

Budget

Buckeye Local (045856) - Ashtabula County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (62)

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		150,000.00	50,000.00	150,000.00	800,000.00	300,000.00	0.00	1,450,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		300,000.00	55,000.00	175,000.00	0.00	0.00	0.00	530,000.00
Family/Community		0.00	0.00	10,000.00	10,000.00	0.00	0.00	20,000.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	300,000.00	0.00	300,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		450,000.00	105,000.00	335,000.00	810,000.00	600,000.00	0.00	2,300,000.00
Adjusted Allocation								0.00
Remaining								-2,300,000.00

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: Preparing Students for Success: The Reorganization and Restructure of the Buckeye Local School District and the Ledgemont Local School Dis

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 project reorganizes and restructures the Ledgemont Local School District and the Buckeye Local School District from a traditional K-12 program into a program based on students meeting and mastering the academic standards and serving the specific needs of its students. The project will restructure the K-8 program into a non-grade leveled configuration in which students matriculate through the curriculum at their own pace and engage in high-interest programs. The 9-12 program will be reconfigured into academies designed to meet the prepare students for advanced education and/or the workforce.

2400 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Joseph Spiccia

Organizational name of lead applicant: Buckeye Local School District

Unique Identifier (IRN/Fed Tax ID): 045856

Address of lead applicant: 3436 Edgewood Drive, Ashtabula, Ohio 44004

Phone Number of lead applicant: 440.998.4411

Email Address of lead applicant: joe.spiccia@neomin.org

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

First Name, last Name of contact for secondary applicant: Julie Ramos

Organizational name of secondary applicant: Ledgemont Local School District

Unique Identifier (IRN/Fed Tax ID): 047209

Address of secondary applicant: 16200 Burrows Road, Thompson, Ohio 44086

Phone number of secondary applicant: 440.298.3341

Email address of secondary applicant: julie.ramos@geaugaesc.org

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.

NA

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.

Joseph Spiccia is the superintendent of the Buckeye Local School District. As the superintendent, he has written and received grants from the Ohio Department of Education for Early Literacy through the Third Grade Reading Guarantee Grant Program and from the Ashtabula Foundation to fund a mental and emotional health program for students and staff. In addition, as the principal of Hudson High School in 1998, he wrote and received an Ohio Department of Education Best Practices Grant for the structure of that school. Julie Ramos is the superintendent of the Ledgemont Local School District. As the superintendent, she has written and received grants from the Ohio Department of Education for Early Literacy through the Third Grade Reading Guarantee Grant Program in partnership with Geauga County Educational Service Center. In addition, wrote and received the Ohio department of Education Race to the Top grant.

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.

This project restructures the K-12 environment by focusing on mastering the content standards as the constant for students and time being a variable that is flexible to meet the needs of students. In K-8, students will matriculate through the educational landscape as they master the content standards. Grade levels will be eliminated. The school will provide the instruction and support to ensure that all students master the content standards at the pace that best meets their individual needs. Through the instructional cycle students will demonstrate mastery of the standards and they will move to the next set of standards upon mastery. Teachers will serve as instructors, mentors, and coaches. Through professional development, teachers will learn how to use evidence-based instructional techniques that address the needs of all students. Teachers will employ formative instructional practices and assessments to determine student needs. Teachers will engage in differentiated instructional practices that will address the individual needs of students. In order to advance through the standards students will have to pass a rigorous assessment process including the new generation of assessments, and teacher-made assessments. To ensure success of the project, the staff will participate in a professional development program during the summer with compensation. The K-8 buildings will be reconfigured and technology and resources will be added to supplement instruction. Programs such as the Kahn Academy will be used to provide intervention and tutoring that was formally facilitated by physical staff. Once students master the K-8 standards they will be promoted to the 9-12 program. In addition to the core curriculum, students will be required to pass two workforce readiness courses. The courses are being designed by the district and its corporate partners. Upon completion/mastery of the 9/10 content standards, students will enroll in one of three academies. The academies are designed to meet the needs and interests of students. The workforce academy has its emphasis for preparing students to enter the world of manufacturing. Students will complete/master the required academic content standards and will earn credit and experience participating in job shadowing, working with an assigned mentor, and working in groups on projects related to the manufacturing industry. Students will learn to work as a member of a team, develop and use appropriate workforce skills, and gain insights into the manufacturing world by working and interacting with members of the partner companies. Upon graduation, students will be offered entry-level jobs in the manufacturing by our partner companies. The STEM academy has its emphasis on preparing students to enter higher education in one of the STEM disciplines. Students will master the required content standards with emphasis on higher level math, science, computer science, and STEM courses. Students will enroll in dual-enrollment, PSEO, and/or AP courses with the goal of earning their Associate's Degree simultaneously with their high school diploma. Students will also have mentors from one of the partner corporations who will provide guidance and support to the students as they advance through the program. The Humanities academy has its focus on the disciplines English, the social sciences, and the arts. Students will enroll in dual-enrollment, PSEO, and/or AP courses with the goal of earning at least 12 hours of college credit. Students will earn credit through on-line course work in a variety of areas including the core curriculum and

