



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):</p> <p>Premier Academy of Ohio</p>	<p>b) Name of School(s):</p> <p>Premier Academy of Ohio</p>
<p>c) Superintendent of Schools: (or equivalent)</p> <p>Name: Naim Sanders</p> <p>Address: 1555 Elaine Road Columbus, OH 43227</p> <p>Telephone: 614-501-3820</p> <p>Fax: 614-501-3822</p> <p>Email: nsanders@pao-online.com</p>	<p>d) LEA RHT Contact:</p> <p>Name: Teresa Woods</p> <p>Address: 1555 Elaine Road Columbus, OH 43227</p> <p>Telephone: 614-501-3820</p> <p>Fax: 614-501-3822</p> <p>Email: twoods@pao-online.com</p>
<p>e) School Vision:</p> <p>The purpose of the Premier Academy of Ohio is to ensure learning for all members of the school community.</p>	<p>f) School Mission: Premier Academy of Ohio will become an exemplary learning community that supports innovation and is committed to continuous improvement. Premier Academy will be a place where a collaborative community develops curriculum, instructional strategies, and assessment to ensure all students learn. Our exemplary learning community will:</p> <ul style="list-style-type: none"> • Create a collaborative culture that ensures all students learn. • Implement a relevant and rigorous curriculum. • Continuously research, create, evaluate, and adapt best practice instructional strategies to ensure learning for all students • Use ongoing assessments as instruments to design and adapt instruction that ensures quality learning.

<p>g) Primary Goals of School:</p> <ul style="list-style-type: none"> • All PAO students will create and pursue personal growth plans. • All PAO students will perceive they are accepted at school regardless of cultural, ethnic, gender, academic, or other individual differences as measured by a validated survey. • The PAO students will score at or above proficiency on all subtests of the Ohio Department of Education assessment programs. • All PAO “No Child Left Behind” (NCLB) subgroups will make Adequate Yearly Progress on all subtests of the Ohio Department of Education assessment programs. • All PAO students will meet or exceed graduation and attendance targets, both personal and schoolwide. 	<p>h) Teacher/Student Ratio:</p> <p>1:15</p>

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

Names and titles of individuals who participated in the March 10th Innovation Symposium : *Naim Sanders, Principal; Tom Cunningham, 10th Grade Science teacher; Megan Hunt, middle school LA teacher*

2. SCHOOL PROFILE

STUDENT INFORMATION		
Grades served: 7-12		
Enrollment (total number of students served in school applying for Innovative Program):		
Grade Level	Enrollment	
Pre K-5	0	
6	0	
7	22	
8	26	
9	46	
10	48	
11	54	
12	29	
Ethnicity and gender data (% of enrollment):		
Black: 70.9%	White: 19.5%	Male: 51%

STUDENT INFORMATION		
Asian/Pacific Islander: 0%	American Indian/Alaska Native: 0%	
Hispanic: 2%	Multi-Racial: 7.6%	Female: 49%
Percent of students eligible for free/reduced lunch: 91.3%		
Percent of students identified as special education: 26.8%		
Names of current competitive grants LEA has been awarded (2010-2011): RtT		
Please attach 2009-2010 school Report Card: ATTACHED.		

Section B

1. Please check circle(s) next to the specific Innovative Program(s) for which you are applying. Prioritize your preference order to the right of the program, with "1" being your first priority. **A separate application must be submitted for each Innovative Program.**

- Asia Society (International Studies Schools Network)** _____
- AVID *** _____ **2**
- Early College High School** _____
- New Tech Network** _____
- STEM*** _____
- Other Proven Model (please list)** _____

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

Section C

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

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

SELECTED INNOVATIVE PROGRAM:

