



## 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) <b>Name of Applicant (LEA):</b> Cleveland Hts.-University Hts. City School District</p>	<p>b) <b>Name of School(s):</b> Cleveland Heights High: Renaissance School</p>
<p>c) <b>Superintendent of Schools: (or equivalent)</b> Name: Douglas G. Heuer</p> <p>Address: 2155 Miramar Blvd. University Hts., OH 44118</p> <p>Telephone: 216-371-7330</p> <p>Fax: 216-397-3880</p> <p>Email: D_Heuer@chuh.org</p>	<p>d) <b>LEA RttT Contact:</b> Name: Joseph S. Micheller, Ed.D</p> <p>Address: 2155 Miramar Blvd. University Hts., OH 44118</p> <p>Telephone: 216-320-2071</p> <p>Fax: 216-371-7171</p> <p>Email: J_Micheller@chuh.org</p>
<p>e) <b>School Vision:</b> All CH-UH schools share in the district's vision of <b>Preparing All Students for Success in A Global Economy (P.A.S.S.A.G.E.)</b></p> <p><b>District Mission</b> We will prepare all students for college and life by providing a challenging curriculum (RIGOR) that connects students' lives and their</p>	<p>f) <b>School Mission:</b> The Legacy School will prepare students to become active learners through problem-based learning. Students will learn and practice alternative ways to systematically approach and resolve problems they will encounter in college, careers and life. Students will also learn to evaluate their own learning process so as to make adjustments or adaptations to various learning resources. Teachers will serve as diagnosticians of</p>

future (RELEVANCE) in a safe, supportive, and nurturing environment (RELATIONSHIPS).	students' strengths and weaknesses, prescribing and instituting the best instruction.
<p>g) <b>Primary Goals of School:</b></p> <p><u>Legacy School</u></p> <ul style="list-style-type: none"> <li>▪ Move toward “meaning-making” rather than “fact-collecting”</li> <li>▪ Prepare students to think critically and analytically</li> <li>▪ Exploration of appropriate learning resources</li> <li>▪ Utilize systematic approaches to resolving problems encountered in life &amp; career</li> </ul>	<p>h) <b>Teacher/Student Ratio:</b></p> <p>The Cleveland Heights High School ratio is: 14.9 to 1</p>

**Names and titles of individuals who participated in the March 10<sup>th</sup> Innovation Symposium:**

- Douglas G. Heuer, *Superintendent*
- Joseph S. Micheller, Ed.D., *Director of Special Programs & Compliance*
- Allison Byrd, *Coordinator of Secondary Curriculum*
- Marc Engolia, *Legacy School Principal*

**2. SCHOOL PROFILE**

STUDENT INFORMATION		
<b>Grades served:</b>		
<b>Enrollment (total number of students served in school applying for Innovative Program):</b>		
Grade Level	Enrollment	
Pre K-5		
6		
7		
8		
9	545	
10	427	
11	375	
12	463	
<b>Ethnicity and gender data (% of enrollment):</b>		
Black: 78%	White: 16%	Male: 49.4%
Asian/Pacific Islander: 0.1%	American Indian/Alaska Native: 0.02%	
Hispanic: 1.3%	Multi-Racial: 3.5%	Female: 50.6%
<b>Percent of students eligible for free/reduced lunch: 52.3%</b>		
<b>Percent of students identified as special education: 17.2%</b>		

STUDENT INFORMATION
<p><b>Names of current competitive grants LEA has been awarded (2010-2011):</b></p> <p>Foreign Language Assistance Program (FLAP), year 2            21<sup>st</sup> Century Community Learning Centers: 2 grants            Adult Basic Literacy Education (ABLE) and ESL            English Literacy/Civics (EL/Civics)            Tri-C ABLE Consortium            ARRA Title II-D Competitive, year 2            ARRA Title I-School Improvement Competitive, year 1            Martha Holden Jennings Professional Development Grant: Science</p>
<p><b>Please attach 2009-2010 school Report Card:</b> 2010 Cleveland Heights High School report card attached as a separate file.</p>

**Section B**

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

- Asia Society (International Studies Schools Network)** \_\_\_\_\_
- AVID \*** \_\_\_\_\_
- Early College High School** \_\_\_\_\_
- New Tech Network**   **1**
- 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.