elective areas. All students will be required to take and pass on-line courses during their high school experience. High school students will earn credit through a variety of modalities and much like on-line community schools, students may complete work at a faster or slower rate than previously expected. The project will require facility renovations.

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. Student Achievement o The K-8 program is being structured to require mastery learning. Students will achieve at higher levels because each student will be required to master the standards before being promoted to the next set of standards. In order to meet this requirement licensed staff will be provided with the training necessary to equip them with the skills to provide high levels of instruction including intervention strategies that will be employed when students struggle with the curriculum. Through the response to intervention model, students will receive the supports they need to master the standards. o The 9-12 program is being structured to consider the individual strengths and needs of students. As in the K-8 program, students will be required to master the standards before being promoted to the next set of standards. Again, supports will be in place to ensure students master the required standards. In addition, the academies will serve to create a high interest learning environment for each student. Through the blending of traditional programming with on-line course work, college-level course work, and opportunities to work with the partner companies and the community, students will be more actively engaged in their learning. Spending reductions in the five year forecast o The reorganization and restructure of the K-12 program will allow the districts to refocus resources and personnel to the high need areas of the curriculum. The implementation of on-line courses, dual enrollment, and PSEO opportunities will lead to staffing reductions. The focus on the skills and learning that will best prepare students to be successful in their futures will lead to reductions and/or elimination of programs that do not provide students with the skills and learning that are most valuable in society today. o The facility renovations will create a flexible learning environment for students that will reduce energy consumption through the addition of "smart meters" on technology. o Further there will be reductions in cost of supplies (i.e. paper), textbooks, and materials as much of the work students do will be on-line and many of the materials that students use will be available through electronic means. For example, the Buckeye Schools have already moved to electronic textbooks, with student materials and work being completed online in mathematics. In English, the district has moved to electronic versions of reading materials.

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.
NA

14. What is the total cost for implementing the innovative project?
2,300,000.00 * 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).
Of the \$2,300,000.00, \$1,300,000.00 will be used by the Buckeye Local School District and \$1,000,000.00 will be used by the Ledgemont Local School District. The grant funds will be used to provide professional development to teachers and staff so that the project may be implemented effectively. Further grant funds will be used to purchase equipment (technology), supplies, and to renovate facilities necessary to make the vision a reality. Grant money will be used to create a flexible, technologically advanced learning environment. In addition to grant monies, the districts will invest local funds into the project, work with their community partners to subsidize parts of the programming, and will seek grants from local foundations to complete the project. We have commitments from corporate partners to support specific programs within the project (STEM Fest, Curriculum Design, job shadowing experiences, field trips, and advanced training for students once they graduate from high school. It is projected that \$530,000.00 will be used to provide the professional development necessary to implement the project effectively. Each high school will use \$300,000.00 to create computer labs and a blended learning lab. Each high school will use \$200,000.00 to renovate and equip science labs. Of the funds, \$150,000.00 will be set aside to pay for dual enrollment programs with higher education, electronic curriculum, certificate programs for students in the workforce academy. Equipment for the implementation of the K-8 project will total \$300,000.00 for the two districts. \$20,000.00 will be committed to community engagement and parent programming. \$400,000.00 is being committed to supplies. \$200,000 is being committed to personnel to provide direct assistance to students as necessary related to advanced levels of instruction related to technology.

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.
100,000.00 * 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.
There will be a need for on-going professional development to ensure that teachers remain current in best practice related to mastery learning, the content standards, and instructional strategies related to the use of technology. Professional development funds will come from Title IIA as appropriate and the districts' general fund as necessary. Technological upgrades will be needed and built into the five-year forecast and district budgets.

