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Adjusted Allocation: 0.00

Remaining: -719,866.00
The Austintown Local School District has created a master plan to change the high-school format from a traditional curriculum to one that focuses on career pathways. In order to achieve this goal we must address a change in the school culture from top to bottom to build student leadership that enables the students to make career path choices. With this grant funding we will contract the services of two world renowned experts in developing student leadership to change the school culture.

5500 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant: Barb Kliner
Organizational name of lead applicant: Austintown Local School District
Unique Identifier (RNIFed Tax ID): N/A
Address of lead applicant: 700 S Raccoon Rd, Youngstown, OH 44515
Phone Number of lead applicant: 330-797-3900 ext 1515
Email Address of lead applicant: aust_bk@access-k12.org

5. Secondary applicant contact - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: N/A
Organizational name of secondary applicant: N/A
Unique Identifier (RNIFed Tax ID): N/A
Address of secondary applicant: N/A
Phone number of secondary applicant: N/A
Email address of secondary applicant: N/A

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (RNIFed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

7. Partnership and consortia agreements and letters of support - (Click on the link below to upload necessary documents).

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of the partnering entities.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- Student achievement
- Spending reductions in the five-year fiscal forecast
- Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one):

- New - never before implemented
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.
experience different careers and build career pathways into our high school curriculum. In order to create the Falcon Career Pathways in the high school, we will be working with the International Center for Leadership in Education. With their guidance and professional development we will enter the "Get Ready" phase to develop a Career Pathways program for the high school following effective research based steps to ensure success. Our success will be evident when we have established a school culture where all of our students are prepared for 21st century careers and education through the leadership skills they have learned and exposure to what jobs are demanding in today's society. When you ask a student at Austinston Fitch High School what they want to do in life, the typical response is, I am not sure, it is a tough decision. After the implementation of these programs, our students will be able to describe the career pathways they have been exposed to and therefore give you a clear and concise answer as to what career path they would like to explore. Career Pathways. As they practice the 7 Habits of Highly Effective People.

The schools will implement the 7 Habits into their modeling, curriculum, instruction, environment, systems and traditions. Each school will establish a "Lighthouse Team" to be responsible for the continuous process of improvement. Our work with the International Center for Leadership in Education will begin with building ownership and understanding within the school and community of the overarching vision and goals for Falcon Career Pathways. They will help us to create a consensus among both vision and goals of Falcon Career Pathways aligned to local, regional and state career models. We will work to provide awareness opportunities for school stakeholders based on strategic plan and actions that are developed. Staff will be provided with professional development that will build human capital and capacity to successfully implement Falcon Career Pathways. Processes will be developed to provide opportunities for students to transition from middle grades to Falcon Career Pathways.

With the plan the district has created, there will be no new or recurring costs associated with this program. The Intermediate program will cost $90,157 for 1,137 students and 125 staff members for an average cost of $71.00.

We as a district team realize that this will not happen overnight. We must lay the foundation for these changes and carefully educate the staff, administration, students, parents and community stakeholders on the vision and goals that will enable us to become the highly effective schools our children deserve and need to prepare them for successful futures. The FranklinCovey program The Leader in Me will begin with assisting the school (starting in Kindergarten) in establishing a vision of the ideal school and classroom leadership culture.

Highly Effective People. With their guidance and professional development we will enter the "Get Ready" phase to develop a Career Pathways program for the high school following effective research based steps to ensure success. Our success will be evident when we have established a school culture where all of our students are prepared for 21st century careers and education through the leadership skills they have learned and exposure to what jobs are demanding in today's society. When you ask a student at Austinston Fitch High School what they want to do in life, the typical response is, I am not sure, it is a tough decision. After the implementation of these programs, our students will be able to describe the career pathways they have been exposed to and therefore give you a clear and concise answer as to what career path they would like to explore. Career Pathways. As they practice the 7 Habits of Highly Effective People.

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12. Describe how it will meet the goal(s) selected above. If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

The ultimate goal of our plan is student achievement and our results will be evident when our students graduate from high school prepared to be competent, self sufficient citizens of the globally competitive world of the 21st Century. We will have provided them with awareness opportunities in the elementary school, exploratory experiences in the middle grades so that all students are prepared to select a career pathway of their choice upon entering the high school. As a district team realize that this will not happen overnight. We must lay the foundation for these changes and carefully educate the staff, administration, students, parents and community stakeholders on the vision and goals that will enable us to become the highly effective schools our children deserve and need to prepare them for successful futures. The FranklinCovey program The Leader in Me will begin with assisting the school (starting in Kindergarten) in establishing a vision of the ideal school and classroom leadership culture.

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18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or project.

The professional development and leadership training provided through this grant will be sustained everyday by the practice of The 7 Habits of Effective People. It is our expectation that this culture shift becomes ingrained in every student and staff member to become part of their everyday life. The leadership we receive in developing the new Falcon Career Pathways program will become the standard for all curriculum development in the district. As the elementary and intermediate school students move to the middle and high school, they will be empowered and capable to make informed decisions on what type of career paths they would like to explore. Through the combination of the FranklinCovey and the International Center for Leadership in Education the district employees will be equipped with the tools needed to develop a leadership throughout each school. School staff and administrators will have been trained to use effective leadership skills to enhance school performance in the key priorities identified:

1. Help students develop the skills and self-confidence to succeed as leaders in the 21st Century and eventually excel in the global workforce. 2. Improve academic achievement. 3. Raise levels of engagement among teachers, staff and students. 4. Increase parent involvement 5. Decrease discipline referrals 6. Improve school culture fostering a 21st Century learning environment that is safe for all learners.

