



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): <i>Zanesville City Schools (fiscal agent)*</i> <i>(Partner RttT LEAs: Morgan Local and River View Local)</i></p>	<p>b) Name of School(s): <i>Muskingum Valley STEMM Academy (MVSA)</i></p>
<p>c) Superintendent of Schools: (or equivalent) Name: <i>Terry Martin</i> Address: <i>160 N. 4th St., Zanesville, OH 43701</i> Telephone: <i>740.454.9751</i> FAX: <i>740.455.4325</i> Email: <i>martin@zanesville.k12.oh.us</i></p>	<p>d) LEA RttT Contact: Name: <i>Tony Reese</i> Address: <i>160 N. 4th St., Zanesville, OH 43701</i> Telephone: <i>740.454.9751</i> FAX: <i>740.455.4325</i> Email: <i>reese@zanesville.k12.oh.us</i></p>
<p>e) School Vision: <i>All MVSA students will be engaged in a learning environment that encourages them to identify, create and solve real problems facing their community and the world while meeting the rigorous academic demands of both high school and college. In partnership with business and community leaders, MVSA students will have access to technology at all times and receive the academic and non-academic learning supports they need to succeed.</i></p>	<p>f) School Mission: <i>The mission of Muskingum Valley STEMM Academy is to provide an exciting high school experience that prepares every student for success in science, technology, engineering, math and medical fields while encouraging them to become healthy, responsible and resilient adults.</i></p>
<p>g) Primary Goals of School: <i>Every student:</i></p> <ul style="list-style-type: none"> - <i>Is actively engaged in the learning experience in every class, every day;</i> - <i>Has access to technology and has a personal computing device;</i> - <i>Collaborates with community partners to address real world problems facing their community and the world;</i> - <i>Completes all core high school competencies by the end of 10th grade and earns up to 60 college credits before graduation;</i> - <i>Becomes a healthy, resilient adult who contributes to this community.</i> 	<p>h) Teacher/Student Ratio: <i>Anticipated ratio is 1:22. All core courses will be team taught or integrated with cross- curricular projects. Team- taught, integrated courses will have no more than 55 students.</i></p>

PLEASE NOTE: If 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 :
Linda Phillips, Zanesville City Schools, Director of Curriculum/Instruction
Cindy Miller, Muskingum Valley Educational Service Center, Curriculum Consultant

2. SCHOOL PROFILE

STUDENT INFORMATION		
Grades served: Open 2012-13 with grades 8-9 (add one grade per year until serving grades 8-12)		
Enrollment (total number of students served in school applying for Innovative Program): 2012-13: 200, At capacity: 500		
Grade Level	Enrollment	
Pre K-5		
6		
7		
8	100 (2012)	
9	100 (2012)	
10	100 (2013)	
11	100 (2014)	
12	100 (2015)	
Ethnicity and gender data (% of enrollment): MVSA student enrollment is anticipated to be reflective of Muskingum County.		
Black: 14%	White: 74%	Male: 51%
Asian/Pacific Islander:	American Indian/Alaska Native:	
Hispanic: 2%	Multi-Racial: 10%	Female: 49%
Percent of students eligible for free/reduced lunch: 44%		
Percent of students identified as special education: 16%		
Names of current competitive grants LEA has been awarded (2010-2011): 21st Century: John McIntire/National Road, Zane Grey, Grover/Roosevelt Even Start, Early Childhood Education (ECE), GEAR UP		
Please attach 2009-2010 school Report Card: Zanesville City Schools' 2009-2010 school district report card is attached. MVSA will be a new school opening in fall 2012 so there is no current report card for the school.		

Section B

- 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.**

Early College 2 New Tech Network 1 STEM* 3

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

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.**

Zanesville City Schools, (ZCS) located in Muskingum County, is partnering with Muskingum Valley Educational Service Center (MVESC), River View Local (Coshocton County), and Morgan Local Schools (Morgan County) to improve access to high quality educational options for students in the MVESC service region. This process began with data analysis to identify achievement gaps and develop strategies to better meet the needs of those children and families. Below is a summary of the data collection and analysis that led to the decision to a). Create a new school called the Muskingum Valley STEMM (Science, Technology, Engineering, Mathematics and Medicine) Academy and b). Implement the New Tech Network innovation.

Identification of Target Population: Muskingum Valley STEMM Academy (MVSA) will target children living in MVESC service region (Muskingum, Coshocton, Morgan counties) with academic and leadership potential, but who are underperforming in their current educational setting. MVSA will be located in Zanesville City School District at its recently closed Grover Cleveland Middle School. MVSA is intended to be a collaborative endeavor with Muskingum Valley ESC and its member districts, not in competition with these districts. While initial recruitment will begin with students in Muskingum County, we will serve students from MVESC’s member districts in Muskingum, Coshocton, and Morgan Counties. Given the rural nature of our communities, the declining southeastern Ohio population, and the financial crisis schools and community partners are experiencing, a conscious decision was made to recruit from districts throughout the region. A high quality NTN program is not sustainable in any one district.

MVSA will open in fall 2012 serving grades 8-9 and will grow with these students until it is a fully developed high school serving grades 8-12. Unless otherwise cited, data in this proposal relates to Muskingum County youth who are in grades 6-8 during the 2010-11 school year. According to EMIS and Local Report Card longitudinal data:

3,656 Muskingum County Students in grades 6-8	
44 %	Economically Disadvantaged
16%	Disabled
16%	Less than 93% average daily attendance
434 Students	Scored basic or limited in reading, math and science during last Ohio Achievement Assessment.

Of the 434 students mentioned above, 310 or 71% are economically disadvantaged. These children are our primary target population because the current educational system is not meeting their needs.

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Once target population was identified, further data analysis led to identification of five primary needs and each of those needs aligns to one or more of NTN conditions for success, priorities or design principles.

- Need 1: Increased academic engagement
- Need 2: Improved skills in math, reading, and science
- Need 3: Increased Social Competencies and Empowerment Assets
- Need 4: Decreased non-academic barriers impacting school success
- Need 5: Increased college completion rates

Need 1: Increased academic engagement: Target youth are academically capable but underperforming. Seventy one percent of Muskingum County students in grades 6-8 who are performing below proficient on reading, math and science achievement assessments, are also economically disadvantaged. This is evidence the system is not effectively engaging this population. MVSA will use a trans-disciplinary approach to learning where multiple academic disciplines are naturally blended in real-world settings, and has similar "design processes." The scientific method, engineering and technological design, and writing and artistic processes are fundamental tools for understanding and creativity. MVSA's model is centered on a universal design process and leverages student abilities to imagine, plan, design, improve and share. MVSA will be a small school with no more than 100 students per grade level. Academics will be personalized and all staff will have a strong, caring connection to the students they serve. MVSA will offer students a one to one computing ratio, thereby enabling all students equitable access to technology. MVSA staff and students will receive training and support in the utilization of technology.

- Link to NTN: NTN schools are designed to increase student engagement in their academic experience by providing a small school and personalized learning experience. Students and staff share clear, high expectations and standards, with all students completing a coherent, rigorous course of study. The curriculum is taught using project/problem based learning strategies and real world applications. NTN schools require a 1-1 computing ratio so all students have equal access to technology, decreasing the digital divide. NTN requires schools have a non-selective admission policy and the program be representative of the community population. MVSA will not have academic or interest selection criteria as requirements for enrollment. Enrollment is open to all students in partner districts. MVSA staff will employ direct recruitment efforts to enroll under-represented populations in the program, including students who are economically disadvantaged, disabled or otherwise not performing to the best of their ability. Since the program is located in Zanesville City Schools, target populations will be based upon ZCSD demographics.

