



Ohio's Race to the Top Innovative Programs Grant Application

Application Period- March 11-May 20th, 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="text-align: center;">Jackson Local Schools</p>	<p>b) Name of School(s):</p> <p style="text-align: center;">Jackson High School</p>
<p>c) Superintendent of Schools: (or equivalent)</p> <p>Name: Cheryl Haschak</p> <p>Address: 7602 Fulton Dr. N.W. Massillon, Ohio 44646</p> <p>Telephone: 330-830-8001</p> <p>Fax: 330-830-8010</p> <p>Email: csh2jc@jackson.sparcc.org</p>	<p>d) LEA RttT Contact:</p> <p>Name: Linda M. Salom</p> <p>Address: 7602 Fulton Dr. N.W. Massillon, Ohio 44646</p> <p>Telephone: 330-830-8001</p> <p>Fax: 330-830-8010</p> <p>Email: lms2jc@jackson.sparcc.org</p>
<p>e) School Vision:</p> <p>Our vision of the future is Striving for Excellence . . . which means students achieving their highest potential, inspired by teachers who are making a difference, encouraged by parents who are providing support, and empowered to action by a community working together to ensure that every child realizes his/her dreams.</p>	<p>f) School Mission:</p> <p>In the Jackson Local School District students are our first priority. Our purpose is to create a learning environment that</p> <ul style="list-style-type: none"> -helps all students meet or exceed state standards, -provides responsive and appropriate intervention -promotes student leadership, -encourages meaningful parent and community involvement -provides real world learning experiences, -respects individual and cultural differences, and -provides a rigorous student-centered

	curriculum
<p>g) Primary Goals of School:</p> <ul style="list-style-type: none"> ▪ Make students our first priority ▪ Provide all students with proper resources, encouragement and time to learn ▪ Prepare students for citizenship in the 21st Century ▪ Develop opportunities for life-long learning ▪ Provide students opportunities to learn in different ways to meet individual needs. ▪ Members of our learning community will provide students with effective models of citizenship ▪ Provide a safe and caring learning environment ▪ Encourage collaboration with and among students, staff, parents, and community 	<p>h) Teacher/Student Ratio:</p> <p>M.S. 1/23</p> <p>H.S. 1/24</p>

PLEASE NOTE: In you enter into a collaboration with another LEA, please mark with an * who the FISCAL AGENT will be if selected for one of the competitive grants.

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

Linda M. Salom, Secondary Curriculum Coordinator, Jackson Local Schools

Dr. Richard Dinko, Assistant Principal, Jackson High School

Mrs. Cheryl Haschak, Superintendent, Jackson Local Schools

2. SCHOOL PROFILE

STUDENT INFORMATION	
Grades served: K-12	
Enrollment (total number of students served in school applying for Innovative Program):	
Grade Level	Enrollment
Pre K-5	2462
6	478
7	515
8	441
9	496
10	440

STUDENT INFORMATION		
11		523
12		380
Ethnicity and gender data (% of enrollment):		
Black: 1.7%	White: 91.7%	Male: 50.85%
Asian/Pacific Islander: 3.3%	American Indian/Alaska Native: 0%	
Hispanic: 1.1%	Multi-Racial: 2.1%	Female: 49.15%
Percent of students eligible for free/reduced lunch: 15.1%		
Percent of students identified as special education: 9.5%		
Names of current competitive grants LEA has been awarded (2010-2011):		
International Outreach grant (ODE);		
Please attach 2009-2010 school Report Card: attached		

Section B

1. Please check circle(s) next to the specific Innovative Program(s) for which you are applying. Prioritize your preference order to the right of the program, with "1" being your first priority. **A separate application must be submitted for each Innovative Program.**

- Asia Society (International Studies Schools Network)** 1
- AVID *** _____
- Early College High School** _____
- New Tech Network** _____
- STEM*** _____

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

Section C

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

- 1. Identify your selected Innovative Program and the reasons for selection.**

Asia Society (International Studies Schools Network)