16. Are there expected savings that may result from the implementation of the innovative project?
355,000.00 * 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.)
Yes, the additional savings will come from the reduction of staff resulting from the reorganization of the educational program, the integration of energy conservation measures, and the reduction in need of supplies and materials. o Specifically, at the 9-12 level for the 2014-15 school year, staffing will be reduced in the areas of World Language and Family and Consumer Science. It is further anticipated that there will be staffing reductions in school year 2015-16 in English/Language Arts, Mathematics, Science, and Social Studies because students will be engaged in a variety of educational delivery modalities (on-line, dual enrollment, PSEO). o Specifically, at the K-8 level staffing will be reduced in the school year 2015-16 in the areas of Gifted and Special Education as students will be advancing through the curriculum at their own rate and teachers will be required to enrich and remediate based on the individual needs of students. Models that require "pull-out" and/or resourced services will be reduced as the teachers apply the "Response to Intervention" model to their daily practice. o As noted previously, the application of energy efficiency equipment (i.e. Smart Meters) will minimize the cost of electricity used throughout the districts. o The majority of materials will come from on-line resources thereby reducing the need for hard-copy materials. An emphasis will be placed on using quality free-source materials as well as quality on-line materials which may be used repeatedly without risk of damage and/or loss. Much of the work students do will be completed, submitted, and assessed on-line reducing the cost of paper, copiers, and printers.

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.
The project is self-sustaining in that it reorganizes the educational program K-12 into a new way of doing business. Reorganization requires the districts to examine their budgets and organize them around the new delivery system. Once the funds from the Straight A Grant are expended the districts will have the programmatic, equipment, supply/material, and staffing in place and from that point forward the budget will be reset to the priorities created in the reorganization. By its nature, this reorganization embeds sustainability into the daily program as it becomes the districts' way of doing business and delivering its educational program.

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): 10/22/13

* Narrative explanation
Communication with the Boards of Education began in October of 2013 with a review of the overall plan. The communication process with the associations for the licensed and support staff began immediately after communication with the Boards. Community engagement programs will commence immediately upon the receipt of the grant to inform, educate and help the communities understand the changes and how the changes will affect their children, the district, and the community.

Implement (MM/DD/YYYY): 03/01/14

* Narrative explanation
Reorganization of the 9-12 environment is scheduled to begin in the spring of 2014 and continue throughout the summer of 2014. o The purchase of equipment o The renovation of the facility o The

reorganization of the curriculum o Professional development of staff Implementation of the program will begin in the fall of 2014 Reorganization of the K-8 environment is scheduled to begin in the spring of 2014 and continue throughout the summer of 2014 o The reorganization of the curriculum o Professional development of staff o The reorganization of the facility Implementation of the program will begin in fall of 2014 with the student assessments necessary to re-level students to their appropriate groups based on their individual needs.

Summative evaluation (MM/DD/YYYY): 05/01/15

* Narrative explanation

As noted previously, the evaluation of this project will be on-going with specifically set benchmarks set up throughout the process. Further, as this is a shift in the manner in which business is conducted formal evaluation will take place quarterly. The initial summative evaluation will take place in May of 2015 and will consist of ensuring that all elements of the project in operating in the manner prescribed in this proposal The districts will examine student achievement data, professional development evaluation, and financial data to ensure all benchmarks have been met. Based on the initial evaluation, new benchmarks will be set and new goals established. The evaluation process will also include student, staff, and community surveys, feedback from the partner organizations, and surveys of vendors and other organizations who assisted in setting up the project.

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

As noted throughout the grant application this project reorganizes and restructures all elements of the institution o Instruction - Standards-based learning and assessment will become the norm throughout the districts. - Mastery learning will be an expectation for students - Learning will be the required constant and time will become the variable - Intervention and remediation will become part of the instructional process rather than separate events. - Technology and blended learning will be instructional delivery methods that will become part of every student's experience - Dual-enrollment, PSEO, and community learning programs will become part of the every student's educational experience. o Organizational Structure - Standards-based promotion will replace traditional methods of promotion - Teachers will be structured in teams working with each other to guide students to success. - Community partnerships will be formed to capitalize on the resources in the community. These relationships will include corporate partnerships, partnerships with higher education, and partnerships with community and social agencies. - Budgets will focus on the priorities of learning by funneling more money into classroom experiences and direct services to students.

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.

