



Ohio's Race to the Top Innovative Programs Grant Application

Application Period- March 11-May 20, 2011

Please ensure that ALL questions are answered completely in each of the four sections as incomplete applications will not be returned for modifications or completion.

Section A

1. General School Information

<p>a) Name of Applicant (LEA):</p> <p style="padding-left: 20px;">Winton Woods City School District</p>	<p>b) Name of School(s): Winton Woods High School, Dr. Terri Holden, Principal</p>
<p>c) Superintendent of Schools: (or equivalent)</p> <p style="padding-left: 20px;"><u>Name:</u> Dr. Camille Nasbe, Superintendent</p> <p style="padding-left: 20px;"><u>Address:</u> 1215 W. Kemper Rd., Cincinnati, OH 45240</p> <p style="padding-left: 20px;"><u>Telephone:</u> (513) 619-2310</p> <p style="padding-left: 20px;"><u>Fax:</u> (513) 619-2309</p> <p style="padding-left: 20px;"><u>Email:</u> nasbe.camille@wintonwoods.org</p>	<p>d) LEA RHT Contact:</p> <p style="padding-left: 20px;"><u>Name:</u> Dr. Terri Socol, Executive Director, Teaching & Learning</p> <p style="padding-left: 20px;"><u>Address:</u> 8 Enfield St., Cincinnati, OH 45218</p> <p style="padding-left: 20px;"><u>Telephone:</u> (513) 619-2385</p> <p style="padding-left: 20px;"><u>Fax:</u> (513) 619-2339</p> <p style="padding-left: 20px;"><u>Email:</u> socol.terri@wintonwoods.org</p>
<p>e) School Vision:</p> <p>District/School Vision: Winton Woods Schools maintains a standard of "Excellence", with the Board of Education, staff, students, parents, and community all contributing to that achievement.</p> <p>AGS Vision: The vision of the Academy of Global Studies @Winton Woods High School (AGS) is to provide an innovative, technology-infused education that positions students to compete, connect, and cooperate on a global scale, in an environment that is designed around trust, respect and responsibility.</p>	<p>f) School Mission:</p> <p>District/School/AGS Mission: The mission is to actively engage and challenge all learners to reach their maximum potential.</p>

<p>g) Primary Goals of School / AGS:</p> <ol style="list-style-type: none"> 1. To enable students to compete in the global society through an education that promotes the 21st century skills of critical thinking, collaborative teamwork, creative problem-solving, and communication. 2. To enable students to connect with other people, cultures, and ideas through an education that promotes real-world experiences: international projects with an emphasis on current world issues; technology, travel, and student exchanges; and global experiences that teach responsibility for ethical decision-making. 3. To enable students to cooperate with others to solve problems of mutual interest through an education that promotes cross-cultural exploration via the analysis and evaluation of global issues from multiple perspectives; investigations of how the world's people and institutions are interconnected; effective communication in English and a second language; and demonstration of competence in the use of digital media. 	<p>h) Teacher/Student Ratio:</p> <p>18.44 (per FY 10 Cupp Report)</p>
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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 :

At Innovation Symposium:

- Camille Nasbe, Superintendent
- Terri Socol, Executive Director, Teaching & Learning
- Craig Filipkowski, Health Teacher, WWHS
- Christine Rost, Mathematics Teacher, WWHS

At New Tech's Principal Residency:

- Terri Holden, Principal, WWHS
- Rhonda Hobbs, Director, Technology Services

2. SCHOOL PROFILE

STUDENT INFORMATION		
Grades served:		9-12
Enrollment (total number of students served in school applying for Innovative Program):		
Grade Level	Enrollment	
Pre K-5	0	
6	0	
7	0	
8	0	
9	283	
10	275	
11	271	
12	307	
Post-12 (Spec Ed)	21	
Ethnicity and gender data (% of enrollment):		
Black: 70.1%	White: 14.9%	Male: 620
Asian/Pacific Islander: 1.9%	American Indian /Alaska Native: .2%	
Hispanic: 4.4%	Multi-Racial: 8.5%	Female: 537
Percent of students eligible for free/reduced lunch: 40.3%		
Percent of students identified as special education: 17.7%		
Names of current competitive grants LEA has been awarded (2010-2011): Chinese Guest Teacher Program Grant for 2 Chinese teachers @ \$13,000		
Please attach 2009-2010 school Report Card: http://www.ode.state.oh.us/reportcardfiles/2009-2010/BUILD/064147.pdf		

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. **A separate application must be submitted for each Innovative Program.**

- Asia Society (International Studies Schools Network)** 1
- AVID *** _____
- Early College High School** _____
- New Tech Network** 2
- STEM*** _____
- Other Proven Model (please list)** _____

***Priority may be given to the lowest-achieving schools**

Section C

Questions Addressing Innovation Selected- Please answer these questions in the text boxes provided. Provide as many details as possible so that the reviewers can gain a good picture of your school.