Jackson Local Schools is applying for the ISSN award to help further the global study initiatives and outreach programs which the district has been promoting for a number of years. As part of a district strategic plan goal of focusing on 21st Century skills for our students, our high school has been developing a focus on project-based learning, authentic learning activities such as internships, and a global focus on studies. In the past four years the district has

- Partnered with the ODE and the College Board to bring visiting Chinese teachers to work at our high school and middle school
- Collaborated with another school district to bring a visiting Spanish instructor into instruction at the 6th grade level of the Middle School
- Received the designation of Confucius Classroom through the University of Akron's Confucius Institute in February, 2011.
- Has extended high school credit for the initial year of study for world languages, including Mandarin Chinese, at Jackson Middle School
- Has formed a three school collaborative to bring the International Baccalaureate Program to Jackson High School. The second year of implementation will have 109+ students.
- Has formed a Sister-School partnership with Jiaozhou Number One High School in Shangdong Province in China. Teacher and student exchanges have been initiated.
- Was selected as one of only six high schools in the United States to work with the East-West Center in Hawaii to host visiting Chinese Teachers in the 2011/2012 school year.
- Was selected by the East-West Center to be a participating high school in a "Global Schools for Local Action" project funded through the U.S. Dept. of Education.
- Has sent seven administrators and teachers on College-Board and ODE sponsored trips to China
- Recently sent three staff members to visit an ISSN school - Independence High School in Charlotte, North Carolina

All of these efforts have individually promoted global outreach. However, what Jackson Local Schools needs is to have a coordinated curriculum with emphasis on International studies and global awareness to pull all of these efforts into a focused program that will ensure our students become global scholars. The Asia Society ISSN seems an ideal fit for the efforts already begun and will be a way to ensure the continuation of these efforts. Taking a school with-in-a-school approach, we would like to create an International Studies Academy which will have universal global studies explored in 6th grade at Jackson Memorial Middle School and culminate in an International Law and Issues Class at the Senior Level.

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

Jackson Local Schools has been involved in a continuum of school transformation strategies for a number of years.

Seven years ago, a Curriculum Council of H.S. and M.S. teachers and administrators used ODE school reform strategies to develop five year Continuous Improvement plan which helped transform both buildings into units which focused goals based on data-decision making and standards-based progress reporting.

Six years ago, the district worked during a year-long study with Dr. Thomas Guskey to study grading and reporting methods and has worked to institute standards based scoring guides at M.S. and H.S. levels, standards-based progress reports at M.S. and H.S. levels, and non-graded elementary progress and interim reports.

Four years ago, the high school focused on the concepts of and training of staff members in the development of Professional Learning Communities. Training was provided through a partnership with a trainer from the University of Akron. All district instructional levels now work through PLC structures in professional development activities. Most work has been accomplished on student waiver days and in after-school sessions, but a goal of the district is to have building master schedules build in structured PLC time daily beginning with the 2011/2012 school year.

In 2006/2007, the district participated in the state sponsored Senior-to-Sophomore Grant program to develop Dual-credit class offerings and institute the International Baccalaureate Program with two collaborative Stark County Districts. JHS now offers Math and Language Arts Dual Credit classes to seniors. The IB program will be in its second year of implementation in 2011/2012 with both Diploma Programme and Certificate Class options.

In 2007, the Middle School Administrative and Teacher Leadership Team applied to the ODE to become a participating district in the *CLC* program through the Ohio Dept. of Education that partners in school reform strategies with the University of Kansas. Six teachers and administrators participated in summer training at the University of Kansas – the purpose being to design school reform initiatives around the CLC program. Two Middle School teachers have been trained to be Instructional Coaches to reform instructional strategies through Unit and Lesson organizers; they are provided release time and schedule adjustments to be able to co-teach and model teach with district teachers to help provide directed, skill-based intervention to all students, particularly those at-risk of failure.