Need 2: Improved skills in math, reading, and science: Longitudinal data identified 434 Muskingum County youth in grades 6-8 as below proficient in math, science, and reading. Significant skill development is essential to elevate these students to compete in the 21st century workplace. During enrollment, MVSA students will be assessed so staff develops a clear understanding of students' skill in math, reading, science, and career interests. Staff, students, and families will develop an IDP (individual development plan) to guide their academic programs. MVSA will use NTN's intensive professional development and the ECHO Learning Management system to drive instruction and assessment.

- Link to NTN: MVSA will meet all academic components required of partner schools including: integrated academics and use of problem/project based learning and cooperative learning strategies to improve academic outcomes; effectively integrate technology to spark student interests; provide time for teachers/staff to collaborate and for the inclusion of parents and the community to form an educational partnership; utilize NTN professional development and ECHO as the learning management system. While a school focus is not required, 1/3 of NTN schools have a STEM focus.

Need 3: Increase Social Competencies and Empowerment Assets: In 2009, 4,500 Muskingum County youth participated in Search Institute's® *A Profile of Student Life: Attitudes and Behaviors* Survey. Analysis showed youth are deficient in the social competency and empowerment assets. All students, staff, and community partners will receive Developmental Asset training. Progress will be assessed using Developmental Asset Profile (DAP), a research-based assessment designed by Search Institute, which identifies asset strengths and challenges. All students and staff will have at least 150 minutes

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of weekly advisory focusing on building relationships, developing collaboration skills, career readiness, and service learning. MVSA will have a student leadership organization giving youth an authentic voice in the operation of their school.

- Link to NTN: NTN expects a tone of trust and respect and shared responsibility among students, among faculty, and between students and faculty. This philosophy directly aligns with the Developmental Asset framework. The Asset framework simply provides tools and strategies for practical application of trust, respect and shared responsibility. NTN does not mandate a youth development program or curriculum as long as trust and responsibility are embedded within the program. MVSA will serve students from a variety of districts and backgrounds. Advisory and direct instruction in social competency/empowerment asset build will be key to program success.

Need 4: Decrease non-academic barriers impacting school success: MVSA is targeting children who, due to their economic and family conditions are at significant risk of not graduating from high school. These children enter school behind their non-disadvantaged peers: socially, emotionally, and academically. Many are still on the bottom rungs of Maslov's Hierarchy of Needs because their psychological and safety needs have not been met. The Care Team Collaborative framework offers tools, strategies, and resources to support MVSA in developing a comprehensive system of learning supports aimed at decreasing non-academic barriers. For example, upon enrollment, we will meet with families and children to assess overall needs of both the child AND family. Each student's IDP will address non-academic as well as academic needs. Our school social worker will collaborate with agency partners to meet family needs and build school based/linked supports (social and health services). Our Care Team will help us create specific programs and supports to address the needs of our children and families. We anticipate needing family programs such as parenting courses, GED preparation, job skills training opportunities, and family counseling. Youth programs will likely include physical and mental health services, weekend and summer food programs, social /emotional skill building and healthy hobbies like scouting, sports, and arts and crafts. Most of our student and family needs are beyond the scope of traditional public education making community partnerships essential. Our general fund revenues will not cover the cost of providing all of these services. We will work to leverage in-kind services and resources from a variety of community organizations.

- Link to NTN: NTN has a strong interest in ensuring all student success, regardless of background. Generally speaking, the engagement itself provides economically disadvantaged students with greater incentive to success. NTN recommends schools provide academic and social supports that help students succeed in a challenging course of study but does not require a specific framework for how to address those needs. Therefore, MVSA will use the Care Team Collaborative framework as its method for systematically supporting high need youth.

Need 5: Increase college completion rates: According to MVESC Superintendent Richard Murray, 85% area graduates start college, but only 45% complete a degree. As a NTN school, MVSA students will have the opportunity to earn an associate's degree or, up to two years of transferable college credit while in high school. NTN schools must require completion of at least 12 credits prior to graduation. MVSA plans to exceed this minimum and focus on students meeting the "20-credit threshold" prior to graduation.

- Link to NTN: MVSA, with the support of NTN, will engage our post-secondary partners in designing a program that: fully integrates students' high school and college experiences, both intellectually and socially; enables students to earn up to two years of college credit toward a degree while in high school; blends the curriculum as a coherent unit, with high school and college-level work melded into a single academic program that meets the requirements for both a high school diploma and, potentially, an Associate's degree; and grants college credits through the post-secondary partner institution enabling students to accumulate the credits toward a degree from that institution or to transfer them to another college.

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

Zanesville City Schools transformation strategies:

Teacher CORE Leadership (TCL): Team works with school principals and teachers to improve instruction. They use assessment data to discuss student strengths and weaknesses and address instructional strategy improvement for areas of weakness. They also review and discuss data with teachers throughout the year. With the help of TCL, teacher teams develop new strategies to help students who are not learning in the classroom. Teacher CORE Leaders meet before, during, or after school with their team of teachers to review and ascertain if students are making adequate progress. Staff is very involved with this process and plans to continue this work next year.

Ohio Improvement Plan (OIP): Zanesville City Schools is in its third year of implementation of the Ohio Improvement Plan (OIP) with the support of the Ohio Department of Education State Support Team (SST). This process has allowed Zanesville City Schools to focus on areas of improvement throughout the district.

Marzano High Yield Instructional Strategies: Teachers are participating in year two of an in-depth study of Marzano's instructional strategies and plan to continue the work into the 2011-2012 school year. Teachers implement the strategies appropriately and meaningfully at their grade-level range as a result of their understanding of specific approaches, strategies, and research generalizations, resulting in classroom implementation of the instructional strategies.

Co-Teaching: Educational approach where general education teachers and intervention specialists work together in the classroom. The teachers work as partners to jointly design, plan, and implement lessons from curriculum approved for each student.

Clustering and Teaching the Gifted in the Regular Classroom: After many years of serving gifted students in a pull out model, a conversion was made to the Clustering model. Teachers were trained in 2009 and the program implemented in 2010, with ongoing training for the clustering staff. A second group of 10-12 teachers will be trained next year.

Post Secondary/Dual Enrollment Credit: Juniors and Seniors at Zanesville High School participate in four University of Findlay college-level course offerings at the high school during the regular school day. Courses include English Composition, Literature, International Relations, and Introduction to Anatomy and Physiology. Successful completion of a course resulted in high school and college credit. Ohio University Zanesville offers a math course to high school students. Post Secondary enrollment opportunities are available at Ohio University-Zanesville, Zane State College, Muskingum University, and Ohio State-Newark. Twenty-two students took advantage of these options, earning a total of 122 quarter hours of college credit. The goal is to increase the number of students who participate in the post secondary dual enrollment credit.

Freshman Mentoring: Zanesville High School 9th graders received support with their transition from middle school to high school through a year-long Freshman Mentoring Program. The program was designed to provide daily social and academic assistance to ninth graders. Thirty-five senior mentors and 10 advisors met with groups of freshmen students.

Introduction to Robotics: Introduced to the 9th and 10th grade students at Zanesville High School for the second semester to encourage students to develop a greater interest in the sciences.

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

Zanesville City Schools (ZCS) is partnering with MVESC, River View Local School District (Coshocton County), Morgan Local School District (Morgan County) and a variety of community partners to ensure MVSA is successfully implemented. Zanesville City Schools is the lead LEA/applicant; MVESC will spearhead the initiative on behalf of Zanesville City Schools and partners. Since MVESC will be the initiative leader, this proposal focuses on MVESC's capacity to implement MVSA as New Tech Network School, and ZCS's capacity to manage the grant and collaborate as an educational partner.