Legacy, a small school of approximately 400 students in grades 9-12, housed in Cleveland Heights High School in the Cleveland Hts-University Hts. City School District requests funds to become a New Tech High School. The New Tech model aligns extremely well with the mission of Legacy School and the school's focus on project based

learning. Legacy teachers and other staff have already investigated and explored adopting the New Tech model for their school .

Legacy teachers and the principal began learning about the New Tech High School model in the spring of 2009. The principal, teacher leaders and district representatives visited Napa and Sacramento New Tech High Schools. Based on exploration, research and the site visits, the Legacy team concluded they had the capacity and knowledge to make New Tech a reality for Legacy and its students because of an already collaborative staff and project-based learning approach,. A team of 16 teachers then visited Arsenal New Tech High in Indianapolis, Indiana. Shortly after that visit, the staff collaborated and forwarded a letter of intent to the Superintendent requesting the opportunity to transition to a New Tech school. However, due to district leadership changes, initial funding cost issues, and high school structural design, the proposal was temporarily put on hold. This did not stop the Legacy team from continuing to plan and prepare for the transition. Legacy School hosted the Buck Institute (nationally-recognized specialists in teaching project-based learning) the following fall and included all 9<sup>th</sup> and 10<sup>th</sup> grade teachers in training to implement project-based units. At this point in time, all Legacy teachers have implemented project-based units in their classes.

Legacy teachers were among the first in the district to identify problem-based learning as an effective learning model to prepare their students for the 21<sup>st</sup> century. This model completely aligns with the tenets of the New Tech model. Project Based Learning (PBL) is student centered and empowers students with a voice in their learning, throughout the curriculum. Legacy teachers have also adopted a standards-based approach to clearly define what students should know as outcomes of their courses. New Tech can provide a better and more focused approach in reporting not only students' mastery of the content, but work ethic, collaboration and 21<sup>st</sup> century skills. The New Tech model guarantees a rigorous and relevant curriculum that embeds problem solving, technological skills and workplace skills. The required digital portfolio of all New Tech students will also provide the opportunity to build a collection of work that showcases students' best work. These complex problems will fit diverse student learning needs, creating challenges for every level of student regardless of their starting point. This model also includes special education students and their diverse needs. New Tech's approach of not having leveled classes will raise the level of expectations and require all of our students to achieve at higher levels. Students often enter Legacy assigned to a level not determined by ability, but rather by behavior or work ethic. This new approach to learning will allow all students the opportunity to achieve at honors or accelerated levels. Again, each staff member has implemented project-based units and has seen increased student collaboration, positive interactions, and an increase in the energy and enthusiasm for learning. Furthermore, relationship-building between Legacy students and staff has been a focus from the initial development of the school 7 years ago. Feedback from students, parents, community members and outside visitors to the building always stresses this as one of Legacy's strongest assets. The embedding of student-to-student relationship-building is yet another reason New Tech will increase student achievement for all Legacy students, thereby taking us to the next level of work.

New Tech is also an ideal choice because through its scope of work, the district is restructuring K-12 teaching and learning. Legacy New Tech is not a stand alone initiative. The district is creating a STEM pathway of two elementary schools, one middle school and Legacy New Tech. Legacy's plan is to focus on STEM, taking advantage of rich partnership opportunities with the Cleveland Clinic Foundation and University Hospitals to complement partnerships with Case Western Reserve University's School of Engineering, Cleveland State University's Fenn Academy of Engineering, and John Carroll University's Department of Computer Science.