AVID MODEL

Premier Academy of Ohio (PAO), 7-12, is in its 5th year of operation as a school of choice on Columbus east side for approximately 225-250 students (70.9% Black/non Hispanic, 19.5% White, 7.6% Multi-Racial, 2% Hispanic). 91.3% of students qualify for free/reduced lunch. Median family income is \$28,709, representing 1 of the top 10 highest rates of children living in poverty in the city (35.9%). Less than 15.2% of the parents have received a post-secondary degree, and less than 68% hold a high school diploma or equivalency. It is significant to note that 43% of the students who choose Premier Academy of Ohio have previously failed at least one grade level, 71% are a minimum of 2 years behind in core subject areas of reading and/or math as indicated by District administered entrance tests (Iowa Test of Basic Skills), and more than 52% of 10th grade students lack sufficient credits to graduate on-time. Approximately 26.8% of the students are identified as SWD, with minorities and males representing the highest portion of those receiving special education services. Graduation and attendance rates for PAO fall below the state average, with minorities and males, again, representing the highest percentage of drop-outs and truancy problems, a trend that has been demonstrated consistently since the school's inception.

After reviewing 2012 Decision Framework data, the Leadership Team determined the following areas of continuing high need for the district: **MATH** – 7th OAA results (46.2%/2008, 40%/2009, **20%/2010**), 8th grade OAA results (34%/2008, 27.5%/2009, **26.5%/2010**), 10th grade OGT (44%/2008, 40%/2009, 62.5%/2010). **READING**– 7th OAA (50%/2008, 32.3%/2009, **52%/2010**), 8th OAA (48.1/2008, 37.5%/2009, **40.2%/2010**), 10th OGT (58.3%/2008, 60%/2009, 71.9%/2010). **SCIENCE** – 8th OAA (25.9%/2008, 27.5%/2009, **23.5% 2010**), 10th OGT (40%/2008, 33.3%/2009, **46.6%/2010**). **DISCIPLINE OCCURENCES/OSS/EXPULSIONS**, specifically for minority males, and **UNEXCUSED ABSENCES** in grades 8th (1028.2/100 in 2010), 9th (984.9/100 in 2010), 10th (1223.9/100 in 2010), 11th (1451.9/100 in 2010) and 12th (1022.4/100 in 2010), specifically for minority males in all grade levels.

Root cause analysis revealed some common issues across the district which include high levels of student mobility (based on 09-10 data, 30% of students were in the district for less than a year, and 49% of all 7th graders had been in more than three districts prior to attending Premier Academy) and high counts of discipline incidences in grades 7 through 9. Additionally, achievement gaps exist in several areas: 1) math and reading performance (a 8 % point reading and 12 % point math performance gap b/t white and non-white students); 2) discipline referrals (non-white students suspension rates are twice that of white students, 3) expulsion rates show a 3-1 ratio.

PAO students represent an ever increasing, underserved population with academic and behavior issues created by a history of school failure and underachievement. Many of the student population represent potential first generation high school graduates who have enrolled in PAO after several failed attempts in public and other charter school platforms. Re-engagement programs, instructional strategies, highly qualified staff, and high interest materials are, therefore, critical to the success and educational survival of these students, both now and in the future. To achieve academically, graduate, & fulfill roles as productive citizens, our students require additional educational support services. At high risk for school failure, dropping out (particularly minority males), & juvenile delinquency, our students would benefit from AVID, an innovative model, designed to provide:

- A schoolwide transformational approach that increases the achievement of all students
- A system proven to increase the college enrollment of traditionally underserved students

- An intensive professional development program that makes good teachers great
- Able to support and strengthen other existing or new reform models
- Able to be immediately implemented in the 2011-2012 school year
- Extremely cost effective to implement and sustain (AVID PowerPoint Presentation)

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

PAO received a School Improvement Grant in 2008/09 and 2009/10. Although the school moved from Academic Emergency to Continuous Improvement in 2010, the grant was not renewed for the final year as a result of ODE budget constraints. In 2010, the PAO Leadership Team continued to embrace and incorporate transformational strategies into the CCIP and Race to the Top Focused Plan that have resulted in the school district moving into Continuous Improvement. The AVID Model will be used as the cornerstone supporting the multi-faceted strategy outlined below:

- Implementation of a standards-based instructional model in all core content areas, including standards/benchmarks, formative assessments, instructional strategies, and re-teaching opportunities.
- Implementation of research-based instructional strategies such as differentiated instruction, higher order thinking skills, writing across the curriculum, project based learning, and service learning modules.
- Use of technology supports such as Advanced Academic for Credit Recovery options and diagnostic-prescriptive programs such as ProOhio to support/measure student learning and facilitate data management.
- Provide additional time on task and expanded learning time to students through before and after school tutoring, summer school, and expanded school day/year with materials and strategies that reinforce not repeat in-class learning models.
- Use of prevention/intervention strategies that are flexible and maximize academic time for core subjects and learning time for students who need it; double blocks of math.
- Inclusion model vs. differentiated system for SWDs; depending on identified student need and plan. Full implementation of the RTI model.
- Capacity building of staff to implement high level instruction through mentors, job-embedded HQPD and coaching, Teacher Residency Program, shared leadership, McREL Walkthrough model, use of Ohio Teacher and Principal Evaluation Standards, and HQPD that fits school needs and system strategy.
- Implementation of educator career path and compensation models that reward the greatest contributors, recognize student growth, and attract/retain talent.
- Maximize community resources to augment instruction and provide enrichment and wellness via partnerships.
- Engage families in their student's learning and in the daily work of the school through volunteer tutoring opportunities, parent nights, Parent Center.

- More detailed explanation of transformation strategies and specific results are outlined in PAO's 2010, 2011, and 2012 CCIPs and attached IMMs.

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

- ✓ Premier Academy of Ohio and its sponsor have demonstrated experience in providing high quality monitoring & accountability to ODE for the past **five** years.
- ✓ Board of Directors, principal, charter school sponsor. PAO Leadership Team, Title I Parent Advisory, and PAO staff are committed to implementing AVID with fidelity.
- ✓ A Premier Academy of Ohio AVID Site Team comprised of school principal, AVID site coordinator/teacher, core subject teachers from middle and high school, and the school counselor will be selected and supported.
- ✓ The PAO AVID Site Team will be in attendance at one of AVID's Summer Institutes offered around the country.
- ✓ The AVID Elective will be added to the Master Calendar.
- ✓ AVID students from PAO will be recruited and selected to begin in Fall, 2011.
- ✓ Highly qualified tutors from PAO have been identified and will be trained to assist in AVID Elective class.
- ✓ PAO staff has voted to commit to incorporating AVID methodologies in content area classes across the school.

Leadership and Oversight PAO principal agrees to lead the administrative management of the program and will select a teacher to serve as the AVID Program Director and provide program oversight including curriculum implementation, analysis of data, supervision of tutors, and the integration/alignment of AVID Model into the PAO academic program and standards based framework. The Leadership/RtT Team and PAO Data Teams are in place to monitor student progress and program implementation.

Facilities: PAO facilities are designed for extended learning opportunities with a large multi-purpose room, performance space, multiple classrooms, instructional technology, and computer labs.

Expertise: Teachers/ teacher assistants/ tutors from PAO are HQ and have a proven track record of instructional improvement. PAO has been designated in Continuous Improvement status by ODE for 2010/2011.

Experience: PAO has a 5 yr. track record for the effective & financially accountable administration of federal, state & private grant money funding a variety of programs including Charter School Start-up grant, RtT grant, EdJobs, & SIG.

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

The PAO Leadership Team has carefully integrated the District CCIP goals and Scope of Work commitments into a working plan for the District which it manages, oversees, and adapts according to ongoing student performance, attendance, and behavior data. Utilizing a strategic planning processes, the Leadership/RtTT Team will develop and monitor implementation process, including budgeting, timelines, outcomes, accountability for the AVID Model within its existing structures. The following strategies will assist the district in integrating the AVID Model into the school culture:

- School leader setting the vision and the tone that promotes college readiness and high expectations for all students.
- Training Site Team members to mentor and support all teachers in implementing AVID strategies, methodologies and resource materials so all students in the school benefit.
- Modeling all classrooms on the AVID classroom to increase student achievement and parent engagement across the entire school.
- AVID division staff and consultants providing ongoing coaching, training and support to transform the culture.

