

Budget

Marietta City (044321) - Washington County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (170)

U.S.A.S. Fund #:

[Plus/Minus Sheet \(opens new window\)](#)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	49,500.00	0.00	135,290.00	0.00	184,790.00
Support Services		0.00	0.00	46,000.00	47,088.00	0.00	0.00	93,088.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	152,900.00	0.00	115,600.00	0.00	268,500.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	248,400.00	47,088.00	250,890.00	0.00	546,378.00
Adjusted Allocation								0.00
Remaining								-546,378.00

Application

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Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: MCS Tiger Academy

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

The goal of the Tiger Academy is to improve the educational life outcomes for Marietta City School's at risk students leading to educated citizens who are ready and able to give back to our community. The Tiger Academy is designed to better meet the economic, social and learning needs of our students and their families by providing wrap around services for academics, health and wellness, including mental health, and building a connection to the community through mentoring, job shadowing, internships, partnerships and volunteer opportunities. Increased student achievement will lead to successful students and citizens.

125 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Ruth Kunze

Organizational name of lead applicant: Marietta City Schools

Unique Identifier (IRN/Fed Tax ID): 044321

Address of lead applicant: 111 Academy Drive, Marietta, Ohio 45750

Phone Number of lead applicant: 740-374-6500 x 14

Email Address of lead applicant: ma_rkunze@seovec.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 (IRN/Fed 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 (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

N/A

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

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

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 partnering entities.

Tiger Academy Planning Board-Comprised of the following: Voinovich School of Leadership and Public Affairs-Barry Oches PhD, Lesli Johnson PhD, Licensed Social Worker, and Grad Assistant TBA-Tiger Academy Program Facilitators. Ohio University Voinovich Center is an innovative, transformative program of job creation, real-world education of Ohio's next generation of entrepreneurs, training of state government and nonprofit agency leaders in strategic value creation and performance measurement, and expert analysis of the state's K-12 system. The School, along with the University, has become a leader in public/private partnerships, and is helping Ohio become a business friendly state. The Voinovich School continues to be involved in educational research and technical assistance. They will also develop a five-year business plan for the Tiger Academy. Ruth Kunze- Director of Curriculum and Instruction. Previous District Coordinator for Reading First Grant for 5 years. RtT and TIF Coordinator-2years, Title I Coordinator-4 years. Tasha Werry- Director of Community Outreach, TIF and RtT Coordinator-Three Years Marcella Swaney- Director of Student Services-Title II and IDEA, Special Education Coordinator-6 years Wendy Myers- Vice President of Marietta City Schools Board of Education Dave Davis, Facilities Manager, MCS 25 years experience Chuck Larrick- Director of L&P Services, Inc. (Counseling Center) Cindy Davis-Washington County Children and Family First Council President Parent Advocate- TBA Jamie Vuksic- Director of Washington County Children Services Captain Troy Hawkins, Washington County Sheriff's Department Officer Pat Gragan, Marietta City School Police Officer

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

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.

Marietta is located in a rural area of Ohio approximately 112 miles southeast of Columbus, Ohio. The total population of Marietta, Ohio is around 14,500. Marietta City Schools is comprised of approximately 3,000 students with about 46.1% of those students qualifying for free and/or reduced lunch. With the most recent report card information, Marietta High School's Graduation Rate is at 86% for all students and 75.3% for Economically Disadvantaged. All six of our district buildings did not meet requirements for the economically disadvantaged sub group. The MHS Building Leadership Team met at the beginning of the year to look at their current data and set goals for this school year. The data and discussions identified the need to offer some sort of alternative program for our students who are struggling in the traditional school setting. Information collected from the guidance department identified 25 sophomores who are less than two credits deficient, 19 sophomores who are two or more credits deficient. 27 juniors are less than three credits deficient and 24 juniors are 3 or more credits deficient, for a total of 95 students who are deficient in credits for graduation. The MCS Administration met with Washington County Children and Family First Council to discuss the needs and gather support of an alternative type school setting. The Tiger Academy is a program designed for 7th-12th grade students who are struggling with school due to non academic barriers to learning. These barriers include attendance problems, lack of parental involvement/support, economic hardships, family strife, poverty, dropouts due to various reasons including pregnancy or a need to work, and a widening achievement gap. Two classrooms, each comprised of approximately 15-20 students, will be housed at the district administration building. This building formerly housed the drafting and shop classes for Marietta High School. One class will be designated for 7th-9th grade and the other for 10th-12th grade. Two teachers will be secured that possess Highly Qualified Status in Math/Science and Language Arts/Social Studies for grades 7-12. Students will rotate between teachers for common core academic instruction that will be delivered in a blended form using both traditional and online instruction. These classrooms will provide the support needed to create the essential conditions for learning to engage our students and their families to: 1. Increase student motivation to learn 2. Create an effective family/school relationship 3. Build a safer and economically vibrant community. The district will develop partnerships to align school and community resources that will assist with providing non-traditional learning and enrichment opportunities, health and wellness services, mental health services, family supports to increase

