



## Ohio's Race to the Top Innovative Programs Grant Application

**Application Period- March 11-April 8, 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) <b>Name of Applicant (LEA):</b> Columbus City Schools</p>	<p>b) <b>Name of School(s):</b> Columbus International High School</p>
<p>c) <b>Superintendent of Schools: (or equivalent)</b> Name: Gene T. Harris, Ph.D.</p> <p>Address: 270 E. State Street Columbus OH 43215</p> <p>Telephone: 614-365-5000</p> <p>Fax: 614-365-5689</p> <p>Email: superintendent@columbus.k12.oh.us</p>	<p>d) <b>LEA RHT Contact:</b> Name: Keith Bell</p> <p>Address: 270 E. State Street Columbus OH 43215</p> <p>Telephone: 614-365-5777</p> <p>Fax: 614-365-6456</p> <p>Email: kbell@columbus.k12.oh.us</p>
<p>e) <b>School Vision:</b> Columbus International graduates self-aware and open-minded students with the courage to become leaders in our 21<sup>st</sup> century global society, using strong communication to reach across borders and collaborate with our neighbors, while using critical thinking to creatively analyze the complex issues and dilemmas that we face in our rapidly changing world.</p>	<p>f) <b>School Mission:</b> Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.</p>

<p>g) <b>Primary Goals of School:</b></p> <ul style="list-style-type: none"> <li>• To provide students the opportunity for in-depth language study and access to less commonly taught languages.</li> <li>• To develop a nationally recognized partial immersion program in French and Spanish for high school students</li> <li>• To provide a focused college-preparatory program and maintain 100% college acceptance and 95% college retention.</li> <li>• To provide students and teachers in Central Ohio the opportunity for educational and professional experiences abroad through thoughtful partnerships with schools and organizations in other countries.</li> <li>• To become a model for 21<sup>st</sup> century learning and a pilot for the Ohio Department of Education's new "international diploma".</li> </ul>	<p>h) <b>Teacher/Student Ratio:</b> 1:14.5</p>
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**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 10<sup>th</sup> Innovation Symposium:**

**Columbus City Schools**

**Attendees (both registered and walk-in) at the March 10, 2011**

**ODE Symposium on the Race to the Top Innovative Program Grants**

Name	Title
Dr. Gene Harris	Superintendent
Keith Bell	Deputy Superintendent – LEA Contact
Suzy Rhett	Executive Director, Curriculum Leadership and Development
Dr. John Farley	Director, Development
Rod Houpe	Chief Information Officer
Jacqueline Ralls	Director, School Improvement

Helena Dameron	Supervisor, Reading Curriculum
Sheila Scott	Director, Career Technical Curriculum
Twana Young	Director, Mathematics and Science Curriculum
Danny Graves	Director, Social Studies and World Languages Curriculum
Jill Dannemiller	Director, Federal Programs
Dr. Paul Lucas	Director, Instructional Information Services
Dr. Mary Jo Reinhard	School and Community Resources Coordinator
Nancy Butterman	World Languages Coordinator
Betsy Bhasker	School and Community Resources Coordinator
<b>School Level</b>	
<b>Name</b>	<b>Title and Location</b>
Ameer Kim El-Mallawany	Principal, International High School
William Doermann	Principal, Westmoor Middle School
Tim Donahue	Principal, Woodward Park Middle School
Daniel Martin	Principal, West High School

## **2. SCHOOL PROFILE**

<b>STUDENT INFORMATION</b>		
<b>Grades served:</b> 9 <sup>th</sup> (with 10 <sup>th</sup> – 12 <sup>th</sup> to be added as school grows, becoming 9-12 in the fall of 2013).		
<b>Enrollment (total number of students served in school applying for Innovative Program):</b>		
<b>Grade Level</b>	<b>Enrollment</b>	
Pre K-5	-	
6	-	
7	-	
8	-	
9	2010-2011 - 165	
10	2011-2012 - 365	
11	2012-2013 - 565	
12	2013-2014 - 765	
<b>Ethnicity and gender data (% of enrollment): 2010-2011</b>		
Black: 69%	White: 15%	Male: 50%

STUDENT INFORMATION		
Asian/Pacific Islander: <1%	American Indian/Alaska Native: <1%	
Hispanic: 14%	Multi-Racial: 1%	Female: 50%
<b>Percent of students eligible for free/reduced lunch: 79%</b>		
<b>Percent of students identified as special education: 10%</b>		
<b>Names of current competitive grants LEA has been awarded (2010-2011):</b> FLAP (Foreign Language Assistance Program), Adult Full Service Center, Alternative Challenge, International Education, Parent Mentor, School Psychologist Internship, High Schools that Work, ABLE, EL/Civics, Race to the Top, Carl Perkins Adult, Carl Perkins Secondary, Title II-D EETT, Refugee Children Impact, Title I McKinney Vento (Homeless), Title IA Literacy Initiatives, Youth START Excellence, Reading First, Hearing Impaired, OTIF Incentive Awards, Teacher Quality Partnership, NASA INSPIRES.		
<b>Please attach 2009-2010 school Report Card:</b> N/A First year for this school.		

