

Budget

Jackson Local (049858) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (26)

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		15,000.00	2,820.00	35,000.00	32,500.00	246,500.00	0.00	331,820.00
Support Services		10,000.00	1,878.00	0.00	0.00	0.00	0.00	11,878.00
Governance/Admin		5,000.00	939.00	74,101.48	0.00	0.00	0.00	80,040.48
Prof Development		87,720.00	19,131.00	46,200.00	2,000.00	0.00	0.00	155,051.00
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	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		117,720.00	24,768.00	155,301.48	34,500.00	246,500.00	0.00	578,789.48
Adjusted Allocation								0.00
Remaining								-578,789.48

Application

Jackson Local (049858) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (26)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
The Learning Commons (TLC) Program

2. Executive summary: Please limit your responses to no more than three sentences.

The Learning Commons (TLC) program at Jackson Local School District will provide all JHS students college and career readiness planning while focusing teacher time towards effective instruction and student assistance. For non-traditional or at-risk students, the TLC will provide innovative instructional pathways to achieve graduation requirements and provide seamless transition to the workforce and higher education. The program includes long term goal planning for 8th and 9th graders, Alternative Graduation Pathways for at-risk, targeted students, teacher mentoring for all students, a Learning Commons and Guided Study Hall for academic support and targeted intervention, and job embedded professional development on Literacy strategies delivered by teacher-leaders and instructional coaches.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

2500 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Linda Salom

Organizational name of lead applicant
Jackson Local Schools

Address of lead applicant
7602 Fulton Dr. NW

Phone Number of lead applicant
330-830-8100

Email Address of lead applicant
lms2jc@bearworks.jackson.sparcc.org

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
 No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

The problem for Jackson Local Schools is that a significant portion - up to 40% - of our students graduate from high school without a realistic post-secondary and/or career goal while another 50% have unrealistic goals or expectations. Our students typify the national trend of students graduating from high school assuming they will attend college and at that time decide what to do professionally with their lives. Their goals are general and not defined to the point that only 40% of our graduates who attend postsecondary programs actually complete their degrees in six years. Research shows that 44% of those graduates return to live at their parents homes. In addition many of the non-graduates return home to live with parents and don not make a decent, living wage. As an educational institution, the district is helping students identify long term goals, career choices and preferences early on in their studies. In addition we have not thought outside of the traditional graduation pathways or class options to provide at-risk or under-performing students realistic, flexible options towards graduation, career and life choices. Jackson High School has no place or program available to students to receive targeted academic intervention or access resources to make appropriate college and career choices. Building data indicate that our 40% lower performing at-risk students are traditionally overlooked as a group when innovative high school courses and programming are considered. Online and blended learning class choices which offer flexibility have been designed to serve high performing students rather than at-risk students. Research indicates that alternate delivery and flexible scheduling is a benefit for at-risk students.

The proposed innovation and how it relates to solving the problem or improving on the current state.

The Building Leadership(BLT) and Response to Intervention (RTI) teams in the Jackson Local Schools have studied the issue of providing more effective middle school to high school transition plans and focusing student work and efforts into productive, innovative classes and challenging academic work that will better prepare them for 21st century jobs and careers. As a result of these internal studies, the administrative teams will work together to develop a Freshman Transitions Course and Advisor/Advisee program based on materials called Career Choices - a proven transitions program developed by George Washington University in 2004 which is now marketed by Academic Innovations. All Jackson H.S. freshmen will take this course beginning in the 2015/2016 school year. The Career Choices curriculum is for teens and young adults and focuses on "Who Am I? What Do I Want? And How Do I Get it? The TLC program will have students develop focused 10 year plans through targeted intervention and advisor/advisee programming. Students will choose classes wisely and prepare well for successful postsecondary and work experiences. Additions to class offerings of blended learning experiences, PBL activities, and instructional emphasis on tiered learning will better prepare students for college and work requirements. Sophomore, Junior, and Senior students will receive continued goal planning and choices instruction through Modules in the Career Choices curriculum. These modules of information will be delivered to students in a flexible enrichment period as part of the Advisor/Advisee Program which will be implemented by all high school teaching staff.. Staff training in both the Advisor protocols and the Career Choices curriculum will be provided throughout the school year. In an innovative move instructionally, the students will be taught in a blended learning format in the H.S. lecture hall. Workbook assignments will be completed online, skyped lessons will be videotaped, and a lecture hall format will help prepare students for college style classes. Each student will have access to i-pads and the program applications delivered by Family and Consumer Sciences Department. teachers. The large group instructional format through which 150 students will receive the instruction simultaneously is more efficient use of teaching personnel and facilities. To provide individualized academic intervention, a guided study hall will be developed in the H.S. Learning Commons and staffed by common core classroom teachers each period. Support materials and online videos will be available as re-teaching materials. Intervention Specialist teachers will also be available each period for academic support to students on IEP and other plans. Some students will be assigned to the Learning Commons as a tiered intervention because of RTI data; other students will voluntarily utilize the resources for short term support or intervention. The need for alternative delivery of curriculum and flexible scheduling for under-performing students will be met with online class options. The Plato classroom will be able to accommodate up to 25 students in any one period and will become our in-house alternative school setting. Each student will have late arrival or early dismissal options but will be required to utilize the Learning Commons resources daily. We will work closely with these students to balance studies with employment opportunities or career related studies at local colleges.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

