reducing and/or eliminating the academic and/or behavioral deficits of at-risk students.

The RttT Collaboration counselors will accomplish this task by identifying the students most in need of their services, gathering data to determine the students' strengths and weaknesses, and providing ameliorative interventions—response to interventions services; guidance classes in study skills, decision-making, and problem solving; and parent consultation for students with academic deficits—to go along with individual and group counseling; home visits; consultation services for parents, teachers, and administrators; and/or behavioral plans for students with behavioral problems.

These same services can be provided preemptively and proactively for all students to reduce their chances of becoming at-risk.

Classmates of at-risk students will benefit because they will not receive reduced instruction when their teachers are working with students with academic deficits, and they will not experience unnecessary conflict because they and the bullies will have strategies for avoiding, reducing, or eliminating their conflict.

With intense and multiple interventions provided for all at-risk and potentially at-risk students, schools can successfully carry out their mission of educating students.

Student achievement has increased. As the RttT Collaboration continues to collect and analyze student data, a pattern of academic success in schools using **Project ACHIEVE** has been defined.

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

SUSTAINABILITY PLAN: The grant partners, RttT **Project ACHIEVE Advisory**, have created a coherent plan for increasing capacity that supports continuing growth in year five and beyond. The written Action Plan will ensure long-term sustainability by procuring ongoing funding streams and in-kind services. Members include business leaders, peers, community leaders, RttT school collaborators, and philanthropists to establish short and long-term goals.

The strategies in the plan include: 1) Employing staff who understand and embrace the program's mission and goals; 2) involving participants, families, staff, and RttT Project ACHIEVE members in long-term decision-making and planning efforts; 3) accessing in-kind resources and funding within the community by seeking support from, and building relationships with, local businesses and institutions; 4) forging relationships with advocates for program quality and availability, such as community leaders, businesses, and elected officials; and 5) having an effective marketing strategy that publicizes the program and its achievements with the school and broader community.

TIMELINE YEAR FIVE: The Sustainability Plan focuses on funding streams and in-kind services.

PHASE 1: Marketing the plan: 1) An Executive Summary will be distributed to community clubs, organizations, and businesses. 2) The financial plan will forecast future funding needs, current funding streams, and sources needed to meet the project's goals. 3) Multiple methods will be used to communicate the plan in writing, e-mails, brochures, a website, and speaking at meetings. 4) Community meetings will be held with parents to share the financial plan. 5) Reports will be given to all school board collaborators participating in the grant.

PHASE 2: The **RttT Project ACHIEVE Advisory** recognizes that local businesses have a stake in ensuring that the community has effective programs for children and families. Their future workforce depends on the success of educational programs.

PHASE 3: Additional Partners and Linkages: The initial in-kind investment in fiscal/human resources by local schools, social service agencies, and business is indicative of a long-term commitment to advance Project ACHIEVE. The Advisory is prepared now to maximize available sources of revenue. Funding streams have already been established and include: 1) the 21st CCLC Grant will provide a funding stream that will continue high quality professional development for staff. 2) The RttT Collaboration will actively pursue community grants. 3) There remains one additional year on a federal school counseling grant.

TIMELINE YEARS 6 AND 7: Sustainability through collaboration **PHASE 4: The Project ACHIEVE Advisory** (including the RttT Collaborative Schools) and Sidney City Local School District have discussed a long-term vision with funding.

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? CHALLENGE Development of a Data Network: Managing data from multiple networks across school district locations is a challenge for the **Project ACHIEVE** Advisory. The plan is to establish a uniform collection network. (Example, Grade Book)

CHALLENGE Educational Community: It is imperative that all building staff receive training and embedded training with Project ACHIEVE. A network of trainers at each building consisting of counselors will be created to insure continuity. These counselors will receive "train the trainer" professional development from Dr. Howie Knoff.

CHALLENGE Culture change: Students will be expected to utilize the strategies in **Project ACHIEVE** to find their own path toward empowerment. Lifelong learning skills and good behavior are imperative for continued education and careers.

Teachers and students have experienced a change in the educational environment. **Project ACHIEVE** offers a teaching and learning environment that students and staff find empowering. It expands the classroom core capacity. Middle school teachers will serve as a nexus for elementary students into the six through eighth grade. The high school staff will identify increased student academic skills and prepare students for post-secondary success, whether in a community college, university, or other training programs.

CHALLENGE Project ACHIEVE Presents a New Paradigm: The ultimate goal is to help design and implement effective school and schooling processes to maximize the academic and social/emotional/behavioral progress and achievement of all RttT Collaboration students. The process has started, and this grant is needed to continue the progress. Project ACHIEVE represents a new paradigm; as school staff change, new staff must receive the professional development to continue the implementation of effective and efficient problem-solving and strategic intervention processes for students with academic and behavioral difficulties

The professional development will contain four years of on-site and remote service training; support in cultivating a collaborative school culture focused on student achievement. Follow-up will continue through online meetings, webinars, and workshops.