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

The selected Innovative Program combines New Tech Network and Asia Society’s International Studies Schools Network models. This program was chosen for three major reasons:

1) The District’s Emphasis on Equipping Students With 21st Century Skills Needed In The Global Economy. A self-selected team of committed teachers, guidance counselors and administrators reviewed needs of our high school students and researched various high school reform models, beginning in September 2010. The team selected two models to study further: the New Tech Network and the Asia Society’s International Studies Schools Network. The team and other community stakeholders visited innovative schools that used one or both of these models in Illinois, Indiana and Texas. They decided on developing a school-within-a-school that would embrace both models to engage students in a rigorous curriculum that prepares them to compete in the global workplace. In those two models, they found strong support for developing students who can “become global thinkers with 21st century skills, so they can think critically and creatively across disciplines, manage complexity, embrace technology and value diversity” (Ohio International Education Advisory Committee, *Strategic Plan for International Education in Ohio*, 2008).

2) Achievement Scores and College/Career Readiness. Based on demonstrated results of schools within both networks, the selected design will engage our underperforming students (as measured by OGT and ACT/SAT results). New Tech and Asia Society provide powerful professional support to staff and students to sustain high school reform that leads to increased achievement, college/career readiness, and lifelong learning. The team wanted a model in which students would not only be assessed on state standards, but also on the skills they will need in order to become the future leaders and entrepreneurs of the global economy. They also wanted a model in which ongoing professional development had the ability to transform the entire high school, extending beyond the students and teachers in the Innovative Program.

3) The Desire To “Re-imagine Teaching And Learning”. The team wanted a dynamic program that would enable teachers to identify students’ needs and facilitate a learning experience around those needs that would connect them to the global economy. The team sought an Innovative Program that would reinvigorate students and teachers and provide professional development that would extend beyond the school-within-a-school into the traditional high school population. Based on New Tech Network and ISSN results, the design selected will meet the needs of a diverse, rapidly changing high school population. From 2001-2002 to 2009-2010, the once-suburban Winton Woods demographic changed to a first-ring urban demographic. At the high school, our English Language Learners’ population quadrupled to 6.9%; students with disabilities increased from 15.1% to 17.7%; our minority population changed from 70.9% to 84.9%; and our student mobility rate, defined as “enrolled less than a full-academic year”, nearly doubled to 17.5%. The high school’s economically disadvantaged population rose from 10.8% to 40.3%, while the corresponding district statistic increased from 21.8% to 53.6%.

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

Winton Woods High School has been engaged in reform efforts to improve student achievement for several years, beginning with **High Schools That Work** (HSTW). Staff members continue to analyze student data to improve student achievement and school climate; participate in HSTW assessments and surveys; and attend HSTW showcases and conferences for professional development and networking. Those individuals who have participated in professional development over the years have fine-tuned instructional practices (e.g. Collins Writing, Numeracy). Some features (e.g., double-blocked courses) have been abandoned due to financial, scheduling, and instructional considerations, while other features (e.g. career/technical studies offered onsite through Great Oaks Career & Technical Institute; the Freshman Academy) have had a positive impact on student engagement and school culture.

Additionally, Winton Woods High School is a Cohort 1 district for the **Ohio Improvement Process**. As a result, our building academic improvement plans are aligned to our District Academic Improvement Plan which is an integral part of our Strategic Plan. Based on the state's Data Decision Framework, the high school plan includes professional development centered around using a core curricula that is both engaging and aligned to state standards; improving instructional practice through co-teaching, differentiation, and Culturally Relevant Practices; and implementing a school-wide Positive Behavior Supports system.

