



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) Name of Applicant (LEA): Fairport Harbor Exempted Village Schools</p>	<p>b) Name of School(s): Harding High School</p>
<p>c) Superintendent of Schools: (or equivalent) Name: Domenic Paolo</p> <p>Address: 329 Vine Street Fairport Harbor Ohio 44077</p> <p>Telephone: 440-354-5400</p> <p>Fax: 1-440-357-1478</p> <p>Email: Domenic.paolo@fairportharborschools.org</p>	<p>d) LEA RttT Contact: Name: Thomas Fazekas</p> <p>Address: 329 Vine Street Fairport Harbor Ohio 44077</p> <p>Telephone: 1-440-354-3592</p> <p>Fax: 1-440-354-5426</p> <p>Email: Tom.fazekas@fairportharborschools.org</p>
<p>e) School Vision: Fairport Harbor Schools, a place where the students are encouraged to develop to their fullest potential.</p>	<p>f) School Mission: Our mission is to use technology, quality educational practices and an innovative curriculum to prepare our students to thrive in the changing global society.</p>
<p>Primary Goals of School: Preparing our students to embrace the opportunities of the 21st Century.</p>	<p>g) Teacher/Student Ratio: 14:1</p>

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

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

Domenic Paolo Superintendent

Jerry Hites Union President
 Russ Messer Physics Teacher
 Jovette Hiltunen Lake County ESC Partner, Curriculum Director

2. SCHOOL PROFILE

STUDENT INFORMATION		
Grades served: 6-12		
Enrollment (total number of students served in school applying for Innovative Program):		
Grade Level	Enrollment	
6	36	
7	40	
8	49	
9	43	
10	36	
11	45	
12	46	
Ethnicity and gender data (% of enrollment):		
Black:	White:	Male: 151
295	American Indian/Alaska Native: 0	
Hispanic:	Multi-Racial:	Female: 146
Percent of students eligible for free/reduced lunch: 60%		
Percent of students identified as special education: 10.17%		
Names of current competitive grants LEA has been awarded (2010-2011): Race to the Top		
Please attach 2009-2010 school Report Card:		

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** _____

****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.

We have chosen the Early College High School Initiative for our program. When you think of an Early College High School, you are looking for a place where students encouraged and supported as they strive to reach rigorous well-structured academic goals. As a small district FHEVS recognized early on that it needed to reach out to many partners, among them the Auburn Career Center, Lake County Educational Service Center, Lakeland Community College, and Lake Erie College. But, perhaps more striking, is the school's willingness to open its doors to students from other districts. What could this district offer to students that they could not get from other LEAs? With a history putting programming in place to make sure that no student falls through the cracks, Harding High School prides itself in its ability to create opportunities for all students experience success. This past year about **one quarter** of the enrollment consisted of students from outside districts. A strong partnership with Lake Erie College, a local 4 year liberal arts college within four miles of the school, makes a natural connection for collaboration. Student access to this districts academic and co curricular programming is completely non-exclusionary. There is no pay to participate fee required for any program at Fairport Harbor Schools. FHEVS has **students in attendance** from Lake, Geauga, Ashtabula, and Cuyahoga Counties. **Access to this district's programming is totally non-exclusionary.** Here in this school students may attend if they are able to get there. And many travel miles to do just that. The transformation team of FHEVS recognized that there is untapped potential within and without their school. The recent Symposium on Innovative Grants gave them opportunities they hadn't thought possible. The underserved academically talented and gifted students from surrounding districts, the students whose parents never attended college, the students with social emotional baggage who didn't think they could attend college, and other underrepresented groups could be given new opportunities at this Early College High School. With present enrollment under 300 students grades 6-12, students in this school already receive personalized attention with a low teacher-student ratio. Teachers teach different sections and grade levels of the core subjects and students and teachers are able to get to know one another well. There is room to expand and if the eleventh and twelfth grade students are on the college campus of Lake Erie College, more space will be available and yet remain a small school. The school is attached to the Public Library and this is a great community outreach center. Auburn Career Center (a vocational school) collaborated with the district this year to put a computer lab into the building in exchange for other districts using the lab for career testing. As a part of the district's Ohio Improvement Process, the district leadership team discussed lack of student persistence as an impediment to higher achievement. FHEVS believes that the professional development and collaborative partnership with a postsecondary institution can help to change that. With time carved into our day for collaborating, we know that our teacher leaders and their corresponding higher education facilitators will have the needed time to ensure all students are on target to graduate with the necessary skills to complete their college and career path.