engagement between home and school, encourage and provide adult education, maintain data to show success and build family-student support teams that meet regularly to share progress and set goals for success. Counselors, social workers, health professionals and various other support staff will be a part of each student's personalized learning care team and provide services within the school day. We will contract with the Voinovich Center at Ohio University to assist with the set up of the program. A typical day will include instruction in the core academics, group and/or individual counseling services, participation in a community service project, video conferencing with students in other schools and guest lecturers, virtual field trips, and resources for project based learning, college and career readiness activities, job shadowing, case management meeting time, team building activities, and real world problem solving scenarios.

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 District Improvement Plan addresses three goals: 1. The district will implement research based strategies to ensure that 75% of Value-Added grade level reports in English/Language Arts meet expected or above expected growth for all students. 2. The district will implement research based strategies to ensure that 75% of Value-Added grade level reports in Math meet expected or above expected growth for all students. 3. Marietta City Schools will provide a safe, inviting, and high achieving environment that promotes personal and academic excellence as evidenced by maintaining a 70% approval rating from stakeholders. The Tiger Academy will provide an alternative plan for our students who are not being successful in the traditional classroom setting to assist students in achieving the goals of both the district and the Tiger Academy. This setting will use flexible scheduling and blended learning that will assist students with both academic and real life successes. A+, Accelerated Reader, and Accelerated Math along with current subject academic materials will be used. Flex credit opportunities will also be available for students. We will partner with current high school and middle school teachers to provide students with fine arts integration and physical education activities. To address the non-academic barriers to learning, partnerships will be established with Washington Co. Family and Children First Council members which is comprised of Job & Family Services, Behavioral Health Board, Head Start, Marietta City Health Department, Washing/Morgan Community Action, Washington Co. Board of DD, Ohio Department of Youth Services, EVE (local woman's shelter), Washington Co. Commissioner, Washington Co. Health Department, Washington Co. Juvenile Court, Boys & Girls' Club of Washington Co., Washington Co. Behavioral Health Board, and L & P Services (a local counseling center) to provide the much needed wrap-around services for our students. Providers will come on campus to provide services, ensuring that students are receiving support in all areas of their lives without missing academic class time. Teachers will be provided intensive training in the following: 40 Developmental Assets, Credit Recovery Online Course work, Blended Learning, Care Teams, Parenting Partners, and Positive Behavior Intervention Supports. The Tiger Academy computer labs will have extended hours in the evening and during the week-end to provide computer access to not only the participants of the Tiger Academy, but also other students in the district. Online credit recovery programs will be available to all high school students. This will allow flexible scheduling for our current high school students who work or have other conditions, such as pregnancy, that might keep them from attending a full day schedule. Curriculum materials and online site licenses will be secured along with I-pads, laptops and PCs, document cameras, smart boards, and furniture. Renovation of two classrooms, two computer labs and a meeting/conference room will be completed. Criteria will be established to select students for the program using a comprehensive rubric. Time lines will be established for the set up and implementation of the program, including schedules for instruction, service projects, and care management services. A contract with the Voinovich Center to initiate the planning process will begin January 2014 with program implementation to begin August 2014. Parent meetings will be held prior to the beginning of the program and throughout the school year to build strong parent-school relationships with the parents of the Tiger Academy students, and then with other parents in the district through Parenting Partners training. The Tiger Academy will serve only MCS students the first year, but will offer this program to other students within the county in the second year and beyond.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

[This information has been uploaded.]