Zanesville City Schools (ZCS) Capacity: Zanesville City Schools' RttT scope of work is directly aligned to creating MVSA as a school choice option for its students. ZCS Title Coordinator and Curriculum Director will be members of the MVSA Planning Team and communicate regularly with MVSA Director to ensure the program meets district and community needs. MVSA Director is a member of the ZCS RttT Transformation Team, thus promoting "cross pollination" of ideas. ZCS and MVESC have a strong collaborative relationship and can successfully develop and implement this program.

Programmatic Capacity: MVESC has been providing programmatic and direct service support to member schools for years. MVESC is the fiscal agent and lead LEA for early childhood special education programs and multiple disability programs. Since 1989, MVESC has provided early childhood programs serving children and families in Muskingum County. Last year, over 450 children, ages 3-5, participated in these programs. The MVESC multiple disabilities (MD) program serves 90 children from six school districts. The MD program provides the related services required to appropriately serve children with low-incidence disabilities. Through collaboration and consultation, MVESC provides a unique way to share the resources of schools, community agencies and families ensuring children with disabilities receive a free and appropriate education (FAPE) and young children are prepared for school. Given MVESC's programmatic experience, the capacity exists to increase/decrease personnel based upon enrollment, need, and available funding. Most traditional school districts do not have this flexibility, due to negotiated agreements, past practice, and state/federal regulations.

Technology and Facility Capacity: MVSA will use a recently closed building in the Zanesville City School District. This facility, built within the last seven years is in excellent condition. SMART boards are in every classroom and technology bandwidth is more than adequate. Zanesville City Schools will also house its preschool program and its conversion community school within this building, allowing for shared services and resources. MVESC and ZCS will work together to address technological and infrastructure needs. MVESC's Technology Department works closely with the technology directors from all member schools.

Fiscal Capacity: MVESC fiscal policies are structured to adapt to changing circumstances. The fiscal office can increase/decrease based upon anticipated revenues and expenditures. MVESC has experience writing and managing local, state, and federal grants with no audit exceptions. Annually, MVESC manages over \$3 million in grant funds. Fiscal procedures are already in place to monitor program revenues, expenditures, and invoice districts for program costs. Zanesville City Schools will be fiscal agent for the grant, and MVESC will be fiscal agent for the school.

Administrative/Oversight Capacity: MVSA will be led by Michele Timmons, MVESC Care Team Collaborative Director. Prior to her work at MVESC, Timmons was a high school social studies teacher, middle/high school principal, special education director and charter school founder/director. Timmons is a member of the US Department of Educational (USDOE) Regional Advisory Committee- Midwest Region. Timmons will collaborate with Planning Team members, Ohio Department of Education and NTN Coaches to design and implement a high quality NTN high school program with a STEMM focus. Timmons will report progress monthly to Planning Team members, MVESC Curriculum Council and PRO-Muskingum Families and Children First. Quarterly, Timmons will meet with Superintendents and high school principals from participating districts to share progress and make program revisions.

Standards/Assessment Capacity: MVESC Curriculum, Instruction and Assessment (CIA) Department is organized by three pillars to support districts in school improvement needs. The first pillar supports educators in curriculum, instruction and assessment. The second pillar supports gifted students and district programs in schools. The third pillar promotes learning through the use of technology. MVESC supports member districts and their RttT initiatives and is a

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member of the Ohio Appalachian Collaborative. MVSA will work closely with CIA staff to ensure all students receive high quality instruction in Ohio’s academic content standards. They will successfully demonstrate their mastery in a variety of ways including, but not limited to, Ohio Achievement Assessment. This will compliment, not duplicate NTN services.

Data to Improve Instruction Capacity: MVESC Data Services Department provides data tools and technical assistance to schools and districts throughout Ohio to improve instruction and learning. MVSA can use all data services’ tools available to member districts. This includes MVESC’s EDGE (Engaging Data to Guide Education) database, a real time longitudinal database which provides teachers and administrators with dashboard and drillable reports. EDGE includes both academic and non-academic data to guide early and intensive intervention and monitor progress of specific interventions. Practice achievement assessment results will automatically be fed into EDGE increasing accessibility of data and improving staff ability to closely monitor student progress. MVESC has partnered with The Ohio State University’s College of Social Work to offer their Community and Youth Collaborative Initiative (CAYCI) Surveys. CAYCI surveys are research based surveys for students, staff, and families assessing school climate and connectedness.

- When NTN makes its initial site visit to assess readiness, MVESC Data Services and MVSA Director will share plans for the EDGE database and Individual Development Plans (IDP) and other data tools. This conversation will determine the extent to which these services support or duplicate NTN’s ECHO learning management system. Based upon that conversation, adaptations will be made regarding use and integration of MVESC data products.

Great Teachers and Leaders Capacity: MVESC will partner with local school districts to identify exceptional teachers and leaders with a passion for STEMM learning. Thereby enabling children to excel in school and complete 30-60 hours of college credit. MVSA Team Members will work closely with the Planning Team, NTN, and community partners to build their internal and external capacity to implement MVSA a STEMM initiative and NTN high school. Since MVESC and ZCS are involved in RttT initiative, all MVSA Team members will have access to the same resources, supports, and services provided to all other RttT and OAC member districts. Race to the Top (RttT) funds have been appropriated for Educational Service Centers to partner with post secondary institutes and LEAs to train or retrain teachers. MVESC has been identified by Ohio Department of Education and Ohio ESC Association as one of five pilot ESCs to participate in this program and lead TeachOhio development.

Turning around Lowest Achieving Schools Capacity: Zanesville City Schools and MVESC will work together to use MVSA as an innovation incubator for the district and region. MVESC provides professional development for area schools and districts, making it easy to transfer the knowledge from MVSA into other schools. While there are no schools in southeastern Ohio listed in RttT as “persistently low achieving,” MVESC does have schools in need of significant improvement. Forty-one percent of Muskingum Valley ESC member schools are at risk or in improvement status. 45% met fewer than 90% of state indicators on their last report card. One hundred percent of the schools in Zanesville City Schools are at risk or in school improvement status. No school in Zanesville district met more than 62% of its state indicators last year. Below is a list of MVESC member schools in need of improvement that will have access to the resources, tools and strategies implemented at MVSA.

31 MVESC Member Schools Met Fewer than 90% State Indicators 2009-10	28 MVESC Member Schools At Risk or In School Improvement Status 2009-10
Lincoln Elementary School South Lawn Elementary School Central Elementary School Coshocton Opportunity School Ridgewood Middle School Conesville Elementary School River View Middle School Morgan High School Morgan Junior High School East Elementary School West Elementary School	Coshocton High School South Lawn Elementary School Coshocton Opportunity School River View Middle School Morgan Junior High School West Elementary School South Elementary School New Concord Elementary School Perry Elementary School Pike Elementary School East Muskingum Middle School

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South Elementary School	Larry Miller Intermediate Elementary School
East Muskingum Middle School	Duncan Falls Elementary School
Foxfire Center For Student Success	Philo Junior High School
Duncan Falls Elementary School	Roseville Elementary School
Philo Junior High School	Franklin Local Community School
Roseville Elementary School	Maysville Middle School
Roseville Middle School	Tri-Valley High School
Franklin Local Community School	National Road
Maysville Middle School	Cleveland Middle School
Maysville Elementary School	John McIntire Elementary School
Falls Elementary School	Roosevelt Middle School
National Road	Westview Elementary School
Cleveland Middle School	Zane Grey Elementary School
John McIntire Elementary School	Zanesville High School
Roosevelt Middle School	Zanesville Community School
Westview Elementary School	Sheridan High School
Zane Grey Elementary School	Sheridan Middle School
Zanesville High School	
Zanesville Community School	
Somerset Elementary School	

Community Collaboration Capacity: Muskingum and surrounding counties have been working more than 10 years building a culture of collaboration. One hundred school and community partners have been engaged in Care Team Collaborative and family civic engagement initiatives since 2004. Community partners have already voiced their support of this initiative.

