

Ohio's Race to the Top Innovative Programs Grant Application Application Period- March 11-May 20, 2011

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

Section A

1. General School Information

a. Name of Applicant (LEA):	b. Name of School(s):			
Crooksville Exempted Village Schools	Crooksville High School			
*Morgan Local School District (fiscal agent)	Morgan High School			
New Lexington City School	New Lexington High School			
c. Superintendent of Schools: (or equivalent) Name: Kyle Newton	d. <i>LEA RttT Contact</i> : Name: Alea Barker			
Address:	Address:			
4065 School Drive	12400 Tunnel Hill Rd.			
Crooksville, OH 43731	Crooksville, OH 43731			
Telephone:	Telephone:			
740-982-7040	740-982-7010			
Fax:	Fax:			
740-982-3551	740-982-5087			
Email:	Email:			
Kyle.newton@crooksville.k12.oh.us	Alea.barker@crooksville.k12.oh.us			
e. School Vision : Our vision is to mold a safe, moral, ethical environment that provides the tools and support necessary to ensure that all students reach their full potential.	f. School Mission : Crooksville Exempted Village School District will provide all students the opportunity to achieve their highest potential to become educated, self-sufficient, and responsible citizens. We are committed to creating an educational platform that provides inclusive services for all students, including, intervention, acceleration, and technology & innovative programming. Our focused efforts for staff promote collaboration, embrace embedded professional development, and create a cohesive campus that provides students preschool through college/career-readiness within our educational structure.			

g. Primary Goals of School:	h. Teacher/Student Ratio:
	13:1

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 $\underline{March~10^{th}}$ Innovation Symposium :

Alea Barker, Director of Curriculum & Instruction

2. SCHOOL PROFILE

Z. 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		
6		
7		
8		
9	100	
10	93	
11	79	
12	85	
Ethnicity and gender data (% of enrollment):		
Black: 0.3%	White: 99.4%	Male: 55%
Asian/Pacific Islander: 0%	American Indian/Alaska Native: 0%	
Hispanic: 0.3%	Multi-Racial: 0%	Female: 45%
Percent of students		
eligible for free/reduced lunch:	51%	
Percent of students identified as special education:	14%	
Names of current competitive grants LEA has been awarded (2010- 2011):	N/A	

Please attach 2009-2010	
school Report Card:	

Section B

 Please check circle(s) next to the specific Innovative Program(s) Prioritize your preference order to the right of the program, with priority. <u>A separate application must be submitted for each International Studies Schools Network)</u> 	n "1" being your first
AVID *	
Early College High School	1
New Tech Network	
STEM*	
Other Proven Model (please list)	

*Priority may be given to the lowest-achieving 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.

Our identified innovative program is Early College High School for our three collaborating school districts; Crooksville, Morgan and New Lexington, respectively. Our high schools are geographically located in Perry and Morgan counties, which is the heart of Appalachia. Our student's opportunities for this type of program are limited in our current reality due to multiple factors such as, location, transition and finances. Research shows that the typical Appalachian student will forgo an opportunity in order to remain close to home and family, which for many students in our high schools includes their peer group. Thus, we submit our idea for a new Early College High School, using an Appalachian format to service our students. Our high schools have a strong need to accelerate our students towards college and career readiness in preparing students for post high school endeavors. Research shows that college graduates are a minority in our geographic region and unemployment rates are as follows; Perry County 12%, Morgan County 14%. Our school districts service many economically disadvantaged students. According to the latest FY2010 Cupp Report, our three school districts service a majority of poverty stricken students; these percentages are based on the economically disadvantaged status which is coded through our state system. Crooksville services 62.83%, Morgan 54.33% and New Lexington 58.04%, respectively. The offerings that the three collaborating school districts would obtain through the Early College High School programming such as;

- · creating a seamless transition between high school and higher education
- · providing guidance and support to students throughout their blended high school/college experiences
- · creating innovative strategies to better serve the intellectual and developmental needs of underrepresented young people

would align with the needs of our Appalachian district high schools and the students they serve. The targeted population for low income, first generation college attendees would certainly be fulfilled as noted with our economically disadvantaged population. Many students report through surveys that nobody in their family has attended college. The opportunity for a stable job after graduation is fleeting with the loss of industry, etc. Thus, the great need that the Early College High School can fulfill for our Southeastern Ohio students.