## **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.

This grant proposal is for the adoption of the Asia Society's International Studies Schools Network (ISSN) school design model at Columbus International High School in Columbus City Schools.

Columbus International was founded as a new program within Columbus City Schools for the express purpose of providing an innovative model through which to achieve the aims of the district's mission, particularly "empowering students for success as citizens in a global community". In the school's first year, we have integrated this mission into our school culture, but more importantly, we have implemented innovative structures and programming that reflect our international focus based on research and best practice, including the work of the Ohio Department of Education's *International Education Advisory Committee*, the International Baccalaureate (IB) Diploma Programme, and the Asia Society's International Studies Schools Network (ISSN). This innovative approach and international focus manifests most strongly in Columbus International's rigorous world language program, innovative International Seminar and Capstone progression, teacher collaboration model, advisory program, and deliberate integration of Self-Regulated Learning principles. In short, we have selected the Asia Society's ISSN school design model as an innovative program because it is a model which our staff, students, and school community are bought into and a standard to which we hope we can hold ourselves accountable, not just as members of an innovative school reform movement, but as thoughtful participants and leaders in furthering reform ideas for internationalizing education and incorporating global competencies in thoughtful ways for students in low-income urban school districts.

Columbus International High School is truly a reflection of the city of Columbus and its increasingly diverse communities. Our students come from over 20 different countries, speak more than 15 different languages, and represent over 30 different middle schools. They are a truly diverse student body, bringing with them the voices of their individual neighborhoods and advocating for the needs not just of their local, but also their global communities. We know that this intersection of the local and the global is increasingly important here in Columbus. Even in our first year of existence, we have reached out to local organizations to make these connections real for our students. Our students have invited a local professor whose work on alternative energy in his native Senegal piqued their interest, they have visited and raised funds to help local shelters for victims of human trafficking, they have video-conferenced and spoken live with global health professionals working in Africa, and they have analyzed the possibilities associated with urban agriculture. Our partnerships with the Columbus Council on World Affairs, The Ohio State University's Office of International Affairs, and Tzu Chi, a local branch of a global service organization, have proven fruitful in generating opportunities for our students to live out an imperative focus of our school: globalizing the way we learn not just inside but also outside the classroom. The ISSN model both promotes and provides opportunities for systematizing and further pursuing these community partnerships and experiences.

Similarly, we look forward to the opportunity to network with like-minded schools as we aim to become leaders in international education in Ohio, the United States, and worldwide. Part of our school's vision for international education includes the idea of collaboration and networking with international partners and colleagues. As a member of the ISSN, Columbus International would benefit from best practices within the network in addition to the expertise provided by the Asia Society and its consultants and coaches. Our students and staff would look forward to the opportunity to not just inform their work by looking around at the other schools here in Columbus or in the state of Ohio, but all around the country, as we would make strong efforts to be a part of annual conferences and student events. Network schools could also provide opportunities for distance learning, one of the pillars of our school's design.

Finally, the ISSN model provides its own set of unique tools that will further allow us to sustain our model for innovative programming beyond the efforts of our enthusiastic founding staff. The Graduation Portfolio System (GPS) model in particular, and its associated online platform, provide a unique approach to assessment that retrains teachers to think in terms of not just the completion of a task, but the performance

associated with a task, and more specifically, the “evidence” that a student has mastered the objectives contained within the task. This tool provides a clear model for teachers to implement backwards planning in a way that forces the design of particular tasks and assessments to be clearly associated with skills whose mastery can be *objectively observed*. This ability to standardize assessments within our own school community and create a transparent mechanism for looking at student work allows for another aspect we know is critical to building a culture of continuous improvement: a staff-wide dedication to a cycle of improvement in classroom instruction.

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

Although Columbus International High School is in its first year of existence, we have nonetheless undertaken various reform ideas associated with transforming schools.

**Advisory Program** – Our emphasis on community goes beyond strong relationships with our students’ families and communities. Through our advisory program, we focus on building and strengthening our own school community. The advisory program at Columbus International provides the truly essential opportunity for students and staff to meaningfully connect in a relationship that is based on advocacy and academic guidance. Students meet in advisory once a week, with their advisors also serving as the instructors for their seminar courses during their 9<sup>th</sup> grade year. Advisors’ responsibilities include advocating for their advisees, serving as primary contact with their advisees’ families, supporting advisees academically, mentoring advisees, and offering help with setting goals.

**Literacy Focus** – Our focus on literacy manifests in four major strategies. First, we have redesigned our English curriculum to be based on longer texts and to involve significant independent reading of class-assigned texts both during the year, and during summer breaks. Second, we have focused on including significant emphasis on literacy skills in our content area courses, especially focusing on vocabulary development in mathematics courses and writing skills in our social studies courses. Third, we have begun a pilot of Scholastic’s Read180 program with twelve of our struggling readers. Fourth, we are designing a school-wide independent reading program to ensure students are constantly improving their literacy skills by reading on their own.