In addition to professional development initiatives, a good example of our capacity to change structure is seen in our development of a school-within-a-school for the performing arts. Staff and administrators have worked for ten years to organize and offer courses for students wishing to focus on visual or performing arts. The Jackson School for the Arts offers specialty classes for these students and fluidly integrates those class offerings into the regular curriculum offerings but always with an artistic perspective. This is a good model for us to start as we structure an international academy for a segment of the JHS student body.

The Visiting teachers from China, development of our Mandarin Chinese classes, visiting teachers through the East-West Society, participation in a “Global Schools for Local Action” program through the East-West Society, a visiting teacher from Spain, becoming a Confucius Classroom, and the Sister-School agreement were all described in answer to number one.

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

One of the best examples that can be given to demonstrate Jackson Local Schools capacity to ensure successful implementation is our track record on implementing previous initiatives. Our administrative team and teachers follow a project through a long course of changes. It is the policy and practice of the administrative staff to set goals through the CIP process and to focus on those goals through pilot programs, gradual implementation, full implementation and finally evaluation and revision of program goals.

A prime example of this is the work that has been done and continues to be done is on grading and reporting. The district has worked for ten years on the process of implementing non-graded, progress based reporting methods. The work began with district studies and parent input to create non-graded Kdg. And first grade progress reports during the 2000/2001 school year. The work continues as 2011/2012 will be a year where standards-based interim reports will be sent home with 7th and 8th grade students. As a part of a five year CIP effort, the advisory council has persisted steadily in the implementation process. All district buildings have studied and learned about grading based in progress and process and it has become a basis of reports to parents, interim reports on grades, parent on-line reviewing, and daily conversation and practices. Currently, all teachers are typing questions on common assessments back to standards and objectives that are reported on the standards-based interim reports and grade cards.

Another example is the work to implement the CLC reform process at JMMS. The study and implementation has already taken three years of challenging work. It has been written into the CIP as a prioritized strategy and will take at least another three years before full implementation is achieved. The staff and administrators practice staying to a course and not being detoured by every new initiative that comes along. They are focused on a goal and the efforts that need to be put in to reach a goal. All professional development time is dedicated to further the CLC initiative.

The same process is used in each district building and coordinated through the Central Office. Through RttT, a district focus is to train teachers for leadership (in an after-school seminar structure) by learning and applying Marzano effectiveness strategies in the school day. Participating teachers and their building administrators are studying and working on strategies together in cohort groups.

An integral piece of work that is being completed this spring by the district administrative team is the restructuring of the building school day. Each building principal is working with central office staff and to develop a daily schedule which allows for grade level common planning and time for push-in services for intervention or enrichment. Common planning time will allow for professional learning community work time being built into the daily and weekly schedule. Data driven decisions about appropriate instruction will be generated during these PLC times on a schedule created by district and building leadership teams.

CCIP funds and other district staff development monies are always dedicated in a coordinated effort to reach the CIP goals that are selected by the planning committees.

The Race To The Top strategies for each assurance area were written to support and extend effectively the efforts of the CIP goals as much as possible. The emphasis on training through Marzano's eight strategies – a key part of our RttT Scope of Work - supports the efforts that were already established in prior Continuous Improvement Plans.

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

The Jackson High School and Middle School cultures have had a target goal of promoting global initiatives and programs for the past decade – building continuous improvement plans and the district strategic plan have integration of cultural awareness and graduate preparedness to work in a world economy as major goals. Through various connections and outreach programs, the administration and staff of these buildings have made strides to physically and electronically connect our students and educational community to other educational and business entities around the world. The reasons the Asia Society promotes its International Studies School Network to the rest of the world; i.e. to understand Globalization of the Economy, Cultural diversity, the need for global Citizens and to understand issue of global significance are the very reasons that Jackson High School has developed international outreach programs such as the Confucius classroom project and has implemented the International Baccalaureate Diploma Program at our high school and why we will expand IB into the Middle Years Program when the opportunity presents itself.