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

FHEVS has begun its work on the Race to the Top initiative and this is the second year of the Ohio Improvement Process. As a result of the collaborative work with the teachers and administration, significant changes have been made in the areas of networking, collaboration, monitoring, and scheduling. The high school is now on a block schedule that allows students to take fewer courses at a time and classes are becoming increasingly inquiry based. An OAA/OGT tutoring period is in place for all students during the school day and all teachers come to school early for a daily collaborative team time. During this collaboration time, teachers discuss the Positive Behavior Supports Plan (new to the district this year), curriculum, instruction, and assessment issues, regrouping students for intervention and/or acceleration, and job embedded professional development. Building leaders meet regularly with the collaborative groups and since all groups meet at the same time, it opportunities for vertical articulation abound. As we move into year two of our collaborative team time, built into our contracted day, we will be studying together as a faculty how to use data to drive instruction, build instruction aligned with the Common Core Standards as well as our Ohio specific standards and state and college-ready assessments. Our faculty will engage in viewing videos of Professional Learning Communities in Action, performance based assessments, and inquiry based practices. These videos will be used as a common training tool for our teachers and they will use their collaborative time to discuss how best to implement these practices into their classrooms. We already have a leadership team and we have the structure in place for professional learning communities. Our continued work with our local ESC on the OIP process as well as our core Race to the Top grant will give us a continuous improvement process from which to build a better program.

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

As a part of our schoolwide programs, Fairport Harbor Exempted Village Schools will engage in and develop a program of schoolwide literacy to ensure that all students receive rigorous instruction in literacy. All students not at benchmark at the beginning of first grade as indicated by their DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and/or low scoring kindergarten screening, will be enrolled in our Title 1 reading program. Because students need to have strong non-fiction reading skills built on strong critical reading and writing foundational skills, we will add a writing across the content area component to all of our coursework. Engagement of students, parents, community, business, and public agencies is crucial to any successful implementation of a new program. We have been very successful in welcoming students from neighboring communities and counties and believe that we will be able to increase our marketing strategies and capacity as a result of becoming an Early College High School. For many students in our area, college is presently not on the radar. We believe that we have the ability to change that attitude through our partnership with Lake Erie College, a small liberal arts college located in nearby Painesville City. A strong component of our initiative would hinge on communication with our stakeholders. Focus groups, surveys and workshops with our community partners would be a part of our plan. Many area students presently are home schooled and/or opt for online coursework to complete their high school requirements. Unfortunately these students often do not finish high school. We would actively market our school to these students through our local Educational Service Center and brochures as well as our website. Students would attend their freshman and sophomore years on our campus and spend their last two years on the campus of Lake Erie College. The first group of students (next year's ninth graders) would attend informational meetings and make an initial commitment to enroll in the Early College High School initiative. They would begin an accelerated program that would enable them to complete high school requirements in two years so that they could attend Lake Erie College for their last two years and receive both a high school diploma and tuition free credit towards a post-secondary degree. We would like to propose an innovative change to the Early College High School in that we would begin two tracks in the coming year, one for our incoming sixth graders and the other for our incoming ninth graders. Students and their parents would sign an agreement to complete a trajectory of courses that would end in two years of paid college. It is often noted that students typically make decisions about what track they will follow in the middle school. We are uniquely situated to address those students and set them up to be successful throughout their careers. Both tracks of students (6th and 9th) would receive multiyear transition plans that introduce them to college-going experiences and bridge activities to ensure they are prepared for the academic rigor of college coursework. Activities at the sixth-eighth grade level would be low-risk, introductory activities that build confidence. As we work with our ninth graders and the faculty of the college, our high school faculty will receive professional development on how to help students prepare for college. Since our high school faculty and middle school faculty often teach all age groups, the students in the middle school will benefit from this professional development.

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

Integrating a program such as this into our small high school will entail informational nights with faculty, tours of the college and high school campus, focus groups with community members, business members, and local partners such as the Porter Science Center and library board. A summer bridge program will be scheduled for our 9th grade incoming students with an emphasis on math, English, and college study skills. Weekly pre-college orientation seminars in the fall will help to introduce 9th graders to the college campus. At semester, academic seminars will be offered to the 9th graders. All of these programs would be widely publicized through our website, local newspaper, and letters home to parents. None of our teachers teaches 11th and 12th grade exclusively so it will not be difficult to gradually move those students off the campus and increase the numbers of 6-10th grade students and further reduce the student to teacher ratio. Outreach and recruitment will be an ongoing part of the building principal's and guidance counselor's work. Our schedule is already in a block format much like a college semester so students will be introduced gradually to the college rigor beginning in 9th grade. Transfer and articulation plans are in the works with our college sponsor as we already have some students attending the college full time. We have had a few students already complete their high school diploma and two years of college. Now we will open the doors for non-traditional college students to change their mindset. Personalized plans will be a part of each student's agreement and will be monitored by our district leadership team (transformation team). We have embarked on a path to improving instructional practices at our school. We will continue this work and use our college partners to make sure we are aligning curriculum and instruction and assessing our students well. We have already embedded the spirit and work of continuous improvement into our district through the Ohio Improvement Process and will continue to review our goals and the evaluation of those. Establishing and institutionalizing strong secondary/post-secondary partnerships will be attained by a collaborative leadership model with both parties, formal agreements, and regular planning and coordination with one another beginning with a collaborative retreat each year. We have a signed Memorandum of Understanding with our partner Lake Erie College to ensure that all of our students who complete the requirements will have a place at Lake Erie College. For those students who desire to make a vocational pathway, our partnership with Auburn Career will ensure that our students are ready to move to a trade school or immediate employment in a skilled labor position.