**Social Studies Redesign** – In an effort to more narrowly focus our social studies curriculum on 21<sup>st</sup> century skills and reflect the spirit of the new “fewer, clearer” common core standards, we have redesigned the first two years of our social studies program. Based on an inquiry model, students begin each of six region-based units with a contemporary question or dilemma that is both broad enough to relate to the most important themes, events, and movements from that region and the world’s history, and also specific enough to help students concisely develop an argument in response to the question or dilemma using those themes, events, and movements as evidence in their analysis. This approach encourages students to recognize not only the narrative aspect of history and the impact of historical events on contemporary issues and dilemmas, but also the connections between different regions, cultures, and peoples as they deal with the impact of the same historical events and contemporary issues and dilemmas.

**School Improvement Support Process (SISP)** – As part of Columbus City Schools’ implementation of this SISP informed by the *Instructional Rounds* model of Richard Elmore’s team at Harvard Graduate School of Education, Columbus International has participated in peer observations based on a collaboratively designed school-based “problem of practice.” We have continued this work by training all of our staff on making the kind of “fine-grained and descriptive” observations necessary to do the rounds work, and we plan on implementing a similar internal rounds process as part of our own professional development as a staff.

**Teacher Collaboration Models** – The design of our schedule prioritizes collaborative planning time, including the opportunity for teachers to work together in three separate teams that focus on 1) collaborative development of interdisciplinary curricula, 2) feedback and support regarding the curriculum planning process and in particular the integrity of unit assessments, and 3) feedback and support regarding instruction at the school-wide level. Weekly meetings in each of these three teams allow for maximum opportunity to have productive conversations about instruction, interventions for specific students, and curriculum planning.

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

**Internal Capacity**

The staff and administration at CCS, as well as the Columbus Education Association (CEA), are committed to successfully utilizing the RttT funds to transform the district. The district has the political expertise and human capital, including human resource experts, dedicated professional development staff, curriculum leadership staff, data analysts, budget and treasurer’s office support, principals, and teaching staff to adequately support the RttT Plan. CEA members and the district leadership will work together to implement the reforms.

CEA and CCS have had a long and productive history of collaboration to improve teaching and learning in order to increase student success. Often sustained for up to twenty years or more, programs developed through this collaboration such as Peer Assistance and Review (PAR), and the Reform Panel (the review board responsible for the fidelity of implementation of RttT) have gradually, yet dramatically changed the culture and the climate towards collaborative leadership in CCS.

CCS has a wide array of local corporate, foundation, and higher education support and will continue to engage these partners as we implement RttT. Over 200 businesses and civic groups partner with schools through the district’s Partners in Education program. CCS will also build on existing relationships with local institutes of higher education to increase innovative opportunities for students and professional development opportunities for staff that align with the RttT Plan. Some examples include: Battelle, the Bill and Melinda Gates Foundation, the KnowledgeWorks Foundation, United Way, Big Brothers Big Sisters, Nationwide and others which have all supported CCS schools to build the capacity of our teaching staff. These partners are dedicated to improving student academic achievement in CCS. Through these external resources, CCS has built a broad constituency of support in solving district issues that will continue to be tapped as RttT is implemented.

Columbus International High School was started through the collaboration of parents, teachers, district personnel, and community members, and this spirit of collaboration continues today. The school’s major partners are Columbus Council on World Affairs and The Ohio State University’s Office of International Affairs and Foreign Language Center. Through the Council on World Affairs, the school has had the opportunity to welcome world-class speakers to engage with students on relevant topics, and also provide vital training for staff and extracurricular opportunities for students. The Ohio State University’s Office of International Affairs has provided professional development opportunities for teachers, including a monthly *International Perspectives on Education* series featuring guests from other countries. In addition, Ohio State has committed resources and expertise, and we continue to explore possibilities in the future of enhancing our language programs and hosting interns through the university.

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

**International Seminar / Capstone Program** – The ISSN is in agreement with the IB Diploma Programme, the ODE, and other major organizations interested in high school reform when they emphasize the importance of a “body of work” and a major performance assessment as a culmination to the high school curriculum. At Columbus International, our “capstone” is the culmination of a five-semester progression of *International Seminars* designed to scaffold students with the necessary skills to successfully complete a major independent research project during their 11<sup>th</sup> and 12<sup>th</sup> grade years. Our international seminars are inquiry-based projects focused on international issues of relevance, and incorporate traditional, original, and participatory research skills, along with substantial writing and required presentations. This program has served as a model for our district’s own progression developed to fulfill the State of Ohio’s new capstone requirement. **The Race to the Top innovative programs grant will allow us to implement the ISSN model, using the Graduation Portfolio System (GPS) and the associated evidence-based framework for assessments as the backbone for our International Seminar / Capstone progression.** All of our International Seminars will culminate in assessments that use the GPS framework, and through this innovative method of assessment, we will have a much better chance of standardizing the International Seminar program that is the heart of our college-prep and 21<sup>st</sup> century skills curriculum. Furthermore, with the International Seminar program beginning as soon as students step foot on our campus, the Race to the Top innovative programs grant will afford us the unique opportunity to essentially “train” students and staff over four years to see the evidence-based assessment model as the standard for demonstrating mastery of content, effectively centering the academic culture of the school around a powerful and consistent framework for learning and teaching.

