Budget

Finneytown Local (047332) - Hamilton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

U.S.A.S. Fund #:
Plus/Minus Sheet (opens new window)

Purpose Code / Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	585,000.00	66,000.00	0.00	0.00	651,000.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	26,440.00	26,440.00
Prof Development	0.00	0.00	10,000.00	0.00	0.00	0.00	10,000.00
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	0.00	0.00	595,000.00	66,000.00	0.00	26,440.00	687,440.00
						Adjusted Allocation	0.00
						Remaining	-687,440.00

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:Transforming Professional Learning to Impact Student Success

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 problems to be solved: 1) Current professional development spending may be substantial, anywhere between two and five percent of total district spending with a national average of about $4000 per teacher per year, without much evidence of a return on that investment as it relates to improved student achievement and driving a greater share of resources in the classroom; and 2) education reforms have urged teachers to foster collaboration, debate and reflection among students, in order to develop cognitive processes like those called for in the new standards, yet we rarely apply these same learning techniques to developing teachers, at a time when teacher performance is increasingly tied to student achievement. Professional development can no longer just be about exposing teachers to a concept in a one-time workshop, or giving teachers basic knowledge about a teaching methodology. Instead, professional development in an era of accountability requires a fundamental change in a teacher's practice that leads to increases in student learning in the classroom. The proposed solution: This project proposes to design an innovative, fresh approach to professional learning that will create a sustainable culture of continuous professional learning, increased student achievement and will not require additional spending.

4300 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Tyrone Olverson

Organizational name of lead applicant: Finneytown Local School District

Unique Identifier (IRN/Fed Tax ID): 047332

Address of lead applicant: 8916 Fontainebleau Terrace, Cincinnati, Ohio 45231

Phone Number of lead applicant: 513-728-3700

Email Address of lead applicant: tolverson@finneytown.org

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

First Name, last Name of contact for secondary applicant: Scott Inskeep

Organizational name of secondary applicant: Reading Community City School District

Unique Identifier (IRN/Fed Tax ID): 044693

Address of secondary applicant: 1301 Bonnell Street, Reading, Ohio 45215

Phone number of secondary applicant: 513-554-1800

Email address of secondary applicant: sinskeep@readingschool.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.

Jeffrey Langdon, Superintendent Deer Park Community City School District 043851 4131 Matson Avenue, Cincinnati, OH 45236 513-891-0222 langdon.j@deerparkcityschools.org David L. Distel, Superintendent Hamilton County Educational Service Center [redacted] 11083 Hamilton Avenue, Cincinnati, OH 45231 513-674-4236 Dave.distel@hcesc.org Jeff Weir, Superintendent Clermont County Educational Service Center [redacted] 2400 Clermont Center Drive Batavia, OH 45103 513-735-8300 Weir_j@ccesc.org Allen Burgtorf, Executive Vice President Beanstalk Innovation [redacted] P.O. Box 611225, Rosemary Beach, FL 32461 866-350-7910 ext. 220 Allen.burgtorf@beanstalkinnovation.com

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.

