



## 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> South Euclid-Lyndhurst City Schools</p>	<p>b) <b>Name of School(s):</b> Memorial Junior High School Charles F. Brush High School</p>
<p>c) <b>Superintendent of Schools: (or equivalent)</b> Name: Dr. William Zelei</p> <p>Address: 5044 Mayfield Road Lyndhurst, Ohio 44124</p> <p>Telephone: (216) 691-2007</p> <p>Fax: (216) 691-2298</p> <p>Email: Zelei@SEL.k12.oh.us</p>	<p>d) <b>LEA RHT Contact:</b> Name: Dr. Veronica Motley</p> <p>Address: 5044 Mayfield Road Lyndhurst, Ohio 44124</p> <p>Telephone: (216) 691-2006</p> <p>Fax: (216) 691-2033</p> <p>Email: Motley@sel.k12.oh.us</p>
<p>e) <b>School Vision:</b></p> <p>The South Euclid-Lyndhurst School District is committed to working collaboratively to promote a safe and educationally thriving environment which fosters high expectations for student success.</p>	<p>f) <b>School Mission:</b> The South Euclid-Lyndhurst School District in Partnership with our community will seek to educate our youth so that they will possess the knowledge skills and values necessary to become responsible, independent, critical thinking citizens committed to life-long Learning.</p>
<p>g) <b>Primary Goals of School:</b> Via the Ohio Improvement Process (OIP) we have identified the primary goal as one that works to close the achievement gap among subgroups. More specifically, the achievement of students who are</p>	<p>h) <b>Teacher/Student Ratio:</b> 1/25.4</p>

economically disadvantaged, African American and/or Students with Disabilities. Both Memorial Junior High School and Charles F. Brush High School will increase student achievement, by arming our students with the necessary skills needed to be prepared to go to college and successfully complete a post secondary degree.

**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 10<sup>th</sup> Innovation Symposium :**

## **2. SCHOOL PROFILE**

<b>STUDENT INFORMATION</b>		
<b>Grades served: 7-12</b>		
<b>Enrollment (total number of students served in school applying for Innovative Program):</b>		
<b>Grade Level</b>	<b>Enrollment</b>	
Pre K-5		
6		
7	<b>331</b>	
8	<b>341</b>	
9	<b>384</b>	
10	<b>311</b>	
11	<b>391</b>	
12	<b>442</b>	
<b>Ethnicity and gender data (% of enrollment):</b>		
Black: <b>62.2%</b>	White: <b>29.8%</b>	Male: <b>50.3%</b>
Asian/Pacific Islander: <b>2.1%</b>	American Indian/Alaska Native: <b>0.0%</b>	
Hispanic: <b>0.7%</b>	Multi-Racial: <b>5.2%</b>	Female: <b>49.7%</b>
<b>Percent of students eligible for free/reduced lunch: 47.5%</b>		
<b>Percent of students identified as special education: 20%</b>		
<b>Names of current competitive grants LEA has been awarded (2010-2011):</b>		
<i>Alternative Education Challenge Grant, School Improvement Grant, 21<sup>st</sup> Century Grant and Race to the Top</i>		
<b>Please attach 2009-2010 school Report Card: <u>SEE ATTACHED</u></b>		

## **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.**

- |                          |   |              |
|--------------------------|---|--------------|
| <input type="checkbox"/> | <b>Asia Society (International Studies Schools Network)</b> | _____        |
| <input type="checkbox"/> | <b>AVID *</b>   | <u>  X  </u> |
| <input type="checkbox"/> | <b>Early College High School</b>                            | _____        |
| <input type="checkbox"/> | <b>New Tech Network</b>                                     | _____        |
| <input type="checkbox"/> | <b>STEM*</b>  | _____        |
| <input type="checkbox"/> | <b>Other Proven Model (please list)</b> _____               | _____        |

**\*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.**

South Euclid Lyndhurst has experienced success with our current AVID program (92% of our first cohort has been accepted into a four year college next fall), and we want to expand our current program as well as become an Innovative Program Demonstration Site. We have worked closely with established AVID programs, the Cuyahoga ESC and districts that are just beginning to initiate an AVID program in their schools. We are prepared to establish an educational culture that supports all students by providing them with the necessary skills and academic rigor that will assure success in their post secondary educational opportunities.