**World Language Program** – The ISSN graduate profile prioritizes proficiency in the four domains of language acquisition “in English and in one or more other language.” At Columbus International, we also start with this premise, requiring students to “major” in one world language (Spanish, Mandarin Chinese, or French) and “minor” in another, taking a total of at least six credits in world languages by graduation. In addition, roughly one third of our students are engaged in our language immersion classes, taking history courses in French or Spanish in lieu of the English version of that course. These students come from two K-8 immersion schools in the Columbus City Schools district and in some cases, bilingual Spanish or French-speaking backgrounds. **We will utilize the ISSN model and Race to the Top Innovative Programs grant to enhance our world language program in primarily two ways. First, we will take advantage of the network of ISSN schools that includes several with first-class world language programs, including some with nationally recognized language immersion programs.** Through networking via the annual Partnership for Global Learning conference and site visits to these schools, we will expose our staff to best practices and ideas for developing our own world language program. **Second, we will use the Race to the Top Innovative Programs grant to establish a world-class *Language Lab* at Columbus International High School.** This lab will include state-of-the-art computer stations with loaded language software, and will allow students to practice the immensely important listening and speaking domains of language study. Access to this lab through language classes at International will provide an enhancement of regular curricula, while extracurricular access to the language lab will allow students opportunities to independently study languages not offered at the school, and also to practice their language skills through individual exploration of media-based learning strategies. The language lab will also afford students the opportunity to watch television and videos and listen to music in the language they are learning. Finally, we plan to explore our fledgling partnership with The Ohio State University’s Foreign Language Center to provide undergraduate and graduate interns the opportunity to work in the language lab, provide tutoring, and serve as conversation partners.

**Teacher Collaboration Structure and Framework** – Teachers at Columbus International are among the most dedicated and innovative in Columbus City Schools. From the very beginning, we have based our work on a dedication to collaboration and reflection, particularly within the realms of school vision / academic outcomes, curriculum planning / assessment, and data analysis. We have made huge strides with respect to

our collective ability to have these conversations, but we still have a long way to go. **The Race to the Top Innovative Programs grant would afford us the opportunity to use the ISSN to support our teacher collaboration, as the ISSN purchased services provide a framework and coaching to enhance this aspect of our work, including 25 days of on-site coaching per year. Perhaps even more importantly, the ISSN model uses the Graduate Profile System (GPS) as a driver for professional learning conversations.** This concrete tool will fit perfectly as a fulcrum within the three realms on which we have focused for our own professional collaboration this year. First, the GPS is based on a set of performance outcomes in the six major content areas (math, science, language arts, social studies, visual and performing arts, and world languages), and therefore gives a necessary anchor and framework for conversations about academic outcomes and the vision for students within each academic discipline. Second, this content framework combines with the assessment model (the evidence-based online GPS tool explained previously) to serve as a starting point for conversations about assessment and backwards planning of curricular units. Finally, the GPS online assessment tool provides invaluable data to look at what students are actually learning, moving us to another level of data analysis way beyond combing through questions on state assessments and corresponding state standards. The ISSN model will help us bring our collaborative planning time to a new level of discourse around a consistent implementation of a proven model of teaching and learning.

**Partnerships / Outreach** – Perhaps more than any other aspect of school development, schools focused on global competence know that they must provide opportunities for students to reach out and connect to the world. At Columbus International High School, we are blessed to be in the heart of a very international city, and from the beginning we have explored partnerships and outreach opportunities. Our part-time Program Coordinator (volunteer) has worked within the curricular foci of the school and our International Seminars to invite guest speakers, arrange field trips, coordinate extracurricular and club opportunities, and build partnerships with local and global organizations. **Many ISSN schools have a full-time position dedicated to this kind of work, and through the Race to the Top Innovative Programs grant, we plan on similarly hiring a full-time Program Coordinator to continue and enhance our partnerships, outreach efforts, and programmatic offerings.** Particularly impressive has been the work our current Program Coordinator has done to arrange field trips within Ohio for our students to explore and engage in original and participatory research within the focus of their International Seminars. On April 8<sup>th</sup>, our students met with local government officials, visited social service agencies, got their hands dirty working on farms, engaged in hip hop workshops, made observations and collected data on neighborhoods and environments, and met with experts within the fields of study they are exploring through the focus questions in their International Seminars. With a full-time Program Coordinator, this extremely relevant work could extend to the multi-day trips we are planning for our 10<sup>th</sup> and 11<sup>th</sup> graders to Quebec and New York City, respectively.

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

**District**

During the past seven years, the district has demonstrated steady improvement by implementing several aligned initiatives including: Curriculum Guides, Pacing Guides, Assessment, Curriculum Review Team, SAIL-RTI Team, Mentoring, and limited PBIS training. In addition, the district continues to offer a wide array of expanded learning opportunities for all students beyond the school day. There has been a steady rise in the district's performance index (over 14 points since 2001) and also a steady increase in the district's graduation rate (GR) (a 19% increase since 2001).