The specific changes in student achievement that have been targeted by this grant are: 1. Improved student performance for the type of Jackson H.S. students (the lower 40% of a graduating class) who traditionally under-perform in class work and graduate without clear goals for their adult lives. The grant administrators will collect baseline data ifor similar types of students in grades 8 through 11 on academic performance and behavior incidents on similar types of students (lower 40% of student population according to standardized test scores and

OAA and OGT scoring). The performance of the current students will be compared to that of the baseline data. Comparable students in grades 9, 10, 11, and 12 will be assigned at least one period per day to the Guided Study Hall (staffed each period of the day by teachers of common core subjects and when possible, intervention specialists) who will work with, re-teach subjects, tutor students on homework assignments, etc, to improve student performance in classes. 2. An alternative pathway to graduation will be created for students whose behavior issues traditionally have required placement in alternative school settings. A full classroom set-up will be created in JHS where these students will be able to take some classes on-line, supported by a Jackson teacher, while taking other classes in the traditional class setting. The class schedules will be individualized by student and will allow for late arrival (with a required class period of support in the Learning Commons and Guided Study Hall) or Early dismissal (pre-ceded with a required class period of support in the Learning Commons and Guided Study Hall). Sometimes, job internships will be able to substitute for some graduation requirements. During the first year the high school administration expects to see performance improvement in the targeted junior and senior students who participate in the flexible, alternative scheduling. -In successive years, academic performance(classroom grades, performance levels in OGT, value-added predictor performance) for the lower 40% of each student group will be able to be tracked. 3. A required Freshman course - based on Career Choices - will be structured to provide students with long term goal setting. The semester course, designed to also provide Jackson students with blended learning and technology focused instruction will be followed up with structured Advisor led sessions in Sophomore through senior years that focus on skills needed in career and post-secondary studies. -Long term data will be collected through post-graduation surveys on student success rates in post-secondary work and college and on the success rate for reaching the long term goal. A goal of the administration at Jackson is to send students to work and college ready for those placements. -What was the performance level in post-secondary situations?

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

1. The need to provide an alternative setting outside of JHS for students - with the exception of extreme behavior problems - will be reduced. The savings to the district will be approximately \$48,000 per year. A total savings of \$240,000 over the five year period. 2. Job-embedded staff development - utilizing current teaching staff in the middle school and high school intervention specialist department and instructional coaching - will save the district \$10,800 per year in substitute teacher costs or for curriculum work pay after school hours or during the summer. A total of \$54,000 over the five year period.

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

By reorganizing the staff and support personnel to build a guided study hall and learning center in the high school media center, the district will utilize approximately \$266,500 annually in core instructor salaries that often was dedicated to cover ineffective study hall times. (If you have just the 4 core subjects covered every period it would be 8 periods x 4 core instructors per period = 32 periods / 6 periods per FTE instructor = 5.33 FTE x \$50,000 avg salary/fringe = \$266,500) This is time that will support double-dosing and re-teaching efforts to at-risk students. By placing students who are taking the Career Choices Freshman Transitions course into a lecture hall, and by using blended learning with supporting technology, teachers who normally are limited to class sizes of 25 will be able to handle 100+ students in this instructional format. Content covered in this program overlaps with existing classes of Independent Living and Relationship Matters. These existing Family and consumer science teaching schedules will accommodate the addition of the Freshman Transitions/Career Choices class. It is a savings and better utilization of teacher time.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

