



Ohio's Race to the Top Innovative Programs Grant Application

Application Period- March 11-May 20, 2011

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

Section A

1. General School Information

<p>a) Name of Applicant (LEA): South Central Local School District</p>	<p>b) Name of School(s): South Central Elementary, Junior High and High School</p>
<p>c) Superintendent of Schools: (or equivalent) Name: Ben Chaffee, Jr</p> <p>Address: 3305 Greenwich Angling Road Greenwich, OH 44837</p> <p>Telephone: 419.752.3815</p> <p>Fax: 419-752-0182</p> <p>Email: bchaffee@south-central.org</p>	<p>d) LEA RttT Contact: Name: Ben Chaffee, Jr</p> <p>Address: 3305 Greenwich Angling Road Greenwich, OH 44837</p> <p>Telephone: 419.752.3815</p> <p>Fax: 419-752-0182</p> <p>Email: bchaffee@south-central.org</p>
<p>e) School Vision: We believe...</p> <ul style="list-style-type: none"> -all people can learn more -that communication is essential at all levels -progress requires vision and change 	<p>f) School Mission: Raise the Bar, Close the Gap, Accept No Excuses</p>
<p>g) Primary Goals of School: <i>(aligned to district OIP goals)</i> By 2012 all student scores will increase by 7% each year in math K – 12 as measured by OAA/OGT/local assessment. By 2012, 100% of all K – 12 students will improve performance on the</p>	<p>h) Teacher/Student Ratio: 2008-2009 = 15.66/1 pupils/teacher 2009-2010 = 15.66/1 pupils/teacher 2007-2008 = 15.7/1 pupils/teacher 2006-2007 = 17.1/1 pupils/teacher 2005-2006 = 16.1/1 pupils/teacher</p>

OAA/OGT/Diagnostics by 10% each year in READING with emphasis on reading comprehension and reading process.

By 2012, the percentage of K – 12 students with discipline occurrences will decrease by 50% annually as measured by annual reported EMIS data.

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

Names and titles of individuals who participated in the March 10th Innovation Symposium : Robin Hanson, Region 2 SST, Kathy McClendon, Curriculum -NPESC

2. SCHOOL PROFILE

STUDENT INFORMATION		
Grades served: PK-12		
Enrollment (total number of students served in school applying for Innovative Program):		
Grade Level	Enrollment	
Pre K-5	412.4	
6	64	
7	66	
8	85	
9	66	
10	53	
11	64	
12	74	
Ethnicity and gender data (% of enrollment):		
Black: 0.4%	White: 97.2%	Male: 53%
Asian/Pacific Islander: 0.1%	American Indian/Alaska Native:	
Hispanic: 1.0%	Multi-Racial: 1.3%	Female: 47%
Percent of students eligible for free/reduced lunch: 45.5%		
Percent of students identified as special education:14.3%		
Names of current competitive grants LEA has been awarded (2010-2011):0		
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)** _____
- AVID *** _____
- Early College High School** _____
- New Tech Network** _____
- STEM*** _____
- Other Proven Model (please list) OSU Math Coaching Program** X
- *Priority may be given to the lowest-achieving schools**

Section C

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

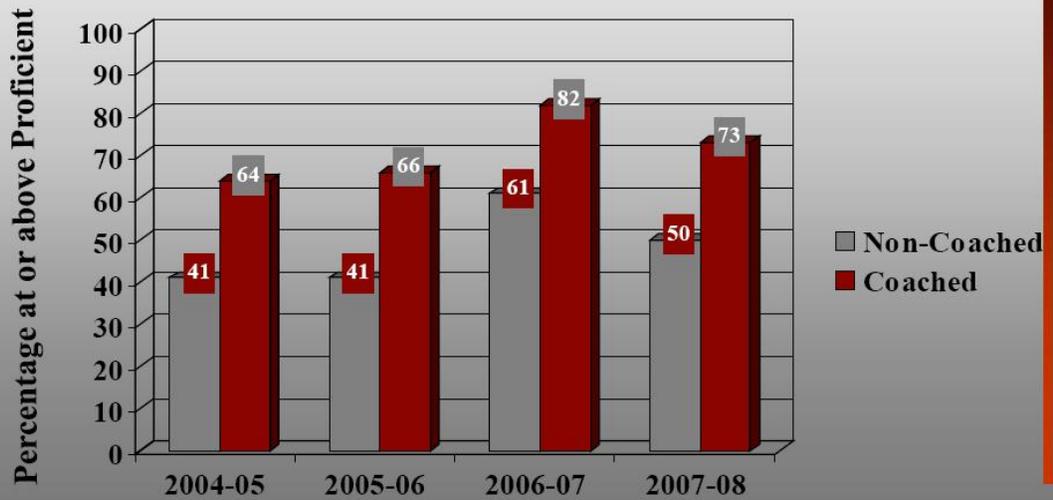
1. Identify your selected Innovative Program and the reasons for selection. (Note: If "Other", please include research evidence that justifies how the "other" innovation will accelerate student achievement and progress.