While we recognize that some educational concepts promoted through the IB programs may not be implemented with all students, the school leadership believes that the concepts of being a global citizen, needing to understand fully their place in that global economy, why cultural diversity needs to be understood and respected, and why issues of global significance must be faced by everyone are critical for all Jackson students. We want to provide more opportunities for students to learn about other cultures and to expand choices for them to do so. We believe that developing a 9-12 International Academy – using a school-within-a-school frame work – which integrates cultural studies through study units at the lower grades and full course offerings such as International law and ethics or a study of systems and societies (IB connected) at the high school level will help us more fully prepare our graduates to be college ready (through high academic expectations) and productive world citizens. Because course offerings such as these would be required for all students enrolled in the International academy but also available to any interested student, the schools would provide opportunities to all of the student body. The Asia Society (International Studies Schools Network) program will integrate into our current SOW through Race to the Top by providing a research-based program that focuses on project-based learning, real-world experiences such as internships and community service, and helps us develop our students into leadership, responsibility roles.

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

The goals of the Jackson Local Schools RtT program are to implement new core standards and revise existing local curricula to align to those standards. By revising practices and instructional strategies to look at ways that formative assessments will drive instruction and that project-based learning can be integrated into our assessment system, our students will get more authentic types of experiences and be better prepared to leave school college ready and work-field ready. The ISSN school design – with its emphasis on having students produce work that demonstrates their involvement in learning and keeping records (data) through the GPS – is a perfect fit with our data and learning goals. The ISSN has curriculum frameworks and tools to add rigor and integrate international content and skills that will further the work the district has begun with its international outreach programs (ODE visiting Chinese teachers, Confucius Classroom, East-West Society program, International Middle School Grant) The focus on increased rigor for students is exemplified by our implementation of the International Baccalaureate program, dual-credit college class offerings with local universities (Kent State University, University of Akron, Walsh University, and Malone University), and increased numbers of AP class offerings.

Because course offerings in the International Academy and other rigorous courses such as these would be required for all students enrolled in the International academy but also available to any interested student, the schools would provide opportunities to all of the student body. The Asia Society (International Studies Schools Network) program will integrate into our current SOW through Race to the Top by providing a research-based program that focuses on project-based learning, real-world experiences such as internships and community service, and helps us develop our students into leadership roles.

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

The ISSN program will be sustained as a school-within-a-school concept with specific taught units and course offerings. But, it will also be sustained by the fact that the core courses required for students in the ISSN network schools are focused on national core standards. The International Academy students will be meeting state and local graduation requirements within the requirements of the ISSN program. Also, the course will be optional studies for all Jackson High School students.

Jackson already has a School for the Arts that integrates into regular class offerings with specific classes for the fine arts electives. This model would be used to structure the International Academy initially and then have it more fully developed over the course of the grant to create exploratory outreach programs at the 9th and 10th grades, internships at the 11th and 12th grades and a final capstone project through the GPS systems at the 12th grade level.

Another sustaining point for The International Academy is that classes through ISSN's curriculum framework offered at the freshman and sophomore level will be courses available to students anticipating entrance into the IB Diploma program or as an International studies academy which extends through 12th grade. The number of students potentially impacted by the global studies will be significant.

For students who choose to go into the IB Diploma Program, the capstone project would be the Extended Essay. For Academy students, the Portfolio project would have an emphasis on globalization – economy, environment, or government. To sustain the efforts of the program, we would build the elements of the innovative programming into regular offering for students at the end of the grant timeframe.

The administrative staff would consider using the format of the GPS as a general format for all JHS students – regardless of the selected track of study while in high school. Developing a system of instruction that promotes project-based learning and collection of evidence as proof of work is one of the goals of our district strategic plan and the Jackson High School Continuous Improvement plan.