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

The following is a bulleted list of current transformational strategies in which our schools have been engaged. All strategies are currently ongoing.

- <u>Ohio Appalachian Collaborative:</u> Involved in the model for transforming rural education including the following six components; engaging all students in rigor, relevance and 21st century skills, Increasing STEM access, participation and performance and expanding access to workforce development opportunities
- <u>eTech's Podcasts for Assessment:</u> A grant from eTech that is designed for Ohio teachers to personalize and individualize learning through the use of information and communication technologies. This work is intended for students to demonstrate their understanding of the curriculum through podcasts as the product of an assessment.
- <u>ACT Explore:</u> The explore program is designed to help eighth and ninth graders explore a broad range of options for their future. It prepares students not only for their high school coursework but for their post–high school choices as well. These tests have been administered and we are currently in the process of delivering the results to students, parents, and educators.
- ACT QualityCore: High school students have taken rigorous end of course exams to assist with the focus on rigor, relevance and 21st century skills
- <u>Lincoln Interactive</u>: Lincoln Interactive provides students with an innovative, effective educational experience while utilizing state-of-the-art technology, an interactive and engaging curriculum, and the guidance and support necessary for success.
- <u>Transforming Teaching and Learning:</u> A transdisciplinary class being designed by a cohesive team of teachers designing the curriculum for 21st century skills, including collaboration, dual credit and utilized higher order thinking.
- <u>Dual Enrollment:</u> Students taking high school classes on our campuses and gaining college credit through established partnerships with colleges and universities.

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

Our capacity to implement an Appalachian Early College High School is substantially increased by our multiple district collaboration. We are committed to designing a structure that will fulfill the designs of the researched Early College High School and our Appalachian students. As committed partners, we have surveyed our respective staffs to identify teachers who either possess a master's degree in their subject area, or are willing to obtain a master's degree in their subject area. Our first two years of the grant will be focused on developing our faculty for the Appalachian Early College. Intense professional development will be offered and supported through our Ohio Appalachian Collaborative, supported by Battelle for Kids in our first two years of implementation of the grant (see appendix B). Our collaborative faculty will become a cohesive unit through study, design and planning for our early college students. The high school curriculum in mathematics, English and science for an Appalachian Early College student will be completed in their first two years of study utilizing curriculum compacting. Subsequently, the last two years of study will be entirely college level classes. Our ultimate goal is at the end of an Appalachian Early College High School student's career is they exit our campus with two diplomas, and ease into higher education. The assurance of our success is our commitment, our knowledge of our culture and our desire for our students to compete in the 21st century. We believe our students deserve these opportunities, regardless of their geographic location. We look forward to the challenges of this opportunity and will work as a collaborative team to move our high schools forward. We have developed powerful Professional Development

communities in our DLT, or District Leadership Team. This team is made up of district administrators, teachers and our superintendent. One of the current roles of the team is to head a development process involving self and peer reflection for teachers, which creates critical examination of practice several times throughout the year. The DLT would act as a support to the teachers involved in providing instruction to students, with observation of presented content and analytical critiques of instructional strategies, the strength of delivery methods and the rigor of content and appropriateness of tasks. Traditional evaluations by the building principal and occasional walk-throughs by other administrators and school board members would be utilized and would offer several perspectives as we work to create cutting-edge opportunities for our students. Beyond the DLT, teachers also have access to leadership supports, in the form of the building level team and a grade level team. meetings. The critique of multiple teams will provide accountability to the program and well as supports for improvement.