The International Center for Leadership in Education (ICLE) would begin immediately upon approval of the grant funding. Activities January 2014 - June 2014 1. Initial meeting with ICLE coaches and...
school representatives to a. introduce leadership coaches, review scope of work, schedule specific dates for major activities; b. build relationship with School Leadership Team; c. determine roles and responsibilities; d. determine survey counts and review administrative procedures; e. meetings with faculty and students to connect this initiative to improvements efforts underway. 2. Strategic Planning will be completed at high schools. The design for Falcon Career Pathways will involve all stakeholders in its design, including course design of study; d. determining type of schedules. Awareness Building and Communication through presentations to staff and stakeholders to a. develop buy-in and support for Falcon Career Pathways, nurture teaching practices that support authentic, real world learning based on tasks, rubrics and instructional practice 4. Professional Learning a. provide technical assistance to move from grades to performance, etc. b. provide professional development to staff to facilitate transition to Falcon Career Pathways planning and instruction. The FranklinCovey The Leader in Me program will begin in January, 2014. In the elementary and intermediate schools the program will consist of the following programs: 1. Vision Day workshop for staff. This workshop will establish a shared vision of the staff's ideal school. 2. 7 Habits Signature Training (3 days) This training is the foundational training for The Leader in Me process. It focuses on individual effectiveness. 3. Lighthouse Team certification (2 days) In The 7 Habits of Highly Effective People 4. Implementation Training (1 day). Staff will collaborate on how to implement leadership into the 6 essential ingredients: modeling, curriculum, instruction, environment, systems and trends 5. Lighthouse Team Training Level I (1 day) The middle school programs will include some additional sessions 1. Leadership Coach training for the leadership team (4 days). This workshop develops the leadership skillset of the school’s leadership team. 2. 7 Habits of Highly Effective People: The Leader in Me program powered by FranklinCovey. With their oversight, program problems or issues can be discovered and adjustments can be made quickly. The A-Team will discuss the progress in their monthly meetings. The district will also receive feedback from FranklinCovey and the International Center for Leadership in Education. Case Study: Griffin High School a. Success Story In the 2012-13 school year we started a STEM program for 6th grade students in year 12-13, as they moved to the 7th grade, we expanded that program for them. For the last three years enter the high school we have to have a STEM program in place for their next four years. We also have plans to start a Lego program in the intermediate school next year to expose those students to the introduction of a STEM program. By moving to the other end of the grade level, and starting The Leader in Me program with kindergarten, we hope to supply those students with the skills and confidence they need to be able to make sound educational decisions as they progress through our system. We hope to become a model for all Career Pathways programs in our area. We have already the infrastructure in place. Five years ago we built a new middle school (6-8) and have implemented the beginnings of feeder programs for the high school. We are also working on a high school (9-12) campus. This campus will need to be completed in the fall of 2014. It is important for us to continue to make Adequate Yearly Progress over the last 3 years. In 2009-10 the school received a grant to transform its school culture by implementing thematic career academies - a small learning community or school-within-a-school concept. The school implemented a freshman academy and consulted with the International Center for Leadership in Education for guidance in further planning, expanding and implementing the freshman academy, a fine arts academy and a consumer sciences academy. In the 2011-12 school year, after the 1st year of implementing the smaller learning communities, Griffin High School implemented the Freshman Academy.
25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

The first and hopefully noticeable impact of this program will be the change in our students. When asked what they want to do when they graduate, we anticipate an enthusiastic monologue about their experiences in a particular career path they chose to explore. Perhaps followed by a story or two about relationships they developed while interning or working collaboratively with other students on a particular project. We want to see leadership displayed starting at the kindergarten level demonstrating skills such as communication, critical thinking, creativity and goal setting. We want to see everyone in the district taking responsibility for their own performance. In the high school we want to see a very nontraditional learning environment with students collaborating in groups, working jointly on projects and even attending school part time while participating in internship programs. These will be a few of the observable objectives of our new school system. Because of the nature of being a school, we have an unlimited source of data to evaluate our progress. We can follow the career paths of our graduates for the next 5 years to evaluate the effectiveness of the programs. Input from our partners and stakeholders will be collected. Test scores, attendance rates, disciplinary action statistics, truancy, suspensions, expulsions, annual yearly progress, graduation rates are all measurable data that we can review. If we find a weakness in a particular area, we are capable of referring it back to a well trained administrative and teaching staff that can analyze and make recommendations for changes because they all have buy in to our program. Another measure of success will be an anticipated increase in the number of businesses and companies that want to partner with us on various projects. When we demonstrate that we are producing a very high quality student, they will come to us with ideas and job opportunities. We will welcome them with open arms! All of these things will be measurable results of an increase in student achievement accomplished with Falcon Pride!

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

Accept Vincent Colaluca, Superintendent, Austintown Local School District 10-16-13