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

Raising the bar for all students improves student achievement for all. By setting out to break the culture of students not attending college and prevailing upon our teachers to develop rigor and relevance through project based lessons and performance assessments as well as more traditional assessments, we will continue to push our students and their achievement. It is our plan to hire an ECHS Cohort transition supervisor to work with students from sixth grade through their college campus years. Because this supervisor will work with ALL of our sixth grade students, all students will have an individualized career/college path plan. As the supervisor moves to each grade level with the students, students and their parents will attend meetings and conference regularly with him/her regarding the student's choices. The plan is to provide cohorts in the middle school with this supervisor at least half of the day and on the college campus the other half. The cohort supervisor will work with our middle school interventionist to make sure all special education students also have these same opportunities. Part of this supervisor's work will be to provide extension activities for students as they are ready as well as to attend the seminars and workshops at the college campus with the students. The supervisor will coordinate the programs for the students and meet regularly with the Middle-High School Principal to update the progress of the program. At the same time we will work with our vocational partner, Auburn Career Center, to make sure that students who are not going to complete the trajectory for early college, are given the opportunity to work on employment skills. This is a partnership that has been growing over the past two years and we believe the ECHS will make it even stronger.

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

Sustaining a project that pulls high school and college together will not be difficult in our district because we are an open enrollment district. We embrace “outside the box” thinking and encourage our students to attend Post Secondary Enrollment Options now. Knowing that we can give them more opportunities such as dual enrollment pushes us to apply for this grant. We plan to offer many opportunities for our students to interact with the faculty of Lake Erie College and we will begin our work with all students who enter our school in sixth grade. Open enrollment affords us an opportunity to pay for our students to go to ECHS and we anticipate our open enrollment growing when we begin to market this program. We have already begun to receive increased open enrollment applications at our kindergarten level now that we have instituted a preschool program and full day kindergarten even as surrounding districts are cutting some of these important services. It is this acceptance by our community that will open the doors and keep them open for an Early College High School. We are in the process of becoming a professional learning community with time set aside for all of our teachers every morning of the week all year long, this will lend itself to helping us maintain our collaborative work with Lake Erie College.

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 ?

Maintaining the consistency and continuity of our school curriculum is difficult if teachers are out often. We hope that we will be able to handle professional development in such a way as to reduce the need for teachers to be out of the classroom. As we begin to train our staff and that of the college faculty, we anticipate that some of the students in the College of Education will be able to help fill our classrooms with supports for students. This will be very helpful should we use team teaching while another teacher is out for professional development. We have collaborative meetings daily at our high school. We do grade level, cross grade level, subject level, project based, etc. collaborative meetings. Our teachers are used to meeting in these various learning teams and this framework will help us to maintain our program. In addition, we plan all of our staff meetings and professional development time around a focused plan from our Race to the Top and OIP initiatives.

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

In a small high school such as ours, with collaborative learning teams meeting daily, it is impossible to isolate any innovation. We will encourage and facilitate collaboration among all of our teachers to learn about career and college readiness. Part of our work will be to make sure all of our students are on a successful trajectory. What we absolutely want to eradicate is the student who takes a college prep route, decides to not attend college, and has limited career options awaiting upon graduation. In tandem with the revised standards, our work in the learning teams will focus on global connections with the workforce as well as improving student performance so that students do not have to take remedial coursework. Remedial coursework is a problem in our county as reported by Lakeland Community College. Every district has between 44-49% of its students taking the ACT still needing remediation in English language arts and/or mathematics. If our teachers are engaged in working with the higher education teachers, they will have a mutual understanding of the curriculum and skills needed for students to be successful in college. We can eliminate this by giving all of our teachers high quality professional development and embedding it in their work. Our principal will be trained and he will work with all of the teachers to make sure our students are 100% college and career ready. The addition of the Cohort Supervisor will assure fidelity of the program and true individualization in the implementation.