14. What is the total cost for implementing the innovative project?

546,378.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

The money from the Straight A Fund Grant will provide funds to set up the Tiger Academy. Those funds include: Building Renovation \$152,900-Two computer labs, 2 classrooms and a conference room will be created within the district administration building. Parking Lot Expansion-\$115,600-There is currently limited parking at the facility. This will create 40 parking spaces. Furniture-\$34,938-This includes desks, computer stations, file cabinets, conference room furniture. Technology & Equipment-\$149,630-This includes 30 laptops, 30 desktop computers, 60 I-Pads, networking, Video conferencing equipment, Smart Boards and projectors, printers, document cameras, and a poster maker. Software & Licenses \$43,160-Microsoft Office, Deep Freeze, I-Pad Aps, A+ credit recovery software, Accelerated Reader and Accelerated Math programs. Materials & Supplies-\$7,000 Parenting Partners Materials, 40 Developmental Assets Surveys, and Various office supplies. Training and Professional Development-\$10,500-Digital Academy which included Blended Learning, A+ credit recovery, Accelerated Reader and Math, Parenting Partners, Positive Behavior Intervention Supports, and 40 Developmental Assets. Salary and Benefits-\$46,000. This will be for contracting with the Voinovich Center at Ohio University to assist with the set up of the Tiger Academy over a six month time period January 2014-June 2014. Our district also receives Title I and RttT funds that could support this project on a limited basis.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

66,100.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

Recurring costs include: Materials/Supplies-\$4,000 includes office supplies, 40 Developmental Assets surveys, and parenting materials. Software/Licensing-\$14,600 includes A+ Credit Recovery, Accelerated Reader and Accelerated Math. Training-\$2,500 includes training of new staff. Salary/Benefits\$45,000-Part-time Administrator/Coordinator for program. In order for the program to be successful the Tiger Academy needs to have an overseeing entity to coordinate the activities, schedules, budgeting, etc. outside of the two teachers responsible for academics. Due to the proximity of the Tiger Academy to the central office administrators, this work will be included in the job description of a current administrator. Total Recurring Costs of Program=\$66,100.

16. Are there expected savings that may result from the implementation of the innovative project?

0.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

N/A

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

This project will be self-sustaining. Tiger Academy students will come from the high school and middle school which will allow for a shifting of two staff members to the Tiger Academy as opposed to the creation of two new positions. Wrap-around services will be provided by county agencies. In the event of private counseling services, the provider will bill Medicaid or the private insurance company of the student. All equipment and technology will be managed by the current technology provider, Smart Solutions. They repair and maintain the equipment in the school district. Our computers and equipment are on a four year refresh plan to ensure that they are replaced. The refresh plan is funded by permanent improvement monies. In the second year of program implementation open-enrollment and the comprehensive rubric will determine the acceptance of students from other county school districts. Yearly costs of the program will be offset with open enrollment funds that we receive for students attending the Tiger Academy from out of district. Home schooling students that are not being successful can return to this program to complete their education. We receive \$5,600 funding for each student who is open enrolled or returns from home schooling. 5 students would generate \$28,000, 7 students = \$39,200 10 students = \$56,000. 12 students = \$67,200. Students who remain in school and don't drop-out would also save our district \$5,600 per student. The Tiger Academy will increase our competitive advantage over school districts in other counties and in nearby West Virginia. The potential for increased student enrollment numbers in general will also provide the means to offset the costs of program implementation. The administrative cost of \$45,000 could be absorbed by the district if a current MCS administrator assumes the coordination of the Tiger Academy. With the Tiger Academy's planned success, this program is totally sustainable. Recurring costs of \$66,100 for each year would be funded through the district general fund. We can also apply for Marietta Community Foundation Funds to partially support this project. Our district currently receives funds from Title I, McKinney Vento Homeless Grant, Race to the Top that could assist with partial funding of these recurring costs. The majority of the recurring costs reflect personnel services and fringe benefits. Projected retirements will result in expenditure reductions from salaries and benefits that will exceed the recurring costs associated with Tiger Academy. Lines 3.010 and 3.020 in the Financial Impact Table reflect this information.