578,789.48 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The cost of the project is in four budget areas: Personnel, purchased services, supplies and equipment and Capital outlay. The total cost of providing compensation to personnel for work completed on the goals of TLC is \$269,988. The cost of purchased services for delivery of staff development for Response to Intervention training, Career Choices Programming, Advisor/Advisee programming, and development of Intervention strategies is \$148,866. The total cost of supplies and equipment to develop the programs is \$162,000. Administrative costs are \$74,101.48. The following list breaks down the costs by the area of program development: -Project Directors - (\$10,000) -Freshman Career Choices class: (\$30,000) 2000 workbooks @ \$15 each - for freshman class and each level of modules -Instructional settings Classroom for Plato and online learning center (\$37,500) tables and desks for classroom (\$37,500) One-to-one computing options (laptops) for 25 students to use at home (\$15,000) Installation and set-up costs (\$20,000) Buy into the Stark County Educational Service Center Virtual Academy resources Media Center (\$37,500) 25 computer centers - desk tops (\$5,000) Tables and seating areas Learning Center - Depository of short instructional videos developed and taped by classroom teachers for use by support staff. (\$15,000 ((\$17,820 with benefits)) to teachers - paid \$50 per video) (\$2,500) for tapes and copying supplies (includes time paid to single aide to with edit, label and install videos and DVDs). Lecture Hall (\$16,000) Skype lab set-up (TV, Cameras, student stations) (\$1,500) Smartboard (\$1,500) Instructional computer (\$100,000) Four carts of laptops or i-pads for delivery of instruction for the Career Choices Class Professional Development (\$6,000) Teacher training for Choices program (3 FAC teachers) (\$36,600 with benefits) + \$2,000 + \$12,200 = 122 teachers X 3 days X \$100 substitute day for Delivery of Choices modules for all grade levels (\$29,695 with benefits) 2 days X 20 teachers X \$125 for August training of core team of teachers to develop the program for the 10-12 Advisor/Advisee days. Sharing to happen in scheduled TBT sessions (\$28,000 Margaret Searle) RTI coaching training for H.S. and M.S. teachers (\$12,000 with benefits) 30 teachers X 4 days X \$100 sub costs each day (\$4,800 with benefits) 4 days X 12 M.S. RTI team X \$100 sub costs each day (\$20,000 - delivered in after school or TBT settings: Cost of stipends for teachers who attend PD sessions and double costs for IS teachers delivering the training) Staff development for instructional strategies for literacy in all common core subjects Program Internal evaluation (\$5,939 with benefits) Dr. Richard Dinko District Administrative costs (\$74,101.48 ((14.71% of grant total))

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

No. Programs developed in this process will be continued through creative scheduling of teacher time while a maintenance plan for equipment and materials will be purchased during the grant period. There will be no additional staff added while students who traditionally have been served outside of the JHS school setting will now be served by our staff.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must

address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

58,300.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

The total direct savings for the district will be \$294,000 over the five years of the grant evaluation. Our district currently spends \$48,000 per school year to buy "seats" in an alternative school setting anticipating that the high school or middle school will need to house students when they no longer are successful at JHS and have become a barrier to other students learning. We believe that the creation of an alternative offering of classes will keep some, if not all, of those students enrolled in Jackson in a flexible manner. Partial day attendance in regular classes when needed and online enrollment through Plato and Florida Virtual Academy programming will place these students in more ideal learning settings for success. Student Services Counselors will be trained to recognize students who need our internal alternative programming due to failure, poor performance, or behavior patterns. The total saving to the district would be \$240,000 over the grant evaluation period of 5 years. A second direct savings to the district would be through job-embedded professional development in literacy strategies and RTI intervention strategies. The secondary intervention specialists (19 staff members) and the instructional coaches (6 staff members) would provide PD to 36 teachers bi-weekly during scheduled Teacher-Based-Team times built into the master schedules. This will be a savings of summer or school year released day cost of \$10,300 per school year for a total savings of \$54,000 over the 5 year period.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The project is self-sustaining because the Career Choices class is being added as a freshman class requirement. The Advisor /Advisee program is going to be handled within the current staff employed by the district; student modules for from the Career Choices program that focus on Career Exploration and postsecondary preparation will be used for the four years of student matriculation.. The Learning Commons and the Plato/online learning classes are being structurally designed to accommodate these programs in the future. The involved teachers' contracted duty assignment times will be located into the Learning Commons rather than a study hall; this will be a permanent change. The RTI teams have developed an IAT and data collection process that will continue to be used in successive years to identify at-risk 8th grade students who need extra transition support for high school success.. No personnel will be added to the general funding through the use of grant funds so no positions will be lost to the buildings when the grant period ends. Building Leadership and RTI teams will be trained during the grant period to handle the processes and continue the support of the transition efforts while the grant is implemented and after its conclusion..

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range September 15, 2013 through June 30, 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

-Sept. 23rd , Oct. 4th , Nov. 5th , Dec. 4th, Jan. 21st, Jan. 31st - Instructional Coaches Work days -Sept. 30th, Nov. 4th, and Feb. 3rd - High School Building Leadership Team (BLT) focus on Assessment and data on student performance -October 9th, 2013 - first RTI training day with Margaret Searle -Oct. 11th, Dec. 6th, and Feb 28th - Middle School Building Leadership Team(BLT) focus on Assessment and data on student performance -October 14th, 2013 - M.S. staff visit to Solon Middle School - seeing small group instruction and RTI at work -October 30th, 2013, January 17th, 2014 - M.S. L.Arts staff workshop training with Margaret Searle -January 22nd and 23rd - High School Curriculum and Technology planning days -February 10th - H.S. BLT Team training on Assessment Literacy for Student Growth Measures -February 13 - M.S. L.Arts IIS training and Cluster Grouping discussion workday -February 14th - H.S. RTI training day with Margaret Searle This was the project evaluation development day -February 21st - meeting with Dr. Lada-Gibson Shreve, Provost of Stark State College. A discussion about Dual-Credit Class options and Career Exploration topics which could be built into the 9 through 12 Career Choices Modules; Jackson High School and Local businesses and potential student enrollment in career -based classes at Stark State will be the focus of presentations to the targeted groups of students during the Career exploration modules. The flexibility for college classes and work study will be developed through the grant resources. March 3 - Learning Commons Planning Team meeting April 3 - Discussion with internal evaluation and Implementation Team on the progress measures and benchmarks for the grant elements and goals