New initiatives this year include using assessment data from our data warehouse, **Performance Tracker**, to inform instruction; developing **end-of-course exams**; and **increasing student offerings** for the 2011-2012 school year. To this end, the high school staff developed, and the Board of Education approved, twenty new courses at the high school. We plan to add an **Academy of Business @ Winton Woods High School** during the 2012-2013 school year as another avenue by which students can be college/career ready.

Our choice of an Innovative Program combining the New Tech Network and Asia Society's International Studies School Network models would enhance the work begun by *High Schools That Work* and the Ohio Improvement Process by providing small-scale, bottom-up systemic reform; adequately addressing key practices and using data effectively to facilitate instruction; and enlisting network support for professional development, collaboration, and model fidelity.

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

WWHS and district have the capacity to ensure successful implementation due to:

Extensive Foundational Work from Investigation to Implementation. The district has worked diligently to establish a global focus. Chinese or Spanish is offered to all students, in grades 3-8. Next year we will expand Chinese to high school. Additionally, the middle school has added World Geography and a multi-disciplinary Humanities course to its curriculum to correspond with the high school's offerings. Winton Woods has had two Chinese summer camps and four foreign exchanges with Chinese and Guatemalan students. Each year, students and staff participate in various foreign trips.

The district's Technology Department has led the charge for innovation in instruction. It has provided a wireless environment in each of our buildings, teacher laptops, and annual mini-grants to develop best practices. The middle and high schools have collaborated with Great Oaks Career and Technical Institute to offer a continuum of technology classes, including Project Lead the Way. Summer internships in technology are also available for students.

In keeping with our Strategic Plan to develop an international school and recognizing the need to better prepare students for college and 21st century careers, the high school's "Global Team" submitted a proposal to the Board of Education in December 2010 to establish the Academy of Global Studies @Winton Woods High School (AGS). The proposal was developed after much research and discussion; school site visits and executive tours; a New Tech application and Readiness Visit; and discussions with Asia Society's ISSN. AGS now has an application process that requires parent/student commitment; the creation of an advisory council comprised of staff, parents, business, and university members; mandatory Saturday tutoring and other supports for struggling students; and "stacked" classes where students can take the same required course for either honors or college prep credit according to their individual academic needs.

A New Culture. AGS will serve up to 125 ninth graders in 2011-2012, adding a grade level each year. Students and teachers elect to be at AGS. This will allow teachers and students to establish a new culture of teaching and learning.

Commitment & Support. The high school AGS team has the commitment, interest, and talent to make this program successful. The administrative team has already demonstrated support for the New Tech Network (e.g., attending the Leadership Residency and accompanying the nine-grade team on the Teacher Shadowing Program) and for Asia Society's ISSN (e.g., arranging an initial site visit and contract agreement with ISSN and attending a Leaders Conference in New York City). Finally, our Board of Education believes this Innovative Program has the power to transform teaching and learning, and the community. There has been widespread support for AGS from parents, business, staff, and community members, too. Some have even made site visits, and the PTA and Forest Park Chamber have endorsed it.

Reduced Staff Needs. AGS students take the same core courses, thereby filling advanced courses that have not traditionally been full. This ensures greater efficiency and return on investment.

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

Winton Woods City Schools' Race to the Top Scope of Work outlines specific, focused strategies to close achievement gaps. The document specifies:

"Winton Woods' City School District's Race to the Top plan represents the district's bold commitment to meet the needs of all students through focusing and aligning improvement efforts throughout the district and community. The Winton Woods City School District has created a plan that builds upon the solid foundation established through reform efforts in the last five years." By 2014, the district will use a collaborative partnership approach to improving achievement results so that students are college- and career- ready by embracing standards, better measuring students' learning, and developing a comprehensive accountability system that focuses on growth and closing the achievement gap.

The district's outcomes include:

1. increasing student achievement in reading/language arts and mathematics;
2. decreasing achievement gaps between subgroups in reading/language arts and mathematics;
3. increasing high school graduation rates;
4. decreasing high school graduation rate gaps;
5. increasing college enrollment and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment at an institution of higher education.

This proposal speaks directly to those outcomes. Race to the Top has become the impetus to examine our practices closely and embrace a more engaging way of teaching to empower students to think deeply. **The Project-Based Learning approach of both the Asia Society International Studies Schools Network and New Tech Network will provide us with the foundation to re-imagine teaching and learning to meet the unique needs of our changing student population.** The Academy of Global Studies @Winton Woods High School (AGS) will offer a rigorous, collaborative approach to teaching and learning, creating a culture of intense academic preparation and 21st century connectedness.