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

Cleveland Heights High School was included in the Ohio High School Transformation Initiative funded by the KnowledgeWorks Foundation in fall of 2002, as one of the original school districts.. The CH-UH Core Team planned to implement the transformation of our comprehensive high school into five smaller learning communities in two phases. While three schools opened during phase one, Legacy, began the planning and development for opening the following year. Legacy's initial year of operation, the 2005-2006 school year, was part of phase two. CH-UH was unique in developing schools based on instructional models rather than career themes. In choosing problem-based learning as the instructional model, it was the Legacy team's goal to begin preparing their students to become active problem solvers by assisting them to use their minds at their highest potential. Legacy planned to prepare their students to become active learners through problem-based learning where students would learn and practice alternative ways to systematically approach and resolve problems they would encounter after their high school years. Legacy wanted their students to learn to understand their own learning process and be able to make adjustments and adaptations to various learning resources. Legacy teachers served as diagnosticians of students' strengths and weaknesses, prescribing and instituting the best instruction for each individual student to succeed. CH-UH is committed to the small schools framework but is continuously collecting data, evaluating results and improving the high school educational process. In 2011-2012, Legacy will further focus on their instructional model to more fully implement the problem-based learning model, also including a focus on STEM subjects. In keeping with the tenets of PBL and STEM, Legacy students will be able to explore possible careers in health, medicine, exercise physiology, science and mathematics.

Legacy has taken part in Dr. Richard Elmore's Harvard Instructional Rounds process. As part of this process six teachers and the principal were trained in conducting rounds. In the spring of 2010, CH-UH hosted the Ohio Instructional Rounds Team. This team consisted of over forty superintendents, principals and school leaders from across the state, and a team of educators from Harvard University. As part of the Rounds process, Legacy developed a problem of practice which resulted in students and teachers working together to create an environment where students have multiple ways of sharing what they know and what they don't know in an effort to master the standards of each content area. Legacy has received a great deal of feedback during the Rounds process that has reinforced many of the things that show we are continually searching for ways to improve our instruction and relationship building with our students and

staff. It has also been emphasized by each visiting group, that Legacy is the only school bringing the work of improving achievement to the students. This speaks well to the work of the entire Legacy staff in maintaining the tenets of our initial small schools transformation, focusing on our instructional model, teaching strategies and the creation of positive relationships with our students and each other.

To address our diverse group of learners, Legacy has become leaders in the building in moving towards a complete system of standards-based grading and reporting. This emphasizes the steps we have taken to separate our grades into categories like work ethic, collaboration, in addition to mastery of the content.

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

Teacher buy-in is a key indicator of long term capacity to sustain implementation. This proposal was drafted by a team of 10 Legacy teachers, with support from their colleagues.

The Legacy teacher team firmly believes that Legacy School has a high capacity to ensure a successful implementation for the following reasons:

In December 2009, the Legacy School hosted the Buck institute, a pioneer in the Project Based Learning model, to firmly establish our PBL model. By the end of the two-day training, fourteen Legacy teachers had created project-based learning units to be implemented the following semester. Many teachers collaborated to produce interdisciplinary projects and two teams volunteered to have their projects critiqued using a success protocol by the other members of the staff. This process was invaluable and the feedback led to modifications and further conversation. Currently, several projects are in their second year of implementation and have led to actual changes in the school and community. The Healthy Water-Healthy People project, which tested the local waters of a local waterway, was completed in collaboration with local and county agencies, giving students opportunities to work with experts in the field of science. Just as the model intends, teachers noticed more student engagement during each of these projects. The PBL model Legacy introduced, learned and has piloted will contribute to a smooth transition to the New Tech model.

Legacy school teachers have been able to push themselves and have consistently been on the forefront of innovative changes. After reading Ken O'Connor's, *15 Fixes for Broken Grades* and having focused discussions regarding standards-based grading, Legacy staff realized the need for change. The benefits of measuring students' proficiency on well-defined course objectives outweighed the traditional way of grading. Teachers spent many small school meetings supporting each other in this initiative. Similarly, after reading *Instructional Rounds in Education*, teachers developed their own Rounds team to address the problem of practice. It speaks highly of Legacy's staff to note that every Legacy teacher was part of the Instructional Rounds observations. Legacy staff has demonstrated on numerous occasions that they will advocate tirelessly for what will positively impact the achievement of their students.