Additionally, 99% of the district's teachers are highly qualified. The percentage of Nationally Board Certified teachers has increased 15% in 2009-10 and the district is in the process of implementing a Teacher Residency Program to increase recruitment, development and retention of new teachers.

While these initiatives have resulted in significant student achievement gains, they have not moved the district to the highest levels of achievement that it seeks nor to its vision of 100% student success. This next level of work focuses on providing rigorous, world class instruction for every student. Vision 2012 and Beyond contains the framework including instructional supports, School Leadership Teams, school feeder patterns and community engagement efforts that will drive district reform to the next level.

At the district level the differences for students by 2014 include a curriculum that goes more in-depth to allow for a stronger foundation in the early grades and more complexity and greater understanding of core content areas in the later grades. Student preparation for college and workforce readiness will include project-based learning and relevance to real world applications. Students will also have their enrollment K-12 mapped into feeder patterns designed to meet student's individual needs and ease transitions as they matriculate. Additionally, the district offers magnet or alternative schools to meet the interests of students in the areas of arts, international studies including Columbus International High School and its feeders, STEM, single gender and other programs. Strong neighborhood schools focused on the goal of college and career ready student preparation, supplemented by specialty schools open to students across the district, will create a culture of academic achievement and 21<sup>st</sup> Century skill attainment for each student.

### School

The staff utilizes CCS curriculum and supplemental materials that are aligned to OACS standards, including our pacing guides and benchmark assessments. Implementation and monitoring of the use of the district's adopted curriculum is done by the curriculum department during regular walk-throughs. Teachers use a variety of high yield, research-based instructional practices in all content areas. Daily instruction is enhanced by: increasing academic rigor; incorporating higher order learning tasks; and integrating technology. The district provides focused professional development resources and activities in all content areas, with high priority on Reading and Mathematics. Other types of professional development that are provided include: formative assessments; professional learning teams, culturally relevant pedagogy and data analysis protocols. All professional development is closely aligned with the building's Problem of Practice and its All School Improvement Plan (ASIP). The schools' ASIP focuses on a variety of areas, including math, reading, matriculation, and attendance.

At Columbus International, we focus much effort on using collaborative conversations centered on data to drive our work to increase achievement for all students. This essential cycle for improvement of instruction and assessment depends on consistent and meaningful sources of data that clearly indicate what students are actually learning. Based on incoming data from our current students, who have yet to take the Ohio Graduation Test, roughly 50% of our class of 2014 did not achieve proficiency in the Ohio Achievement Assessment in Math as 8<sup>th</sup> graders, and roughly 30% of them did not achieve proficiency in English. **The Race to the Top Innovative Programs grant would allow us the opportunity to use the ISSN model, which provides meaningful and authentic data about student achievement, upon which we could center our collaborative conversations and student interventions.** Using the Graduation Portfolio System (GPS) and its online tool for assessment, we will effectively have both a consistent and meaningful data source for analyzing student achievement, and the capability to revisit our own instruction through that tool. This systemic approach to instruction and assessment ensures that all students will receive the benefit of the ISSN model and particularly its innovative qualities. Furthermore, it will provide a blueprint for addressing students' needs when they are *not* meeting the performance outcomes outlined by the GPS, giving teachers a starting point for designing interventions in individual and common problem areas.

**Perhaps more importantly, the Race to the Top Innovative Programs grant would bring us an ISSN model that shifts the conversation away from "doing work" and "covering content" to 21<sup>st</sup> century skills and solving the complex problems that students of this generation will face.** As the newly adopted Common Core Standards suggest and as our district's Ends Policies dictate, students need to learn how to collaborate, communicate, be creative, and think critically. The ISSN model helps shift the focus for

teachers and students to these 21<sup>st</sup> century skills, and combined with the tools provided to make that shift real in the minds of teachers *and* students, pushes student achievement at Columbus International towards a reflection of how much students know and are able to demonstrate, rather than how motivated they are to complete a series of assignments. We hope that the authenticity of this approach will encourage students at all ends of the spectrum, as they begin to see the link between their performance as students and the level of academic success they achieve. To be specific, we often approach our students with special needs through a framework of “percent completion.” Using the evidence-based framework of the GPS, students with special needs would be able to understand not just “how much” they have *done*, but how what they know corresponds to the various aspects of their learning that they have displayed, and more importantly, how to display *more* learning.

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

Over the next four years, CCS is committed to using the Race to the Top (RttT) funds to strengthen the organization, drive reforms, and improve results for students from early childhood through preparation for post-secondary education and the workforce. The district is ready to move expeditiously to seize this historic opportunity to transform and implement reform through this additional financial support. In creating this plan, CCS is keeping in mind that RttT will be available for only four years, as well as ensuring transparency and accountability in the effective use of RttT funds.