AGS will enroll up to 125 students each year from 2011-2012 through 2014-2015, beginning with Grade 9. Students who select to enroll, along with their parents, must agree to comply with all requirements and participate in all major events of the school. The grade-level team of teachers in this program will collaborate on curriculum and pedagogy and participate in all training. They will use a Project-Based Learning approach, co-teach selected core courses, and develop a global seminar class. They will establish with their students a new culture that embraces trust, respect, and responsibility among all members. Adding one grade level each year, providing common professional development to all high school staff, and offering common elective courses and activities to all students will help to transform the entire school.

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

This Innovative Program will increase student achievement and progress for ALL students through the following activities:

- Entering freshmen will be able to select a program of studies, based on their interests and learning styles.
- All core courses will be aligned to the Common Core standards.
- Elective courses will be available to all students. All foreign languages and an integrated course on global affairs will also be available to all students at each grade level.
- All students will have opportunities for extra help with their studies (e.g., after-school study tables, after-school library hours, and Saturday tutoring).
- All K-12 teachers will have opportunities for common professional development through the Asia Society, as well as sharing of New Tech orientation practices, culture-building activities, project-based learning strategies, and technology training.
- All students will have opportunities for internships, service learning, foreign exchange, and travel.
- All students will have dual-enrollment course offerings available to them.
- All graduates will be required to complete a capstone project.

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

We will sustain this Innovative Program post RttT through various collaborations:

Professional Culture of Academy of Global Studies (AGS):

- Train-the-trainer model will be used to train all staff in Problem-Based Learning (PBL) and other 21st Century practices.
- An advisory board of parents, staff members, business and university partners will guide AGS.
- Daily planning time will be provided to support the use of “critical friends protocol” to closely examine and provide feedback on the quality of instruction.
- All AGS teachers will collaborate regularly on the ISSN Social Media Network, *Ning*, and access project ideas via the ECHO learning platform.
- Introducing the program one grade at a time will allow AGS to develop and maintain a learning culture that reflects responsibility, respect, and trust.
- All four high school guidance counselors will serve all students and parents.
- Courses and activities mirroring AGS offerings will be developed for other students.

New Tech & Asia Society Partnerships

- Teachers will attend all functions/training provided by New Tech/Asia Society.
- As an emerging site in the Greater Cincinnati area, AGS is willing to host tour groups sponsored by New Tech and Asia Society.
- We will dedicate some state and federal funds to maintain coaching and other support from ISSN and New Tech Network, as needed.

Higher Education Partnerships

- Students will have access to dual enrollment courses through local colleges.
- Our AGS/University of Cincinnati (UC) partnership will allow us to influence training of pre-service teachers by providing PBL experiences to them.
- The UC faculty will research and evaluate the effectiveness of programs.
- UC will establish a pathway for automatic admission for AGS grads meeting certain criteria; develop dual credit opportunities; create opportunities for student visits to UC campuses and globally-themed events; and provide access to research data to UC teaching candidates.

Parent/Community/ Business Partnerships

- Parent groups will contribute to the sustainability by hosting events.
- AGS will continue to build business and community partnerships (e.g., EF, Dehan International, Cincinnati Financial, Forest Park Chamber of Commerce).
- Students will be required to meet community service learning hours each year.
- We will approach businesses that do international business in the Greater Cincinnati area for internships, tours, etc.

Financial Sustainability

- We will admit a limited number of tuition-paying international students and open-enrollment Ohio students to generate revenue.
- In addition to donations and grants, we are studying the feasibility of using VMware View for virtualizing client devices, enabling us to repurpose and modernize donated equipment. We could then run the most current applications by moving them into the cloud and delivering them as a managed service.

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 ?

Potential challenges and barriers have already been examined through the New Tech “Strengths, Weaknesses, Opportunities and Threats” lens. They include:

Curriculum, Instruction, & Assessment

- Implementation requires a lot of professional development, including curriculum alignment with Common Core Standards and instructional alignment with PBL and technology integration. Some training may require substitutes so the district will have a cadre of trained building substitutes to provide instruction when AGS teams are training.
- Knowledge-level standardized testing is not aligned with a PBL environment that promotes 21st century skills and global awareness. Testing for grade 9 includes PLAN (pre-ACT), Winter Content Benchmarks; and End-of-Course Exams in English 9 and Algebra I. Ninth graders will need Algebra I, Geometry or Algebra II, making scheduling and offering an integrated course option challenging.