Feedback received from the last Instructional Rounds visit in March 2011 was that students feel safe supporting and providing feedback to their peers. This speaks to a culture of trust and

respect amongst classmates. It was further reported that students feel comfortable letting the teacher know when they don't understand a concept, clearly demonstrating the positive rapport students have with their teachers.

All students and teachers in Legacy received laptops for wireless learning as part of the district's grades 6-12 1-to-1 Teaching and Learning with Technology. Prior to receiving laptops, teachers received in-service training on best practices for integrating technology into instruction in their classroom. Since the rollout, many departments have devoted professional development time to demonstrate and explore how to best use technology in the classroom within their discipline sharing what they learn and successful lessons they develop through wikis and moodle.

The district's extensive commitment to funding professional development clearly shows how much value is placed on continuous improvement and the need to ensure ongoing skill development in a constantly changing technological world. All Legacy staff attend professional development sessions regularly. Teachers are committed to attending these professional development days, in the summer as well as during the school year, knowing that it will have an impact on their students' success.

CH-UH is also supporting Legacy in the development of a flexible schedule to accommodate the New Tech model. We plan to continue our 9th and 10th grade teaming for all four core subjects, requiring teams to have a common planning period. An additional change within the next two school years, based on research regarding its effectiveness, is to develop a form of flexible block scheduling which may include alternating longer class periods with shortened classes that meet daily. Additionally, discussions are already underway to include the creation of more interdisciplinary courses such as a history/statistics elective course.

Visitations to Sacramento New Tech High School, New Tech High School Napa and Arsenal Tech in Indiana generated both interest and excitement. Soon after returning from Arsenal Tech, a Letter of Intent to the Superintendent was drafted and signed by all who attended expressing the desire and commitment to become a New Tech school. The Legacy school will not only rely on the capacity of our teachers and the commitment of our BOE, but will work extensively with the statewide network in which we are already actively engaged. Because of our long-standing relationship with KnowledgeWorks, we believe we have the necessary "people" resources to establish an effective New Tech school.

Because Legacy as a staff has witnessed New Tech in action, has completed basic training in PBL, already has a sustainable wireless laptop environment, works in a culture of trust and respect, is willing to push themselves, and has the support of the district and those in the New Tech community, we believe Legacy has a high capacity to ensure a successful implementation. Capability to ensure such a successful implementation is heavily dependent on staff support. Having already gone through the exploratory phase of New Tech design, Legacy staff are 100% in support of adopting the New Tech model.

Although Legacy investigated and was poised to adopt the New Tech Model, two factors prevented the school from moving forward. First, the New Tech model requires blocks of time and physical modifications. The district was not ready to commit to block scheduling at the high

school, which is a major transformation in the use of time. Since then, the middle school schedules have moved to the block, and the high school will implement block scheduling in 2012-13. The cost of the New Tech Foundation agreement was the second major impediment. The district had already committed to the 1-to-1 teaching and learning with technology initiative. The Board made a commitment to follow through with the plan to provide all middle and high school students with 21<sup>st</sup> century learning tools, even in the face of severe financial distress. The funds needed to implement New Tech were not available or feasible.

RttT funding will enable Legacy to implement and sustain New Tech. Legacy has the components for a quality implementation. New Tech is an extension of Legacy's instructional model. Teacher buy-in has been secured, and students have the required technology. The district is also conducting a comprehensive facilities review that will result in an environment for 21<sup>st</sup> Century learning. On a temporary basis minor structural modifications will be made to accommodate New Tech program needs.