The South Euclid Lyndhurst ("SEL") School District earned an Ohio Award for Excellence in recognition of its commitment to the continuous improvement process. After receiving this award, the district strengthened its short and long-term planning, communications and partnerships with community based organizations. The end result was the district's Master Plan for Excellence (that addressed the continual expansion of educational opportunities for all students) and a 2007 designation by Business Week Magazine as 10th "Best in the Nation" for school quality. By 2009 various programmatic initiatives throughout the district were implemented in accordance with the Master Plan. The results were encouraging, especially within the district's Brush High School. Brush is a larger high school with an effective designation. However the district believes that Brush can do more to reach the next performance category of academic excellence and close the achievement gap between black and white students. For example, 35% of African American students performed below proficient on the math portion of the 2009-10 OGT, while only 13% of the white students failed to attain a proficient score. A review of the Ohio Board of Regents data indicated that 45% of Brush

graduates are first time college students and 48% of Brush graduates are enrolled in remedial reading or math courses upon entering college. Our district has transitioned from 33% African-American students and 17% Economically Disadvantaged in 2002 to one with 59% African-American students and 44% Economically Disadvantaged in the past ten years. We realize the demographic change and the achievement gaps must be addressed by all staff. To that end, we feel that by expanding the current AVID program to involve all staff and students, we will provide a proven framework to close these gaps.

The SEL School District formed a planning team to address this disparity in achievement. The team members included the program's Community Based Organization (the South Euclid Lyndhurst Recreation Commission), the Cleveland Clinic, the school principals, central administrative staff, and teachers from Brush's academic programs and Guidance Counseling Office. Team members collaborated through interviews, planning discussions, email conversations, and group meetings. SELREC and the Cleveland Clinic's Office of Civic Education Initiatives led an analysis of current extracurricular activities, as well as mentoring and tutoring efforts. District staff provided feedback on current academic programs and how tutoring and an AVID program could advance the district's Master Plan. Student performance data was analyzed for achievement gap disparities, while a student survey was conducted by grade 6-12 teachers.

In the final analysis, the team elected to recommend a program focused on the math and reading achievement of its underrepresented students. AVID was selected because it is a school wide program that increases achievement for all students, it is proven to increase college enrollment of traditionally underserved students, and its professional development program meets the criteria of HQPD. AVID will support and strengthen our existing 21<sup>st</sup> Century Programs as well our existing instructional programs at the Middle and High School levels. Through our AVID implementation and the professional development that our staff will receive, we will increase the number of students in rigorous coursework, decrease the need for remedial courses, and increase the number of students taking Honors and Advanced Placement courses, ensuring that all students are supported in their post-secondary goals. The implementation of AVID is a proven strategy to support SEL's Continuous Improvement Plan Goal of increasing reading and math achievement. We are convinced that the proposed expansion of the current AVID cohort, in conjunction with after school / summer programming, works to ensure that every student excels in a rigorous and relevant math and reading curriculum and that teachers, parents and community partners will share responsibility for their success. It will do so under a straightforward approach that focuses on the five most critical elements of a successful school program: summer bridge academy, peer tutoring, adult and peer mentors, parent involvement, and rigorous class offerings.

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

Beginning this school year, the South Euclid-Lyndhurst School District is implementing an Academic Improvement Plan, which includes multiple approaches and new programs aimed at raising student achievement and better preparing students for college, work and life. "Our teachers and staff have worked extremely hard in recent years to maintain a strong level of achievement in our schools in spite of financial challenges, increasing accountability and rising academic expectations," said Superintendent Dr. William Zelei. "However, neither we nor our community are content with our current rating. Our students deserve a 21st Century education, and we firmly believe that our Academic Improvement Plan will provide critical resources to our students, better align our students with their true academic abilities, and lead to stronger education and better overall achievement." The Academic Improvement Plan includes the following initiatives:

- Read 180 -This program, which was successfully implemented at Memorial Junior High School more than five years ago, expanded to Greenview and is now expanding to Brush High School this year. It includes targeted, individualized instruction and intervention for students who are struggling with reading skills, sometimes several grade levels behind their peers. Read 180 is a class that selected students take as an elective.
- Plato Intervention Lab - “Arc Prep,” is a new program at Brush High School and Memorial Junior High School. The program adds another layer of intervention and instruction for students with reading or math deficiencies. The Plato Lab is individualized computer-based instruction for students who are only moderately behind their peers. Since the Plato Labs are Web-based, students can access them any time of the day or night. Like Read 180, the Plato Labs take place during a regular class period which selected students take as an elective.
- Grade-level reclassification -To bring the district into alignment with the standard practices of other Northeast Ohio districts, and to help students gain a realistic assessment of their academic progress, Brush High School students will now advance to the next grade level if they have earned enough academic credits. This model more closely resembles a college approach to academic progress and keeps students and parents better informed about graduating on time.
- Greenview Upper Elementary, an AVID school, changed its schedule to 90 minute periods. Block scheduling at Greenview will support math and reading/language arts instruction. The amount of instructional time each student receives will be increased. The block schedule has increased their time in reading/language arts and math from 50 minutes per day to 90 minutes per day.
- Brush High School reorganized to benefit freshman. The transition from 8th grade to 9th grade can be challenging. To better support freshmen at Brush, most freshman classes are now provided in a smaller learning environment that will be easier to navigate for those new to the high school. Most freshman courses will take place in a designated area of the building to reduce travel times between classes.
- Brush High School received a 21st Century Learning grant that provides extended and enhanced learning opportunities for Brush students. Additional activities and programs will take place before and after school and during the summer to enhance student learning.
- Lower Class Sizes - In an attempt to reduce Brush High School class sizes, both in Advanced Placement and Comprehensive courses, the District hired four additional core teachers (language arts, math, science and social studies). These smaller class sizes will improve the student experience and increase academic achievement.
- Seniors to Sophomores – S2S – is a program that allows seniors who meet specific criteria to complete 24 college credits at Tri-C Richmond Road Campus while completing high school credits for graduation.
- The MAC Scholars program - The South Euclid-Lyndhurst School District is widely renowned for reducing the achievement gap and helping minority students, especially African-American males, graduate and succeed. “The MAC Scholars program has been hugely successful for our schools, and these service projects offer a chance for our students to learn valuable lessons, while also showing the community the growth and commitment our students possess,” said Dr. William Zelei, SEL superintendent. “The MAC Scholars program breaks down the achievement gap and pushes students to do their best.”
- McREL Walkthrough Training - the district identified the need to monitor the implementation of these best practice instructional strategies. In response, the District administrative team participated in McREL Walkthrough Training based on Marzano’s Instructional Strategies. With ongoing communication with the teaching staff, administrators implemented the walkthroughs district-wide to evaluate the implementation and effectiveness of the professional

development. Extensive professional development is provided to our staff regarding the Marzano Instructional Strategies and the integration of those strategies into their instruction.

- The Administrative Professional Learning Community has been organized to increase instructional leadership skills for all administrators. The entire administrative staff meets throughout the course of the school year to target specific areas of need as indicated through data and a professional development plan.

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

South Euclid Lyndhurst Leadership at all levels is committed to implementing AVID with fidelity. We have implemented a successful AVID Program in three of our schools. The SEL District has a vision to expand the program so it becomes an integral part of our school culture. We have a goal of becoming an AVID INNOVATION DEMONSTRATION SITE. We have established AVID Electives as part of our master schedules, recruited students, and are celebrating our first graduating class with a 92% college acceptance rate. In order to provide a world class education for our students, we realized that we needed to develop strong partnerships with educational, health, and community institutions to share resources as evidenced by:

- The South Euclid Lyndhurst ("SEL") School District (LEA) will bring facilities and staff expertise to the program. The SEL School District currently manages an AVID program and two 21st Century Learning Centers, one for students in grades 4-8 as well as a program at Brush High School. These established programs offer a variety of extracurricular clubs and sports activities within all district schools to meet the academic, social and recreational needs of its students. We include AVID in both 21<sup>st</sup> Century Programs by creating "Summer Bridge Academies" for incoming 6<sup>th</sup> and 9<sup>th</sup> grade students in order to ensure a positive transition in their new schools. A combination of the 21<sup>st</sup> Century Program, existing AVID programs, and two dedicated directors for the projects create a seamless integration of day, summer and after-school programming. One of SEL's strengths is recognizing the need to designate directors to oversee the implementation and coordination of community partner activities, teachers, curriculum, and student mentors who will meet the collective and individual needs of the school's under-represented students. The Director of Pupil Services and the Director of Instruction serve as co-directors of our current AVID program. The Directors meet monthly with our principals and site coordinators to monitor fidelity of the program goals as well as address any areas of concern. Because of their central office positions and responsibilities, they have the capacity to integrate AVID into the school culture and provide resources that have been identified by the principals and site coordinators. Both Directors have access to dedicated principals, school staff, supportive families, a PTA organization, and a parent/community partner advisory group to ensure the success of the program. These individuals are an integral part of our existing AVID program and possess the vision to create a district-wide AVID culture. With the successful implementation of these programs we have already created awareness, trained tutors, adjusted schedules, and have staff, administrative, parent and community support for a successful program.
- Through our Membership in Cuyahoga County's First Ring Collaborative, established to address the unique educational challenges, including poverty, mobility, cultural diversity, and efforts to close the achievement gap by reducing disparities in student's academic performance, we have pulled resources and developed partnerships with like urban school districts. We are committed to share professional development with and resources for existing or new AVID Programs in our area. The First Ring has two other districts with established AVID programs. Our First Ring collaboration with these districts will allow us to network and receive peer support, professional development, and advocacy while implementing and growing the AVID program in our district. The South Euclid Lyndhurst City Schools have

already had discussions with the Cleveland Heights/University Heights, Berea City and Brooklyn City Schools as well as the Cuyahoga ESC regarding regional professional development to support the sustainability beyond RtT years.

- Our partner, The South Euclid Lyndhurst Recreation Commission ("SELREC"), meets the recreational needs of the SEL residents; it is a full-scale Recreational/Community Education hybrid offering over 500 classes and programs designed to enhance the active lifestyles of families ranging from arts/crafts, dance/music to fitness/health, and adult sports. SELREC is managed by a counsel of individuals from the SEL communities and the SEL School District, while its director and operations coordinator have the capacity to identify, research, background check and manage quality community organizations/instructors for teenagers. They have played a significant roll with both our 21<sup>st</sup> CCLC and AVID programs.
- The Cleveland Clinic ("Clinic") is another key partner. The Clinic is currently the 3rd largest employer in Ohio and known as one of the top 4 hospitals in the nation. As part of its mission, it has established an Office of Civic Education Initiatives to promote learning in Ohio. In partnership with area schools, it designs innovative programs intended to enhance children's education in the areas of math, science, health and wellness, the arts, and innovation. One innovative program that the Clinic has implemented over the years is its peer mentoring program for students participating in its high school internship program. When a high school student participates in the intern program for the first time, he or she may find navigating the maze of medical institution regulations, policy and protocol to be daunting. Therefore the Clinic instituted a process where "seasoned" high school students (in their second or third year of the intern program) mentor new interns to ensure their efforts are successful in a hospital setting. Since mentoring is a key component of AVID, we believe we are poised with this partnership to expand its role in our District.

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

AVID has been integrated into our current scope of work and by expanding the program we believe it will help us meet the goals of our current transformation plan. We have aligned our RTTT activities with the state of Ohio and believe that expanding the AVID program will allow South Euclid Lyndhurst to achieve the following:

- Over the next four years, our goals are to reduce achievement gaps, increase high school graduation rates, and increase college enrollment. By expanding the program to address all students, not just a small cohort, we expect a 20% increase in benchmark data that showed only 45% of first time college enrollees in Brush High School. Spring data revealed that 92% of this year's senior AVID cohort has successfully applied to and have been admitted to college. In honor of their accomplishments the Senior AVID class was recognized during an AVID Celebration Ceremony that included, parents, community members, district personnel and media coverage.
- Educator quality and leadership skills are the most important variables impacting student achievement. Given this, we know that teachers' repertoire of instructional skills may vary from classroom to classroom. This makes the need for professional development an ongoing and necessary component of our work. We also recognize that principals must be well versed in those initiatives and practices that support student success and that they should also participate in these professional development activities. We have an Administrative Professional Learning Community established to support and enhance the leadership skills of all administrators in our district. School and district leaders set the vision and tone that

promotes high expectations for all students. Keeping these principles at the forefront of our work, we envision our school district to look like the following by 2013-2014:

- Reduce graduation rate gaps by 50%, reduce performance gaps by 50%, and increase college enrollment for 18 and 19 year olds.
- Students in our schools will learn what they need to be prepared for college and the workplace. All classrooms are modeled on the AVID classroom and will increase student achievement and parent engagement across all schools.
- As a district, we must do everything we can do to recruit, select, reward and retain the best teachers and leaders. Trained AVID Site Team members will mentor and support all teachers implementing AVID strategies and methodologies so that students will benefit.
- With the demand for a multiple-measures approach, rather than a single, high-stakes test to determine student achievement and the research behind assessment *for* learning practices, the need for formative instructional practices has dramatically increased. To provide this personalized approach to teaching, educators must be able to access, navigate and interpret multiple data sources throughout the year and not just at year's end.
- The district will enhance and support teachers' instructional practices. We will utilize AVID PATH Training to embed PD and a coaching model at each school site. The AVID division staff and consultants will provide ongoing support.
- Through AVID and other targeted professional development, our staff will be provided an opportunity to investigate methods and programs that meet their specific needs so that students can reach their potential
- The district will use data to inform instructional practices relative to reducing the academic achievement gap and improving the performance of all students.

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

AVID has a proven record of success with student outcome data. Our graduating AVID cohort has been successful in that 92% of the students have been accepted into a college this fall. The district believes that Brush can do more to reach the next performance category of academic excellence and close the achievement gaps between black and white students. For example, 35% of African American students have performed below proficient on the math portion of the 2009-10 OGT while only 13% of the white students have done the same. Implementing a school-wide AVID program and approach to curriculum will provide students with the skills necessary to be successful learners, as the strategies learned in the AVID electives can be fully integrated in all courses. AVID teachers will be trained to develop leadership, reading, writing, critical thinking, and organizational strategies that can be used with all students. By implementing the AVID program, our goal is to eliminate the need for remedial courses and increase the number of students taking and successfully completing upper level, rigorous courses. AVID's effectiveness proves that we will be able to increase the percentage of Brush's graduates attending a four year college from the current 24%. The AVID team of teachers and students will create a positive peer group with the skills necessary to provide support and encouragement to under-achieving students. The entire climate of the building will change to focus on post-secondary goals for all students. AVID offers an extensive, systematic professional development for the staff that will positively impact the entire student body. In addition, our staff will be prepared to provide more timely interventions for students who fall behind early in their school career. They will have the skills necessary to provide ongoing tutoring, mentoring, and instructional support to all of our students in preparation for college. We expect that the culture in South Euclid Lyndhurst will change from providing "lip service" to the belief that "all children can learn and that it is our priority to meet the needs of each individual student to provide him/her with a world class education that ensures success upon graduation". When a student is not successful in our district we

can no longer sit silently by without providing the resources we need to strengthen the student. With the successful implementation of AVID, we will establish a culture in our educational community that truly believes in individual student worth and purposefully designs programs, instruction and supports for each student we encounter.

The AVID strategies create a classroom support system for teachers through instructional coaches in core content areas and the use of data to drive classroom decisions. Data is easily accessible to all teachers and there are many opportunities to improve what teachers actually do with the information they gather.

**Key Measures:** The primary outcomes for students will be increased scores in reading and math achievement assessed on the OAA or OGT for grades 6 – 10. Measures for high schools: Percentage of 9th graders matriculating to grade 10 on-time, AP courses taken, ACT scores, amount of college scholarships awarded, and percentage of students attending a public higher education institution (Board of Regents data). Measures for middle school include the number of students earning high school credits and the numbers of level two or three discipline incidences. Family and teacher survey results will also be used to determine effectiveness and satisfaction with the AVID program.