* Anticipated barriers to successful completion of the planning phase

The timeline for planning and implementation is short. Much of the first year of the grant will still be in the planning stage. Student selection for the alternative programming will be completed shortly after the beginning of the 2014/2015 school year. Students assigned to the Guided Study Hall and the Learning Commons will be notified in the first month of the school year. Establishing a schedule of meetings between Faculty Advisors and students will be accomplished with the Faculty Council but not put into effect until the second nine weeks of school. The time line for the development of the connections with local colleges and the development of the Career Connections should be somewhat easier due to implementation in 2015/2016 but all parties are eager to begin as soon as possible. It will be hard to have that part of the program fully operational by the end of the short grant period. Other parts of the proposal should be able to be planned and ready to implement in the 2015/2016 school year.

18. Implementation - Process to achieve project goals

* Date Range July/August, 2014 through June 30, 2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

-July/Aug., 2014 - collection of baseline data on 8, 9 and 10 grade students. This data provides trends for their at-risk status transitioning into H.S.; performance in 9th and 10th grades and performance on the OGT for previous students in the lower 40%. -July/Aug. 2014 - selection of data points for evaluation analysis -Sept. 2014 - development of list of students for TLC and Guided Study hall -Sept./Oct. 2014 - support staff collection of student data, analysis of baseline data on current 10th and 11th grade students (standardized tests, classroom performance, qualitative analysis of guidance counselors and student comments) -Oct. 2014 - evaluator develops data collection process -Sept./Oct. 2014 - RTI team development of guidelines for online course options, which students qualify, monitoring process - use of Learning Commons personnel for the 13/14 year -Dec. 2014 - develop list of targeted students for flexible scheduling -Student and parent interviews for: Presentation of the flexible scheduling options, Alternative setting entirely in Plato classroom, Partial time at school, other class work at home, Options for part-time career exploration and work -Aug. 2014 -Overview of RTI and grant elements to M.S. and H.S. teachers -Sept. 11 and 12, Oct. 9 and 10, 2014 - "Coaching for RTI" training with Margaret Searle -Nov. 2014 - th April 2015 - RTI planning and programming; Planning for Career Choices program to be implemented with training from Academic Innovations program in the 2015/2016 school year; the Career Exploration program and Dual-Credit program with Stark State College; the Advisor-Advisee program development. -Nov. 2014 th June 2015 Training of all M.S. and H.S. staff in use of appropriate literacy intervention strategies (through IS staff delivered in TBT time -Jan. - May 2015 - PD - three teachers of freshman level Career Choices classes -June 2015 -Advisor-Advisee training and Academic Innovations program

* Anticipated barriers to successful completion of the implementation phase.

-Time to plan; other demands on time -Movement of materials and equipment to set-up the Learning Center -Having the technology installed for start of school year in both the Media Center Learning Center and the Plato Classroom -Finances available for classroom texts and set-up of the skype option in the lecture hall. -Wireless access to use this site as a blended learning classroom -technology installation time for i-Pad or laptop carts for use in this setting

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range January 2015 through June 2015

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

-First semester data on student progress - available January 2015 -Meet with evaluator to assess first round of data on student performance - compared to baseline data from previous years similar student population Measures against benchmarks: 15% reduction in student failures; 10% reduction in behavior referrals ; meeting Value-Added expectations through pre-testing and Common Assessments -March - third nine week student performance data available Measures against benchmarks: 25% reduction in student failures; 25% reduction in behavior referrals; meeting Value-Added gains measures through OAA and EOY (Problem-based and End of Year assessments) -Meet with evaluator to assess second round of data on student performance Measures against benchmarks: 25% reduction in student failures; 25% reduction in behavior referrals; meeting Value-Added gains measures through OAA and EOY (Problem-based and End of Year assessments) -Set-up student interview sessions in 4th nine weeks to assess student response to new academic support systems Measures - survey responses - Survey staff, students and parents on effectiveness of various aspects of the new programming Measures - survey responses -Learning Commons Measures: Tracking number of students signing in and using the Learning Commons by grade level - both student choice and teacher referral -Advisor/Advisee program Measures - survey responses -Plato classroom and online class options Measures: Tracking number of students using licenses; numbers in alternative placement. -Guided Study Hall Measures: Tracking number of students signing in and using the Guided Study Hall by grade level - both student choice and teacher referral/administrative placement -Career Choices presentations by local college and universities Measures - survey responses -Writing 10 year plans Logging the plans and keeping track of reviewing process

* Anticipated barriers to successful completion of the summative evaluation phase.