Finneytown Local School District's student population of approximately 1400 students is 2.4% Asian or Pacific Islander; 40.4% Black; 1.1% Hispanic; 50.4% White; 5.5% Multi-Racial; 40.3% Economically Disadvantaged; 2% Limited English Proficiency; 15.6% Students with Disabilities. Instructional expenditure per pupil is approximately $6600. Finneytown employs about 93 teachers. Serving as the lead applicant, the district's Treasurer's office possesses the requisite skills, capacity and experience to effectively serve as fiscal agent for the project, as evidenced by their successful management of their Race to the Top grant, among others. Reading Community School District serves approximately 1600 students: .7% Asian or Pacific Islander; 7.6% Black; 1.3% Hispanic; 87% White; 3.3% Multi-racial; 46.4% Economically Disadvantaged; .8% Limited English Proficiency; 16% Students with Disabilities. Instructional expenditure per pupil is approximately $5800. Reading employs about 96 teachers. Deer Park Community School District's student population of approximately 1300 students is 2.6% Asian or Pacific Islander; 5.7% Black; 3.7% Hispanic; 81% White; 7% Multi-racial; 42.6% Economically Disadvantaged; 2.1% Limited English Proficiency; 12.8% Students with Disabilities. Instructional expenditure per pupil is approximately $5700. Deer Park employs about 70 teachers. Serving on the design team will be representatives from the stakeholder groups of teachers, building and central office administrators from each district. Providing leadership for this team will be the three superintendents. All three districts are Race to the Top districts and as such have experience with large-scale grant projects and implementation as well as a variety of other state and federal grants. Clermont and Hamilton County ESCs will partner on this project to facilitate the planning process, serve as liaison with other partners and provide web-based access to the digital platform. The combined capacity of these two ESCs position them to effectively provide the professional services required by this project and their combined experience in local, regional, state and national grants and innovation projects including Shared Services, State Support Team, a Federal I3 grant application, Head Start Federal grantee application demonstrates the ESC's ability to serve as a viable project partner. Beanstalk Innovation was selected as a partner based on its proven expertise in envisioning, architecting and delivering innovative projects across the world. They recently partnered with the Puerto Rico Department of Education (PRDE) to obtain technology for a targeted 350 schools with over 7,500 teachers. The goal was to build an extensive digital library of tools and curricula to allow for differentiation, remediation and enrichment. Because Beanstalk Innovation was able to leverage the products of ten different companies, it was able to offer an extensive software solution in a cost effective business model. The solution provided a rich assortment of content and tools to monitor progress and guide instruction furnishing teachers with access to a vast amount of resources to augment classroom instruction and PRDE with ongoing cost savings and improved student achievement. Through this project, Beanstalk Innovation will leverage its experience and expertise to develop the digital platform which will be designed to effectively measure change in teaching practice and subsequent improvement in student achievement.

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)

- [x] Student achievement
- [ ] Spending reductions in the five-year fiscal forecast
- [x] 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
- [x] 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.

We are confronted by the ongoing challenge of improving student achievement and preparing them for success in their futures, whether that is a career choice or continued learning in college. Our teachers and administrators are working to accomplish heightened goals but we can't always reach them. Our vision is for all of our students to be successful, to move seamlessly through our schools enjoying rich and fulfilling learning experiences along the way. We want them to remember those experiences and embrace them as building the foundation for their success in their chosen career pathway or their ongoing learning in college. So far, our story is no different than what you would expect to hear from any school district in Ohio. Here's where ours takes a turn. We propose to transform the learning environments for educators so that they, in turn can transform learning environments for students. The Center for Public Education reports that one time workshops are the most prevalent model of professional development despite research that shows these learning experiences have an abysmal track record for changing teacher practice and improving student achievement. Jim Knight's research shows that when coaching is added to the staff development process, about 95 percent of teachers implemented the new skill in the classroom. However, the high cost burden on districts to implement coaching and mentoring models inhibits this level of needed support. Educators need a structure to learn from each other and exchange resources which leads them to become a part of a larger professional learning community. This project will redesign professional development for educators; address how professional learning is linked to student outcomes; and how personalized learning and application is managed. It will provide a means to help district leaders get greater impact from the dollars they spend for professional development to yield a higher return on that investment. The project will develop a comprehensive framework for transforming classroom instruction through professional learning designed to systematically examine and implement research-based effective instructional practices that have the greatest "impact" on student achievement. We intend for this framework to take the theory of the research and put it into a practical inquiry model for educators and leaders to ask questions of themselves about the impact they are having on student achievement. By considering the effects of the practices of teachers and leaders, schools will be able to make substantial gains in student achievement. This comprehensive framework will consist of three key design elements: Identification and presentation of proven contemporary instructional practice resources; a blended approach that incorporates in-person professional development, mentoring, and coaching within a cloud-based, modular instructional solution that drives teaching effectiveness and improvement; and, an evidence-based assessment of change in instructional practice driven by actual formative student achievement data in support of the need for professional development solutions found in OTES, OPES and OSES evaluation systems. Given the six-month timeline of this grant, a "design team" will be convened and composed of teachers and administrators, facilitated by Hamilton and Clermont County ESCs, to construct a prototype digital platform with specialists from Beanstalk Innovation, select and install an initial set of professional development resources, develop a prototype of an evidence-based teacher assessment component and design an integration plan to align with existing district OTES policies, develop a "beta test / implementation plan" to be implemented by the consortium in 2014-2015. It is our intent to submit an FY15 Straight A Fund grant to support this implementation, and document the entire design process to provide a basis for replication and expansion of the

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.