CHALLENGE Maintaining the Services for At-Risk Students and Familles: The RttT Collaboration expects the **Project ACHIEVE** Advisory to provide guidance and support through all stages of planning and launching **Project ACHIEVE**.

- Continuation of the Parent Project;
- Quarterly meetings of the Project ACHIEVE Advisory;
- 3. Professional development will be in-depth, embedded, and ongoing. It will include: 1) site visits, 2) a regional planning summit, 3) development of a master plan for implementation, 4) teacher shadowing program, and 5) Project ACHIEVE total school staff training.

| 8. | How will the implementation of this Innovative Program increase college and caree readiness of all students? | | | | | | | | |
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The implementation of **the Project ACHIEVE** initiative in this LEA will lead to the creation of school career planning teams that will develop programs to introduce students to the world of work and post-high school educational opportunities.

The career planning teams will be led by the Rtt**T** counselors and will include classroom teachers, school counselors, administrators, non-certified staff members, and parents.

The teams will evaluate their schools' college and career readiness programs, administer needs assessment surveys, provide professional development in career education for teachers, identify contact persons in the business community, make budgets, order career education materials, add career education components to the regular curriculum and to classroom guidance, and implement special school and community programs. Special programs will highlight the importance of careers and post-secondary schooling and training:

- Professional development for staff. All staff members will have a thorough understanding of helping elementary students to understand the importance of careers and education. The "seed will be planted."
- **Dialogue about post-secondary schooling and training**. By starting these dialogues when they are young, children can integrate this expectation into their thinking and values.
- Have students use their computer skills and develop a brochure or video with their ideas about why it's important to go to college or post high school training.
- Have local business people come in and talk about the need for a college education and how it applies to their business.
- Take them on fields trips to local businesses that value postsecondary education. Prep the speakers so they know to address this head-on when students are with them.
- Have a "How I Got Here" wall to stress the importance of higher education. Have administrators, teachers, and others designate a space that is seen by all students and then post their photos, the name of the institution they graduated from, school colors, degree they received, and other supporting information for students.
- Have school personnel and parents dress in their college school colors, uniforms, etc. to promote "going on" to college. Host a competition based on academics such as a trivia type game.
- Give incentives/extra credit to students who go out and interview "education heroes" – those people they know who have successfully completed a post-secondary program.

9. Identify a timeline to achieve a successful implementation.

FY 11 May 20 Submit Innovative Grant for Project ACHIEVE

FY 12 July - September

- Organizational meeting of the Project ACHIEVE Advisory to set a professional development calendar with Dr. Howie Knoff for Project ACHIEVE.
- All RttT Project ACHIEVE Collaboration districts will sign a Memorandum of Understanding
- Establishment of a monthly meeting calendar for Project ACHIEVE atrisk counselors and school social workers

October - August

- Monthly meetings of counselors
- Monthly professional development through Project ACHIEVE webinars or local social service agencies
- Quarterly meetings of the Project ACHIEVE Advisory Council
- Visitation by Dr. Howie Knoff to each school site for classroom modeling and/or professional development with the staff
- Quarterly disciplinary data is collected from each Project ACHIEVE building and results are analyzed by the at-risk counselors and advisory members. Creation of Career Planning Teams
- Creation of Career Planning Teams

FY 13 July-December

- An FY13 Professional Development schedule will be completed for all sites
- The Sidney City RttT Collaborative will sign a Memorandum of Understanding for FY13
- Dr. Howie Knoff will complete professional development through webinars and a "train the trainers" program for at-risk counselors

December - August

- Quarterly disciplinary data are collected from each Project ACHIEVE building and results are analyzed by the at-risk counselors and advisory members.
- Monthly meetings of counselors
- Quarterly meetings of the Project ACHIEVE Advisory Council
- AT-risk counselors will meet with school disciplinary teams and complete the professional development plan
- Implementation of Career Planning activities for students

FY 14 July- May

- The Sidney City RttT Collaborative will sign a Memorandum of Understanding for FY14
- A professional development calendar will be established and conducted at all school sites
- Quarterly disciplinary data is collected from each Project ACHIEVE building and results are analyzed by the at-risk counselors and advisory members.
- Implementation of Career Planning activities for students

FY 15 July - May

- Final disciplinary data is collected and analyzed with an Action Plan for sustainability created for FY 15 and beyond.
- Final reporting to the Ohio Department of Education

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

The RttT collaboration should be awarded an innovative program grant because of the place this **Project ACHIEVE** initiative would take in the holistic, multi-year approach to serving the needs of at-risk students in Shelby County. It would join nine other programs— Challenge, the Cooperative Learning Center, Learn and Serve, Loving Solutions, the Ohio Trust, the Opportunity School, the Parent Project, the Twenty-first Century Grant, and WIA—that work together to reduce the effects of generational poverty, to help students with academic and/or behavioral deficits, and to increase parenting skills.

Project ACHIEVE is the strongest initiative to be introduced to the Shelby County Schools. It impacts counselors, educators, parents, and most of all our children. The seed has been planted the collaboration needs this grant for continued growth.