Primary Partners: Zanesville City Schools (Applicant) and MVESC (school management support)

RttT LEA Partners: River View Local School District (Coshocton County), Morgan Local School District (Morgan County)

Other LEA Partner: Mid East Career and Technology Centers (serving Muskingum, Perry, Guernsey, Noble counties).

Initial Non-profit and Industry Partners: Genesis HealthCare System, Zanesville-Muskingum County Health Department, Muskingum Valley Health Center, WHIZ Media Group, Ohio STEM Learning Network-Southeast Hub, Appalachian Foundation of Ohio, Forever Dads (Muskingum County Fatherhood Initiative), ACCEL (community non-profit increasing technology access to underserved populations), PRO-Muskingum Families and Children First Council, Muskingum County Community Foundation, and Community Grant Seekers.

STEM/ECHS Implementation Capacity: Muskingum Valley STEMM Academy has commitments from Ohio University-Zanesville, Zane State College, and Mid East Career and Technology Centers. Each institution will provide members for the planning team. This will provide MVSA students with opportunities for dual credit, post secondary education options, mentoring and internship opportunities. As appropriate, post-secondary partners will offer graduate credits for faculty as they complete mandated professional development. MVSA does not currently have any staff, but a full time director and staff will be hired prior to December 2011. This will allow them to successfully complete all grant required professional development. NTN typically provides advanced notice for annual trainings and conferences so MVSA Director can develop a schedule allowing staff to attend required trainings. MVESC has also submitted an application to Ohio STEMM Learning Network – Southeast Hub, to developing the virtual STEMM platform dual credit partnership. MVSA will work with PLTW to access training, curriculum and materials needed to implement the Global Challenges, Gateway to Technology, Biomedical Sciences and Pathways to Engineering programs in grades 8-12. Within the next several years, Zane State College anticipates the completion of its new facility, which is designed to be a STEMM early college setting for area students.

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

The NTN model will support the RttT visions of both ZCSD and MVESC. There is significant need in this region to increase student engagement, more effectively utilize technology, expand college access and offer students with real world, project-based opportunities in which they can apply their learning. NTN products and services will expand partners' capacity to effectively meet the needs of all students. MVESC staff has begun conversations with NTN regarding future opportunities to build capacity to become NTN Master Trained Teachers and offer a NTN training site including study and executive tours. *Such a partnership would allow MVESC to disseminate this work throughout southeastern Ohio.* NTN provides a comprehensive professional development timeline which will engage MVSA planning team, director, staff, students and families in re-imagining education and building our new school from the ground up. NTN brings high quality tools including the school success rubric enabling MVSA to become an outstanding educational program.

Zanesville City Schools RttT Scope of Work: Muskingum Valley STEMM Academy Proposal is directly aligned to Zanesville City Schools' (ZCS) RttT vision. The vision states: "Curriculum will be implemented aligning with state standards, CORE standards, and many national standards that drive the instructional cycle and improve achievement. Curriculum will embody 21st Century learning skills and STEM related fields. Every student at the K-12 classroom level will engage in real-world applications while supporting innovation and activity. Schools will be able to better prepare our students for college and subsequent placement in Ohio's emerging fields. All students will be engaged in rigor, relevance and 21st century skills with online open-source courses and collaborative distance learning. Real-world work processes and hands-on products will be embedded within the school structure. Through these opportunities we will bridge the achievement gap between underrepresented and majority, between economically disadvantaged and affluent, and between disabled and general populations." *ZCS scope of work - Assurance C and E commits to expanding technology usage, offering opportunities for accelerated learning, using data to personalize learning, providing students with real-world learning experiences, and implementing STEMM programs in the middle and high school levels.*

Muskingum Valley Educational Service Center's RttT Scope of Work: MVESC was chosen by Ohio Department of Education as an RttT Partner. MVESC's RttT vision is to transform education in the State of Ohio and the nation. Muskingum Valley ESC believes Race to the Top will provide the resources to encourage public schools to focus on student outcomes and district improvement. Race to the Top's emphasis on standards, data systems, teacher training, and district achievement are areas that MVESC values and provides corresponding services. MVESC is nationally accredited with AdvancED and was recognized with a Bronze Award for our efforts with system improvement. Race to the Top will also be a journey to improve schools in Ohio ensuring our students can compete in a global economy. Muskingum Valley Educational Service Center has a proven track record of successfully deploying regional initiatives and partnering with schools, community agencies, and state-level agencies. MVESC consistently practices its mission "Making Connections to Create Services that Contribute to Learning." *The number one goal of MVESC is to build capacity to improve all student performance and assist districts in attaining excellent ratings on the Ohio Report Card.*

District buy-in: On March 21, 2011, the Muskingum Valley STEMM Academy proposal was shared with all district superintendents and curriculum directors. All districts are generally supportive of the project and three of them signed on as official partners (River View, Morgan and Mid East). The primary reasons for buy in are there are no other STEMM opportunities in our region; Secondly, districts anticipate MVSA will become an innovation zone where new strategies are tested and shared throughout the region; and thirdly, district leaders understand the importance of educational choice. Given the size and rural nature of these communities, individual local districts do not have the capacity to offer high quality and sustainable educational choice options without negative financial impacts. *MVSA is designed as a collaborative program which will offer a high quality education option with minimum impact to local district revenues.*

Shared Services and Innovation Zones: Governor Kasich asked Educational Service Centers to take on the role of Regional Shared Service Providers. MVESC strives to become the provider of choice for schools, districts, and local governments in southeastern Ohio. Development and implementation of MVSA directly fits within this new role. Once implemented, MVSA will become an "innovation zone" which will share best practices with other schools and

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communities in this region. MVESC will support other districts, schools, and teachers to further enhance academic engagement for all. MVESC has been chosen as a pilot ESC for TeachOhio. This opportunity will allow additional flexibility in staffing MVSA with the best teachers, regardless of licensure. TeachOhio assists professionals in other fields complete licensure in as little 12 months.

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

MVSA must address the five needs listed below, which drive program development. Together, NTN, STEMM and the Care Team Collaborative framework will impact the five needs directly and indirectly, thus meeting all need areas for **every** student. This will create a new generation of college and career-ready graduates equipped with knowledge, skills, and work habits to compete in the 21st century workforce.

- Need 1: Increased academic engagement
- Need 2: Improved skills in math, reading and science
- Need 3: Increased Social Competencies and Empowerment Assets
- Need 4: Decreased non-academic barriers impacting school success
- Need 5: Increased college completion rates

Academic Engagement, Improved math/science/reading, increased college completion: NTN will support MVSA in developing programs, processes and strategies for improving teaching and learning so all students become more engaged in their education and improve their personal mastery of core content and 21st century skills. All students will participate in integrated coursework (humanities and science/math) every day. Staff will learn differentiated instruction skills and will differentiate for all students. NTN research shows this design, when implemented with fidelity, is very successful for all students – including gifted, special education, minority and economically disadvantaged. New Tech is an early college model and all students are required to complete at least 12 college credits prior to graduation.