D) IMPLEMENTATION - Timeline, communication and contingency planning

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 timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 12/20/2013-08/20/14

* Narrative explanation

December 2013-Convene Tiger Academy Planning Board to review/update timeline of grant. Secure bids for renovation. Meet with Technology Department to review tech requirements for plan and roll out of project. Present to MCS Board about awarding of Straight A Fund Grant and provide overview. Continue planning. Begin with requisitions. January 2014- Begin contract work with Program Planning Facilitators: Evaluation of current status, internally and externally; establish the Personalized Learning Care Teams, Continue to meet with Tiger Academy Planning Board. Discuss grant specifics with district administrators during monthly admin meeting. Meet and discuss with Community Service Providers to discuss timeline for project. Begin building renovations. February 2014- Program planning facilitators Session One: Understanding where we are and what lies ahead; Meet with Tiger Academy Planning Board and Community Service Providers, create comprehensive rubric. March 2014- Program planning facilitators Session two: creation of business model canvas; Begin ordering of technology equipment and software, Tiger Academy Planning Board Meets. April- Program planning facilitators Session three: Development of the program; Complete building renovations, Deploy computers into the labs, install smart boards and all other technology equipment. Monthly meeting of Tiger Academy Planning Board, begin student selection. May- Program planning facilitators session four: Goals, priorities, and defining performance indicators; Post teaching positions for Tiger Academy, Begin interviewing candidates. There is currently a teacher within the district who has previous experience within an alternative setting school. It is our hopes to secure her for one of the teaching positions, continue student selection and begin parent meetings to establish Personalized Learning Care plans for each student. Monthly Meeting with Tiger Academy Planning Board. June-Program planning facilitators session five: review process; Complete parking lot expansion, Hire Tiger Academy Teachers. July-Provide training for Tiger Academy Teachers and other staff as needed. Meet with parent representatives to begin Parenting Partners. Parent Reps and two other professional staff members will attend two day training sponsored by Parenting Partners. Barriers to this timeline might include: problems with renovation such as selecting and securing personnel to complete the work. Non-completion of the renovations will delay the deployment of computers and room set-up. This delay will also cause delays with ordering of materials, supplies and furniture. We can proceed with ordering all of the equipment and supplies and store them at central receiving that is located at our district bus garage. There has been an adequate time line established to ensure that even with delays, the project will be ready to begin in August. Communication has been ongoing with all involved in this project. We began meeting with internal staff and community members and possible service providers in early October to explain the project and get cooperation and approval for this program. With monthly meetings and ongoing communication with all parties involved, a strong communication base has been created. A public relations subcommittee of the Tiger Academy Planning Board will be created to help ensure there is accurate and transparent communication, both internal and external, concerning the project.

Implement (MM/DD/YYYY): 08/22/14-06/05/15

* Narrative explanation

August 2014-Continue training of staff. Implement Tiger Academy. Parent/Student Orientation, begin wrap-around services at the school setting, provide instructional services. Staff meets at least weekly to collaborate. Care team meets weekly Debrief any problems. Tiger Academy Board will now be comprised of the two teachers working in the program. They will meet weekly the first month. Part-time administrator/coordinator will be responsible for facilitation of the program. This person will be hired at the beginning of August. September 2014-Continue to all aspects of the program. Conference with all parents individually to discuss student progress. Establish monthly parent meetings. Wrap-around services provided. October 2014-Tiger Academy Board Meeting, Continue staff training as needed. Monthly parent meeting. Plan special parent event for November. Care team meeting. Wrap around services provided.. November-Special Parent Activity, Open House of Facility on November Board Meeting Night, Ongoing-Monthly progress reports of students using Accelerated Reader, Accelerated Math, A+ Program, monthly meetings of Tiger Academy Board, Care Teams, parent group meetings, monthly attendance student reports, June 2015-Analyze data from program including: Attendance rates, credit recovery courses completed, 40 Developmental Assets (Pre and Post year results), State Assessment results, Summative care team reports.