Our involvement in Ohio Improvement Process and SPDG has helped us to become a learning organization. We set out three years ago to increase our math scores by implementing a balanced approach to assessments. What we have discovered is that the staff is utilizing more formative assessments. However, we still need to work on instructional strategies and providing interventions based on the assessment data. We are selecting the OSU Mathematics Coaching Program because our Value Added Overall Composite has been below in Grades 3, 4 and 7, met in grade 8 and above in grade 6. Our 3yr Math Proficiency trend data on the ILRC indicates that we are not making gains and in fact our "proficient" and "above" percentages have decreased. With the dawn of Common Core Standards and model curricula we realize that the best support would come from embedding 2 Math Coaches, elementary and secondary, to cover our three buildings. This kind of professional development is ongoing and job embedded and will help us to further utilize the leadership structure that we have built through the Ohio Improvement System. ODE has financially supported the work of Mathematics Coaching Program under the research of Dr. Patti Brosnan and Dr. Diana Erchick. Anita Jones, ODE Mathematics Consultant, has been instrumental in overseeing this project.

The following graphs depicting *remarkable* results on achievement tests comparing 'coached' and 'non-coached' classrooms.



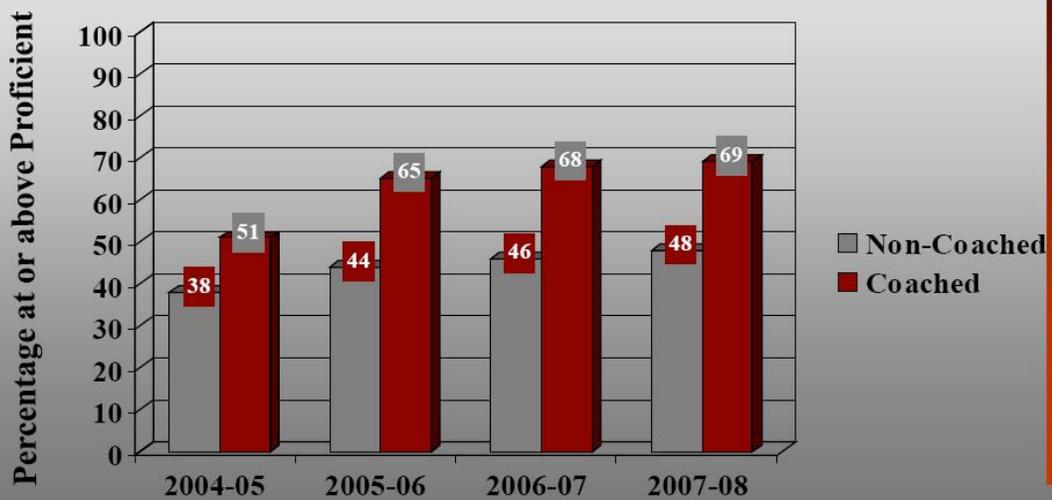
3rd Grade Mathematics Ohio Achievement Test Results



