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<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
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Adjusted Allocation: 0.00

Remaining: -86,700.00
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: Developing Effective Data Teams for 21st Century Learning

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.

3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   - First Name, last Name of contact for lead applicant: Connie Obrycki
   - Organizational name of lead applicant: Fairview Park City Schools
   - Unique Identifier (IRN/Fed Tax ID): N/A
   - Address of lead applicant: 21620 Mastick Road
   - Phone Number of lead applicant: 440-331-5000 ext. 1115
   - Email Address of lead applicant: cobrycki@fairview.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, last Name of contact for secondary applicant: N/A
   - Organizational name of secondary applicant: N/A
   - Address of secondary applicant: N/A
   - Phone number of secondary applicant: N/A
   - Email address of secondary applicant: N/A

6. List all other participating entities by name: Name 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.

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.

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.

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:

Scholastic Achievement Partners (SAP) will provide a customized and comprehensive program of research-based best practices, technical assistance, coaching, and professional development activities to build the internal capacity of staff in order to provide a more focused, data-driven education for all students. The overarching goals are: 1. Build ownership and understanding of Fairview Park City Schools (FPCS) overarching vision and goals for effective use of data in order to drive student achievement. 2. Facilitate the development of a Data Certification Process and highly effective building-level data teams. 3. Build systemic instructional leadership capacity to serve as the guide for effectively moving toward next generation curriculum and instruction. 4. Provide professional development to instructional staff that builds human capital and capacity to successfully prepare students to college and career ready. Working collaboratively with FPCS, Scholastic Achievement Partners will facilitate the development of a (1) District Data Certification Process, and (2) School-Based Data Teams. To accomplish these objectives, the following services will be provided: Step 1 - Strategic Planning Meeting with Leadership Team. Strategic planning will be used to develop and refine the protocols for the FPCS Data Certification Process. Facilitated by a SAP coach, the goals will include but are not limited to: 1. Review District-Wide Data Indicators (Elementary, Middle, and High Schools). 2. Build/Refine Template for Data Analysis Reports. 3. Develop Protocol for Data Certification Process. Working closely with district leaders, key metrics will be identified and used to identify school improvement priorities. From these priorities, district and school leaders will work closely with SAP coaches to implement processes to develop the skills of school-based data teams that include: 1. Setting Parameters 2. Building the Data Team 3. Using Data to Make Instructional Decisions - Build understanding of key metrics and data - Train instructional leaders in analysis of key data indicators. Train instructional leaders to build capacity of teachers to understand and use data to drive instructional decisions - Use data to improve instruction Suggested Coaching Structure is level specific, allowing instructional leaders to share strategies and best practices in developing school-based data teams, as well as vertical collaboration on the use of data to drive instructional decisions. Step 2 - Instructional Leadership Institute. This institute will be used to explore the Data Certification Process with instructional leaders and provide the framework for the development of school-based leadership teams. Objectives include: 1. Review of Data Analysis Reports 2. Establish Protocol for Data Certification Process 3. Build a School-Based Data Team 4. Identify Team Members 5. Review of tasks and activities to be completed before the first monthly training session 6. Monthly Training: SAP executive coaches will facilitate monthly training sessions for instructional leaders. These trainings will be used to orient teachers to the development of highly functional, school-based data teams. To accomplish this objective, instructional leaders engage in a series of actions and activities between monthly visits. To support professional learning and training for leaders, and teachers, SAP and FPCS will provide access to Nextpert, a powerful suite of tools and resources that support educators as they dramatically and sustainably change instruction to prepare students not only for the new assessments but also for success in college and careers. Additionally, a team from FPCS will attend the 2014 Model Schools...
12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