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

Ohio's RttT award is based on the premise that through innovation, the state's educational system will be transformed so that all students will be prepared for greater success in school and life. The Cleveland Heights-University Heights Scope of Work stipulates that "by 2014 we will have completed the foundational work that will provide generations of students with a world class 21<sup>st</sup> Century education." The district's RttT scope of work directly aligns with the district's vision of Preparing all Students for Success in a Global Economy (PASSAGE). Achieving the vision requires the combination of vision, innovation and alignment with Assurance Areas B, C, & D. New Tech provides a framework that will enable teachers to develop the pedagogical skill needed to facilitate authentic project based learning, and students to achieve at world class levels. Legacy's New Tech school will be fully implemented in grades 9-12 in 2014-15, the very year that common core standards and RttT goals will be assessed.

The school culture will facilitate a smooth transfer from the current school model to the New Tech model. Legacy promotes an environment of collaboration, teamwork, technology and an appreciation for higher education through several endeavors:

Legacy teachers work together to strengthen skills to educate students in the most relevant way possible. Meetings are teacher-centered and driven by teacher-developed problems of practice. Teachers create interdisciplinary lessons to help students tie together various topics. Teachers not only collaborate on lesson plans, but also share knowledge and experience of students. Teachers meet in grade level teams to discuss individual students, present concerns and develop individual plans for students. This collaboration would not be possible without a culture of trust and respect among the staff, which promotes conversations. Collaboration is of utmost importance in CH-UH, so much so that every Tuesday, time has been put aside to bring teachers and staff together in Professional Learning Communities.

Team meetings, collaboration, and conversations among teachers are all irrelevant if students do not feel a connection with their teachers and a safe environment within the classrooms. Recent observers of Legacy classrooms noted by district leaders conducting Instructional Rounds stated, “The Legacy staff is the only staff bringing their instructional practice to the students by increasing their accountability for their own learning.” Because of the strong relationships with each other and with our students, Legacy teachers have a better understanding of what students are learning and struggling with in all disciplines – not just our own classrooms. This level of collaboration, and the interdisciplinary approach to teaching and learning sets Legacy up for success with the New Tech Model.

The Legacy project-based instructional model also supports the New Tech model. Student-led inquiry groups develop problems and work in groups to create projects that explore and address those problems in meaningful, relevant ways. As educators, we believe that it is our job to monitor and support their learning, but we also strive to create a school culture where our students know that they must take responsibility for their own success. We place strong emphasis on providing students with highly descriptive, individualized feedback, rather than simple letter grades. We also encourage our students to assess themselves throughout the learning process. The New Tech Program will allow us to continue this approach to teaching and learning by providing the resources to implement project-based lessons on a greater, more consistent scale.

Technology has taken an even greater role in the school this year: with our 1-to-1 Laptop Initiative has allowed students and teachers to get out of the textbooks and use the numerous resources available. Thirty percent (30%) of Legacy staff currently utilize online tools such as Moodle and Wikis regularly, which makes information, links, assessment criteria, and other materials accessible to students that will help deepen their understanding of content. These sites are similar to New Tech’s “online briefcase.” While Legacy teachers have the desire to implement the use of technology in the classroom, the New Tech Program will create a more unified, consistent approach to using technology, increasing student learning and leading to even greater interdisciplinary collaboration.

Race to the Top competitive funds will primarily be used to contract with the New Tech Network (68.5%). Some funds will be used for building renovations to create the large open rooms promoted for the New Tech model with the final amounts budgeted for supplies to support the students and teachers, and subs and stipends for teachers to attend professional development workshops.

In summary, the overall goal of Ohio’s RttT program, and Cleveland Heights-University Height’s scope of work, is to transform teaching and learning. New Tech will provide the framework to realize this vision. Teachers, who already have a basic understanding of project based learning, will learn how to facilitate and assess true 21<sup>st</sup> Century learning. Students will leave Legacy prepared for college and life. They will have developed the skills, and experienced the highs and lows of working in teams on interdisciplinary projects that have real world significance. Within four short years, we anticipate involving our New Tech Legacy students to consult on designing and planning district projects, as well as continuing the relationships with the partners that were developed during the start-up years.