The Ohio State University
Mathematics Coaching Program



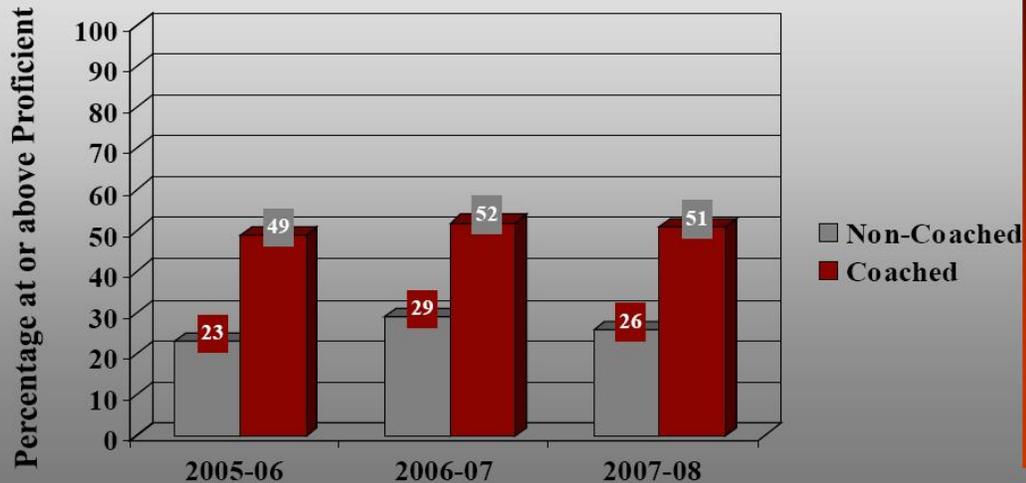
4th Grade Mathematics Ohio Achievement Test Results



The Ohio State University
Mathematics Coaching Program



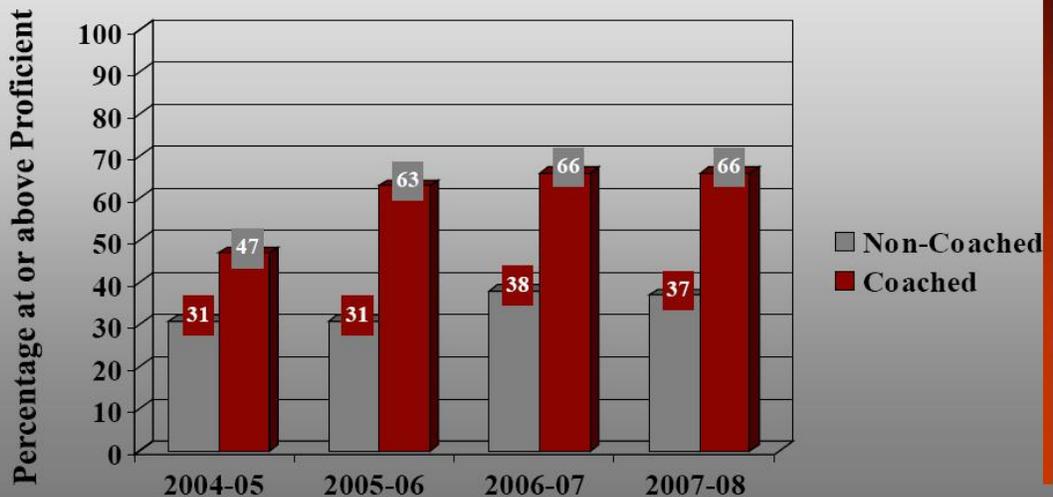
5th Grade Mathematics Ohio Achievement Test Results



The Ohio State University
Mathematics Coaching Program



6th Grade Mathematics Ohio Achievement Test Results



The Ohio State University
Mathematics Coaching Program

Research Base used in Ohio State University Math Coaching Program:

Teacher content knowledge (Leinhardt & Smith, 1985; Lampert, 1990; Ma, 1999; Simon, 1993);
Mathematics knowledge for teaching (Ball, Hill & Bass, 2005); PCK (Shulman, 1986, 1987; Pinar, Reynolds,
Slattery & Tubman (1995); Wilson, Shulman & Richert, 1987)

Critical features of instruction (Hiebert, J., Carpenter, T., Fennema, E., Fuson, K., Wearne, D., Murray,
H., Oliver, A., & Human, P., 1997); Teaching practice (Lampert, 1990; Ball & Cohen, 1999; Smith, 2001),

Student thinking (Fennema & Carpenter, 1990; Franke; Bright; Cobb, Wood, Yackel; Battista)

Non-instructional factors (Crane, 1996; Erickam, Lapointe & McCreith, 2005; Ladson-Billings, 1995a;
1995b; Tate, 1997). D (Darling Hammond & McLaughlin, 1995; Shifter & Fosnot, 1993; Sparks & Loucks-
Horsley, 1990).

Mathematics Coaching (Davenport, Grant, Carter, Gorman & Mark, 2006; Staub, Resnick, West).