**Secondary Outcomes:** Other secondary outcomes for the evaluation include teachers' experience with coaching, and the impact of additional supports to address non-academic barriers. Teachers' coaching experiences will be assessed on surveys administered at the beginning and at the end of each academic year. Instructional quality will be assessed by teachers' self-reported descriptions of their practice on surveys, and through independent observations of their instruction. McREL Walkthrough data will indicate an increase in the use of Marzano instructional strategies, which align with the AVID framework.

#### **6. How will you sustain this Innovative Program post RfT?**

Planning for the continuation of the AVID Program will begin immediately through the support of an Advisory Board, comprised of a broad based membership representing stakeholders (community partners, parents, principals, staff, and district administrators), who will be appointed by the Superintendent. Since the SEL School District believes that the AVID Program will serve as a model for other school districts to follow, the Advisory Board will launch a sustainability planning process during its first year. The AVID professional development plan will allow the program and methodologies to become a part of our school culture, thus supporting its sustainability. The planning process will consider means by which the program can be made increasingly cost effective and explore a variety of methods to secure necessary funding. A review of the program's evaluation reports will help the Advisory Board members to determine what initiatives are most effective, and which ones are directly affecting the closing of the achievement gap, in accordance with the District's Master Plan for Excellence and CCIP. The Advisory Board and Program Manager will also use this information to determine which partner services or program efforts are most worthy of continued financial support. Recommendations will be made to the District in a written plan that suggests further support to the program through use of Title I, Title II, and other competitive grant funds. The written plan will be shared with the SEL School District's School Board for comment. Other proposals will be generated to appropriate funding sources on an ongoing basis. For instance, consideration will be given to those who can mobilize funding within and outside the immediate South Euclid and Lyndhurst communities. Such key organizations will include private foundations and local businesses.

Key to sustaining the AVID Program is the Program Management who will oversee its initiatives. One of the duties of the Directors therefore, will involve maintaining all records for the program and communicating not only to community partners, parents, staff and district administrators about the

program, but to funders about its needs as well as ongoing success. This will occur by: (1) maintaining ongoing communication with the partners to ensure planning, scheduling and review of program activities; (2) Reporting to district administration and the school board both orally and through reports on issues pertaining to the program, including policy development, the spending of grant funds, broadening and enhancing partnerships, and quality assurance to ensure program success; (3) Overseeing Site Coordinators' outreach efforts to families and distributing regular newsletters about the program such as parenting information, school events, special recognition of participants, community resources and community events; and (4) Periodically contacting local funders to keep them apprised of program implementation. Finally, we have developed a First Ring Collaborative and a commitment by other AVID districts that will allow us to share resources with area schools and will be supported by the Cuyahoga E.S.C.

**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 do not foresee any major barriers for professional development or program framework requirements. We have established a First Ring Collaborative to share resources during the implementation of AVID. Our staff is familiar with all components of AVID and has a strong belief in its positive impact on our students. We have planned for AVID with our District Design Team, made up of critical stakeholders, as part of our Continuous Improvement Plan and RtTT Grant. It has been a recommendation of the RtTT Team to proceed with the implementation of AVID and the stakeholders have pledged their support. We have proven success with our first cohort (92% acceptance to a four year college), which has solidified staff and community support for expansion of the AVID program.

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

Brush is graduating its first AVID class this year. 92% of the students in the program will be attending college in the fall. With the award of this grant, we will be able to extend the program to all students and their families. Creating an AVID culture will have a positive impact on all core classrooms, establishing a tradition of educational rigor, increased academic achievement and systemic student support. The opportunity to provide mentors, tutoring, and family support while increasing the number of positive peer groups for at risk students will create a rich learning environment that will provide a strong career pathway for our students. By providing AVID in our Middle Schools, our students will enter high school prepared for 9<sup>th</sup> grade. Fewer students will need to retake a class due to failure and be on track for graduation. Brush High School will see more students take advantage of college prep courses and enroll in AP/honors classes. Students who enroll in college will not need remedial classes. Parents will become more aware of opportunities available for their students through planned meetings and career counseling sessions. We will increase the percent of all Brush High School students participating in the AVID program thereby increasing the number of students that will be successful in a chosen post-secondary college or career opportunity. Our underachieving students will receive support with academic skills that are not targeted in other classes. Our district has transitioned from 33% African American students and 17% Economically Disadvantaged in 2002 to 59% African American and 44% Economically Disadvantaged in the past 10 years. We realize the demographic change and the achievement gaps must be addressed by all staff. To that end we have established a comprehensive professional development plan to support our administrators and staff. Our professional development strategy will provide the tools needed to address the unique needs of our changing student population and impact the potential for all staff to embrace the changing diversity within our district armed with scientifically researched based best practices. Through extensive professional staff development, parent engagement opportunities and increased student