This proposal is based on the assumption that the effectiveness of adult learning in our systems is directly correlated to the effectiveness of student achievement. While other methods of professional development are gaining momentum, the predominant method for delivering professional learning is the traditional workshop. Research, dating back to the 1980's, suggests this approach results in less than a 10% transfer of learning to implementation in the workplace. As an industry, we continue to struggle with how newly acquired knowledge is transferred into new habits of practice. According to Wikipedia, systems design is the process of defining the architecture, components, modules, interfaces, and data for a system to satisfy specified requirements. This proposal is aimed at the development of a revolutionary, systemic approach to professional learning for educators as a prerequisite to systematic improvements in student achievement. The intent of this proposal is to develop a platform designed to improve teacher achievement, provide reliable content representative of best practice, increase knowledge transfer into practice, and provide professional networking tools that facilitate collaboration among a network of peers. By effectively addressing teachers' needs for learning, teachers are positioned to be more effective in their work of designing effective learning experiences for children. This proposal is about planning and preliminary development of a system that once implemented with fidelity will have significant positive impact on student achievement. The resulting professional learning design created by this project will demonstrate how a greater share of resources will be used in the classroom. The digital platform and peer-based learning community will provide a broadened set of resources for the consortium far greater than what each individual district could afford alone. The Design Team will be comprised of teachers, administrators, and members of identified partner organizations. Representative teachers from each district will be selected. Union representatives, where applicable, will be included. Similarly, a representative group of building principals and central office administrators will be identified. This core team of 12-15 individuals will comprise the core team charged with the responsibility of developing the overall design. Periodically through the design process, a "straw man" design will be shared with the faculty of each district for additional perspective and feedback. This iterative design will serve as both a communication tool with all stakeholders as well as an integral component of the design process. The entire design process will be facilitated by educational service center administrators who have knowledge and skills associated with design and prior experience with the process. These individuals will also serve as liaisons with consortium partners. Beanstalk Innovation believes that 21st century skills should apply to teachers and administrators, as well as students. Beanstalk's team of experts and affiliates will deliver professional services and support aligned to project areas of establishing professional learning communities; creating support systems for professional learning; prioritizing, monitoring and coordinating resources for learning; data systems to plan, assess and evaluate learning; integrating research and learning models; implementation with sustained support; and aligning educator performance outcomes with student performance.

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?

687,440.00 * 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).

SUPPORT SERVICES [2200] OBJECT CODE 400 includes: *Digital platform perpetual licensing for 0- 999 users $160,000 *District legacy systems, student data integration and module customization $ 60,000 *Project management support (Beanstalk) $ 40,000 **Initial content perpetual licensing $ 125,000 *Project Coordinator provided by HCESC/CCESC working with consortium members and Beanstalk Innovation $ 50,000 *HCESC technology support - web integration for digital platform $ 15,000 (15 days @ $1000/day) *HCESC/CCESC professional services - 30 days for Facilitation of Design $ 30,000 *District substitute teacher costs for design team teachers (6 days each for 9 teachers) $ 6,000 *Research, Identification & Development for Professional Development Content including blended on-line modules, in-person professional development & other Resources (4 Person Team for 15 days] $ 60,000 *Development of the prototype evidence-based teacher assessment including research, design and OTES integration plan (3 Person Team for 15 days) $ 27,000 *Evaluation of Grant $ 12,000 TOTAL FOR SUPPORT SERVICES [2200] OBJECT CODE 400: $585,000.00 SUPPORT SERVICES [2200] OBJECT CODE 500 includes: *SWIVL cameras (400 at $165 each) Early Adaptors $ 66,000 TOTAL FOR SUPPORT SERVICES [2200] OBJECT CODE 500: $ 66,000 GOVERNANCE/ADMINISTRATION [2400] OBJECT CODE 800 includes: *Administration & Fiscal Costs @ 4% $ 26,440 TOTAL FOR GOVERNANCE/ADM [2400] OBJECT CODE 800: $26,440 PROFESSIONAL DEVELOPMENT [2900] OBJECT CODE 400 includes: *ESC provided professional development on use of SWIVL cameras for Design team and initially targeted beta group of educators (10 days @ $1000/day) $ 10,000 TOTAL FOR PROFESSIONAL DEVELOPMENT [2900] OBJECT CODE 400 $10,000 PROJECT TOTAL COST: $687,440 *One-time costs **One time license purchase. Additional content will be identified through the design team work and targeted for potential purchase through FY15 application. Additional resources from Title, Local, Foundation, Race to the Top and other grant funds in the amount of approximately $20,000 per consortium member and partner will be utilized to support the acquisition, design and development of digital platform and content resources.