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

An interdisciplinary focus will promote learning by providing students with opportunities to solve problems and make meaningful connections. Interdisciplinary curriculum will encourage each student to generate new insights and to synthesize new relationships between ideas. As a result, the student-centered curriculum will:

- incorporate multiple intelligences and learning modalities
- increase depth of understanding
- develop higher order thinking skills and problem solving
- set clear expectations for student work
- provide a balance among the disciplines being studied
- maintain the integrity of each discipline
- align with established learning standards
- encourage formative and summative assessment

[Paraphrased from the Authentic Connections: Interdisciplinary Work in the Arts Brochure. Website: [www.menc.org/documents/onlinepublications/INTERart.pdf](http://www.menc.org/documents/onlinepublications/INTERart.pdf)]

As students become more responsible for their learning, they become more mature and grow academically and socially. The collaboration skills that students acquire will lead to more employable skills as they gain listening skills and learn to become better at solving problems. As they learn to critique their peers and learn to accept criticism, the ongoing feedback from staff, peers and even the community will bring a plethora of knowledge that can be translated into growth and increased opportunities. Students will then “experience” the knowledge that they will take with them for longer periods of time and thus find value in life-long learning. When students learn to convey their findings in a professional manner utilizing technology, we have opened up a three-dimensional pathway to research, exploration and communication. This is a skill-set that will take students to new heights with increased confidence.

Special education students will have opportunities to work with peers to help strengthen areas of weakness. The opportunity for staff to pull out and re-teach any struggling student is built into the model. Students with identified disabilities will also have opportunities to gain 21st century skills that make them more employable and provide them with more opportunities to achieve a post-secondary education with more confidence. The more opportunities that are made available for students with identified disabilities to be a part of the general education curriculum, the more connected they will feel. Ultimately, Legacy staff will empower ALL students to reach high and do their best through an innovative, relevant and rigorous curriculum. Whether a student currently finds education a valuable tool, is often appeased by maintaining the status quo, or is a struggling individual and in need of supports, this program is designed for continual growth and success for each and every student.

Additionally, the common core standards and international standards such as PISA (Program for International Student Assessments) will soon be assessing these higher levels of learning, within the context of interdisciplinary instruction. Such education needs to build the very

high skill levels required to solve complex problems never seen before, to be creative, to synthesize materials from a wide variety of sources, to see the patterns in the information that computers cannot see, to work with others in productive ways, to lead when necessary, and to be a good team member when necessary. High performing countries use PISA as the **formative assessment** of their educational systems, and make major adjustments when others outperform them. The first substantive US reaction to the global economy and its PISA standing are the Common Core Standards. The New Tech model provides Legacy a viable model to meet these requirements and achieve our collective vision.

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

The district is fully committed to sustaining innovative programming to provide our students with 21<sup>st</sup> competencies. This is evidenced by a significant reallocation of resources to create a 1-to-1 learning environment, funding initial exploration of the New Tech model, and contracting with the Buck Institute for project based professional development. Due to economic circumstances, funding was not available to directly contract with the New Tech Foundation. RttT provides the start-up funds to implement this proven project based learning model with fidelity. Once RttT funding has ended, New Tech will be the culture of learning for Legacy, and the way we do business. With evidence of the success of the model for students, the district will support a continued contractual relationship with the New Tech Network.

This New Tech model will also be sustained because of the collaborative and collegial atmosphere that has been created by our staff. Legacy teachers believe in working together as a staff to become better educators and to better serve the needs of our students. We, as a staff, approach problems and formulate solutions in much the same way we would expect our students to attack a problem in a New Tech classroom. Legacy teachers regularly use protocols to improve and share ideas that are similar to those observed during the visits to New Tech schools. Professional development and other school-wide decisions are made collaboratively and with the success of the students in mind, thereby increasing staff buy-in. Efforts to inform Legacy teachers of the tenets and strategies of PBL have included visits by the majority of staff to at least one New Tech high school and a two-day training by the Buck Institute. As a result, all of the teachers trained have implemented project-based units. Further training by New Tech over the next few years, in combination with the existing atmosphere of sharing will put the school in a position to effectively train new teachers on site.