Another support to sustain the program is the World Language Community Advisory Board. Formed in 2009, this board of business leaders, students, and school staff has quickly become an innovative group which supports the World Language staff in outreach programs. One goal of the Advisory Board is to help develop local but global business connections with students who want to work internationally but live locally. They will welcome the opportunity to be part of the ISSN network of businesses who want shadowing and internship opportunities. They see the future of their businesses in our local area being tied to effective connections with our schools. The WLCAD has already planned an introductory business/school awareness night in October 2011 to start the process of connecting Jackson High School students to local employment opportunities. All of their work and anticipated financial support would help sustain an International Academy at JHS after the initial grant money runs out.

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 ?

One potential challenge for our district will be the implementation timeline. With all of the requirements written into the Scope of Work of RttT, the first year of the grant would need to be a year of planning and exploration of ideas as we institute the Professional Development requirements for the existing Race to the Top requirements. Once the patterns of RttT Professional Development are established during the first semester work in the 2011/2012 school year, we will be ready to do staff development and outside training to create the instructional program and then move through the implementation process of the ISSN. Looking at the sample timeline, this seems doable.

An opportunity more than a barrier is the selection of the individual who will be the program director. It will necessitate some creative use of existing personnel time for a staff member to coordinate the ISSN's program of staff development and curriculum work. Because there are significant cuts to state foundation monies in Ohio, this work assignment will be given to a person with good communication skills, great work ethic, and considerable community contacts. Any staff member accepting this role will be relinquishing other jobs and those will have to be assigned to other staff members who already have considerable work to do each day.

At first the short turn-around time for application did not give the district representatives time to visit existing Asia Society ISSN network schools to see examples of curriculum and scheduling. We anticipated that the timeline of implementation might need to be adjusted throughout the course of the three years to account for this difficulty. However, with the extended deadline of May 20th, 2011, three members of the Jackson Local Schools curriculum team were able to arrange a visit to The International Academy at Independence High School in Charlotte, North Carolina. This International Academy is one of the three original programs developed by the Asia Society. During this visit, Jackson Local Schools representative had the timeline of work and implementation of the program detailed for us. We were able to assess the amount of work needed to implement the program and provide staff development. We learned first hand from students what an international spirit of study looks like and how much it positively impacts students and faculty. We now understand how project-based learning can be implemented in all courses. All of us were more satisfied that implementation would add to the viability of our high school offerings and not be overwhelming for the faculty or students to implement the program at a high level of performance.

Additional difficulties could be the staffing issue unless student course numbers are maintained at an acceptable level. School funding issues in the next four years will be critical to how the district can sustain the course offerings. Even with these factors creating some barriers, the administrative team and high school staff are excited about this opportunity and welcome the challenges that having the International Academy will present.

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

The Jackson Local Schools community represents a cross-section of cultural backgrounds and professional activities that is reflective of the changes being experienced across the United States and the world in this 21st Century. More than 47 languages and dialects are spoken in our student homes. Where only English is the spoken language, the parents often have professions which provide interaction with other cultures and business connections in other countries. Our parents, as a whole, understand the need for their children to become knowledgeable, global citizens. It will be necessary for their personal and professional success as they graduate from high school, college, and work preparation programs that they understand how to interact in other cultures and be sensitive to other perspectives on behavior thought. Our parents and students expect to be provided opportunities to expand horizons within the school day, school year, and future.

Building connections with our community and business sectors has been the biggest challenge to our district. Projects or Programs which help us reach into the community and bring the community into our buildings are critical elements to our success and our students future in the 21st Century, but also the hardest initiatives to develop and sustain. The ISSN focus on developing student connections to businesses and the help they will provide us to accomplish that are so important. Educators are trained to teach but seldom trained to network effectively with community partners. The ISSN approach, with support and assistance from a trained coach will help district personnel become better community partners.

A program such as the ISSN gives the district a vehicle to provide these work and college readiness connections. Becoming a part of a developed curriculum – proven to be successful in forwarding a student’s desire to learn as well as academic skills – is very important to Jackson Local Schools. The administrative work is to provide our parents and students with a forward thinking, community-integrated programs of study which will prepare our students to meet the challenges of the 21st Century. We believe that becoming an ISSN school will help us meet that goal.