9. Identify a timeline to achieve a successful implementation.

Year One: Planning Stage and Professional Development – begin sessions for our 6th graders; collaboration with both faculties; visits collaboratively to other ECHS. Trajectory discussed – alternatives laid out for all students – Literacy action plan for all students is accessed. Begin professional development with Ed Works; Cohort Supervisor begins working with students.

Year Two: All of the above PLUS Marketing and planning for 7th graders and 6th graders; setting the trajectories; curriculum for dual enrollment set; curriculum planning with our college faculty.

Year Three: All of the above PLUS 8th graders have a summer experience; first acceleration courses embedded – Algebra 1, Spanish 1; new cohort begins

Year Four: ALL of the above PLUS 9th graders begin experiencing on campus tours, etc.; regular transportation from high school to college arranged through public transportation provider; Auburn Career Center gives students career aptitude assessment – semester seminars and boot camp begins at Lake Erie College; new cohort begins

Year Five: All of the above PLUS 10th graders meet individually to assure their trajectory is on track, more experiences on Lake Erie College Campus; new cohort begins

Year Six: ALL of the above PLUS 11th graders begin their first dual enrollment year; new cohort begins

Year Seven: 12th graders graduate with dual enrollment; new cohort begins

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

As a small school district we have the ability to open our doors to students from four adjoining counties. We have a fantastic teacher to student ratio. We know what we are good at doing and recognize when we need to access the help of others, i.e. when we need to enroll our students in higher education courses to challenge them. We presently have three complete computer labs in our middle-high school lab that can support students throughout the day for research, etc. We offer “during the day” OAA and OGT prep for all students. We encourage our students to use the Ohio Department of Education opportunities such as credit flexibility, acceleration (both subject and grade level), dual enrollment through PSEO, etc. This ECHS will open the doors for more students regardless of their home address. We have the capacity to individually address the needs of students and ensure they make their trajectory, whether it is career or college. Open enrollment in our district means that students whose school may not have applied for Race to the Top or is cutting services such as AP subjects can now attend. There is no zip code or ability elimination. Students are welcome on our campus. Having an early college high school located just minutes away from our campus will mean that students can still participate in extra-curricular choices. We already have flexible days and can accommodate students' individual schedules. Many of the hoops students must jump through in other districts are eliminated at ours due to the inability to provide some coursework without the partnership with our colleges. Our reliance today on outside sources makes us a good partner for an Early College High school. Our community of parents, teachers, and students are encouraged to go for their dreams and the Early College High school will give us a chance to make sure some students change their dreams to graduating from college. We have enjoyed a strong partnership with Lake Erie College and are willing to embrace a significant change in order for our students to be prepared for the future. Lake Erie College has agreed to save spots for our students so that when they reach the eleventh grade, they will be assured of admission to the college if they have met the trajectory requirements. We also work with our local transportation agency, LakeTran, which currently has routes from Fairport to Lake Erie College. We look forward to expanding this partnership so that all of our students are able to access public transportation to get to and from college. This will help for extracurricular events including athletics. Because Lake Erie College has a teacher prep program, we will be able to partner with them to bring in student teachers and train them to use instructional practices and assessments to move students to be college and career ready.

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.

Fairport Harbor Exempted Village Schools

IRN#

Early College High School

Budget Narrative:

For all four years: Cohort Supervisor; salary and benefits

Early College High School RttT Application – Fairport Harbor Exempted Village Schools

Purchased Services: Technical Services and Projected Travel Expenses: As outlined by EdWorks for each year.

Supplies: marketing materials, parent materials, mailings, miscellaneous office supplies

Capital Outlay: one-to-one computing hardware for all students enrolled in early college high school

Other – Public Transportation – fee for riding LakeTran (public transportation) from high school to Lake Erie College

Proposed Innovation:					
Budget Categories	FY2011	FY2012	FY2013	FY2014	Total
Salaries (100)	\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00	\$160,000.00-
Retirement/ Fringe Benefits (200)	10,000.00	10,000.00	10,000.00	10,000.00	40,000.00-
Purchase Services (400)	\$129,047.00	126,591.00	113,617.00	84,362.00	453,617.00-
Supplies (500)	3,000.00	4,000.00	5,000.00	5,000.00	17,000.00-
Capital Outlay (600)	10,000.00	10,000.00	15,000.00	25,000.00	60,000.00-
Other (800)(Public Transportation)	3,383.00	5,000.00	\$5,000..00	\$5,000.00	18,383..00
9. Total Costs	\$195,430.00-	195,591.00-	188,617.00	169,362.00-	\$749,000.00-

RttT Innovative Programs grant applications may be found on the Ohio Department of Education website under Race to the Top at:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=694>

*Interested LEA/Schools are required to submit the requested grant information electronically to jay.keeper@ode.state.oh.us no later than **Friday, April 8, 2011.***

*Questions may be directed to
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