MVESC Curriculum, Instruction, Assessment and Data Services Departments will work with MVSA staff to ensure they understand the new content standards, can effectively teach those standards so all students can master them and use data to improve academic outcomes. 1:1 computing ratio will provide all students equitable access to technology. Technology will be used to engage minds and encourage collaboration and problem solving. MVSA will engage business and community leaders to design internships, mentorships, problem-based learning experiences and service learning opportunities offering students practical, real-world applications for their coursework. Genesis Healthcare System has committed to providing weekly workshops for students increasing awareness of science/technology in the health field. Students and business partners will learn from each other and solve problems to address workforce needs in preparation of new and emergent technologies. NTN and local post-secondary partners will support MVSA in developing matriculations systems to enable mastering of the core content by the end of 10th grade. Together, MVSA and partners will design systems for post secondary enrollment, dual credit and digital coursework thereby allowing all students successful completion of 12-60 college credit hours prior to graduation.

Increased social competencies/empowerment assets and decreased non-academic barriers to learning: MVESC and PRO-Muskingum, Families and Children First Council (PRO-Muskingum) created the Care Team Collaborative (CTC) framework in 2004. The purpose is to promote systemic alignment and increased access to educational, social, emotional, behavioral, and physical health services (universal prevention, early intervention, intensive intervention).

CTC's Three Tier approach provides whole school prevention (Tier 1), early intervention (Tier 2), and intensive intervention (Tier 3) services. It is a whole child, multi-system approach framed around Search Institute's 40 Developmental Assets. The intent is to build a caring community which wraps supports around all children at the level and intensity the children need to succeed. CTC staff provides training, tools, data and evaluation services to ensure fidelity, as well as research and development services to promote long-term sustainability. CTC's web-based data system monitors effectiveness and progress toward process objectives and teaching/learning outcomes. Care Team Collaborative has provided training, technical support and evaluation services in five Ohio counties to more than 250 Care Team members from 15 schools. As coordination and cooperation among schools, families and community partners increased, school districts have seen simultaneous improvements in academic achievement and decreases in

out-of-school suspension rates. CTC trained middle schools in Muskingum County are documenting lower out of school suspension rates than non CTC trained schools.

Ohio Local Report Card ratings are improving overall in CTC-trained schools.

- In 2005, only six of 15 schools were rated effective or higher.
- Currently, 11 out of 15 schools are now rated effective or higher.
- Twelve of 15 CTC-trained schools increased percentage of indicators met. Seven achieved 100% indicators last year.

Project Goals and measurements:

Goal 1 Muskingum Valley STEMM Academy will be a high quality school offering an excellent education and comprehensive services to children and families in our community.

Strategy 1.1 Build stakeholder capacity to design/ implement a high quality school

Benchmark 1.1.1 By March 1, 2012, we will have approved contract stating the school will be open in Fall 2012.

Measurement 1.1.1 Documents showing contracts/MOUs have been approved by Muskingum Valley Educational Service Center, post-secondary, and local school district partners.

Goal 2 All MVSA students will demonstrate personal mastery of Ohio core subjects, including information and communications technology literacy and 21st century skills (critical thinking and problem solving; creativity and innovation; communication and information; collaboration; contextual learning; and information and media literacy)

Strategy 2.1 Increase reading and writing skills

Action Step 2.1.1 Partner with NTN to implement a New Tech High School with a STEMM (science, technology, engineering, math and medicine) focus where staff apply evidence based approaches to a trans-disciplinary curriculum using project based learning, differentiated instruction, one to one computing ratio and authentic mastering of learning. Build staff capacity to align curriculum, instruction and assessment in order to ensure students improve reading and writing skills. Staff will participate in job embedded professional development where they learn to “un-wrap” English/language arts standards and create lessons/units integrating reading and writing across the curriculum. Build staff capacity to provide active and engaged learning experiences for all children so they can improve reading and writing skills. All staff will implement Marzano’s High Yield Instructional Strategies in all classrooms.

Benchmark 2.1.1 By the end of the 2012-13 school year, 100% of MVSA students will show more than one year’s value added growth in reading and writing.

Measurement 2.1.1 Ohio’s reading/writing achievement assessments – Value Added Data

Strategy 2.2 Increase student achievement in math and science

Action Step 2.2.1 Partner with NTN to implement a New Tech high school with a STEMM (science, technology, engineering, math and medicine) focus where staff apply evidence based approaches to a trans-disciplinary curriculum using project based learning, differentiated instruction, one to one computing ratio and authentic mastering of learning. Build staff capacity to align curriculum, instruction and assessment and ensure students improve math and science skills. Staff will receive job embedded professional development where they learn to “un-wrap” math and science standards and create lessons/units integrating math and science across the curriculum. Build staff capacity to provide active and engaged learning experiences for all children so they can improve math and science skills. All staff will implement Marzano’s High Yield Instructional Strategies in all classrooms. All staff will use technology to enhance learning.

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Benchmark 2.2.1 100% of MVSA students will show one or more year's value added growth in math and science.

Measurement 2.2.1 Utilize Ohio's mathematics and science achievement assessments- value added data

Action Step 2.2.2 Partner with NTN, Ohio STEMM Learning Network Southeast Hub and area post- secondary institutions to expand student access to rigorous college coursework.

Benchmark 2.2.2 100% of MVSA students will complete 12 to 60 hours of college coursework before graduation.

Measurement 2.2.2 College coursework enrollment records and student transcripts

Goal 3 Build the capacity of all stakeholders (administrative team, board, staff, students, families, and community partners) to work collaboratively with MVSA families to overcome barriers preventing academic success and increasing student enrollment in post-secondary education.

Strategy 3.1 MVSA and community stakeholders will build strong, healthy relationships with families and develop asset based programs and practices to provide universal prevention for children.

Action Step 3.1.1 All staff, students, families, and partners will participate in professional development related to Search Institute's Developmental Assets and Positive Behavior Intervention Systems.

Benchmark 3.1.1 At the end of each school year, 100% of MVSA students will report that they have three or more caring adults who influence their lives in a positive manner.

Measurement 3.1.1 MVSA will measure this through our annual student perception survey.

Action Step 3.1.2 Using the Asset framework as the foundation for all prevention, programs and practices will be designed so every child builds social competencies and empowerment assets to successfully transition into adulthood.

Benchmark 3.1.2 85% of MVSA students who upon enrollment have a low to fair Developmental Asset Profile , will show a 10% increase in social competencies and empowerment by end of school year.

Measurement 3.1.2 MVSA will measure this through the use of Search Institute's Developmental Asset Profile. Assessments will be administered upon enrollment and at the end of each school year.

Strategy 3.2 Upon enrollment, MVSA staff and partners will conduct an assessment of child and family needs to create an Individual Development Plan (IDP) with specific academic and learning support goals/action steps. Students and families will access resources needed to achieve their IDP goals.

Action Step 3.2.1 Care Team Collaborative will provide training, tools, and support to MVSA staff to design, implement, and monitor IDPs. School social worker will collaborate with community partners to ensure families have access to necessary services. Supports are likely to include: educational/job training; social services; physical, mental, and behavioral health services; after school and summer programs; mentoring; and service learning opportunities.

Benchmark 3.2.1 Annually, 100% of MVSA families will have accomplished at least one IDP goal.

Measurement 3.2.1 MVSA will use MVESC's EDGE Database to monitor progress toward goal attainment.

Action Step 3.2.2 Implement Care Team to provide coordination and case management for high need families.

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Benchmark 3.2.2 Annually, MVSA will report fewer out of school suspension occurrences than other Musk Co HS.

Measurement 3.2.2 Ohio Department of Education reported out of school suspension occurrences.

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

MVSA will be an autonomous program serving students from Muskingum and surrounding counties. *RttT Innovation grant funds will be used to support planning, professional development, start up, materials, and equipment costs.* NTN requires post-grant contracts to sustain the program beyond the grant cycle, which must be included in ongoing operating costs. As a NTN member school, MVSA will have continued access to ECHO online learning management system, technical assistance and professional development.