9. Identify a timeline to achieve a successful implementation.

Year one –

- Hiring of individual to be grant program leader (for at least 75 days)
 - Provide for professional development as school leader through the ISSN program
 - New Leader Intensive training (off site)
 - Leader Seminars (off-site)
 - School Site Visit – participate in visiting other schools
 - Membership in Asia Society’s Partnership for global learning.
 - The school leader (with aid of ISSN Coach) will conduct sessions in the spring and early summer of 2011/2012 for selected Academy staff and school leadership team to further acquaint them with the ISSN model, GPS software, international education and the resources to support their work, and to engage them in targeted school planning regarding the Academy school’s mission and vision, academic offerings, culture-building activities, etc.
- Leadership team selection – high school – with assistance from ISSN coach (25 assigned days)
 - Use the School Design Implementation Matrix to determine stages of needed strategy development
 - Community asset mapping and partner identification for the school ; Develop timeline for implementation
 - A School Study Tour (3 days) to an ISSN existing school
- Work with district leadership and ISSN Coach to recruit individuals to teach within the Academy structure
 - Network Peer Learning Opportunities
 - Summer of first year – begin introductory training of staff in the utilization of the ISSN Curriculum Frameworks, Literacy course curriculum, and other elective course frameworks.
- Recruit and select first class of students for first year of study (2012/2013)
- Development of shadowing experiences and internship guidelines

9. Identify a timeline to achieve a successful implementation.

Year Two –

- Professional Development opportunities for staff to meet with consultants from Asia Society to fully develop units of study and instruction
 - Summer Institute and National Conference (5 day seminar; seven individuals including building principal)
 - Leaders seminars
 - 25 days of on-going Coaching
 - Regional meetings (quarterly) for instructional staff and leadership team
 - Network Peer Learning Opportunities
- Select an appropriate unit of instruction (or class offering for a seminar) at each grade or educational level to begin to implement awareness of global issues. (possibly integrated into second semester offerings at each building); utilization of the ISSN Curriculum Frameworks, Literacy course curriculum, and other elective course frameworks.
- Continue to plan outreach activities into the Jackson community to build shadowing experiences and develop internship guidelines – with aid of ISSN coach and strategies.
- Prepare for and host site visit in Spring of first year of implementation.
 - three days at the school observing in classrooms, interviewing teachers, students, and parents, meeting with community partners, and compiling all of the observations into a report that will be shared back with the school staff.
 - The data from the site visit is then used by the school and their coach to set goals for the upcoming year and to examine areas of strength and challenge for the school's planning.
- Collect Data on student progress toward global competence and college readiness through the GPS software
- Recruit and select second class of students for entry and complete curriculum design for second year of study (2013/2014)
- Collect Data on perceived quality and effectiveness of ISSN school support services
- Participate in Opportunities of national-level action research initiatives if any are available.

9. Identify a timeline to achieve a successful implementation.

Year Three

- Professional Development opportunities for staff to meet with consultants from Asia Society to fully develop units of study and instruction
 - Summer Institute and National Conference (5 day seminar; seven individuals including building principal)
 - Leaders seminars
 - 25 days of on-going Coaching
 - Regional meetings (quarterly) for instructional staff and leadership team
 - Network Peer Learning Opportunities
- Integrate all developed units of instruction (or class offering and seminars) at each grade or educational level to fully implement awareness of global issues; utilization of the ISSN Curriculum Frameworks, Literacy course curriculum, and other elective course frameworks.
 - Fully implement outreach activities into the Jackson community to establish shadowing experiences and student internships
 - Conduct an Online Self-Assessment on the ISSN School Design Model: As a follow-up to the School Site Visit in the previous year, the school will have access to an online self-assessment that is linked to the ISSN School Design Model. Schools will administer the self-assessment and receive a full report that compiles the results. The school coach will work with the school to review the findings and to use them to guide school development planning and professional development.
 - Data Collection and Research:
 - Data on student progress toward global competence and college readiness will be compiled.
 - Data on perceived quality and effectiveness of ISSN school support services (customer satisfaction) will be compiled
 - Recruit and select third class of students for entry and complete curriculum design for third year of study (2014/2015)
 - Opportunities to participate in national-level action research initiatives are available.