college/career exposure, we hope to embed a rich AVID CULTURE into our District as well as our partner districts in a focused mission to increase student achievement and success.

## **9. Identify a timeline to achieve a successful implementation.**

March 2011

- March 10<sup>th</sup>: Participation in Innovation Symposium RttT regional meeting to learn more about AVID program
- March 18<sup>th</sup>: Conference call with AVID representative, the ESC, RttT Regional Coordinator, and other districts in the county interested in AVID; Team meeting discussion to establish AVID partnership/relationship with Brooklyn City Schools
- March 30<sup>th</sup>: South Euclid Lyndhurst AVID team met with Brooklyn City Schools to discuss implementation and expansion of the program. Observations and follow-up discussions in an AVID elective and upper level math course utilizing the AVID strategies
- The South Euclid Lyndhurst City Schools have already had discussions with the Cleveland Heights/University Heights, Berea City and Brooklyn City Schools as well as the Cuyahoga ESC regarding regional professional development to support the sustainability beyond RttT years. We have contacted AVID to provide onsite professional development as well as attend the Summer Institutes.

April 2011 – The District Design Team met to discuss our current AVID Program, review data and prepare for increasing the program for the 2011-12 School Year. We selected staff, tutors and created a professional development calendar. District AVID team met with the high/middle school staff to begin developing awareness of increasing the program, identify teachers who will become the AVID team and attend the Summer Institute in 2011

May –June 2011 recruitment of students, parent information sessions

- AVID site team meet to determine implementation strategies and clarify goals
- Collaborate with 6<sup>th</sup>/ 8<sup>th</sup> grade team, counselors and building administrators, and AVID team to identify potential students
- Communicate AVID programming to staff, community and parents through staff meetings, Board Meetings, district website, and community meetings
- Send invitation and programming information to selected AVID students
- Meet with our District Partners, Cleveland Heights/University Heights, Berea City Schools and Brooklyn City Schools as well as the Cuyahoga ESC to discuss professional development needs.

July 18<sup>th</sup> -22<sup>nd</sup>: AVID team attends AVID Summer Institute in Chicago

July- August Summer Bridge Academies Begin

- The Summer Bridge Academy will be offered from July/August, It will operate as a four week course open every morning (Monday-Friday) and is intended to prepare incoming 9th grade students for the rigors of high school ELA/ Math courses. The Academy will be designed and taught by 4 certified ELA/Math teachers from Brush High School, with final content approval by

the SEL School District's Director of Instruction. Students will attend the equivalent of 3 classes per day focusing on reading enrichment and a writing workshop theme and/or math. Proper time management, study and note taking skills will be emphasized. During the Academy students will be provided the opportunity to talk with upper class MAC Scholar and Diamond students who will provide insight into the high school world. In addition, the course will offer Friday enrichment activities such as school spirit activities and other fun workshops to keep students engaged. During the school year, program Site Coordinators or adult mentors will interface with classroom teachers to monitor the academic progress of the participants taking regular 9th grade ELA courses.