MVSA will be a collaborative program funded using the per student cost framework which guides other MVESC direct service programs. All area districts will be invited to participate. Participating districts will be charged per student cost based upon MVESC operating costs. Participating districts will support the program by recruiting and recommending students for enrollment.

Zane State College is a major partner, and has been working on a project to create a facility focused on providing early college high school STEMM program opportunities. Zane State College is a member of the MVSA Planning Team and MVSA Director will be a member of Zane State's planning team. This cross-sector communication will ensure the programs complement each other and do not duplicate services. It is anticipated that Zane State's program will open when the first group of MVSA students reach 11-12 grades. This will allow MVSA to either move all students to the new facility or have this be the location for the majority of 11-12th grade courses.

In the role of school management support, MVESC will require MVSA to be self sustaining post RttT. The technology program can contribute to this obligation. MVSA students will work with the school's technology specialist designing, operating, and maintaining the network system as well as provide helpdesk support. Students in the IT/Engineering program will create an open source server-based environment permitting access to personal and group files accessible through a web browser. This solution will be made available to public schools contracting with MVSA to provide a unique technology access solution. These contracts will contribute revenue to help sustain the program.

As curriculum and enrollment expands, students will design other entrepreneurial opportunities to help support student activities. MVSA will ask community partners to provide in-kind and financial support. Staff, students, and partners will receive grant writing training and be encouraged to work together to seek resources to meet programmatic needs. MVSA's Director is a member of Community Grant Seekers, a team of community/non-profit leaders who meet regularly to share ideas and look for ways to partner on grants. MVSA administration will apply for e-rate, career-tech, and Title funding. MVSA will apply for grants to fund programs such as 21st century community learning centers, AmeriCorps/Vista, etc. As MVSA grows, the goal is for it to become a full service community school (communities in schools model). By joining these initiatives, MVSA will access additional resources to support children, families, and the community.

MVSA will apply to become an "innovation school" and will provide technical assistance to other schools and districts throughout the region to help them implement similar programs. MVESC has begun dialogues with NTN regarding the potential to build local capacity and become Master Trained Teachers who provide NTN training and support to member school districts. Each opportunity provides MVSA and MVESC will recognition and revenue opportunities to promote program sustainability.

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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?

The primary challenge is that MVSA is a new school design concept in the planning stages. As such, there is no dedicated staffing. Final planning must be completed during summer and fall 2011. Staff will be hired and trained, and student recruitment will occur during winter and spring 2012. This start-up process is lengthier than ODE intended. According to information shared at the March Innovation Symposium, RttT Innovation Program grantees should start their innovation during the 2011-12 school year. Given the planning and start up requirements, MVSA will not be able to begin operation until summer or fall 2012. MVESC shared this potential barrier with Jay Keefer and Barbara Boone, they requested advice from ODE Assistant Superintendent Michael Sawyer. On March 21, 2011, in an email to Keefer, Sawyer stated this application should work to *“Develop a systemic and comprehensive plan that makes the most sense for kids served; less concerned about time line, but rather quality of program being developed. It is easier to accelerate a quality plan, than to fix a plan that does not have capacity.”* MVESC and ZCS can guarantee MVSA will be fully operational by the fall of 2012. NTN will work closely with MVESC and MVSA during the 2011-12 school year through a deep planning process. MVSA will follow best practices by serving only students in grades 8 and 9 the first year. Each year an additional grade level will be added until it is a fully functioning high school, serving 500 students in grades 8-12.

This challenge also is MVSA’s greatest strength. MVSA will be built from the ground up by the community, parents, families, and students. There are no preconceived notions, nor “sacred cows” or negotiated agreements.

From our conversations with NTN staff, we are confident that the products and services they offer will support the development of MVSA as an autonomous school serving children throughout our region. In an effort to clearly understand the New Tech Network model, MVSA Director and planning team members have communicated regularly with NTN staff. MVSA was represented at the RttT Innovation Symposium and participated in the March 22 NTN webinar. MVSA reserved 5 spots for the April 15 site visit to Cleveland NTN schools. MVSA is fully aware of the significant requirements related to professional development, facility, and technology needs and agrees to comply with all such requirements. MVSA Director will attend the Leadership Residency where she will complete a SWOT analysis for program implementation to further analyze potential barriers and develop plans for success.

One potential design challenge relates to data. MVESC utilizes EDGE database which provides real time, longitudinal student data and reporting systems to guide instruction, intervention, and planning. NTN schools are expected to use the ECHO system. There is a potential for overlap and duplication between these products. Two strategies will be used to address this challenge. First, MVESC staff attended the Cleveland site visit in mid April. During this visit we explored the ECHO system for potential duplication. Second, when NTN makes its site visit to our region, we will demonstrate our system and have a dialogue with NTN staff to determine how best to utilize the data resources available.

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

MVSA is re-imagining education and will provide a completely new experience for students which will engage their minds, spark their passions, and prepare them to enter the 21st century workforce. While MVSA will accept and serve any student in grades 8-12, the school will actively recruit students who are economically disadvantaged and performing below proficient in reading, science, and math. These students are not succeeding in their current educational environment and will not be prepared for college or career if they continue to follow this academic trend. All staff will be trained to use technology in innovative ways to engage students in their learning. MVSA's one-to-one computing ratio will decrease the digital divide experienced by many Appalachian children. MVSA will be open to all interested students and will not require a selective process. STEM research shows this approach provides high quality education for all students including, economically disadvantaged, special needs, and LEP students.

RttT funds will support implementation of an early college program blending STEMM, one-to-one computing ratio, problem/project-based learning, and the Care Team Collaborative framework. MVSA will work collaboratively with NTN, OSLN, and community partners to implement program design elements addressing the needs of MVSA students so they can excel in school, earn college credits, and successfully begin their post-secondary careers.

Early high school entrance: MVSA will be a high school program that begins in 8th grade. Eighth grade students will master core competencies normally required in 8th and 9th grade. Ninth grade will focus on 9th-11th grade competencies, and 10th grade will focus on 10-12th grade competencies.

Block scheduling and integrated curriculum: Block scheduling will provide extended learning for all students. Students will have two core academic blocks, and two elective blocks each day. NTN will provide staff professional development to build knowledge, skills, and work habits necessary to facilitate project-based-learning, integrate curriculum, and effectively utilize technology during these extended blocks. Staff will receive training in integration and have dedicated planning time for collaboration.

- Core Academic blocks will be integrated in math, science, and humanities. Each block will last 90 minutes daily, and staff will have the flexibility to adjust their daily schedules based upon lesson needs. Art and design will not be a separate period, but will be integrated into the core academic and elective courses.
- Advisory/College and Career Planning will be a 30 minute course each day in grades 8-11 and a 90 minute block for seniors. Students will be assigned an advisor based upon common interests, and will stay together for the duration of their high school career. Initially, advisors will focus on direct skill building to increase empowerment and social competency assets. These skills are critical precursors for students to work together and communicate successfully in the business world. Students will design and implement service learning projects giving them ownership of their community. College and career planning will also be a focus. During senior year, students will complete a capstone project. Advisory time will be dedicated to finalization of this project.
- Elective blocks: Students will have 90 minutes each day for enrichment, intervention, and elective coursework. These blocks will be driven by student needs. Spanish will be offered for high school and college credit (online, PSEO, or dual enrollment). Health and physical education courses will be offered online, or through flex credit.