Summative evaluation (MM/DD/YYYY): 06/10/15

* Narrative explanation

Pre and post Tiger Academy data will be collected on all students noting attendance, academic results, graduation rates, gap-closing data, Performance Index, credit recovery information, Ohio assessment data, and personalized learning care team summative information. This data will be used to document student success within the program and overall district improvements. Results of 40 developmental Assets pre and post surveys will be analyzed to determine growth on this scale. Wrap around service evaluations will be included in the summative evaluations.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

The Tiger Academy purports to change the current delivery system of instruction for students who are not successfully achieving in their current school environment. Traditional methods of instruction will be changed to a more personalized learning framework which will offer more instructional choices for both students and instructors. Each student will have a Personalized Learning Care Plan that will outline the instructional, social-emotional and career goals of the students. Intake questionnaires and surveys will help determine specific interests, learning styles and needs of the student. Academic screeners and state assessment data will determine academic needs of the students. A team will collaborate along with the student to decide the best plan for the student to be successful in both academics and in society. For the first time in the district, counseling services along with various wrap around services involving both students and family members will be embedded in the school day. Students will work on curriculum delivered in a blended form that addresses their particular interests and optimal learning style. Online courses, small and whole group instruction, flex credit, dual enrollment, real world problem solving scenarios and project based learning will be included. This type of classroom is completely new to our school system and surrounding school districts. There are no at-risk programs, except the county juvenile detention center, within our county. We would like to open up this facility to other school districts within our area in the future. Tier 2 and Tier 3 interventions are happening sporadically in our middle school and high school. By combining tier 2 and tier 3 intervention services into one facility that serves the district, the duplicated efforts of the middle school and high school will be reduced. This collaboration across district boundaries will reduce travel time and expenses for district staff and support services employees that must attend meetings in multiple buildings across town.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

MCS's LRC shows stagnate progress of our students for PI over the last five years and the graduation rates are below similar districts. The Prevention Specialist program housed inside of our schools no longer exists. The alternative school that served county students no longer exists. There is no district plan for Tier 2, targeted intervention, or Tier 3, intensive personalized intervention, students as identified by the RTI triangle for non-academic barriers to learning (ODE). Marietta Middle School has one guidance counselor for 650 students, and the high school has two counselors for 980 students. Neither building has the resources to support Tier 2 and Tier 3 students effectively. Support intervention occurs during the school day, at the expense of academic progress. The Chamber of Commerce has stated that our schools need to show success in order for families to choose to settle in our area and work for our local employers. Vacated classrooms located in the central office building on our high school campus provide a perfect opportunity for the district to pool resources and provide a program that is able to provide services that support the whole child. Community support of this project was evident after presenting to county agency representatives on the Family and Children First Council. Community agencies that have been secured to provide support intervention are: L&P Services, Inc., Children Services, Mental Health Board, Family and Children First, and the Sheriff's Department. The necessary adult role models can be provided by the business/education related network created by Building Bridges to Careers, an established community group dedicated to providing career-based experiences for all students. The collaboration with OU's Voinovich Center will ensure that the planning board is able to fully develop the program for the start of the 2014-2015 school year. All of the above sets the stage for the successful implementation of the Tiger Academy. The alternative school concept, unique to MCS, will be based on established programs. The Personalized Learning Care Team approach will be modeled from a program in Muskingum Co., Ohio, the Care Team Collaborative (CTC) Framework. The first component of the CTC came from research conducted by Dr. Adelman and Dr. Taylor from the UCLA Center for Mental Health in Schools (1997). Schools must provide components to address student's non-academic barriers to learning and utilizing community resources can help ensure that the program infrastructure is created to address these barriers. The Search Institute completed longitudinal research which showed that comprehensive, asset-based approaches to youth development can contribute to the academic success of students from all backgrounds. This is the reason the 40 Developmental Assets program provides the basis for youth development in the CTC. Asset building requires the help of community resources in order to access adult role models, which leads to the third component of the CTC, the Comprehensive System of Learning Supports established by ODE in 2007. These guidelines describe a community approach to closing the achievement gap for all children, and set the stage for the creation of a program that fits the culture and community of various cities and counties in Ohio. The blended learning environment of TA would include Accelerated Reader (AR), Accelerated Math (AM) and project-based learning. AR has been used at the elementary level in MCS for over 10 years. Both programs are listed on the Approved Vendor Assessment list created by ODE. AR and AM are both SBR programs that allow students to progress monitor and guide their own independent reading and math progress facilitated by the TA teachers. This allows for the diverse needs of TA students to be met and for them to be engaged in the process of academic decision making. The project-based learning program would follow the Model Curriculum created for Ohio's new learning standards.