CCS is taking a conservative budgeting approach to ensure all commitments can be met within the RttT allocation. In addition, once RttT tasks are completed, many of the initiatives can continue through the investment in human capital development, changes to the curriculum, and increases in data use through technology that the grant will fund.

CCS has established a strong foundation of community support. CCS will collaborate with the following to sustain and integrate the project into the district’s support system.

### **Partners in Education**

CCS enjoys a wide array of local corporate and foundation support. Over 200 businesses and civic groups partner with schools through the district’s Partners in Education program. These partners are dedicated to improving student academic achievement in CCS. Partnerships range from one-on-one tutoring to mentoring, from school-to-career programs, to in-kind services.

### **Columbus City Schools Education Foundation**

Launched in December 2006, the CCS Education Foundation is an educational endowment aimed at enhancing student achievement and skill development while recognizing and encouraging teacher excellence. It provides funding for innovative educational programs, activities, and projects that cannot be funded through local, state, or federal sources or the school district’s normal operating budget. It is managed by a board consisting of business and community leaders.

### **Business and Civic Support**

Columbus, Ohio and the region is home to the headquarters of several Fortune 500 companies: Nationwide Insurance, Limited Brands, Cardinal Health, JP Morgan Chase, Huntington Bank, and The Scotts Company. These corporations are actively involved with the district through Partners in Education and Project Mentor.

CCS has a history of successfully managing large federal and state grants over the past 10 years. These include the National Science Foundation Urban System Initiative; Safe Schools Healthy Students grant; Professional

Development for Arts Educators grant; nine 21<sup>st</sup> Century Learning Centers; two Teaching American History grants; two Physical Education for Progress grants; three Emergency Response Crisis Management grants; Parent Information Resource Center grant; and Teacher Quality Partnership grant to name a few. Many of these grants funded the start up of major teacher training initiatives, received management support from and were integrated into CCS's budget, evaluation, and curriculum infrastructure.

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 ?

While we do not anticipate any challenges or barriers to successful implementation with the chosen framework, in any large district certain systemic problems (technology, purchasing, logistics, professional development, personnel contracts, board legislation) can pose barriers to progress. The district's reform panel, which oversees all RttT activities within the district, will assist Columbus International High School as it does all other district schools in minimizing barriers to progress.

Started in 1986, the purpose of the Reform Panel as outlined in the *Master Agreement*: (Reform Panel 15.03.01) has focused on school improvement. "The Reform Panel shall facilitate the implementation of (a) initiatives directed at the improvement of teaching and learning conditions in the district; (b) requests for variances that may be submitted by school-based shared decision making cabinets; and (c) instructional and curricular recommendations that may be made by committees created by the panel. The panel shall operate as a joint committee as provided in article 506 of this Agreement." The long and collaborative history of the Reform Panel assures that it will transition and continue well beyond the period of this grant.

In May of 2009, the Reform Panel was expanded to become the **District Leadership Team (DLT)** with the addition of community, business, parent and higher education members. The addition of these critical partners from all stakeholder groups will ensure broad representation from the Columbus community at large. All share in the district's mission that, "Each student is highly educated, prepared for leadership and service and empowered for success as a citizen in a local community," and support the district's Strategic Roadmap, *Project 2012 and Beyond, building a System of Excellent Schools*, as well as the *CEA Master Agreement*. Further, all share the Ohio Education Association (OEA) and the National Educational Association's (NEA) vision of "A great public school for every student."

Another source of support for reducing barriers to innovation is the district's feeder pattern system and process resource team system. This feeder pattern approach creates five academic regions supported by a Process Resource Team (PRT) for each. The purpose of the Process Resource Team is to provide integrated resources and services from across the district to support their assigned Academic Region and the aligned K-12 schools within the region in the execution of their specific Process 2012 Goals and Operational Plan. Ultimately, the creation of aligned feeder patterns into Academic Regions supported by cross-district Process Resource Teams is to accelerate the student achievement increases that are desired throughout the RttT four year period.

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

**Focus on 21<sup>st</sup> Century Skills** - The marriage of the ISSN's Graduation Portfolio System (GPS) and Columbus International High School's International Seminar / Capstone progression is a program based on mastery of 21<sup>st</sup> century skills and content. Essentially, through the GPS's performance outcomes and evidence-based assessments, and through the International Seminar's inquiry-based approach to multiple modes of research, writing and presentation, we are ensuring that students have the skills necessary not just to succeed in college and in the work world, but also to evolve as learners. Students will learn how to approach a problem not just through the traditional means of researching in books and online, but also through designing and conducting experiments and studies, and analyzing their results. They will learn through experience outside of the classroom and interaction with practitioners in the community both local and global. And perhaps most importantly, they will become masters of written and oral communication skills, using technology to enhance their arguments.

**Unique Program = Exceptional College Applicants** - Through the unique requirements of the ISSN and of Columbus International High School, students will also be guaranteed that when they apply to college, they will truly stand out. With a transcript containing at least six language credits in at least two different world languages, and a body of work from the GPS and International Seminar / Capstone progression, students will be able to represent themselves in a way that clearly indicates their focus and interests with a backdrop of language proficiency, international studies, and global competence. With the help of the Race to the Top Innovative Programs grant, our students will have had the opportunity to experience unique trips that offer opportunities for participatory research, and to dig deep into the experience of learning languages beyond the superficial level of tourism and basic conversation.