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

Longitudinal national research findings conducted on AVID by AVID and third party evaluators suggests that all students, including Black/non Hispanic, enroll at higher numbers in post-secondary educational opportunities, complete 4 year post-secondary programs, complete applications to post-secondary institutions, and participate in PSAT, SAT, ACT testing at higher numbers than counterparts who do not participate in the program. While all of these outcomes support the goals set forth by PAO, the most important attributes of the program as determined by research are as follows:

- Time in the AVID elective class makes a difference (Mehan, Watt, Guthrie, Black)
- Socioeconomic status doesn't matter if students remain in AVID (Mehan, Watt, Guthrie)
- AVID elective teachers make a key difference for AVID students as mediators and academic trainers (Mehan, Guthrie)
- Students need different kinds of support and scaffolding
- Design of the AVID class plays a critical role in student success (Mehan, Guthrie)
- Trained college tutors provide key academic and personal support (Mehan)
- The AVID recruitment process should be followed explicitly (Mehan, Guthrie)
- AVID seniors are retained in the program if they have a strong personal bond with their AVID teacher and are in a program with a "family-like" atmosphere (Watt, Johnston,

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

The AVID Model itself has been designed with long-term outcomes in the forefront. It is important to demonstrate that the program is a sound community investment that addresses issues essential to strengthening economic development, creating a skilled work force, promoting graduation and post secondary degree opportunities for students with economic challenges, and ensuring students stay in school and graduate. Studies suggest that \$1 invested in prevention programs such as AVID yields a \$7 return in long-term benefits to society. The well-being and prosperity of today's youth is the first step toward ensuring a future of economic strength and viability. Plans for sustainability begin on day one of the project. One of the primary responsibilities of the key stakeholders of Premier Academy is to obtain and maintain funding for the project. Objectives of the group are: strategic planning, generating new funding ideas, coordinating and aligning resources, identifying the gap between the supply and demand for AVID programs, avoiding duplication of services, marketing and demonstrating how the program increases educational achievement and closes the achievement gap, and developing short and long term financing strategies. As a fundamental part of its OIP & SIG planning process, Premier Academy has engaged board members, staff, parents, students, and community/business supporters in identifying revenue sources that can support the curriculum/instruction of the school and provide for programming essential to achievement, intervention, & enrichment of students/families. The process for sustaining the AVID Model past the funding cycles would be similar. Four avenues of funding have been identified.

The first avenue of funding would be state funds such as foundation funding that could be enhanced by enrolling additional students, grades 7-12, yearly. As school culture and student performance significantly improve per AVID yearly expectations, it could be rationalized that more students and families would be interested in enrolling/remaining in the school. A board-appointed marketing committee comprised of administration, parents, school personnel, & community members is currently executing strategies. One such strategy would include partnering with local K-6 charters, particularly those participating in the AVID program, and recruiting from the graduating pool of students. With a clear mission/vision, successful & documented academic achievement, improved graduation rates, college/career placement opportunities, and enhanced social-emotional & community-oriented services/supports, recruitment & retention rates should improve substantially.

Since each charter school is a nonprofit as required by law, with an independent board of trustees, that board of trustees is permitted to partner with any for-profit or non-profit entity for goods or services or to provide financial assistance. Therefore, based on meetings with school board, Leadership Team, and their discussions with partners & community, Premier Academy has drawn up a list of potential partners and community agencies. These entities will be evaluated according to the following criteria: comprehensiveness (innovative and rigorous educational approach), and adaptability (Premier has an adaptable and flexible model which responsive to the community's unique needs). The BOE, Leadership Team and principal will be accountable for expanding and securing these partnerships that will comprise the second avenue of potential funding and/or program support.