21. Is this project able to be replicated in other districts in Ohio?

Yes No

22. If so, how?

Other districts can replicate this program. If the space is already available, then the district would need to create a planning board that would work through all aspects of the changes as outlined by the Program Planning facilitators from the Voinovich Center. They will need the support of the administration and community service providers. The staff at the high school and middle school would also need to support the service coordination provided in this type of program. Human capital would need to be accessible and qualified to implement the program. Support from the school board and community members is needed.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

Marietta Chamber of Commerce requested a meeting with the district administrators of Marietta City Schools. The members of the Chamber education and economic development subcommittees expressed their concerns that people relocating to our area were going elsewhere to live in the county or across state lines due to the preferences of those school districts. Through Building Bridges to Careers, a local collaborate effort between the community and our school system, it was determined that our students are not prepared for the jobs within our community. It was also determined that we are not retaining top quality students to fulfill the jobs in the area. The teams worked together to find ways to support Marietta City Schools and develop a way to promote our school district and their successes. We discussed the need to address our at-risk students and how to make them more successful and increase the graduation rate of Marietta High School. Another goal was to keep our students here in Marietta and make sure they are prepared for their future employment. If our students do not have an education or a diploma, they will be of no use to the local employers. Our community will end up financially supporting these adults who cannot find jobs and give back to the community. The academic achievement of the Tiger Academy students will impact the local report card for Marietta City Schools. For several years the local report card has been stagnant, not showing much growth in student achievement especially in the subgroups and Performance Index. The Tiger Academy is an aggressive district level intervention program designed to create a Personalized Learning Plan for student success. Upon exiting our school system, our students will be prepared to meet their future in leading successful, financially stable lives. Direct quantifiable measures for the economic impact are not possible to obtain and would not likely reflect the direct connection of the Tiger Academy to the changes. The quantifiable measures that will be used to determine the success of the program's outcomes will come from the Local Report Card and from data collected on a monthly and quarterly basis for Tiger

Academy students and the general 7-12 student population. Considering the grant money will be used to create the appropriate space and environment for the Tiger Academy program, implementation will continue after the grant period.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The Tiger Academy is an aggressive district-wide intervention program designed to impact both the district's stagnant achievement levels and gap closing efforts. Goals of the Tiger Academy: Increase student motivation to learn, create an effective family/school relationship, and build a safer and economically vibrant community. Quantifiable Objectives: 5 long-term with related short-term Long term: 75% of all ELA value added (VA) reports, including ACT End of Course and Terra Nova, will be yellow or green for all students and all student sub-groups. Baseline established by 2014 VA and LRC progress reports. Yearly LRC data and EVAAS reports will be analyzed for progress. Related short term: Tiger Academy students will increase their reading and comprehension levels by 10% on a quarterly basis. Baseline established upon entry into the Tiger Academy, monthly formative assessment reports generated with the Accelerated Reading program. Long term: 75% of all Math VA reports, including ACT End of Course and Terra Nova, will be yellow or green for all students and all student sub-groups. Baseline established by 2014 VA and LRC progress reports. Yearly LRC data and EVAAS reports will be analyzed for progress. Related short term: Tiger Academy students will increase their math skill levels by 10% on a quarterly basis. Baseline established upon entry into the Tiger Academy, monthly formative assessment reports generated with the Accelerated Math program. Long-term: Increase the district's four year graduation rate to 99% for all students and all student-sub-groups within four years. Baseline established May 2013 by LRC. Related short term: Decrease to zero the number of credit deficient high school students. Baseline established by the Credit Report generated by Infinite Campus (IC) after the '13-'14 school year. Semester Credit reports will be generated to determine progress. Related short term: Increase the attendance rate of Tiger Academy participants. Bi-weekly reports generated in Infinite Campus for each Tiger Academy student. Quarterly attendance rates reported for all students. Long-term: Increase the Developmental Assets of Tiger Academy students. Baseline established upon entry into the program through the 40 Developmental Assets program. End of year Asset post-test will be analyzed for progress. Related Short-Term: Decrease behavior incidences. Baseline established for entire student population. Incidence Reports are generated by IC. Quarterly behavior reports will be generated for all students. Monthly behavior reports will be generated for Tiger Academy students. Related Short-term: Increase positive adult interactions for Tiger Academy students. Baseline established by Care Teams and included in the intervention/education plan written for each student. Quarterly reports generated by the Care Teams with the support of the Tiger Academy teachers. Positive adult interactions include, but are not limited to, activities completed with family members, mentor meetings, career based intervention/job shadow meetings with local businesses, and positive Care Team meetings. Related Short-term: Positive improvement on outcome studies of all students involved with L&P Services, Inc. Outcome studies are completed by L&P once every three months to check progress on overall behavior and satisfaction. Baseline established upon entry into the L&P Services, Inc. caseload. Long-term: Increase the Performance Index to a grade of A within four years by moving at-risk students from Basic, Proficient, and Accelerated to Proficient, Accelerated, and Advanced, respectively. Baseline established by the LRC spring 2014. The following benchmarks will need to be met by the end of the '14-'15 school year: 50% of TA students make positive progress on at least three of their student indicators; the overall Graduation Rate reaches 89.2; PI=99; Overall Progress=D; 8/10 ELA VA reports yellow or green; 5/10 VA reports yellow or green.