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 are no new or recurring costs associated with this project. The purchase of the digital platform licenses are based on perpetual licensing prices allowing the consortium districts to provide access for all current teachers and administrators as well as potential new incoming staff for 2014-2015, the year of initial implementation. All costs associated with the integration of existing and currently used district data systems are one-time costs associated with the original design and development of the digital platform. A one-time cost is projected for an initial purchase of professional development online content. This initial content is necessary for completion of the digital platform in its beta stage. The design team will identify additional content and determine its accessibility and costs for future additional purchases. All such purchases will be deferred the FY15 Straight A Fund grant application and/or identification of other funding sources. As additional content resources are identified, the intent is to negotiate purchases utilizing perpetual licensing so as to incur only a one-time cost. This approach ensures a financial model of decreasing cost for increasing numbers of users. All professional services provided by Beanstalk Innovation are associated with planning activities associated with the design team's work. Beanstalk will provide consulting services during this project to assist in the design of the digital platform and to identify additional needed resources. While an ongoing relationship with Beanstalk Innovation is anticipated, the full scope of that relationship and resulting fees is not yet known and will be ascertained during the scope of this project. All ESC technology and professional services are one-time costs directly associated with the planning process and include the development of secure web access for the digital platform. This approach was selected to provide a common point of access for all district users. Similar to any ongoing costs associated with Beanstalk Innovation, any ongoing technology support needs will be determined during the scope of this planning project and will be included in the FY15 application and/or to seek alternative funding sources and/or to build into consortium members' budgets for future years.

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.)

While districts may realize longer term savings on professional development costs while simultaneously improving teacher learning experiences which translate into improved student learning and achievement, the nature of this project does not provide any direct cost savings. This project has been designed to frontload the costs of foundational elements of the to-be-designed professional learning system. Through this approach, the consortium has the ability to construct the technology platform needed to facilitate quality, online learning experiences. The financial strategy behind the long term nature of this project is innovatively unique in the education sector. Traditionally, districts incur expenses for professional development independent from one another. Each district identifies its professional development needs, budgets for them, and purchases materials and services for their staff. Conversely, this project proposes collaborative development of a professional learning platform

through which resources are purchased together and shared. Instead of the three districts all purchasing resources individually, they pool their resources and take advantage of quantity discounts and other economies of scale. This overarching financial concept is reinforced through replication of the project in other districts. They do not create their own platform or start from scratch; instead, they join a network of professional learners. Essentially, this shared service concept decreases in price as it grows. Each member of the network would enjoy a continually reducing cost structure. The planning component of this project will more fully flesh out this concept and identify appropriate comparative designs in other industries against which to benchmark. A specific feature of the digital platform is digital coaching. Based on research that indicates the power of one-to-one coaching to improve instructional practice, the online environment will enable each district to access an instructional coach provided by the ESCs in a shared service model. While in-person, one-to-one coaching models are cost prohibitive to most schools, the delivery of this service through a digital medium added to the distributive cost structure inherent in this model makes direct coaching an affordable model of support for districts that could afford it before. As districts choose to implement this system, they will have the ability to determine their level of entry, expansion and participation based on the level of financial commitment they are positioned to make. As the platform is envisioned to be developed in a modular format, districts have the flexibility to control their expenditures and savings. Again, this project will provide more definitive metrics of anticipated cost savings and the beta implementations will yield significant data and information from which we will better understand the full proof of concept.

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.

With all foundational costs being covered through this project, the consortium will be positioned to begin implementation in 2014-2015. In the worst case scenario, the consortium districts will determine the degree to which the new professional learning design can be implemented based on district allocations for professional development. The intent of this project and resulting implementation is to provide consortium districts with the ability to initiate the new system within current budget levels. Flexibility will be designed to manage the degree to which a district uses the system in terms of modules utilized, staff segments identified as users. For example, a district may choose to launch the new system in grades K-3 only. Each district will have the latitude to make these decisions based on their ability to sustain the project design according the available levels of resource and funding. In the best case scenario, the consortium will be awarded an FY15 Straight A Fund grant which will permit the consortium districts to accelerate implementation and include more teachers in the new system. While specific costs associated with full scale implementation are yet to be determined, the design methodology to be used in this project will include cost effectiveness as a key design criterion. It is the intent of the consortium to seek funding to fully implement the new system with the current members of the consortium and to expand the project to additional districts. Additional district cohorts would enter the project at a planning stage similar to the one to be funded by this proposal, but one that will require less time, less resource since their planning process would be primarily focused on communication to stakeholders and implementation planning.