The third avenue of funding focuses on endowment and development funds. It is felt that as the school's population of students demonstrate significant academic improvement and increased graduation/attendance rates, the instructional model will prove more viable, attracting more potential partners in the community. This type of long term funding has significant merit, particularly as it relates to supplementing and enriching the school program. Efforts are now underway via Leadership Team.

The fourth funding support is aimed at competitive grant funding and the alignment of funding sources (Title I, IIA, etc.) to successful AVID goals and strategies. With the cooperation and partnership of local educational organizations such as Ohio Alliance for Public Charter Schools,

Premier will collaborate to secure public sector grants. Also, the Premier Leadership Team has been tasked to identify potential grant funding from private sectors as well. Private foundations such as the Gates Foundation, Martha Holding Jennings, and other such entities will be examined for viability.

While acquiring additional revenue sources is a clear need for Premier, taking stock of current practices, diagnosing spending misalignments, and redirecting resources to align with the most powerful educational practices are the dramatic structural reforms needed in a transformation district, not only to effectively implement the AVID Model, but to sustain it once principle funding is gone. Success and ultimately sustainability of practices that work is determined not just by how much money schools have, but on how effectively schools use their limited people, time, and money to achieve their instructional vision.

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 PAO Leadership Team has carefully examined the budget requirements for implementing the AVID Model, K-8, as a new school/District at a proposed cost of \$71,187.00 (AVID website) for the three year period. While some dollars could be allocated from Title I and RtT in 2011-2012 to offset professional development costs and some travel costs for the training and consulting services might be scaled down, the reality is that an Innovative Grant in the amount of \$42,000 for three years would not adequately allow the District to fully participate in the AVID Model. One suggestion to address this obstacle, if no additional funding dollars can be obtained, would be to collaborate with other districts in the Columbus area who receive the grant. This would allow the participating districts opportunities to work together, share costs, and serve as a support and training network to one another.

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

The AVID College Readiness System was designed to increase the college-readiness of all students in a school. AVID works because it:

- Accelerates under achieving students into more rigorous courses
- Teaches academic skills not targeted in other classes
- Provides intensive support with in-class tutors
- Creates a positive peer group for students
- Develops a sense of hope for personal achievement gained through hard work and determination
- 99.2% of AVID students in Ohio are enrolled in a "College Prep" track of courses (AVID website).

9.Identify a timeline to achieve a successful implementation.

Per AVID Implementation Guide and conversations with AVID program manager, Lee Felts:

District Responsibilities- June, 2011: 1. Select an AVID District Director. 2. Execute, sign, and return AVID Implementation contract with AVID Center. 3. District Director plans to attend first week of required AVID District Leadership training as scheduled. 4. Identify resources for full implementation of the AVID program at ZA. 5. Register for the AVID Summer Institute (AVID District Director, or school is responsible. Make Summer Institute travel/hotel arrangements for AVID Site Team. **School/Principal Responsibilities- June, 2011:** Add AVID to the Master Schedule. 2. Identify the AVID elective teacher(s) who, along with the PAO principal, will be part of the campus AVID site team. 3. Clarify the goals of the program for school faculty and parents to gain their input and support. 4. Provide faculty and parent awareness session(s) about AVID. 5. Identify resources for full implementation of the AVID program. 6. Identify the interdisciplinary AVID site team. **District Responsibilities: July, 2011.** 1. Identify AVID sustainability goals and work with District Funding Committee to identify potential sponsors. 2. Enhance District communication plan to include information to parents and community about AVID program and recruitment of students for program. **School/Principal Responsibilities: July, 2011** 1. Continue to build faculty awareness of AVID. 2. Recruit and hire college students as AVID tutors for the fall semester. (AVID District Director). 3. Schedule and plan AVID tutor training (AVID District Director). Identify and recruit students for AVID Elective Class. 4. Schedule class and students for fall semester. 5. AVID teams attend an AVID Summer Institute. 6. During Summer Institute, write AVID Site Team Plan for the site. **District Responsibilities: August – September** 1. District Director begins AVID District Leadership training 2. Tutors are hired and begin work **School/Principal Responsibilities:** 1. AVID Elective classes begin 2. Trained AVID teachers begin using AVID strategies in Elective and content classes. 3. AVID school team implements their Site Team Plan and begins monthly meetings. 4. Teachers continue to attend local workshops and trainings by AVID Center. 5. AVID divisional staff coach and support the school via visits, WebExs, phone calls and local trainings