9. Identify a timeline to achieve a successful implementation.

Year Four

- Professional Development opportunities for staff to meet with consultants from Asia Society to fully develop units of study and instruction
 - Summer Institute and National Conference (5 day seminar; seven individuals including building principal)
 - Leaders seminars – twice yearly; 25 days of on-going Coaching
 - New Teachers Summer Intensive – a 5-day hands-on seminar held at the school to introduce school faculty to the ISSN Graduation Portfolio System (GPS), ISSN Curriculum Frameworks, and to provide a facilitated opportunity for shared curriculum development for the school.
 - Regional meetings (quarterly) for school staff and leadership team
 - Network Peer Learning Opportunities and an Annual Network-wide GPS Seminar and Student Work Scoring Session.
- Integrate all developed units of instruction (or class offering) at each grade or educational level to fully implement awareness of global issues.
- Fully implement outreach activities into the Jackson community to establish shadowing experiences and student internships
- **School Site Visit will be conducted at the school:**
 - In the Spring, a team will spend three days at the school observing in classrooms, interviewing teachers, students, and parents, meeting with community partners, and compiling all of the observations into a report that will be shared back with the school staff.
 - The data is compared to the results from the site visit conducted in the first year of implementation to look at growth over time; is used to set goals, examine areas of strength and challenge for the school's planning.
- **Data Collection and Research:**
 - Compile Data on student progress toward global competence and college readiness; participate in national-level action research initiatives
 - Data on effectiveness of ISSN school support services (customer satisfaction) will be compiled

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

Jackson Local Schools is an excellent school district with a Nationally recognized Blue Ribbon High School. It has consistently ranked high among all of the high schools in the United States – as identified by U.S. News and World Report - for establishing levels of content rigor with the number of students taking and scoring well on AP courses. It has expanded rigorous offerings through Dual-credit classes in English/Language Arts, mathematics, and next year science. In addition, creative collaboration with two other high schools has provided Jackson the means to initiate an International Baccalaureate Program for junior and senior students. International outreach has been initiated with visiting teachers from Spain and China, selection as a Confucius Classroom school, and two sister-school agreements with Chinese high schools.

All of these programs have been accomplished with very limited financial support inside and outside of the general school funds. To expand these programs and move the global awareness of our student body and community to a higher level, to provide our students with activities and opportunities that bridge into the 21st Century, the district needs financial support and purposeful reform leadership from other sources. The Asia Society (International Studies Schools Network) program is a perfect addition to our curriculum program to move it forward to even more rigorous achievement goals.

The Jackson Community is a leader in Stark County for diversity of its population and employment opportunities. With the right support and programming, the Community and School District can become an example to all of Ohio on how to build global connections which will enrich the community and make it more attractive to families to come to Stark County and individuals to continue to live in Stark County. We strive to provide a 21st Century education for 21st Century residents.

Programs developed with the assistance of the Asia Societies ISSN network will help make the connections to a global education for our students and families.

SECTION D

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

Proposed Innovation:					
Budget Categories	FY2011	FY2012	FY2013	FY2014	Total
Salaries (100)	50,000	50,000	50,000	50,000	\$ 200,000
Retirement/ Fringe Benefits (200)	8,500	8,500	8,500	8,500	\$ 34,000
Purchase Services (400)	115,000	115,000	115,000	115,000	\$ 460,000
Supplies (500)	5,000	5,000	5,000	5,000	\$ 20,000
Capital Outlay (600)	16,500	16,500	16,500	16,500	\$ 66,000
Other (800)	5,000	5,000	5,000	5,000	\$ 20,000
9. Total Costs	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 800,000

RtT 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, April 8, 2011**.*

Questions may be directed to

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