-Concern about the short term of evaluation time. This is a relatively short period of time to collect data that is most reliable to measure impact of the program. We will continue to collect data and report to the Building Leadership Team and the Response to Intervention team over the next five years. Information gathered will inform revisions to the plans and programs.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

One expected change in Instructional practices in our school districts will originate in the professional development training to provide classes that flip the instruction or blend a traditional model of instruction with on-line classroom experiences. The focus of the work in the classroom will be on development of higher order thinking skills, innovation, and creativity rather than teacher driven instruction. With the availability of district level technology for both student and teacher, technology use will be more easily incorporated in the classroom instruction practices and the teacher will be more of a facilitator than an information provider. As districts use the technology available in the classroom, i.e. GoogleDocs, portfolios of student work and good examples of student growth will become the measures of productive classroom work. As teachers become more competent in the development of tiered lessons support students at different instructional levels and PBL projects, students will become more adept at performance-based tasks and assessments. Student achievement as it is measured against needed 21st Century skills (collaboration, communication, critical thinking, creativity and innovation) will increase. Changes in organizational structures, such as master schedules, will become more common place as opportunities to develop blended-learning experiences and online delivery of class content become more common place. Eventually, every student in high school will experience online delivery of instruction. Being able to work in a flexible work environment or school environment will prepare students for success in post-secondary work and successful assimilation into the general work place. With the availability of a technology delivery system and online modules and webinar connections, all district teachers will have 24 hours access to professional development opportunities. As teachers begin to be evaluated under a process that emphasizes student growth and professional teaching standards anchored in the 21st Century skills, students will benefit from the autonomy and student choice provided through more technology-based instructional practices.

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

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. 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.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

The Career Choices Program through Academic Innovations was built off of a very successful Freshman Transition Initiative at George Washington University's which was first introduced as a required Freshman course in 2004. The research data was released in 2009 in a study by the Gerogetown University center on Education and the Workforce. IN this study, it was stated that by 2018, 62% of the jobs are expected to require some level of post-secondary training. However, while more student than ever are enrolling in four or two year colleges, research shows that an astonishing number - 44% - drop out of four year colleges and 71% out of two year technical colleges. If the top performing students are having such dismal performance records in postgraduate work, the students who disconnect with high school studies and perform at even lower levels of academic achievement have to be less successful at college classes, career training, and job success.. Developing a process to help students create realistic long term goals, learn about local career opportunities and jobs, experience job shadowing and internships, learn what high school classes and performance is needed to succeed at their goals is worth our administrators and teachers time and effort. Utilizing existing staff - without adding costs to the general fund expenditure - in more practical, teaching related activities (such as in a guided study hall for re-teaching and tutoring activities) is possible. It is welcomed by the Jackson High School staff who are searching for innovative ways to serve students and promote student success.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

-The grant committee plans to have an internal evaluation completed by Dr. Richard Dinko. -Telephone number 330-838-3501 extension 1424 -Internal Evaluation

* 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 project's progress).

-Targeted student performance data will be collected quarterly. The information gathered will include but not be limited to -Classroom grade records -Teacher reports on student performance -Behavior incident reports -Qualitative data and reports from Learning Commons and Guided Study Hall personnel -The types of data being measured will be bench marked on goals for each grant objective The district personnel use Principia surveys and GoogleDocs surveys on a regular basis to collect evaluation data. For the purposes of the Straight A Grant, student, parent, and teachers will be surveyed on the effectiveness of the program structures(i.e. was the work in the Guided Study Hall beneficial; were indicators of student performance improving, is the 10 year planning in the Career Choices class beneficial, etc.) to determine student performance growth, satisfaction with the program services, and impact of student achievement. Logs of attendance and student products will be kept in both the Guided Study Hall (how many students are assigned, how many students voluntarily sign-in, what video-tapes and modules are used for intervention, etc.) and the Learning Commons. Intervention Assistance Team records will be used in longitudinal Cases studies and applied to the Response to Intervention Process currently being developed by the high school and middle school Building Leadership Teams (BLT). Each year, Senior follow-up surveys will be conducted to see if the district is improving on the percentage of students (only 40%) staying in school and completing post-secondary degrees or maintaining jobs in targeted careers.