#### August 2011

- AVID team presents strategies to entire Middle /High School staffs
- Recruit, train and hire college tutors
- Schedule monthly site team meetings
- Meet with our District Partners, Cleveland Heights/University Heights, Berea City Schools and Brooklyn City Schools as well as the Cuyahoga ESC to discuss professional development needs
- Principals continues to build AVID expansion and awareness to staff
- Directors meet with principals, site-coordinators to finalize implementation

#### 2011-2012 School Year

- Implement AVID elective to selected students as well as incorporate into Middle School Curriculum
- Review data to target areas to improve program
- Participate in ongoing Professional Development opportunities
- District Directors organize AVID district leadership training
- Tutors begin working with students
- Meet with our District Partners, Cleveland Heights/University Heights, Berea City Schools and Brooklyn City Schools as well as the Cuyahoga ESC to discuss professional development needs
- Monthly ADVID meetings – Directors, principals, site-coordinators
- Communicate with AVID coach regarding plan and Professional Development
- May – Celebration of student successes in the program
- August – AVID school year program begins

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

South Euclid Lyndhurst has a record of excellence and is committed to the success of our students. In 2007 Brush High School was recognized by the Schott foundation for Public Policy and by the Ohio Department of Education as one of only three schools in the nation for its work in accelerating the success and high school graduation of African American male students. In 2004, SEL Schools received the Ohio Award for Excellence. This outstanding level of recognition is earned by organizations throughout Ohio for demonstrating a serious commitment to excellence and a process for continuous improvement.

We have strong partnerships in our community that are vested in the success of our students. The Legacy Village Lyndhurst Community Fund of The Cleveland Foundation was created by Legacy Village Partners LLC to support philanthropic and other charitable purposes in Lyndhurst, its contiguous communities and the South Euclid Lyndhurst public schools. The Fund will award multiple grants ranging from \$250 to \$5,000. Many teachers and administrators have received funds from the Legacy Grant and have used them to purchase materials and equipment for the classroom. As a result, students have access to more state-of-the-art learning tools. The “I Am SE-L” campaign is a celebration of the success that our current and former students have had since going through the District. It also provides an opportunity for families and community members to share their positive experiences with the District. Through the “I Am SE-L” campaign, the community can learn about the impact that the SE-L School District has by watching video testimonials on the web site as well as on Channel 22/99. Personal stories are also accessible through the District newsletter and e-newsletter.

As one of the founding members of the First Ring Superintendents’ Collaborative, District leaders shared how Cleveland’s 15 inner ring districts are strategically working together and sharing best practices to address issues related to student achievement, mobility, diversity and poverty. This collaborative has shown how regionalization, partnerships, resources and sharing data have strengthened academic services to 50,000-plus students. We have developed partnerships within the Collaborative to share resources and support the implementation of AVID our schools.

We have a proven track record of AVID success that we are willing to share. As the most powerful testament to the success of our Elementary Advancement Via Individual Determination (AVID) program, Greenview Upper Elementary students explained the program to Capital conference attendees, shared their experiences with the program, and showed off their progress, captured in program binders. Additionally, the Superintendent, Directors and Building Principal presented a session entitled, AVID- It’s ALL Elementary at one of the OSBA breakout session, as well as presenting at the Ohio PTA Statewide Conference. Our first senior cohort has 92% of its members attending a college in the fall, well above the school average. We are a district in demographic transition, but are willing to meet those challenges. We have a rich tradition of education, community and business partnerships that provide us with rich resources for our students.

We have been successful with our current AVID cohort and are eager to expand it to address the needs of our student population. We have developed the framework and are committed to making it successful by seeking all available resources. Forming an AVID collaborative in Northeast Ohio will provide opportunities for more districts, teachers and students. Our goal is to become an AVID Innovative Program Site and to share our success and mentor new AVID districts as well as continue to work with established programs in our area. South Euclid Lyndhurst is excited about the opportunity to extend the program and support all students and their families as they make a successful transition from high school to college.

## **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.

Proposed Innovation:					
Budget Categories	FY2011	FY2012	FY2013	FY2014	Total
Salaries (100)		4000.00	4000.00	4000.00	\$ 16,000
Retirement/ Fringe Benefits (200)					\$ -
Purchase Services (400)		10,000.00	10,000	10,000	\$ 30,000
Supplies (500)					\$ -
Capital Outlay (600)					\$ -
Other (800)					\$ -
9. Total Costs	\$ -	\$14,000 -	\$14,000 -	\$ -	\$ -

**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/OEDDetail.aspx?page=694>

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

**Questions may be directed to**

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