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

This year (2010-2011) our elementary building piloted Dr. Robert Marzano's Framework of Instruction and iObservation walk-through software while attending a Leaders of Learning inservice through ESCLC/Region 2 SST. This professional development was offered to support their Teacher Based Teams with a common language of instruction and to further each teacher's pedagogy. The five teachers and principal attended trainings to ensure they had the background research behind the instructional framework and then provided the iObservation tool for monitoring teacher growth as it related to the 42 strategies. With external facilitation the Principal conducted walk-throughs using the framework and is beginning to identify which of the 42 strategies is evident. An adapted evaluation form was created to meet the needs of the building principal as was the case in several other teams involved in the pilot. There is more work to be done to further develop the instructional leadership skills of the building administrator in all 17 teams in Region 2 that participated in this pilot. Reflecting on the feedback helped us to realize that we need a common language of instruction across the district for both administrators and teachers. The teachers involved in the pilot are interested in peer observations. The elementary building staff (K-3), had success with a Literacy Coach that was funded through Title 1 from 2008-2010. There continues to be evidence of the literacy strategies in each of our K-3 classrooms as documented by walk-through observations. Dr. Robert Marzano's research indicates that teacher efficacy has the most impact on student achievement and second is the instructional leadership of the Principal. As we continue to work on building the common language of instruction using the Art and Science of Teaching with our staff and the growing the instructional leadership of our Principals, we cannot negate the data. We simply haven't closed the gap in Math in three years and are at a status quo.

Resource-Prezi used for Board of Education Presentation May 16, 2011

(<http://prezi.com/l7n4s1eh6ac0/south-central-rttt-math-coaches-proposal/>)

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

The OSU Math Coach grant is a three year grant. The teacher(s) we select will be staff member(s) employed by our district. We will use the recommended qualification tool provided by OSU to make our selection. After 3 years, we will have built capacity within the staff and utilize the peer observation system of instructional rounds so that we can sustain the momentum. There is a Professional Development component for Principals therefore building the common understanding of Math Pedagogy. This program impacts every teacher who teaches math including those who have students who struggle. The program assurances are explicit and are overseen by project facilitators at the University. Included are responsibilities for the Field Faculty, Program Facilitators, Math Coaches, as well as expectations for the Building Administrators and Math teachers involved in this program. Based on the 6 years of results of the program, we will see evidence of changes in adult behavior as well as in student performance as early as the end of the first year of implementation.

Reference-

http://mcp-coaching.osu.edu/Documents/MCP_Application.pdf

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

We are utilizing the OIP structure (*DLT-district leadership team, BLT-building leadership teams and TBT-teacher based teams*) which we have built and continue to fine tune because of changes in administration. Our RttT transformation team consists of members that are a part of the DLT, BLT and TBT's. We have informed our community about our improvement structure and believe that the Math Coach(s) will be instrumental in assisting at the TBT level where we find that facilitation is critical. Not only will the math coach(s) be able to assist with mathematics instructional pedagogy at each grade level but they will work together to improve the vertical articulation and implementation of the math **common core standards**. We are working on our system of communication required for RttT through our OIP structure. TBT's will communicate to BLT's on a monthly basis, who in turn communicates to DLT. Each year the DLT will evaluate the improvement plan and readjust. The Math Coach(s) will be instrumental in moving us forward therefore closing the achievement gap between our students with disabilities, and low socio-economic subgroups, while adding value for all students to think more deeply about math, develop flexibility, fluency and connections. Over the past two years we have worked to implement a balanced assessment approach including short cycle and more formative assessments. A large component of the Math Coach project is to help the teachers use their assessment data in planning and debriefing sessions with their coach. This is the critical conversation that we aren't able to get at in our TBT meetings when they are not facilitated. On May 16, 2011, Superintendent Ben Chaffee Jr. shared the importance of having this innovative grant for Math Coaches at the Elementary and Secondary level which resulted in Board of Education support. Through continuous communication established and fine tuned through the Ohio Improvement Process, South Central staff and community will be apprised of the results of this program as they relate to changed teacher behavior and student achievement.

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

The OSU project prides itself on being high quality professional development that is classroom embedded with a full time coach on the premise who is monitored by trainers. Coaches collaborate with teachers by modeling, team-teaching, observing lessons, conducting pre and post conferences, providing on-site PD to further develop use of data and building goals while assisting teachers with developing mathematics content and pedagogy. The project at OSU has resulted in math gains in the first year and proficiency in facilitating student learning in three years. Not only does this improve math instruction in the classroom but it also benefits the Principals who are able to 'look for' the critical components of inquiry based learning in each math classroom. Moreover, *all* teachers who teach math including special education teachers will be part of this project. The district report card submitted with this application reveals the Value Added Measure as documentation of our rating of 'below' in grades 4, 5 and 7. In grade 6 the rating is 'above' and in grade 8 we 'met' criteria for growth. As a learning organization we are ready to embark on a job embedded coaching experience that will help us to meet and likely be 'above' in all tested grades by the third year of implementation.