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

The AVID Model is an excellent match and cornerstone for the current school improvement work being conducted at Premier Academy, a 7-12 school of choice operating in Columbus. Premier Academy should be awarded an AVID Program grant because:

- **High Student Needs:** Diverse and unique, Premier Academy students primarily represent Black, non Hispanic ethnicities and, often, come from low socioeconomic backgrounds where single parents face daily challenges of basic survival and safety. As a result, students and families move frequently, sometimes enrolling the student in two or more schools in one calendar year, leading to a lack of instructional continuity and significant learning gaps. By the time a student arrives at Premier, they have often failed to thrive in other private or public environments, are more than two levels behind in reading and/or math, have been retained in at least one grade level, require special education services, lack sufficient course credits to graduate, and have developed negative defense mechanisms such as acting out, defiance, avoidance, or passive aggressive behaviors that result in suspensions, expulsions, or dropping out by grade 9. In many cases, Premier Academy is the last stop before the student leaves school permanently without a diploma. Premier students require courses and programs to re-engage them in rigorous and relevant learning, a caring adult and role models who believe they can be successful and provide the supports to do so, opportunities to learn about post secondary options and how to access them, college readiness preparation, technological

mechanisms that allow them to address skill deficiencies and credit recovery efficiently, and real-life mentoring and internships connected to careers. Our District, because of the high concentrations of low-income, high need students struggle to provide the resources our students require. With the support of AVID, our students can “develops a sense of hope for personal achievement gained through hard work and determination” (AVID website).

- **High Teacher Needs:** The AVID Model has promise of supporting the District's vision of high expectations for all students **AND** addressing the school-wide need for a structure to operationalize and accomplish this goal. Presently, the District does not have the resources or expertise to develop a comprehensive system, 7-12, to promote and **intensively** support students staying in school, graduating, and enrolling/graduating from post-secondary institutions. Efforts within PAO to meet these goals have been sporadic, individualized to a specific classroom or grade level, and/or lack funding and long term planning efforts and framework. PAO teachers would greatly benefit from the opportunity to network with staffs from effective schools, participate in HQPD to develop more effective strategies and instructional tools, and receive job-embedded coaching to improve teaching and learning at PAO.
- PAO has the **Capacity to Implement** the proposed program successfully due to its longevity as a charter school, sustained and evidenced based academic improvement, highly qualified teaching and tutoring staff, history of community partnerships that will support sustainability and overall commitment to the model with a 100% vote of approval by the staff to pursue and implement the AVID Model.

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.

SCHOOL: PREMIER ACADEMY **IRN#: 000938** **INNOVATION MODEL: AVID**

Proposed Innovation:					
Budget Categories	FY2011	FY2012	FY2013	FY2014	Total
Salaries (100)	N/A	0	0	0	\$ 0
Retirement/ Fringe Benefits (200)	N/A	0	0	0	\$ 0
Purchase Services (400)	N/A	14,000	14,000	14,000	\$42,000
Supplies (500)	N/A	0	0	0	\$ -
Capital Outlay (600)	N/A	0	0	0	\$ -
Other (800)	N/A	0	0	0	\$ -

					-
9. Total Costs	\$ N/A	\$ 14,000	\$ 14,000	\$ 14,000	\$ 42,000

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, May 20, 2011.**

Questions may be directed to

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