Enrichment: All courses will be taught at the enriched level and students and families will determine whether the assessment and project is regular or enriched. Students choosing enriched assessments will receive weighted grades. Reynoldsburg eSTEM Academy uses this approach with great success and has offered in-kind supports to help staff design their assessments in this manner.

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STEMM Focus: NTN is “STEM ready” and encourages member schools to choose a focus. Nearly 1/3 of all NTN high schools use STEM as their focus. NTN staff recommended considering Project Lead the Way(PLTW) STEMM Curriculum for our students. Following extensive research and dialogues with schools who use this coursework, MVSA has chosen to offer PLTW as the primary elective for 8th-10th grade students. PLTW offers several curriculum options for 8th grade students introducing them to technology, biomedical and engineering fields. All 8th grade students will complete Gateway to Technology and Global Challenge modules/courses. This will provide a deep exploration of technology, health sciences and engineering. Students will then choose either a biomedical focus or IT/engineering focus and their future electives will follow that particular program. Academic Core Blocks will integrate STEMM learning throughout the curriculum. MVSA business and industry partners will provide real-world problems to students and ask for their help in designing solutions. Students will build relationships with potential employers and with adults working in their field of choice. Junior and senior years will be very experiential and students will participate in internships and service learning project with adult mentors. Each student’s Capstone project will solve a problem in their field and demonstrate knowledge, skills and work habits needed to enter and succeed in this workplace.

Early College Entrance: NTN is an early college program and all students must complete at least 12 college credits prior to graduation. MVSA’s accelerated nature will provide students with great flexibility in their schedules for junior and senior year. MVSA will work closely with its post secondary partners to carefully design processes and strategies that allow high school students to earn high school and college credits for their work. By the time MVSA students enter 11-12th grade, Zane State College will have completed its facility project and will have a site dedicated to early college programming. Students will also be able to attend courses at Ohio University-Zanesville, Muskingum University, and Mid-East Career and Technology Centers. Students can choose online or distance learning courses available through a variety of sources. Ohio STEM Learning Network- Southeast Hub is building a Virtual STEMM platform to offer dual credit opportunities throughout the region. MVESC and area partners received funding for a program to increase dual-credit opportunities. Students will have access to more than 30 dual-credit courses that will expand the STEM opportunities provided by MVSA. Students can expect to complete 12-60 college credit hours prior to graduation.

Care Team Collaborative Framework: Since a large number of students are likely to be economically disadvantaged, many students will come to school with significant non-academic barriers. In the past these barriers have prevented them from reaching their full potential. By implementing the Care Team Collaborative framework, MVSA will have a comprehensive system of learning supports which can address these needs for students and their families. As non-academic needs are met, students will be able to concentrate on their academic achievement. Care Team support will also be offered to MVSA graduates to ensure they can complete college and successfully enter the workforce.

9. Identify a timeline to achieve a successful implementation.

The following timeline must be followed to implement MVSA as an autonomous school in the state of Ohio. While it is not certain MVSA will be a conversion community school, activities include those required by the Office of Community Schools to ensure MVSA can be opened on time. Local funding and other grant funding will be accessed to support activities not directly related to the New Tech Network innovation program grant.

March/April 2011:

- Completed required paperwork for MVSA to be created as a non-profit and obtain IRN and tax ID.
- Initiated kick off and promotion activities to secure school district, parent, community, and business partnerships. Coordinated meetings with ZCS, MVESC superintendents, curriculum directors, post secondary and industry partners. Finalized RttT ESC partnership and Innovation Program grant applications, awarded Ohio STEM Learning Network's Virtual STEMM Platform grant.
- MVSA Director communicated with NTN liaison to build relationships and ensure project aligns with funder needs and grant requirements.
- Participated in Innovation Symposium, webinars and executive tour of NTN schools.
- Began building budget needed to design per student cost to attend the program.
- Media have announced partnership and efforts to secure funding.
- Reviewed bandwidth usage at school site to ensure sufficient bandwidth to support all current applications in addition to the NTN Echo platform.

May-July 2011:

- Coordination meetings with NTN and ODE staff regarding funding, requirements and implementation.
- NTN site visit to Muskingum County to meet with Planning Team members.
- MVSA Planning Team site visit to at least two other NTN programs and early college/STEM programs.
- Contracts and MOUs approved for project activities.
- MVSA Planning Team begins master planning document and creates comprehensive action plan which contains all steps for compliance, program design, school start up, and training to implement the program.
- Expand community partnerships.
- Work with NEOLA and MVESC leadership to create policy and procedure manual, salary schedule, and other fiscal processes for new school.
- SOES training and AOS fiscal compliance training.
- Tech Coordinator works with NTN to plan for tech/facility needs.

August- October 2011:

- Care Team Collaborative/NTN facilitates Stakeholder Retreat to formalize vision, mission and goals, and recruit team members to take on specific roles for program development.
- Create five year budget forecast by 10/31/2011.
- As part of master planning process, MVSA Planning Team collaborates with NTN, OSLN-SE and Muskingum Valley ESC Curriculum, Instruction and Assessment department to develop a four year instructional professional development plan.
- Coordinate efforts between MVESC Data Services and NTN ECHO system to meet the specific needs of school and integrate data with EMIS and other ITC site data.
- MVESC Superintendents provide feedback regarding preference for collaborative program or conversion community school design.
- MVESC and ZCS leaders make final determination regarding program design prior to October 31, 2011.
- Create MOUs with member districts.
- Job posting and hiring process begins.
- Tech Coordinator works with NTN to plan for technology and facility needs.

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November-December 2011:

- MVSA contract draft submitted to MVESC Superintendent for approval by 12/31/2011.
- Finalize staff hiring and issue contracts for part-time work, or contract release to allow staff to participate in professional development, planning, and recruitment activities.
- MVSA research potential vendors, contractors, and partners such as ITC sites, food service, and transportation providers, STRS, Medicaid in schools programs, and E-Tech, career-tech funding.
- Policy and procedure drafts submitted, data services contract submitted.
- Care Team Collaborative facilitates two day training to conduct resource analysis and develop Family and Community Engagement Plan.
- Staff professional development and planning with NTN, OSLN-SE and Muskingum Valley ESC Curriculum, Instruction and Assessment department.
- Partner with MVESC and WHIZ Media Group to develop marketing and communication plan to recruit students.
- Hold community meetings to engage potential students and parents in school design.
- Progress Report to Stakeholders, MVESC Board of Education, and Zanesville City Schools Board of Education.
- Contract with ZCS for facility usage approved by ZCS and MVESC Board of Education.
- NTN agreement signed and MVSA Director begins official position.
- Tech Coordinator and NTN finalize plans for tech/facility upgrades.

January-February 2012:

- Submit Contract Elements Checklist, NTN Master Plan and draft of implementation budget by 1/15/2012.
- Staff professional development and planning with NTN, OSLN-SE and Muskingum Valley ESC Curriculum, Instruction and Assessment.
- Begin marketing and recruitment.
- Work with partner schools to access 7th and 8th grade students' career inventory results.
- Classroom visits to promote program and enrollment opportunities.
- MVESC Curriculum Council and Superintendents Council presentations.
- FCFC and Chamber of Commerce presentations in partner counties.
- Begin bid process for technology/facility upgrades.
- MVSA Director and Thought Partner attend NTN Leadership Residency and begin work on Echo Leadership Residency course.
- Email and domain name tasks complete.

March-April 2012:

- Partnership Development.
- Staff professional development and planning with NTN, OSLN-SE and Muskingum Valley ESC Curriculum, Instruction and Assessment department.
- Continue marketing and recruitment.
- Student enrollment and orientation activities.
- Begin student assessment process and scheduling for fall 2012.
- Apply for 21st Century Community Learning Center grant for after school and summer programming.
- Progress Report to Stakeholders, MVESC Board of Education and Zanesville City Schools Board of Education.
- Facility and technology upgrades begin.
- Year One staff attends shadowing experience at a NTN Demonstration Site.