**Networking with Other College-Bound Students** - Membership in the International Studies Schools Network (ISSN) will also afford our students the opportunity to network with students in other areas of the United States and expand their vision to opportunities outside of our local environment. Through conferences both virtual and physical, through collaborative projects, and through visits to other schools, our students will be exposed to opportunities not just to engage in mock-professional activities, but also to see colleges, universities, and programs that are available to them and that appeal to their interests. They will also be able to make lasting connections with colleagues that go beyond the simply social.

**Self-Regulated Learning** - Lastly, an essential ingredient to success in post-secondary education has been proven to be the level to which a student is able to engage in their studies and in their school environment. We have dedicated ourselves at Columbus International to using a Self Regulated Learning framework to provide students with not only the opportunities to choose pathways to follow within their high school education, but also to set goals and reflect upon their choices and successes along the way. The ISSN model allows us to enhance this work by providing necessary resources and, through a program coordinator, the structure to ensure students can follow their own academic and extracurricular interests, primarily at the upper grade levels, where students will have more independent control over their research topics (particularly within the capstone), and will be required to design their own participatory research experiences over the summer between their 11<sup>th</sup> and 12<sup>th</sup> grade years.

9. Identify a timeline to achieve a successful implementation.

<b>Language Lab</b>	
<u>Date</u>	<u>Activity</u>
2011 July – August	Research and price computers and other hardware and software/multimedia.
2011 July – September	Hold conversations with Foreign Language Center at The Ohio State University regarding interns to staff Language Lab.
2011 August – September	Purchase Computers, hardware, software, and multimedia for Language Lab
<b>Partnerships/Outreach</b>	
<u>Date</u>	<u>Activity</u>
2011 July	Post vacancy for Program Coordinator, conduct interviews and select candidate.
<b>International Studies Schools Network</b>	
<u>Date</u>	<u>Activity</u>
2011 July	Attend Partnership for Global Learning Conference (School leader and team).
2011-12	Provide ongoing support from ISSN school coach for community asset-mapping, student and staff recruitment, and school design implementation.
2011-12	Provide ongoing training and experimentation with Graduate Portfolio System (GPS), Curriculum Frameworks, Advisory Model, and ISSN School Design matrix.
2011-12 April	Conduct School Study Tour with ISSN school coach, School Leader, and Team.
2012 July	Attend ISSN Summer Institute and National Conference (School Leadership Team)
2012-13 August – June	Provide ongoing school coaching from ISSN school coach (25 days)
2012-13 August – June	Provide ongoing regional professional development offerings for staff members.
2013 March – May	Host school site visit to CIHS from ISSN Team.
2013 June	Collect and analyze data for student progress.
2013 July	Attend ISSN Summer Institute and National Conference (School leader and team)

2013-14	Provide ongoing school coaching from ISSN school coach (25 days)
2013-14 August – June	Provide ongoing regional professional development offerings for staff and members
2014 March – May	Provide online self-assessment as follow-up to school site visit from previous year.
2014	Collect and analyze data for student progress
2014 July	Attend ISSN Summer Institute and National Conference (School Leadership Team)
2014-15 August – June	Provide ongoing school coaching from ISSN school coach (25 days)
2014-15 August – June	Provide ongoing regional professional development offerings for staff members
2015 March – May	Host second school site visit to CIHS for ISSN Team
2015 June	Collect and analyze data for student progress

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

The ISSN model itself is a tried and true blueprint for success within urban schools, but requires a school community that is committed to its integrity as a school design. At Columbus International High School, we offer an environment where the ISSN model will without doubt be implemented with the utmost fidelity, because the ISSN model was used, in conjunction with other models of international education, as the very blueprint for our school design at all stages of development. The Innovative Schools Task Force that originally proposed the research-based recommendations that served as a skeleton for the school's design often cited the Asia Society and their work with international education. This task force consisted of parents, teachers, district representatives, and community members, so we know that there is continuing broad-based support for the ISSN model beyond our school walls. Furthermore, our staff relied on the ISSN graduate profile, along with four other articulations of international education, to design our own school vision during the summer of 2010, and our principal and one of our teacher leaders attended the Partnership for Global Learning conference in July. At the very core of our school's conversations about vision and mission, there is a respect for the ISSN that means participation as a member will be not just accepted, but *celebrated* by students, staff, and our greater school community. The importance of this buy-in must not be overlooked.