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

The ECHS model will mesh easily with our current high school infrastructures. Collaborative scheduling by the cohesive faculty team, with each respective high school principal, will enhance the ECHS experience for the Appalachian student. Students in their last two years of study will have the choice in their classes and location of which campus specific classes will be held. Our concept is for the Appalachian student to remain close to home, family and peer group while still completing the ECHS model. By collaboratively sharing our three school campuses, it allows ECHS students to gain the necessary curriculum for fulfillment of the ECHS requirements, but permits them to remain part of the daily social and curricular activities of their native high school, which is essential to the Appalachian student. This plan fits with the current scope of work for each respective school district, as well as, collectively as collaborative partners. We can offer much more to our Southeastern Ohio students than if we were working independently. The development of our proposed ECHS begins with our faculty and its development as a whole. (Appendix A) By utilizing our circle of support with the Ohio Appalachian Collaborative, Southeastern Ohio Teacher Development Collaborative, along with additional colleges and universities and EdWorks our model is a viable choice for underrepresented students of Southeastern Ohio Appalachia to achieve successes in their educational endeavors. Our support system allows the integration of an ECHS model to be an attainable goal for our 3 collaborative high schools, always keeping our Appalachian college and career student achievement at the forefront of our mission.

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

The sense of pride and tradition in the Appalachian community is one of its greatest attributes. As students at the high school level see success in working through the program, in the form of test scores and college/career paths, the community will embrace this change and be likely to encourage younger generations to push for the same amazing achievements. Our initial hope for the impact of this grant would be that it would serve as a model for our future course offerings and become a viable option for our Appalachian students. This model provides collaboration and innovation, which leads to our students developing 21st century skills and higher achievement. The model provides our staff with committed collaboration time embedded in their work day for maximum potential of developing critical thinking, problem solving, creativity, innovation, communication and collaboration activities for the ECHS students. Potential successes for students involved in this model would be the following; innovative thinkers, preparedness for the 21st century with a developed skill base, technology oriented, technology driven and critical problem solvers. Graduates of ECHS can potentially graduate from their respective high school with up to sixty hours of secured college credit Staff will feel success through empowerment as a developed team of professionals with benefits of collaboration around common goals, interdisciplinary unit design and alignment, experiencing teaching to 21st century goals and becoming leaders of innovative practice within their respective high schools as well as the collective ECHS. Changes in student learning will be focused around many of the aforementioned 21st century learning skills that will be offered to students through the incorporation of those skills into their daily routine. Student "normal" will be redefined to enhance their critical thinking skills to assist with their real world skill set.

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

Our sustainability plan focuses on our established partnerships in order to maintain the ECHS after RttT. The Ohio Appalachian Collaborative, which is endorsed by Battelle for Kids, will serve as a collaborative partner. The OAC/BFK will continue to support our endeavors by providing professional development which will enhance 21st century learning, as well as, innovative strategies for the classroom through formative instructional practices which will continue to propel our ECHS forward. The aforementioned collaborative proessional practice will ensure the faculty of ECHS remain current and well-researched in all innovative endeavors SEO-TDC, our second partner, is the Southeastern Ohio Teacher Development Collaborative which will continue to provide a system of support for our teachers beyond RttT. The SEO-TDC will provide college credit for our ECHS students, as well as, their teachers. These efforts are collaboratively supported and will be maintained after RttT by the following colleges and universities, which make up the SEO-TDC; Ohio University, Shawnee State, Rio Grande, Muskingum and Marietta. Our final collaborative partnership is an established partnership through Zane State and Washington State which will continue to offer college credit to our participative students. We are gracious to our partners for their support and look forward to our continued opportunities to work together in the future with sustainability after RttT. Additionally, the infrastructure of the ECHS will be maintained regardless of funding. The establishment of our ECHS will ultimately change the method in which some students obtain a diploma.

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 or barriers for our collaborative ECHS, we believe are minimal, but need recognized. First, ECHS models have only been implemented in urban areas. Obviously a crosswalk between current ECHS implementations and our proposed plan for the Appalachian ECS would need to be explored an unified. Our efforts of study and recognition of acceptable models would indeed be a huge portion of our initial work. We believe with cohesive planning, developing a forward thinking faculty and the knowledge that EdWorks offers, successful implementation or the Appalachian ECHS is secure. Secondly, a positive to our model is our collaborative effort of three school districts, however it could also be a potential barrier or challenge due to the existing individual structure that each respective high school exists within. By joining and creating our faculty for ECHS early in the process for collaboration and development, it will assist with paving the way to success Challenges for our students would include; accessible supports, meaning assistance with mobile devices when they aren't working outside the school day and interal motivation. Students enrolled in this model will perform better with some intrinsic motivation to maximize their opportunity. By giving students and families the knowledge and understanding of the benfits of the ECHS, hopefully the realization of benefit will increase the internal motivation.