The overall goals of the Straight A Fund proposal are to positively impact student achievement and utilize a greater share of resources in the classroom. The proposal is aimed at providing teachers and administrators with strategic, professional development which will achieve the two goals. Drawing on over 40 years of education experience, leading expert Dr. Bill Daggett has found that the key to nurturing effective teachers is to create ongoing commitment to professional development for all sectors of a school - from organizational leadership to instruction to classroom teachers. When all sectors are in constant communication around the common goal of student achievement via instructional effectiveness, teachers thrive, and caring, creative solutions emerge. Research and observation support what many see as common sense: what goes on between the teacher and each student is central to high-level learning. Effective teaching is not the end goal; however, it is the means to an end: student achievement. Nevertheless, all teaching is more effective when supported. Achieving the goal of improving instruction requires a supportive and aligned system. Stated another way, effective teaching is essential, but not sufficient to maximize achievement for all students. This understanding of the need for an organization-wide commitment shapes the Daggett System for Effective Instruction (DSEI) through the foundation and research base upon which SAP will work with the District and educators to: (1) Replicate prior experiences of documented and demonstrated school turnaround success with schools or districts. (2) Build supportive district-level operating structures, and re-frame district systems to both support schools in improving student academic performance and holding them accountable for needed gains in performance. (3) Build the capacity of district and school leaders to co-design and implement school turnaround plans that ensure dramatic gains in student academic performance. (4) Coordinate and streamline the District’s efforts (through existing implementation of district and building goals and visions) into one integrated approach. DSEI is more than an approach to enhancing instruction and instructional capacity. It is a way of thinking about what we believe about children, schools, and learning which has coalesced at a critical time in American education when support matters more than ever. Practitioners, researchers, and teachers work together to build a high quality professional development system. The DSEI builds upon the successful practices, tools, and research of many, including research and meta-analysis on effective instruction and maximum learning time, such as: John Hattie’s Visible Learning research on effective instructional practices; Sutton Trust Toolkit of Strategies to Improve Learning; InTASC Model Core Teaching Standards; the meta-analyses of Robert Marzano; Charlotte Danielson’s The Framework for Teaching; focused on Student Success: A Five-Year Research Study of Models, Networks, and Policies to Support and Sustain Rigor and Relevance for ALL Students conducted by Russ Quaglia, ICL, and the Successful Practitioner Framework. The proposal will help the District develop three critical types of leadership: Organizational leadership, Instructional Leadership, and Teaching. This model transforms the traditional approach, and schools become more effective and effective models that fully prepare students- especially students at risk- to succeed. Because teachers are the most powerful influence on instruction, our efforts are focused on making teachers more effective and learning time optimal.

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.

Subsection (2): Any money required to ensure that the project will provide the district with ongoing job embedded professional development to build teacher leader capacity. With capacity built, the Fairview Park City School District will be empowered with the training, support, and strategy necessary to sustain successful implementation, without additional financial costs to the district.

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

86,700.00 * Total project cost

* 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 no new/recurring costs to the district once the grant has expired. The funds requested are for professional development; specifically to build teacher capacity of the building leadership team. Through teacher leadership, the professional development will be carried forward in subsequent years through a train-the-trainer model.

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.

0.00 * 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 no new/recurring costs to the district once the grant has expired. The funds requested are for professional development; specifically to build teacher capacity of the building leadership team. Through teacher leadership, the professional development will be carried forward in subsequent years through a train-the-trainer model.

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

0.00 * Specific amount of expected savings (annual)

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

The DSEI is the foundation and research base upon which SAP will work with the District to support schools in improving student academic performance and holding them accountable for needed gains in performance. (3) Build the capacity of district and school leaders to co-design and implement school turnaround plans that ensure dramatic gains in student academic performance. The framework through the professional development is based has many distinguished attributes including: (1) Vertical system alignment - with organizational systems, programs, schedules, budgets, and structures (2) Horizontal system alignment - with instructional leadership, peers, teaching colleagues, and classroom and community resources (3) Focus on coherence and alignment with instructional capacity at the system/organization level (4) Focus on instructional leadership's role in optimizing learning and maximizing instructional capacity and effectiveness (5) Best practices drawn from "hands-on" experiences partnering with model schools The framework supports the teacher in the classroom via: (1) Vertical system alignment - with organizational systems, programs, schedules, budgets, and structures (2) Horizontal system alignment - with instructional leadership, peers, teaching colleagues, and classroom and community resources Because teachers are the most powerful influence on instruction, the entire system needs to be focused on making teachers more effective and learning time optimal. Sustainability is further enhanced as the District develops three spheres of leadership: Organizational, Instructional, and Teaching: ORGANIZATIONAL LEADERSHIP: The focus is on the culture of high academic expectations and positive relationships (1) Establish a shared vision and establish the urgent need for change to promote higher academic expectations and positive relationships (2) Develop, implement, and monitor standards aligned to curriculum and assessments (3) Integrate literacy and mathematics across all disciplines (4) Facilitate data-driven decision making to inform instruction (5) Provide opportunities for professional learning, collaboration, and growth focused on high-quality instruction and increased student learning (6) Support decision making with relevant data systems INSTRUCTIONAL LEADERSHIP: (1) Use research and establish the urgent need for change to promote higher academic expectations and positive relationships (2) Develop, implement, and monitor standards aligned to curriculum and assessments (3) Integrate literacy and mathematics across all disciplines (4) Facilitate data-driven decision making to inform instruction (5) Provide opportunities for professional learning, collaboration, and growth focused on high-quality instruction and increased student learning (6) Support decision making with relevant data systems