Scheduling

- Students in AGS are required to earn additional credits for graduation (4) and are required to attend a longer school day (8 bells instead of 7) than students in the larger high school. Students are required to attend mandatory Saturday tutoring if their grades drop below a C. These may be a hard sell to students.
- Due to the eighth bell, there is also no after-school transportation for AGS students, which may negatively impact some interested students.
- Another challenge is to get all of the students “passporting” out into classes in the regular high school to provide common planning time for AGS teachers.

School Culture & Autonomy

- We believe AGS enrollment should mirror our overall diverse student body and have at least 90 students to be fiscally responsible. This may be a challenge in Year 1 of AGS.
- The New Tech model and belief about student responsibility, freedom, and technology use is not consistent with current Board policy. We will propose changes so that we can be true to the New Tech model without undermining our Student Code of Conduct and not placing AGS students at a disadvantage when they go to elective classes.

Professional Culture

- All ninth-grade AGS teachers committed to attending summer training before knowing dates. Some are unable to readjust prior commitments, but colleagues will help them.
- Staff needs regular collaboration time to accommodate the integrated classes.
- A possible challenge is a “resistance to change” attitude that exists among some staff.

Partnerships & Sustainability

- Some school policies need to be addressed to meet New Tech requirements.
- The Principal has taken on the added role of “AGS Director”. A collaborative partnerships coordinator needs to be hired to arrange travel, business/university partnerships, service learning, internships, etc.

Technology & Facilities

- The facilities that will house the Academy of Global Studies need to be modified and renovated. Furniture and electric/technology need to be upgraded to accommodate the 1:1 technology, PBL environment.

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

College- and career-ready graduates possess the following skills and knowledge, based on David Conley's *Redefining College Readiness* (EPIC, 2007),

- **key cognitive strategies** (e.g., intellectual openness, inquisitiveness, analysis, reasoning, argumentation and proof, interpretation, precision and accuracy, and problem-solving).
- **key content knowledge** (e.g., overarching academic skills such as writing, research, core content knowledge in English, math, science, social sciences, world languages, the arts).
- **academic behaviors** that are independent of a particular content area (e.g., self-monitoring, meta-cognitive skills, and study skills).
- **contextual skills and awareness of how college operates as a system and culture** (e.g., collaboration and teamwork; leadership; understanding norms of academic culture; interacting with others from different backgrounds and cultures; and general college knowledge of admissions, testing, tuition and placement).

The Asia Society **ISSN Graduate Profile** identifies attributes ISSN graduates should possess, and derives from the belief that **globally competent students have the knowledge and skills** to:

- investigate and respond to issues and situations in the world around them.
- weigh perspectives and articulate other points-of-view.
- effectively communicate, verbally & nonverbally, with diverse audiences and in more than one language.
- take action to make a difference in the world.
- apply disciplinary/interdisciplinary knowledge in learning experiences in and out of school.

The goal of New Tech Network schools is to make every graduate life-, college-, and career- ready. Students achieve this through **creating a culture that empowers, teaching that engages, and technology that enables**. New Tech Network also has at its core Project-Based Learning with a focus on 21st century skills, leveraging one-to-one technology to meet outcomes of critical thinking, oral communication skills, written communication skills, working in groups, access to technology, dual-credit/college courses, and internships. Giving high school students access to college courses gives them experiential knowledge of the rigor and demands of college within a structured and supportive environment.

All AGS students have a **prescribed and rigorous core curriculum**. Requirements are:

- four years of English
- four years of Social Studies
- Physical Science, Biology, Chemistry & Physics
- Algebra I, Geometry, Algebra II, & Pre-Calculus OR Geometry, Algebra II, Pre-Calculus, & Calculus
- four years of either Spanish or Mandarin Chinese
- four years of Global Seminar, an inter-disciplinary course

Such a curriculum, coupled with the ISSN and New Tech's modes of performance-based assessment, a student-driven learning environment, and rigorous content-specific, interdisciplinary learning, will address the key components of Conley's career readiness skills.