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

Upon implementation of ECHS, the achievement bar will be raised for all students. This bar will also be raised for instructors, as colleagues seek to work together to improve general content rigor. Competition is part of our society and by giving our students a way to get this edge, on a level playing field, without the burden of cost, we will be not only be peaking their interests, but also harnessing their very human nature, to achieve. If students have access to high level college quality content, within their high school career, they will be free to explore their strengths and interests, with respect to future career and college plans. Thus ,we will see students who are better prepared to begin that path. All teachers involved in the program will be ambassadors of accelerated learning both personally and professionally. Students will find themselves un imtimidated by the "college experience", which is a distinct issue in Appalachia, Ohio. Students , will gain a sense of confidence after completing the ECHS program to move forward and complete their bachelor's degree work, easing that transition to higher education. This model provides collaboration and innovation, which leads to our students developing 21st century skills and higher achievement. The model provides our staff with committed collaboration time embedded in their work day for maximum potential of developing critical thinking,

problem solving, creativity, innovation, communication and collaboration activities for our students. Professional development can be delivered during the staff workday to achieve greater gains with the implementation of learned strategies. Potential successes for students involved in this model would be the following; innovative thinkers, preparadeness for the 21st century with a developed skill base, technology oriented, technology driven and critical problem solvers.

9. Identify a timeline to achieve a successful implementation.

Our timeline is progressive for our collaborative ECHS. Our core planning team has already met multiple times for organizational purposes, as well as, to discuss our goals with this project. Appendix B is a graphic of our model of design with specific actions in each year for faculty and students. All respective high schools are on board with the long-term goals of this project. We have plans to begin our curriculum compacting for prospective students in the Fall. Currently, we are working on identifying faculty for necessary trainings. Our hope is that trainings and staff development will begin in the Summer. Our intended Summer sessions will be spent exploring and discovering effective strategies, reviewing school design models specific to Appalachian students, as well as, team building activities for our faculty. We will welcome the guidance that EdWorks will be able to provide with the aforementioned endeavors. We have been aggressive in securing our partners, including our respective union membership. (see Appendix C) Our timeline is aggressive, but we believe our goals are attainable and our mission is clear.

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

Initially, we should be awarded this innovative program grant due to our collaboration of school districts, which are located in Southeast Appalachia Ohio, the poorest, most needy area of the state. Our students come from poverty, as documented by our free and reduced lunch percentages. Our Appalachian students deserve the same opportunities. We have students who want to attend college, but do not have the means necessary to do so(ex. money, transportation, home life, have work after school, etc.) Secondly, we have worked tirelessly to secure partnerships with colleges and universities (Appendix A) who will serve as our collaborative partners, and recognize the needs of our Appalachian students. Additionally, our partnership with Battelle for Kids and the Ohio Appalachian Collaborative for the development of our staff to ensure the highest level of professional development is delivered is well recognized. Finally, our willingness to collaborate amongst our districts, to suspend our individual beliefs and come together in the name of achievement for our Appalachian student is commendable and noteworthy. Our collaboration is about our beliefs, our desires and our intrinsic motivation for our studens to want more, be more, achieve more for the greater good and it is unending.

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)	12,000	12,000	12,000	12,000	\$ 48,000
Retirement/ Fringe Benefits (200)	2,000	2,000	2,000	2,000	\$ 8,000
Purchase Services (400)	117,315	115,083	103,288	76,693	\$ 412,379
Supplies (500)	13,033	13,033	13,033	13,033	\$ 52,132
Capital Outlay (600)					\$ -

Other (800)	11,372	11,508	10,329	7,669	\$ 41,238
9. Total Costs	\$ -	\$ -	\$ -	\$ -	\$ 561,749

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 Barbara Boone

Director, ONET Director, Office of

(Ohio Network for Education Transformation) Educational Reform

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