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

The grant Implementation team will meet quarterly to consider restructuring of programs and redesign of parts of the program based upon the results of student performance data and evaluation information, . Based upon design, that would include but not necessarily be limited to the following: -Advisor/Advisee program -Plato classroom and online class options -Guided Study Hall -Career Choices presentations by Stark State College and Associates -Writing 10 year plans

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

A course in which students develop 10-year career and education plans to carry them through college and into the workforce is a course that gets students focused on the big picture. Students completing a Freshman Transition Course , a ten year plan of success, and the successive Advisor/Advisee modules will be more likely to complete their education in a field that will give them the greatest opportunity for lasting professional success and personal career satisfaction. Quantifiable measures in a longitudinal measure would be the number of Jackson graduates who do attain a degree in six years and the number of Jackson graduates who are gainfully employed when surveyed five years out from graduation. Combining these programs with one-on-one career counseling, individualized class scheduling, blended learning options, and required Learning Commons/Guided Study Hall support, under-and non-performing students will have more successful and productive high school experiences and come out more focused on career choices and field of work and study. Quantifiable measures would be the number of Jackson High School students who DON'T leave our instructional setting for placement in alternative programs elsewhere. Quantifiable measure would also be tracking the number of students who use the Learning Commons or the instructional resources. Parent, student and teacher surveys will be given annually to assess the effectiveness of the TLC and Guided Study Hall and the impact on student performance. Reports on increased student grades, lessened behavioral and discipline referrals, and increased involvement in career studies and options would also be quantifiable measures of positive outcomes in the grant's goals. The proposed program will continue after the grant period expires because the elements of the proposal will be built into the structure and schedule of the building and the instructional day. At-risk students will be assigned into the Guided Study Hall to received double-dosing of instruction and targeted assistant from licensed teachers and intervention specialists who are assigned to those locations as a part of their daily schedule.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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 applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

Goal 1: Develop Career Choices program at M.S. and H.S. to addresses students' college and workplace readiness by 14/15 *Benchmark 1: Design 4 year program including Advisor/Advisee for students by end of 14/15 Quantifiable Measures: 50% by Dec 2014, 100% by June 2015, 100% implementation for 15/19. *Benchmark 2; Design Career exploration with local colleges. Quantifiable Measures: 50% dby Dec 2014, 100% by June 2015, Implementation at 100% for 15/19. Goal 2: Design Alternative Graduation Pathway JHS during 14/15 *Benchmark 1: Design Guided Study hall and Learning Commons (TLC) during 14/15.. Quantifiable Measures: 50% program design by Dec 2014; full implementation annually for 2015-2019. Usage of resources at 100% by 15/19. *Benchmark 2: Track achievement for targeted students (lowest 40%) using Standardized tests, cognitive scores, and OAA performance. Quantifiable Measures: 15% reduction in failures by Dec 2014, 25% by June 2015; con't reduction of 10% for 15/19. OAA and EOC scores improve from benchmarks and meet Value Added gains for 15/19.. Increase 10% meeting Value Added projections annually 15/19. *Benchmark 3; Develop process that reduces (25%) behavior referrals and discipline reports for targeted students.. Quantifiable Measures: 10% reduction by Dec. 2014; 25% by June 2015; annual reduction of additional 10% annually for 15/19. Goal 3: Design professional development (PD) for Jackson educators as they implement new standards through targeted literacy strategies. *Benchmark 1: 20% of the staff will receive PD in RTI and Tier I literacy interventions in 14/15. Quantifiable Measures: 10% by Dec 2014, 20% by June 2015, 20% annually for 15/19. *Benchmark 2: 100% of M.S. and JHS staff will receive PD in RTI and Tier I literacy interventions by the end of the 18/19 school year Quantifiable Measures: 20% trained by June 2015, 20% annually for 15/19.

* Spending Reduction in the five-year fiscal forecast

Goal 1: Save the cost of \$48, 0000 (\$220,000 over 5 yrs.) from student placement in alternative learning programs in the county. *Benchmark 1: A reduction in the number of JHS students placed in alternative county-wide programs Goal 2: Save the district \$10,300 yearly (\$54,000

over 5 yrs.) in professional development costs by providing job-embedded PD delivered by Intervention Specialists and Instructional Coaches for RTI interventions and instructional practices. *Benchmark 1: 36 H.S. and M.S. staff members will be provided PD during the 2014.2015 school year *Benchmark 2: 180 teachers will have been provided PD by the end of the 2018.2019 school year.

* Utilization of a greater share of resources in the classroom

Goal 1: Use existing personnel differently for intervention and assistance for student performance -Benchmark 1: Establishment of high school Learning Commons by end of 14/15 school year Quantifiable Measures: 50% implementation by Dec 2014, 100% by June 2015, On-going monitoring of participation for 2015-2019. -Benchmark 2: Establishment of Guided Study Hall sessions in the Learning Commons during the 14/15 school year Quantifiable Measures: 50% implementation by Dec 2014, 100% by June 2015, On-going monitoring of participation for 2015-2019. -Benchmark 3: Creation of large class, blended learning instructional delivery of Freshman Career Choices class (150 students per class in lecture hall) by the end of 14/15. Quantifiable Measures: 50% design by Dec 2014, 100% by June 2015, On-going monitoring of participation for 2015-2019. Goal 2: Use of personnel for delivering alternative learning to students -Benchmark 1: Number of teaching staff and Intervention Specialists who participate in Learning Commons Guided Study Hall each year. Quantifiable Measures: 50% of staff in place by Dec 2014, 100% by June 2015, On-going monitoring of participation for 2015-2019. -Benchmark 2: Number of students served by installation of skype equipment and laptop and ipad carts in the Lecture hall classroom. Quantifiable Measures: 50% design by Dec 2014, 100% by June 2015; number of students participating will increase by 10% annually for 2015-2019. Benchmark 3: Number of students participating in alternative scheduling that includes in-class and alternative delivery of instruction Quantifiable Measures: 50% design by Dec 2014, 100% by June 2015; Number of students participating will increase by 10% annually for 2015-2019.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