9. Identify a timeline to achieve a successful implementation.

September 2010	Initial High School Team Formation
October 2010 - November 2010	<p>Planning and visits to the following school sites: Walter Payton College Preparatory High School (Chicago, IL)</p> <ul style="list-style-type: none"> ▪ New Tech School of IDEAS at Decatur Central (Indianapolis, IN) ▪ New Tech at Wayne HS (Ft. Wayne, IN) ▪ Columbus International HS (Columbus, OH) ▪ Eastside Memorial Global Tech HS (Austin, TX) ▪ Academy for Global Studies at Austin HS (Austin, TX)
October 14, 2010	University of Cincinnati Meeting (for collaboration)
December 1, 2010	Parent Meeting
December 2, 2010	New Tech Readiness Visit
December 8, 2010	Parent Meeting
December 13, 2010	Board Presentation
January 4, 2011	Board Approval
January 14, 2011	Cincinnati Financial Meeting
January 18, 2011	Forest Park City Council Meeting
January 25, 2011	8 th Grade Student Recruitment
January 26, 2011	Parent & Community Meeting
January 27, 2011	Forest Park Chamber of Commerce Board Meeting
January 28, 2011	New Tech @Arsenal Executive Tour (Staff & Community)
January 29, 2011	Parent & Community Meeting
February 15, 2011	Asia Society ISSN Visit
February 16, 2011	8 th Grade Student Recruitment
February 17, 2011	Parent & Community Meeting
February 22, 2011	8 th Grade Student Recruitment
March 7-10, 2011	New Tech Leadership Residency
March 8, 2011	Forest Park Chamber of Commerce Meeting
March 13-15, 2011	New Tech New Teacher Shadowing
March 20-22, 2011	Asia Society ISSN Leaders Conference
April 8, 2011	New Tech @Arsenal Executive Tour (Staff & Community)
April 13, 2011	Asia Society ISSN Coach Visit
April 26-27, 2011	Asia Society ISSN On-Site PD
June 20-24, 2011	New Tech New Schools Conference
July 5-9, 2011	Asia Society ISSN New Schools/Partnership for Learning Conference
August 17, 2011	Academy of Global Studies @Winton Woods High School opens

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

Winton Woods High School should be awarded an Innovative Programs grant because:

1. It is well positioned for transformation. The district has been “cultivating a world-class education” for several years by focusing on 21st century skills and global competencies. It has successfully implemented a K-12 Positive Behavior Supports system; offered a continuum of career-technical and foreign language courses (Spanish and Chinese), beginning in grade 3, and provided professional development opportunities in technology and global education.
2. Our students lag in achievement, according to recent student achievement data. Our local report card had a continuous improvement rating and AYP was “not met”. ACT and SAT scores are well below the state and national averages. This model will fully engage students, increase their ability to think critically across disciplines, and take responsibility for learning.
3. We have a team of high school educators that have developed over several months a well-planned school-within-a-school, the Academy of Global Studies @ Winton Woods High School, whose goals align with the goals of New Tech Network and the ISSN of the Asia Society. Based on research, school visits, and commitment, the high school team believes this model has the power to transform teaching and learning for a student body that is culturally and economically diverse. Their enthusiasm and dedication are contagious.
4. There is widespread support for this Innovative Program. Our Chamber of Commerce, Parent Teachers Association, Winton Wood Teachers Association, and Board of Education support this model as being “innovative”, “grass-roots”, “compatible with business needs” and “able to prepare students for a 21st century global economy”.
5. Our district would benefit tremendously from receiving this financial award. Winton Woods City School district serves a bedroom community that has little business tax base, modest housing values, high tax rates, and a changing student population. This grant would have a profound impact on our student achievement, staff enthusiasm, and community support for our schools.

SECTION D

Please include LEA Name, IRN#, and proposed Innovation Program information at the top of this table. Include a breakdown of the annual expenditures anticipated in each budget category during each grant-year that equals the total dollar amount of the innovation program selected.