Why award? Low performing buildings are beginning to show results. The percentage of total referrals for disciplinary reason is 41%. This is a decrease in 12%.

Why award? Personnel are in place to work with at-risk students and families. At-risk counselors, social workers, disciplinary teams, and clinical psychologists are assigned to buildings and have worked for two years with students and families. All counselors meet the first Tuesday of each month.

Why award? Professional development plans have been established and approved by Dr. Howie Knoff. Each building has a professional development Action Plan that includes embedded professional development and a sustainability plan through a "train the trainers" model that utilizes program counselors.

Why award? The Project ACHIEVE Advisory is organized, high functioning, and has developed a Sustainability Plan. The Advisory meets quarterly and is comprised of community and educational members that have a "passion" for Project ACHIEVE to succeed.

Why award? Community resources are in place. Shelby County Job and Family Services, Shelby County Children and Family First Counsel, Shelby County Juvenile Court have presented at counselor meetings and have developed relationships with the counselors at each school.

Why award? Data is systematically collected and analyzed with results shared and changes made as needed. You would be "hard pressed" to find a group of individuals at every level and capacity that more meticulously collect, share, and interpret data on a regular basis. The data logic model is in place and used all the time, on a daily basis. Results are shared at counselor meetings, disciplinary team meetings, advisory meetings, and by a variety of state and federal agencies.

Why award? The time is now. The current federal grant which has "seeded" Project ACHIEVE will expire at the end of this year. There never has been a better opportunity for the Ohio Department of Education to provide monies for an innovative grant that support RttT's Scope of Work and realize results.

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.

LEA NAME = Sidney City School District

IRN# =044784

| Proposed Innovation: Project ACHIEVE | | | | | | | | |
|--------------------------------------|------------|-------------|------------|------------|-------------|--|--|--|
| Budget Categories | FY2011 | FY2012 | FY2013 | FY2014 | Total | | | |
| Salaries (100) | | | | | \$ | | | |
| Retirement/ Fringe Benefits (200) | | | | | \$ | | | |
| Purchase Services (400) | 30,000 | 216,753 | 233,929 | 229,318 | \$ 710,000- | | | |
| Supplies (500) | | | | | \$ | | | |
| Capital Outlay (600) | 10,000 | 10,000 | 10,000 | 10,000 | \$ 40,000- | | | |
| Other (800) | | | | | \$ | | | |
| 9. Total Costs | \$ 40,000- | \$ 226,753- | \$ 243,929 | \$ 239,318 | \$ 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 <u>jay.keefer@ode.state.oh.us</u> no later than Friday, May 20, 2011.

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

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



| Project Achieve Innovative Grant Application | | | | | | | | | | |
|--|---------------|-------------------|--------|------------|--------|----------------------|--------|------------|-------|------------|
| FY20 | | FY2012 | FY2013 | | FY2014 | | FY2015 | | Total | |
| Purchased Service | | | | | | | | | | |
| -Contracted Staff - 3 | | | | | | | | | | |
| Guidance Counselors | | | \$ | 130,835.00 | \$ | 143,918.50 | Ś | 146.854.20 | \$ | 421,607.70 |
| -Contracted Staff | | | ٠ | | • | - · - , · · · | ٠ | , | • | -, |
| Retirement | | | \$ | 18,316.90 | \$ | 20,148.59 | \$ | 20,559.59 | \$ | 59,025.08 |
| -contracted Staff Medicare | | | \$ | 1.897.11 | \$ | 2,086.82 | Ś | 2,129.39 | Ś | 6,113.31 |
| -Contracted Staff Workers | | | · | · | · | • | • | - , | • | , |
| Comp | | | \$ | 888.99 | \$ | 978.59 | \$ | 998.68 | \$ | 2,866.26 |
| -Contracted Staff Health | | | | | | | | | | |
| Insurance | | | \$ | 19,815.00 | \$ | 21,796.50 | \$ | 23,976.15 | \$ | 65,587.65 |
| -Contracted Program | | | | | | | | | | |
| Coordination Services | \$ | 5 ,0 00.00 | \$ | 20,000.00 | \$ | 20,000.00 | \$ | 20,000.00 | \$ | 65,000.00 |
| Orningt Achieve Consultant | | | | | | | | | | |
| -Project Achieve Consultant (Howie Knoff) | \$ | 25.000.00 | ė | 25,000.00 | \$ | 25,000.00 | ć | 14,800.00 | Ś | 90 900 00 |
| Total Purchased Service | \$ | 30,000.00 | _ | | | • | | | | 89,800.00 |
| Total Purchased Service | Þ | 30,000.00 | Þ | 216,753.00 | Þ | 233,929.00 | Þ | 229,518.00 | \$ | 710,000.00 |
| Other | \$ | 10,000.00 | \$ | 10,000.00 | \$ | 10,000.00 | \$ | 10,000.00 | \$ | 40,000.00 |
| Total Costs | \$ | 40,000.00 | \$ | 226,753.00 | \$ | 243,929.00 | \$ | 239,318.00 | \$ | 750,000.00 |