By reorganizing the staff and support personnel to build a guided study hall and learning commons in the high school media center, the district will utilize approximately \$266,500 annually in core instructor salaries that often was dedicated to cover ineffective study hall times. (If you have just the 4 core subjects covered every period it would be 8 periods x 4 core instructors per period = 32 periods / 6 periods per FTE instructor = 5.33 FTE x \$50,000 average salary/fringe = \$266,500) This is time that will support double-dosing and re-teaching efforts to at-risk students.

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

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

Definitely yes. It can be accomplished in part or in whole in any district willing to use staff within a flexible, creative schedule. It requires no additional personnel and provides targeted students with needed support - not general but very directed intervention. The program is supported by staff members with expertise in content and/or instructional delivery and professional development can be delivered during the school day in time for PLCs or TBTs. (no general fund money required for substitute teachers or outside presenters) A guided study hall can be provided without the employment of additional teachers - just creative use of current staff.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

Assurances pages and signatures uploaded to documents section Linda M. Salom

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Jackson Local (049858) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Partnerships

No partners added yet. Please add a new partner by using the form below.

Implementation Team

Jackson Local (049858) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Linda	Salom	Secondary Curriculum Coordinator	Attend state and regional level meeting for grant coordination Lead meetings of planning teams for overall grant coordination Schedule professional development activities for all aspects of the TLC program * Margaret Searle and RTI for TLC * Career Choices/Freshman Solutions program * Advisor/Advisee training Manage budget of grant Writing Summary reports on progress monitoring to ODE Work with technology department and treasurer's department to order and Purchase equipment and supplies	-Secondary Curriculum Coordinator Jackson Local Schools 2003-2011 - IB Diploma Program Director for collaborative program - Gifted/Talented Coordinator Jackson Local Schools 2000-2011 -Stark County Leadership Committee (2004-present) -Assessment literacy training - ATI (2003-present) - Continuous Improvement Planning - Ohio Title One statewide (1999-2000) -Appalachian Schools Leadership Institute- Dr. Larry Coble (1998-1999) -Adjunct professor - Ashland University, Malone College, and Kent State University 1995 - present Secondary Curriculum Coordinator, Jackson Local School	-Chairs the RtTt district initiative -Chairs the Leadership Committee for development of the International Academy (2011 - 2015; Jackson Academy for Global Studies) -Chairs the Peer Assistance Review Grant - RtTt initiative (2012 -2015) -Chaired development of M.S. and H.S. Continuous Improvement Plans -Coordinated M.S. and H.S. Curriculum and course of study development -Coordinates District Assessment Literacy team -Coordinates Resident Educator and Mentor teacher program -Coordinates grant writing activities for the district - Federal PEP grant (2007 award) -Sr. to Sophomore Ohio Grant (2008 award) -RtTt grant (2010 award) -Innovative Programs grant with Asia Society (2011 award) -CCIP grant administration -Facilitates K-12 Textbook adoptions	
Monica	Myers	Jackson High School Principal	Co-direct the implementation of the Straight A grant Coordinate the set-up of the high school learning centers: * The Learning Commons in the Media Center * The Guided Study Hall in the main portion of the Media Center * The Lecture Hall conversion to a blended learning instructional center * The Alternative Learning classroom (Plato) setting in the first floor of the high school building Coordinate the scheduling of teachers into the Guided Study Hall each period of the day Coordinate meetings of H.S. RTI team * Oversee Guidance counselors work on identifying at-risk students for the alternative programs * Oversee parent and student interviews and progress monitoring	HIGHLIGHTS OF QUALIFICATIONS: * Superintendents Licensure through Ashland University Cohort, Columbus, Ohio * Master of Education/Secondary Administration, Ashland University * Bachelor of Science degree in Business Education from Kent State University * Current licensure areas: Superintendent Middle/High School Principal Comprehensive High School (7-12) Vocational * LPDC member for fifteen years; currently serve as the secondary administrator representative at JLSD.	* Current high school principal; responsible for professional development- grades 9 - 12; responsible for building budgets; curriculum and program development; direct student activities; public relations; operations and building safety; and teacher selection and retention * Supervisor of English, guidance, and Health/PE supervisor of athletic director and three assistant principals * Collaborated on professional development for certified teachers and administrators on OTES and JLSD Certified evaluation rubric, evaluation documents and walkthroughs * Collaborated on professional development for certified teachers and administrators on OTES and JLSD Certified evaluation rubric, evaluation documents * Two years experience as middle school principal; responsible for professional development-grades 6 - 8; supervisor of math, guidance, and intervention specialists; supervisor of	