Legacy has already begun changing long-standing scheduling structures in the building. Although the building has a comprehensive schedule, over the past three years, Legacy has created grade-level teams that share five period blocks of time (2-period and 3-period blocks in the morning and afternoon) and classrooms in close proximity for 9th and 10th grade students in all four core subject areas. CH-UH also will implement an alternating block schedule for the 2012-2013 school year and that schedule, combined with our grade-

level teams and the close proximity of the four core subject areas, will also make New Tech easier to sustain.

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?

We will face several challenges as we transition Legacy into a New Tech school. As one of four small schools within Cleveland Heights High School, we share building space and operate on the same schedule as the other three, despite the fact that we don't share students with the same learning needs.

In order to accommodate two classes into one classroom, Legacy will need to redesign the current classroom setting and reconstruct some existing classrooms. CH-UH is currently conducting a facilities audit to make each of our buildings more conducive for learning in the 21<sup>st</sup> century.

The changes that will be required are not just physical. Another potential barrier will be ensuring common planning time for core teachers. Next year, Cleveland Heights High School will initiate a freshmen experience to support freshman as they transition into the high school. This will result in teams of three core teachers: science, English and social studies. Math will not be part of the team. In visiting and researching New Tech schools, we recognize the importance of **ALL** core teachers sharing daily, common planning time. Common planning time for all four core teachers will provide opportunities to plan as a team, critique each other's projects, and work together in meeting the needs of students. During the planning year we will re-evaluate our 9<sup>th</sup> grade strategy, addressing the need to transition all Legacy 9<sup>th</sup> grade students into New Tech.

Legacy currently offers a number of Advanced Placement and honors level classes, with a large parent and student population that will want these classes to continue as they are currently offered. Legacy understands that within the New Tech model there is no leveling: all classes are expected to provide honors or AP level instruction within the regular class. This will be a change of classroom culture for our students and their families. However, we are confident we can provide evidence and rationale to the benefits for ALL students to have access and choice to a more rigorous curriculum.

The high transient student population also poses a great challenge for us. Seventeen percent (17%) of our students (nearly one out of five!) are new enrollees to the district each year. The unique learning environment that New Tech provides will make this a challenge. One way to resolve this challenge is a newly-formed Assessment Center that will open this upcoming school year. Each student, upon enrolling in Legacy, will be assessed prior to entrance. This will provide more accurate achievement data on each student and better prepare us to meet each student's individual learning needs more readily.

The planning year will be critical in developing project plans to ensure proper implementation in 2012-13. Preliminary planning has already begun to create a sample block schedule, realign key staff, and evaluate facilities.

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

Making our classrooms resemble contemporary workplaces with students working as a team with the latest technology, having their daily schedule/agenda accessible, addressing real-world problems through carefully developed projects and presenting solutions to an audience will teach self-sufficiency and time management as well as responsibility for their own learning. This scenario also mimics the skills necessary to be more successful in college. When students move from middle school to high school, the transition is often overwhelming and students take a considerable amount of time to adjust. If students have already experienced a culture similar to further education, the transition phase will be reduced. As a result, students will quickly identify their role in the learning process and seek challenges, as they strive to achieve their goals.

Additionally, college may be a challenge that requires students to understand the process by which he or she learns. The New Tech model will streamline this process and better prepare each student. This knowledge will catapult each student to seek out career choices that best match their skills early on in the educational process. The partnership with area colleges, John Carroll University, Ursuline College, Notre Dame College and Case Western Reserve will also be the backdrop for our students to realize the necessity for further education. Spending time on college campuses while matriculating through Legacy will provide our students a more realistic experience and a better picture of what it takes to attain various college degrees.