Perhaps more importantly, Columbus International High School boasts a visionary staff that is committed not just to the implementation of a successful school reform model, but also to participating as leaders in the continuing conversation about the nature of international education, particularly in urban high schools with significantly disadvantaged populations. We are a staff whose daily work involves conversations about innovation and the evolution of our school design. We have dedicated ourselves to revamping traditional curricula within the Columbus City Schools district to reflect 21<sup>st</sup> century skills and include global issues. We have found innovative ways to embed local partnerships into our classroom instruction and extracurricular programming. But most significantly in terms of our readiness to implement the ISSN model and Race to the

Top Innovative Program grant, we have made a significant commitment to base the infrastructure of our school design on innovation. Whether its our designation of a dedicated “distance-learning room”, our decision that *all* teaching staff will teach the International Seminar, our incorporation of a meaningful advisory program, or our prioritization of regular common planning time for teachers within multiple teams, we have built innovation into our school culture. This emphasis on creativity has enabled our staff to respect each other as expert teachers not just because of experience and content knowledge, but also because of their willingness to experiment and constantly evolve as practitioners.

When our students come to Columbus International High School, they and their families are attracted by a unique programmatic dedication to world languages and to international studies. They know that they will be in a diverse environment and that they will graduate from high school having had the opportunity to engage in language classes and in a unique progression of International Seminars. But while Columbus International High School represents the sheer will of a forward-thinking school district, an increasingly international local community, and a handful of especially dedicated professionals, the Race to the Top Innovative Programs grant and the support of the International Studies Schools Network will provide the means to sustain that will beyond the initial stages of school development. Through the ISSN’s GPS platform and work with our teachers and staff, Columbus International will solidify a culture around instruction and assessment that can enable teachers and students to have the kind of invaluable discussions about not just what we are learning, but how we are learning and how we are demonstrating that learning. Through the Race to the Top Innovative Programs grant money, Columbus International will establish the technological infrastructure to support language learning at the level commensurate with the goals of a world language program dedicated to teaching students not just the language itself, but language as a tool to connect across cultural boundaries in a rapidly globalizing world. Finally, with a full-time Program Coordinator, Columbus International will be able to provide the kind of real-world experiences and global connections essential to an international and 21<sup>st</sup> century education.

At Columbus International High School, we are blessed to have started from scratch with an infrastructure that is set up for what could truly be a successful school in the 21<sup>st</sup> century. The Race to the Top Innovative Programs grant and membership in the ISSN would ensure that this infrastructure is fortified with a solid foundation that can be built upon for future and continued success.

## 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)	43,267	45,126	46,316	47,561	\$ 182,270
Retirement/ Fringe Benefits (200)	15,143	16,831	17,261	17,703	\$ 66,338
Purchase Services (400)	115,000	115,000	115,000	115,000	\$ 460,000
Supplies (500)	20,819	-	-	-	\$ 20,819
Capital Outlay (600)	45,000	-	-	-	\$ 45,000
Other (800)	6,989	5,963	5,990	6,018	\$ 24,960
<b>9. Total Costs</b>	<b>\$ 246,218</b>	<b>\$ 182,920</b>	<b>\$ 184,567</b>	<b>\$ 185,682</b>	<b>\$ 799,387</b>

### Budget Narrative

#### Salaries (100)

The salaries line includes salary for our full-time **Program Coordinator**, whose responsibilities would include working within the curricular foci of the school and our International Seminars to invite guest speakers, arrange field trips, write grants, coordinate extracurricular and club opportunities, and build partnerships with local and global organizations.

This line also includes "extended-time" pay for the position of **Seminar Coordinator**, a position whose responsibilities are held by a full-time teacher in addition to her or his full-time teaching responsibilities. This position includes the responsibilities of coordinating the design of International Seminars, collaborating with the Program Coordinator for relevant outside opportunities, organizing end-of-semester Seminar Presentations, and coordinating collaborative planning time.

Finally, this line contains "extended-time" pay for teachers to undertake collaborative planning time outside of the regular school day in order to plan International Seminar courses, align curricula across disciplines, and infuse international issues and ideas into traditional curricula currently used by the Columbus City Schools district.

#### Retirement / Fringe Benefits (200)

This line includes retirement / fringe benefits for the **Program Coordinator** position, as well as for the "extended-time" pay for the **Seminar Coordinator** and collaborative planning time.

Purchase Services (400)

This line includes money for purchase of membership in the International Studies Schools Network (ISSN), priced at \$115,000 / year for four years.

Supplies (500)

This line includes money for purchase of language software, media, books and materials for the proposed Language Lab, including Rosetta Stone software, French and Spanish language reference works, dvd/videos, and teleconferencing software.

Capital Outlay (600)

This line includes money for purchase of hardware for the proposed Language Lab, including 20 computers, 5-6 TV/DVD players, cameras and recording equipment.

Other (800)

This line includes money to support lodging and transportation for visiting teachers and teacher exchanges through the French and Spanish embassies in particular. This year, Columbus International High School hosted a history teacher from France through the Jules Verne teacher exchange program at the Academie de Rouen, and we will do the same in 2011-12. We have also applied for a Spanish Language and Culture Assistant through the Spanish Embassy in an effort to augment our Spanish immersion history program. Both programs require support for transportation and lodging to some degree for the exchange teachers. It also includes indirect costs of 1.62% annually.

**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](mailto:jay.keeper@ode.state.oh.us) no later than **Friday, April 8, 2011**.**

**Questions may be directed to**

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