					<p>facilities manager and two assistant principals; building budgets; curriculum and program development * Content Literacy Continuum three year grant * Implementation of sixth grade mentor program and seventh grade trip to Washington D.C.; direct student activities; public relations; operations and building safety and teacher selection and retention * Five years experience as freshman assistant principal; responsible for supervising science and English departments, implementation of Freshman Mentor Program, discipline concerns of freshmen, IATs, and IEPs * Three years experience as secondary curriculum coordinator at the administrative level; performed district duties grades 6-12 for two middle schools and one high school *Three years of experience as adjunct faculty for Stark State College of Technology</p>
Richard	Dinko	High School Assistant Principal	<p>Dr. Richard Dinko will assist with program implementation and delivery as the program evaluator. His responsibilities will include gathering additional benchmark data and developing data collection tools. Access to student test performance data as well as grade book data will assist in the development of performance and achievement measures. Access to discipline data will assist in referral tracking. Design and construction of survey instruments will assist in data collection from all stakeholders. Use of survey scanning and analysis software will be utilized to summarize survey data and track growth towards benchmark targets. Data collection templates will be developed to monitor and track student access and use of resources as well as monitor staff participation in professional development and training.</p>	<p>Administrative duties have included: directing the Career & Technical Program, supervising the Mathematics Department, coordinating and supervising innovative curriculum efforts, conducting teacher and staff evaluations, implementing creative discipline solutions for students, serving on administrative and faculty councils, participating in district wide Strategic Planning, and serving on special committees such as International Baccalaureate (IB), ACT Quality Core, dual credit, flex credit, international student and teacher exchange, teacher evaluation, grading/reporting and assessment literacy. CERTIFICATES HELD Administration: Superintendent, HS Principal, MS Principal Teaching: HS Comprehensive Science (grades 7-12) EDUCATION Doctor of Education, May 2004, Educational Administration, The University of Akron. Master of Arts, Dec 1991, The University of Akron. Bachelor of Arts, Jan 1988, Secondary Education, The University of Akron. PUBLICATIONS Contributing Author (2010). Jackson Local School District Strategic Plan, Jackson Local Schools, Massillon, OH. Khourey-Bowers, C., Dinko, R.L. & Hart, R.G. (2005). Influence of a shared leadership model in creating a school culture of inquiry, collaboration and collegiality. Journal of Research in Science Teaching, 42 (1), 3-24. Khourey-Bowers, C. &</p>	<p>Administrator (8/98-7/05) Stark County Educational Service Center Duties included those associated with coordinating and supervising curriculum efforts benefiting over 65,000 students related to K-12 science and technology integration as well as establishing and monitoring budgets, leading program management teams, conducting needs analysis and generating annual reports. Extensive experience supervising grant writing and evaluating program impact. Grant Directing and Evaluation Experience Evaluator & Authorizing Agent, Ohio Environmental Education Fund (Ohio EPA) Grant (09G-062). Project Title: Amazing Garden Program- Beech Creek Botanical Garden & Nature Preserve Award Amount: \$49,985 Total Budget: \$104,731 Effective Dates: July 2009-June 2012 Co-Principal Investigator, National Science Foundation Math Science Partnership Grant (EHR-0226986). Project Title: Stark County Math and Science Partnership Award Amount: \$7,499,625 Effective Dates: Oct 2002-Sept 2007 Principal Investigator (Sub-Award), National Science Foundation GK-12 Grant (DGE-0440532)-Sub-Award. Project Title: Inquiry</p>

Dinko, R.L. (2005). Relationship between professional development and student achievement. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Dallas, TX.
Dinko, R. (2004). Teacher leadership in science education reform. Paper presented at the annual meeting of the School Science and Mathematics Association, Atlanta, GA.
Dinko R. (2004). The role of lead teachers in science education reform: An examination of perceptions, implementation, and impact of a shared leadership model. Unpublished doctoral dissertation, The University of Akron, Ohio.

Based Approaches to Earth Systems Science Award
Amount: \$1,871,990 Effective Dates: June 2005 - May 2007
Project Director, Department of Education (DOE) Grant Project Title: Stark County Elementary Math & Science Project Award
Amount: \$248,000 Effective Dates: Aug 2005-July 2007
Principal Investigator, National Science Foundation Local Systemic Change Grant (ESI-9819644). Project Title: SATURN (Science And Technology for Understanding, Research, and Networking) Award Amount: \$1,169,847 Total Budget: \$3,396,242 Effective Dates: Sept 1999-Aug 2005
Program Director, Ohio Environmental Education Fund (Ohio EPA) Grant (99G-108). Project Title: SCELLI (Stark County Environmental Literacy Initiative) Award Amount: \$49,984 Total Budget: \$209,422 Effective Dates: May 1999-May 2001