This Innovative Program requires our student to make more meaningful connections and to plan for the future. If we continue to teach in isolation, the pieces to the puzzle may never come be solidified. New Tech will provide our students the need to explore and be innovative in order to magnify their passions for learning, resulting in making them more successful upon graduation. Our student will also experience a relevant and rigorous curriculum, challenging them to reach their potential as learners.

9. Identify a timeline to achieve a successful implementation.

**2010-2011 (to July 1, 2011) Context Setting**

- Complete necessary contractual stipulations
- Develop monitoring/evaluation benchmarks/metrics
- Conduct SWAT readiness analysis
- Form Design Team

## 2011-2012 Planning Year

- Develop/implement planning matrix
  - Design team role/meeting dates/deliverables
  - Professional Development Schedule
  - Site visit schedule
  - Communication / Community Outreach
- Targeted school planning for (Coach/staff) for operational component in 2012-13

## 2012-2013

- ISSN opens
- 9<sup>th</sup> and 10<sup>th</sup> grade
- 11<sup>th</sup> and 12<sup>th</sup> continue with current structure (embed internationally focused units)

## 2013-2014

- ISSN for 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup>

## 2014-2015

- Full of all grades
- First ISSN graduates!

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

The Legacy teachers know what it takes to transform a school and its culture. Legacy experienced a great deal of success in transforming the school into a smaller learning community to better meet the academic and social needs of CH-UH students. Although, we have seen success during the transformation, we realize that student achievement is not what it could be. New Tech will provide the tools, enhanced pedagogical skills, and resources to better prepare all of our students with the skills needed to become more successful in the 21st century. This model forces teachers to aim high, where expectations are raised because of the structure of project-based units. State and college entrance exam standards are easily interwoven into the curriculum, requiring students to be challenged on a daily basis. Furthermore, a project-based curriculum will prepare our students to take on complex problems and search for solutions collaboratively.

The collaborative decision-making and culture of trust Legacy has created is arguably unmatched. We continually involve all stakeholders, modeling what our students are asked to do as they work collaboratively, to address each need for our school, creating a plan for improvement, and following through.

Legacy School has the clear capacity to ensure a successful implementation of the innovative New Tech model. Legacy has experience with school-wide transformation through its multi-year involvement with the small schools program (OHSTI). Legacy staff have already developed a strategic direction that pairs project-based learning with technology. Legacy

School already enjoys a technology-infused learning environment where both students and staff are familiar with the tools and have begun to learn and use best practice methods to integrate technology into the classroom. The CH-UH school district, completely behind the New Tech model, has been unable to contract with New Tech based on current economic conditions for the district. Race to the Top funds will allow the school to move through the planning and implementation stages and allow the district several years to ensure the budget is available to continue the model upon its success.

## SECTION D

Please include LEA Name, IRN#, and proposed Innovation Program information at the top of this table. Include a breakdown of the annual expenditures anticipated in each budget category during each grant-year that equals the total dollar amount of the innovation program selected.

<b>Proposed Innovation: Cleveland Heights-University Heights City Schools #043794 New Tech Network</b>					
<b>Budget Categories</b>	<b>FY2011</b>	<b>FY2012</b>	<b>FY2013</b>	<b>FY2014</b>	<b>Total</b>
Salaries (100)	25,000	40,000	30,000	25,000	\$ 120,000
Retirement/ Fringe Benefits (200)	4,500	7,200	5,400	4,500	\$21,600
Purchase Services (400)	150,000	190,000	185,000	160,000	\$685,000
Supplies (500)	1,000	12,400	10,000	10,000	\$33,400
Capital Outlay (600)		70,000	70,000		\$140,000
Other (800)					\$ -
<b>9. Total Costs</b>	<b>\$180,500</b>	<b>\$319,600</b>	<b>\$ 300,400</b>	<b>\$ 199,500</b>	<b>\$1,000,000</b>

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

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

**Interested LEA/Schools are required to submit the requested grant information electronically to [jay.keeper@ode.state.oh.us](mailto:jay.keeper@ode.state.oh.us) no later than **Friday, May 20, 2011**.**

Questions may be directed to  
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