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.

Tiger Academy (TA) will begin fall of 2014. Some indicators used to determine the success of TA will include the progress of the MCS 7-12 population. The TA program for 7-8 students will be different than 9-12 students. Upon entry into TA, students will complete the Developmental Assets, reading comprehension, and math skill level pre-tests. A Positive Adult Interactions (PAI) summary, attendance, incidence, and credit (grades 9-12) reports will be collected by the Care Team. L&P Services will conduct their initial analysis as determined by their protocol. Each child will have 6-8 short-term quantitative indicators and data will be analyzed quarterly by the Care Team to determine if improvements are being made toward their personalized learning plan. Necessary program changes can occur with the student's input. Long-term objectives specific to TA students include increasing their developmental assets and increasing their achievement. All data from OAAs, OGTs, EOC, and Terra Nova reported by EVAAS for TA students will be tracked yearly to determine longitudinal trends from before and after participation in TA. This process will be adjusted as the new generation of assessments is implemented. The means of the 40 Developmental Assets post-test will be compared to the pre-test means, and by grade-level band (7-8, 9-12) to determine how the program impacts students at different ages. This additional analysis is due to the fact that this program is new to our district. To determine the impact of TA on the district quarterly attendance, incidence, and credit (grades 9-12 only) reports will be generated for all 7-12 students. Attendance and Incidence reports will be compared longitudinally on a quarterly basis to determine trends. It will also be disaggregated by TA students and non-TA students and the means will be tracked for possible correlations. Data will be analyzed using the SPSS analysis system. Credit reports for 9-12 students will be collected each semester. Mean percentages for each grade level will be compared to determine reductions deficiencies. Data will also be disaggregated by TA and non-TA participants to determine trends and changes by sub-group. The Performance Index (PI), Progress reports, and Graduation Rates from the LRC will be tracked yearly for all MCS students. Comparisons will be made between the following sub-groups: TA, ED, SWD, and the lowest 20%. The status of the program will be re-evaluated on a yearly basis. After years 1-3 'no progress', 'progress' or 'success' will be determined. Only after year four can 'failure' status be determined. This is due in part to the formative nature of the short-term objectives and consideration needs to be given to changes in assessment procedures that will be implemented by the state over the next four years. In order to obtain 'progress' status the following benchmarks need to be met: 50% of TA students make positive progress on 3 or more student indicators; the overall Graduation Rate reaches 89.25; PI=99; Overall Progress on the LRC=D; 8/10 ELA VA reports are yellow or green; 5/10 math VA reports are yellow or green. In order to obtain 'success' status the following benchmarks need to be met: 75% of TA students make positive progress on 3 or more student indicators, or 50% of TA students meet or exceed 3 or more of their student indicators; Graduation Rate=99; PI=108; Overall Progress on the LRC = B; 10/10 ELA VA reports are yellow or green; 8/10 math VA reports are yellow or green. The implementation process and evaluation data will be recorded and tracked. MCS is a part of the OAC and TIF so lessons learned will automatically be shared via multiple collaboration venues; meetings, Collaboration Space, blogs, Ohio Student Progress Portal, Basecamp, etc.

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.

I Accept Ruth Kunze Director of Curriculum and Technology Marietta City Schools October 25, 2013