K-8 Reorganization o Mastery Learning or Standards-Based Learning is supported by research in many studies. Benjamin Bloom stated that reducing the achievement gaps of various groups of students as a simple problem of reducing variations in student learning outcomes. Bloom noted teaching all students in the same way and giving all the same time to learn results in great variation in student learning. Thomas Guskey (2007) revisited Bloom's work in 2007 and discovered that the implementation of Mastery Learning led to increased student achievement. For example, in a meta-analysis noted in Guskey's article "Closing Achievement Gaps: Revisiting Benjamin S. Bloom's Learning for Mastery" (Journal of Advanced Academics) Guskey found that when implementing mastery techniques (formative assessment, descriptive feedback, corrective action, enrichment, differentiation, and curriculum alignment) demonstrate impressive, even exponential gains in learning. 9-12 Reorganization o It has been established that on-line learning is at least as effective as face-to-face learning. According to Karen Swan in her article Learning effectiveness: what the research tells us. In J. Bourne & J. C. Moore (Eds) Elements of Quality Online Education, Practice and Direction. Needham, MA: Sloan Center for Online Education, 13-45, online environments support learning outcomes that are at least equivalent to face-to-face instruction. Further, according to the United States Department of Education's Evaluation of Evidence Based Practices in Online Learning, A Meta-Analysis and Review of Online Learning Studies (2010), "Students in online conditions performed modestly better, on average, than those learning the same material through traditional face-to-face instruction." Both of these studies indicate that there is still limited information about online learning v. traditional learning there is a clear indication that online learning is at least as effective as traditional learning environments. o According to "The Promise of Dual-Enrollment: Assessing Ohio's Early College Access Policy" dual-enrollment programs have seen success. More students who participate in dual-enrollment programs enroll in college than those who do not (71% v. 58%). Dual-enrollment students are more likely to earn a degree than students who do not participate in dual enrollment programs, and students in dual-enrollment programs earn their degrees more quickly than those who do not enroll in such programs. And, participation in dual-enrollment programs reduces the cost of a degree for the student.

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

Yes

No

22. If so, how?

To replicate this project other districts in Ohio will need to commit to a delivery system designed around meeting the individual needs of students, using available technology to deliver instruction, and partnering with outside agencies including business, higher education, and on-line organizations. Each element of this project exists, at some level, in many school districts throughout the State of Ohio. School districts would have to first evaluate their current practice, determine what elements are in place and which need to be added, and then coordinate their efforts to organize the program into one seamless model rather than separate pieces and parts.

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

The value of this project is that it creates a new environment in which learning is the constant and time becomes the variable. Through this project, we can ensure that all students will come to truly learn and apply the content standards, prepare themselves for success into the future, and pursue their passions and interests with enthusiasm. Through the integration of technology, higher education and community partnerships, face-to-face instruction the school districts will reduce costs and add value to students, staff, and their communities.

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 Buckeye Local School District and the Ledgemont Local School District will realize savings in the range of 10 - 16% over the current five-year forecast. For example, the BLSD will be able to reduce staffing by three teachers in the first year of the project and an additional 6 teachers in the second year of the project. At an average cost of \$71,000.00 per teacher, resulting in an average cost savings is \$213,000.00 the first year and a five-year saving approaching 3,100,000.00

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.

Evaluation through data collection will be an on-going process. Program evaluation is not a one-time event, rather it is a process by which we will collect feedback and adjust the program as necessary. K-8 - Based on formal pre-assessments, learning targets and goals for each student will be established. Goals will be shared with students and students and teachers will establish a process by which progress is tracked. - Teachers will use formative assessment and formative instructional practices daily to monitor the progress of students. Summative assessments will serve as benchmarks to determine student progress through the content standards. As students master the standards they will be promoted to the next set of standards. 9-12 - The same principles apply to the 9-12 environment that are noted above for the K-8 program with regard to the students' progression through the academic program. - In addition, student participation and completion of community and career related activities will be monitored and tracked as well as their participation and completion of on-line, PSEO, and dual-enrollment course work. Professional Development of Staff - The successful and on-going professional development of staff will be monitored through tracking of attendance records. - The evaluation system will be used to determine the extent at which staff has learned and applied the new strategies and techniques, and student learning (as noted above) will be the benchmark by which teacher effectiveness is determined. Cost Saving - The financial savings that are realized will be tracked by examining actual expenditures and comparing them to previous and previously predicted expenditures.

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 Joseph Spiccia, Superintendent, Buckeye Local School District, October 24, 2013