May/July 2012:

- Partnership Development.

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- Staff professional development and planning with NTN, OSLN-SE and MVESC Curriculum, Instruction, and Assessment department.
- Continue marketing and recruitment.
- Continue student enrollment, orientation, assessment process, and scheduling for fall 2012.
- Final decisions and contracts for vendors/contractors/partners such as ITC sites, food service, and transportation providers, STRS, Medicaid in Schools programs, and e-Tech.
- Facility and technology upgrades.
- MVSA Summer Program for students- 2-3 week program to engage students and prepare for successful school kick off.
- Director completes Echo Leadership Residency course deliverables.
- Staff completes PLTW Core Training.
- Consumables/equipment ordered for school start up.
- All new technology school staff, including technology support staff, attend New Schools Training

August-September 2012:

- Partnership development.
- Finalize technology and facility work.
- Staff professional development and planning with NTN, OSLN-SE and MVESC Curriculum, Instruction and Assessment department.
- Continue marketing and recruitment.
- Continue student enrollment, orientation, assessment process and scheduling for fall 2012.
- School opens serving 100 students in grades 8 and 9.

October 2012- end of the grant:

- Implementation activities will be based upon specific needs of current staff.
- Professional development will continue for staff throughout the year.
- As new staff is added, professional development cycle will begin again so each team member has the requisite knowledge, skills and work habits needed to drive education to new levels.
- Throughout the process, student level achievement data will be used to assess progress at mastering core content.
- This data will drive academics, planning and assessment of staff.
- One additional grade level will be added each year until the school serves 500 students in grades 8-12.

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

Achievement Gap: Data previously discussed clearly identifies a need to address the significant achievement gap facing economically disadvantaged children in this region. The current educational process does not provide the spark these children need to succeed. Unless there are drastic changes, these children will continue to receive a mediocre education and increase the gap with their peers. MVSA and the RttT New Tech Network innovation grant will provide the tools needed to re-imagine education for children in this region.

Location: MVSA is located in southeastern Ohio where there are no New Tech Schools, early college or STEM programs. The closest early college high school is Metro High School in Columbus more than 70 miles away. The closest STEM school is Reynoldsburg e-STEM Academy more than 50 miles away. The closest New Tech School is three hours away in Cleveland. MVESC is centrally located in southeastern Ohio and serves five counties. MVESC is home to State Support Team Region 12. There are four post secondary institutions within 30 minutes.

RttT Involvement: **100% of MVESC member districts are RttT districts.** MVESC is actively involved in the Ohio Appalachian Collaborative and most districts are involved in both RttT initiatives and OAC. MVESC is also closely connected with RttT South East Region leadership. MVESC has been approved by ODE to be an RttT ESC partner. As such, MVESC will be able to provide additional resources to support MVSA RttT innovations.

Capacity to Innovate: MVESC, ZCS, member districts, university, business, and community partners are ready and willing to innovate. MVSA is designed to meet the unique needs of our children. MVESC is highly regarded among ESCs for its ability to see trends and position itself to meet the needs. As MVSA is proven to be a high quality educational setting, MVESC has the capacity and influence in the region to expand this innovation into other schools, districts, and counties. MVESC also has the fiscal capacity and flexible staffing needed to quickly increase operations to support this initiative.

Regional Approach: More than 20 partners from three south-eastern Ohio counties have come together to build this proposal and begin MVSA development. River View Local (Coshocton Co) and Morgan Local (Morgan Co) and Mid East Career and Technology Centers (serving 5 counties) are committed to providing this opportunity for area students. MVSA is collaborative, not competitive, which will encourage additional districts to support this innovation. When MVSA students reach 11-12th grades, Zane State College will have completed their new facility designed for early college high school programming. MVSA and Zane State College are working together to develop a smooth transition for students, and to ensure there is cooperation, not duplication or competition.

By investing RttT Innovation Program grant funds in MVSA, The Ohio Department of Education and NTN will have a profound, long term impact on children, families, businesses, and communities in southeastern Ohio. While the ripple effect is endless, there are six critical long term impacts that will be achieved if this application is approved for funding.

1. Genesis Health Care System and other business partners will have direct involvement in building the processes which drive the education of their future workforce.
2. Post-secondary institutions will decrease the number of students who need remedial coursework and increase the number of students who successfully complete their degrees.
3. School districts will have expanded opportunities for their students to explore learning in STEMM fields.
4. Students and parents will have additional educational choices to meet their family's needs and student's interests.
5. Economically disadvantaged children will successfully compete with their peers for college and careers.
6. Muskingum and surrounding counties will grow healthy, resilient youth who are actively engaged in their community.

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.

MVSA New Tech Innovation Grant Budget (Max: \$1,000,000 over 4 years)		2011	2012	2013	2014	Total
Salary (100)	ZCS Project Management Salary	-	\$ 5,036	\$ 5,187	\$ 5,338	\$ 15,562
Benefits (200)	ZCS Project Management Benefit	-	\$ 1,763	\$ 1,816	\$ 1,868	\$ 5,447
Purch Serv (400)	New Tech Consultant	-	\$250,000	\$150,000	\$100,000	\$500,000
Purch Serv (400)	MVESC Consultant	-	\$ 70,224	\$ 48,488	\$ 41,800	\$160,512
Purch Serv (400)	Travel/Training/Stipends/Contract	-	\$ 31,000	\$ 10,500	\$ 6,500	\$ 48,000
Supplies (500)	Supplies	-	\$ 4,000	\$ 3,800	\$ 3,179	\$ 10,979
Capital (600)	Technology/Equipment	-	\$125,000	\$125,000	\$ 9,500	\$259,500
		-	\$487,023	\$344,791	\$168,186	\$1,000,000

Optional Budget Narrative:

Salary: \$15,562. Zanesville City Schools will provide a district administrator to coordinate grant activities and oversee all project activities. LEA estimates 6.5% of administrator's time will be spent on project coordination. Salary estimated at \$77,480. 3% cost of living increase (COLA) is added for each year.

Benefits: \$5,447. Zanesville City Schools estimates benefits for administrator will be 35% of salary.

Purchased Services: \$708,512. Three main purchased services components are budgeted.

- \$500,000: NTN Consultation – budget based on information provided by NTN. This quote included NTN estimated travel costs.
- \$160,512: MVESC Consultant – MVESC will provide significant support services from five departments (Care Team, Curriculum, Data, Communications and Technology). MVESC estimated providing 96 days of service over the length of the contract at its standard special project rate of \$1,600 per day. Quote includes a reduced fiscal fee of 4.5% since Zanesville City Schools is an MVESC member district. Total fiscal fee is estimated at \$6,912.
- \$48,000: Travel/Training/Stipends – Significant training and travel is required to successfully complete this project. Since MVSA is in planning stages, travel and training costs are front loaded with 65% of these costs to be expended during FY12. This will allow school staff to remain on site more often once the school opens.

Supplies: \$10,979. A 1.1% set aside was created for supplies. Supply funds will be used for training as well as for purchasing consumables for the Project Lead the Way classrooms. This will allow approximately \$365 per month to be spent on project supplies.

Capital Outlay: \$259,500. 26% of the budget was set aside for technology and facility needs because NTN requires a 1-1 computing ratio for students and staff and has specific facility requirements. MVSA will provide slates to all students and staff. Current facility will need minor upgrades to meet NTN facility requirements. The majority of expenditures will occur during FY12 and FY13 to prepare for first year of operation.