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

Through use of Title funds we may be able to support the position of one math coach after our RttT grant period. Ideally, we will collaborate with the other district applicants in Erie and Lorain counties with the assistance of the Educational Service Center/Region 2 State Support Team to utilize web 2.0 tools such as Live Binders and/or curriculum mapping software to post units, lessons, interventions and assessments which will support teachers post RttT across the region.

Embedding the coach as an integral part of our leadership structure (DLT, BLT and TBT) will ensure the sustainability of this program. Through Ohio Improvement Process our district has become a learning organization. We often refer to the Doug Reeves Lucky-Leading Matrix, and have deep discussion about whether or not we know for a fact what we have implemented is working or if we are just lucky. The three year project will help us to fine tune the 5 step TBT process, model with teachers the instructional strategies that support rigorous deep mathematics thinking while monitoring with assessments.

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?

Our first task was to get the approval of the Board of Education which occurred on May 16, 2011.

We believe that having an elementary and a secondary coach will be the best possible way to implement this program. If for some reason, we are only funded for one coach, we will have to determine high priority grade levels for the coach to concentrate on. This would likely be 4-12 grades based on our Value Added data. This approach would prevent us from making the impact on achievement that the research has documented on a yearly basis across grade levels but we would bring in the Title 1 teachers for the Elementary Building to be a part of the PD for the secondary staff. The opportunity for the principals to choose their PD dates from many options allows for us to participate to the fullest while not taking our entire administrative staff off campus.

We realize we need consider in the RttT grant funding supplies including technology and manipulatives for the coaches.

We will need to look at scheduling to allow time at faculty meetings for coaches to share progress. We also understand that this is not a pull-out program and in order for coaches to work with teachers they need to be willing to be coached and schedule math instruction around coach's schedule.

Our teacher/student ratio has remained below the state average for the past few years; we believe this is a major factor in our present student performance index. If due to budget constraints we are forced to cut staff therefore increasing class sizes, our educators will be focused on classroom management rather than instructional pedagogy it may be difficult for the teacher to embrace the inquiry constructivist theory when they are concerned about managing their large class size.

Using our own staff members as coaches that do not have any other responsibilities will create 2 new positions for us. The Superintendent and Board will work together on staffing and employment needs.

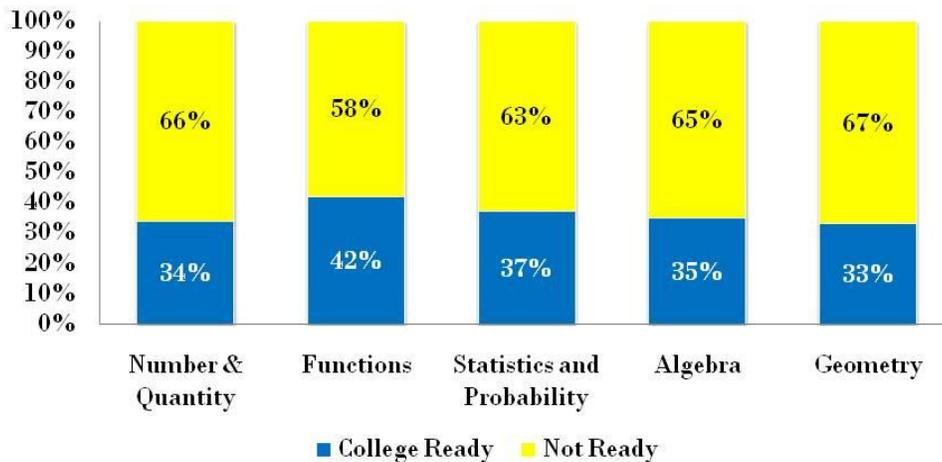
This is intensive work for the selected staff members with a mandatory list of meetings they have to attend. This work must take precedents. A potential barrier is having a staff member who was a peer become a coach. This will be a large part of the first year training and we believe we can overcome any internal issues in support of the coaching model. In our top down, bottom up shared leadership structure we are highly encouraged that teachers on our RttT Transformation Team pursued this option above the other choices for innovation.