Proposed Innovation: Winton Woods City School District, IRN #0440081 Academy of Global Studies @Winton Woods High School					
Budget Categories	FY2011	FY2012	FY2013	FY2014	Total
Salaries (100)	73,600	75,000	80,028	81,485	\$310,113
Retirement/ Fringe Benefits (200)	17,500	17,850	18,207	18,571	\$72,128
Purchase Services (400)	32,000	28,000	30,000	10,000	\$100,000
Supplies (500)	80,140	80,140	80,140	80,140	\$320,560
Capital Outlay (600)	169,100	135,500	135,500	135,500	\$575,600
Other (800)	266,000	199,500	158,000	93,000	\$716,500
9. Total Costs * Does not reflect in-kind contributions from district – See Detail Below	\$638,340	\$ 535,990	\$501,875	\$418,696	\$2,094,901*

BUDGET DETAIL
ACADEMY OF GLOBAL STUDIES @WINTON WOODS HIGH SCHOOL
WINTON WOODS CITY SCHOOL DISTRICT, IRN #044081

	FY2012	FY2013	FY2014	FY2015	TOTALS
Salaries (100)					
Teacher Stipends Supporting Tutoring - Saturday School, 36 weeks @2 hours @ 25.00 per hour	3,600	3,600	7,200	7,200	
Collaborative Partnerships Coordinator	70,000	71,400	72,828	74,285	
Total - Salaries (100)	73,600	75,000	80,028	81,485	310,113
Retirement / Fringe Benefits (200)					
Collaborative Partnerships Coordinator	17,500	17,850	18,207	18,571	
Total - Retirement / Fringe Benefits (200)	17,500	17,850	18,207	18,571	72,128
Purchase Services (400)					
ISSN Consultant / NTN Teacher Travel	32,000	28,000	30,000	10,000	
Total - Purchased Services (400)	32,000	28,000	30,000	10,000	100,000
Supplies (500)					
Furniture - Tables, 14 per room @ 380 each	31,920	31,920	31,920	31,920	
Furniture - Chairs, 28 chairs per room @ 65 each	10,920	10,920	10,920	10,920	
Furniture - Storage Cabinet - 6 rooms @ 400 each	2,400	2,400	2,400	2,400	
Technology - IP Phones (6 classrooms)	2,400	2,400	2,400	2,400	
Technology - Software Licenses / Student Management – dyKnOW	15,000	15,000	15,000	15,000	
Technology - Software Licenses / Multimedia	5,000	5,000	5,000	5,000	
Technology - Student Response Systems (125 units)	12,500	12,500	12,500	12,500	
Total - Supplies (500)	80,140	80,140	80,140	80,140	320,560
Capital Outlay (600)					
Technology					
Technology - Notebooks, 125 units@ 700 ea	87,500	87,500	87,500	87,500	
Technology - Interactive Whiteboards / Projectors / Document Cameras + installation (6 classrooms)	17,500	17,500	17,500	17,500	
Technology - Infrastructure - Switches/Access Points/Wiring	25,000	5,000	5,000	5,000	
Technology - Laptop Storage Carts - 6 classrooms	9,000	9,000	9,000	9,000	
Facilities					
Renovation of Classrooms – NTN specifications	5,000	12,000	12,000	12,000	
Flooring Upgrade - NTN Classrooms	15,000				
Electric Upgrade	4,500	4,500	4,500	4,500	
Upgrading Security - Digital Cameras	5,600	0	0	0	
Total - Capital Outlay (600)	169,100	135,500	135,500	135,500	575,600
Other (800)					
New Tech Network Fee	175,000	125,000	75,000	75,000	
Asia Society Fee	91,000	74,500	83,000	18,000	
Total - Other (800)	266,000	199,500	158,000	93,000	716,500
Total Budgeted Costs	638,340	535,990	501,875	418,696	\$2,094,901

**BUDGET DETAIL - CONTINUED
 ACADEMY OF GLOBAL STUDIES
 @WINTON WOODS HIGH SCHOOL
 WINTON WOODS CITY SCHOOL DISTRICT, IRN #044081**

WWCS - In Kind Contributions

Program Elimination (WWHS Industrial Technology Program – General Fund)	100,000	100,000	100,000	100,000	
Permanent Improvement Funds	20,000	20,000	20,000	20,000	
RttT Funds - Teacher Effectiveness	15,000	15,000	15,000	0	
Title II Funds (for Professional Development)	25,000	25,000	25,000	25,000	
Total In Kind	160,000	160,000	160,000	145,000	\$625,000
Total Grant Costs	478,340	375,990	341,875	273,696	<u>\$1,469,901</u>

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.keeper@ode.state.oh.us no later than **Friday, May 20, 2011**.*

Questions may be directed to

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