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 funds requested through the proposal will provide the district with job embedded professional development to build teacher leader capacity. With capacity built, the Fairview Park City School District will be empowered with the training, support, and strategy necessary to sustain successful implementation, without additional financial costs to the district. The proposal aims at transforming the traditional system into a more efficient and effective models that more fully prepare students - especially students at risk - to succeed. The framework through the professional development is based has many distinguished attributes including: (1) Vertical system alignment - with organizational systems, programs, schedules, budgets, and structures (2) Horizontal system alignment - with instructional leadership, peers, teaching colleagues, and classroom and community resources Because teachers are the most powerful influence on instruction, the entire system needs to be focused on making teachers more effective and learning time optimal. Sustainability is further enhanced as the District develops three spheres of leadership: Organizational, Instructional, and Teaching: ORGANIZATIONAL LEADERSHIP: The focus is on the culture of high academic expectations and positive relationships (1) Establish a shared vision and establish the urgent need for change to promote higher academic expectations and positive relationships (2) Develop, implement, and monitor standards aligned to curriculum and assessments (3) Integrate literacy and mathematics across all disciplines (4) Facilitate data-driven decision making to inform instruction (5) Provide opportunities for professional learning, collaboration, and growth focused on high-quality instruction and increased student learning (6) Support decision making with relevant data systems INSTRUCTIONAL LEADERSHIP: (1) Use research and establish the urgent need for change to promote higher academic expectations and positive relationships (2) Develop, implement, and monitor standards aligned to curriculum and assessments (3) Integrate literacy and mathematics across all disciplines (4) Facilitate data-driven decision making to inform instruction (5) Provide opportunities for professional learning, collaboration, and growth focused on high-quality instruction and increased student learning (6) Support decision making with relevant data systems

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 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 (MMD/YY/YYYY): 01/15/2014
May not be easily benchmarked.

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

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.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

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

The framework through which the professional development will be delivered is consistent with The Daggett System for Effective Instruction (Dr. Bill Daggett). The rationale and research basis of this system, which is incorporated in the training is as follows (taken from The Daggett System for Effective Instruction - June 2013): Recognizing the challenges facing schools today is easy: identifying the most effective ways for educators to work together is not. Education research is plentiful and comprehensive, so much so that studies are available to prove or disprove almost any decision made by education leadership. However, most of the respected research is consistent on one key school improvement issue: effective instruction really matters. No single variable has more impact than teaching. The framework through which the professional development will be delivered is consistent with The Daggett System for Effective Instruction (Dr. Bill Daggett).

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

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

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

22. If so, how?

Cheslatic Achievement Partners are a viable company that provides professional development to school districts across the United States.

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

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.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Narrative explanation

† Day strategic planning and 1 leadership institute will allow the BLT and DLT to strategically develop and refine the protocols for the District Data Certification Process. Facilitated by a SAP coach, the goals are: 1. Review District-Wide Data Indicators (Elementary, Middle, and High Schools) 2. Build/Refine Template for Data Analysis Reports 3. Develop Protocol for Data Certification Process 4. Identify Key Characteristics of School-Based Data Teams 5. Determine/Review Communication Protocols 6. Determine Measures of Success The Data Analysis Report will serve as the baseline for the development of the protocols for the Data Certification Process. Working closely with district leaders, key metrics will be identified and used to identify school improvement priorities.

Most of the desired outcomes of this project are not easily benchmarked. By focusing on professional development for teachers, our hope is to increase teacher effectiveness and optimize learning time. Quality teachers, not programs or curricula, is our best measure to ensure student achievement.

The true value of the project is to provide teachers with quality professional development. Because teachers have the most powerful influence on instruction, our focus is to increase teacher effectiveness and optimize learning time. Quality teachers, not programs or curricula, is our best measure to ensure student achievement.

Progress toward short and long term objectives will be discussed during monthly BLT and DLT meetings. During this time, team can examine samples of formative and next generation assessments, and measure student performance on these tasks over time.

Implement (MM/DD/YYYY): 02/15/2014

A summative evaluation will include a timeline of activities and events that were implemented during the course of the grant period. This may include teacher/administrator surveys on the effectiveness of the professional development and training, as well as reviewing the building of district level plans.

The rationale and research basis for this system, which is incorporated in the training is as follows (taken from The Daggett System for Effective Instruction - June 2013): Recognizing the challenges facing schools today is easy: identifying the most effective ways for educators to work together is not. Education research is plentiful and comprehensive, so much so that studies are available to prove or disprove almost any decision made by education leadership. However, most of the respected research is consistent on one key school improvement issue: effective instruction really matters. No single variable has more impact than teaching. The framework through which the professional development will be delivered is consistent with The Daggett System for Effective Instruction (Dr. Bill Daggett).

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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: Connie Obrycki, Director of Pupil Services, Fairview Park City School District. October 25, 2013