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

Being a part of the OSU program builds capacity across the state helping us to keep up with those in our nation who are making great gains. By focusing on K-12 with two coaches we can ensure that in three years any gaps in the system are addressed and that all teachers are highly trained in content and pedagogy. We will see achievement gains allowing us to get to the 100% proficiency goal by 2014 as mandated by NCLB. We also believe this will have a direct impact on our discipline occurrences and therefore students will be spending more time being educated rather than out of the classroom being disciplined or suspended. The result will be an increase in college and career readiness.

College and Career Ready?

Percent of 11th Grade Students Ready for College by Subject (According to ACT benchmarks)



ACT, "A First Look at the Common Core and College and Career Readiness," 2010, <http://act.org/research/policymakers/pdf/FirstLook.pdf>.

9. Identify a timeline to achieve a successful implementation.

The foci for all Mathematics Coaching Program professional development sessions include: a) deepening mathematics content knowledge; b) deepening pedagogical knowledge and sharing research-based best practices for mathematics learning and teaching; c) attending to socio-cultural elements of mathematics teaching and learning; d) focusing in on student thinking and learning how students can learn mathematics; and e) learning to transfer knowledge to classroom teachers through coaching and teaming; f) using the NCTM Process Standards in all facets of teaching and learning mathematics; g) defining coaching as teaming with teachers in classrooms 4 days per week; and h) working with data to enhance program elements and progress.

2011-by July

- Interviews and selection of Math Coaches (elementary and secondary) for innovative grant
- Math coaches apply to OSU for inclusion to the program
- Schedule DLT, BLT and bi-weekly TBT into calendar keeping in mind the coaches mandatory training dates

2011-2012 Year 1 Implementation-focus is learning as students, learning as teachers, learning as coaches, and working with peers

- Monthly meetings for coaches, 2 days per month in Columbus,
- Staff PD and regular Math TBT meetings
- Principals PD - 2 meetings required, staggered dates provide flexibility
- Onsite coaching with math teachers 4-6 at a time in classrooms (team teaching, planning, observing)
- Field Faculty making site visits to monitor implementation, ongoing formative data analysis, ongoing data collection, and shadowing

2012-2013 Year 2 implementation-focus is deeper content knowledge, deeper student thinking assessment, deeper learning of pedagogy and coaching

Continued PD for coaches and monitoring by field faculty, integration of coach in leadership team, continued PD for staff, modeling, team teaching with math teachers

2013-2014 Year 3 implementation-focus advanced coaching, advanced leadership and independent learning and leading
Coach is embedded in leadership structure (DLT, BLT and TBT), continued monitoring by field faculty, continued PD for staff, modeling, team teaching with math

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

Our rural district has been committed to continuous improvement since 2009 through the Ohio Improvement Process. Prior to OIP we embarked in developing Professional Learning Communities through our regional service center because our students with disabilities were not making academic gains. We have established a leadership structure and continuously fine tune it realizing that this is the system that must remain in place or we will fall back to having too many initiatives that are not aligned to district goals and no way of monitoring the work. We have made resource allocation changes to align with our district goals. We run a tight budget and you will likely find no other district where the Superintendent is also the Transportation Director and drives a bus when necessary. We will have changes in building administration next year and have used our improvement focus to help us find a candidate that will move us forward. We have communicated our plan to the staff and have had Board Members on our District Leadership Team since 2009. We have a commitment to our community and students to provide them with the best possible education so that they can strive in a global economy. To this end, we realize that instructional coaching and intensive classroom embedded professional development is the key. Without funding we simply cannot put this in place.

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.

South Central Local Schools IRN: 047738

Proposed Innovation:					
Budget Categories	FY2011	FY2012	FY2013	FY2014	Total
Salaries (100)	n/a	128622	133767	139118	\$401807
Retirement/ Fringe Benefits (200)	n/a	25724	26753	27824	\$80301
Purchase Services (400)	n/a	OSU PD FREE	OSU PD FREE	OSU PD FREE	\$0
Supplies (500)	n/a	2000	1000	500	\$3500
Capital Outlay (600)	n/a	10000		5000	\$15000
Other (800)		1000			\$1000
9. Total Costs	n/a	\$167346	\$161520	\$172442	\$501308

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, May 20, 2011**.*

Questions may be directed to
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