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): 11/08/2013

* Narrative explanation

To maximize the amount of work that can be accomplished during the timeframe of this project, the consortium plans to kick off its work in earnest as soon as possible after the award. Given the commitment of the consortium superintendents to engage in planning and preparation regardless of our success in securing funding through this grant award, an initial planning meeting date has been set for November 8. The purpose of that meeting plus at least one more before the holidays will focus on "planning for planning". In attendance at this preliminary meetings will be the district superintendents and key ESC administrators. The agenda for these meetings will focus on: An overview of iterative design process by HCESC. The steps of this double loop process are prescriptive and are used by HCESC as one of its known and reliable processes. The first loop encompasses the creation of a new design, a new innovation and the iterative process of "next generation approximations of design". The second loop defines continuous improvement of the design to be implemented when incremental improvements are required / desired. Simply stated, the steps of the innovation loop process are: defining the context of the design, identifying stakeholder needs and "problems to be solved", developing a clear, concise vision of the "idealized design", defining the specifications of the design, constructing the design within the design elements of function, structure and process. The second loop of the process addresses a continuous improvement cycle by which the new design will be incrementally improved through a PDCA-like cycle. The identification of Design Team members. Two teachers, one building principal, the superintendent from each district will serve on the team. Rounding out its membership will be two administrators from each ESC, their superintendents and a representative from Beanstalk Innovation to form a team of 20 individuals. Facilitating the process will be an HCESC administrator with experience in leading the design process. Confirmation of Design Team meeting dates. Team meeting dates will be established with back up (calamity) meeting dates identified. All other logistics will also be addressed. Development of a communications to stakeholders plan, including initial communication about the project and strategy to guide all consequent communications to stakeholders throughout the planning process and project duration. The design team will collectively determine the most appropriate mode(s), purpose and frequency of communications among stakeholders. Initial communications will be made in December in preparation for the initiation of the design process and explaining the opportunities for input/feedback at key points in the design process. In essence, all stakeholders will have the opportunity to participate in the design process to provide real-time "voice of the customer". Development of a plan to develop the FY15 Straight A Fund grant application as an integral part of the planning process.

Implement (MM/DD/YYYY): 01/08/2014

* Narrative explanation

Implementation for the purposes of this project is in actuality the design / planning process. Beginning in January 2014 and continuing through June 2014 with an estimated six sessions being held during this time. These face-to-face sessions will be supplemented by digital, asynchronous work supported by a module of the digital platform which is designed to provide online communications and networking. The planning process will be designed to serve as a mini beta test of the platform. Initiating the design process will be a stakeholder survey to identify key needs and problems to be solved relative to professional learning and development. The results of the survey will be analyzed by the design team and used to drive the initial design of the system. A set of specifications will be developed around content, digital / online methodologies and preferences, coaching as a model of support, processes for establishing a collaborative environment across district boundaries among teachers, data integration requirements (including student performance and testing data), and assessment parameters. Beanstalk Innovation will utilize the design specifications to customize the digital platform. Upon the establishment of the initial straw man design, the design team will check its accuracy and assumptions by communicating the idealized design straw man with stakeholders. Specific feedback questions will be asked to confirm the alignment of developing design to user needs and requirements. Based on feedback, adjustments will be made to the straw man design. This step may be repeated several times throughout the design process as needed with the targeted deliverable being the "idealized design". The ensuing work will then focus on the translation of the idealized into manageable stages of implementation. Appropriate plans will be made, timelines set. Running parallel to this step of the process will be the development of the FY15 grant application. Research and development of the evidence-based teacher assessment system will occur during this phase of the project. Referred to as a "badging system" in corporate learning environments, the concept is gaining in popularity within the educational sector. Used as an alternative assessment model or as a scaffolded learning tool. This project will research the concept within the context of OTES and its application to the emerging design, incorporating an initial prototype design within the larger project.

Summative evaluation (MM/DD/YYYY): 06/15/2014

* Narrative explanation

The summative evaluation will be aligned to the following intended outcomes for the project: construct a prototype digital platform with specialists from Beanstalk Innovation; select and install an initial set of professional development resources; explore the evidence-based assessment component and design an integration plan to align with existing district OTES policies; develop a "beta test / implementation plan" to be implemented by the consortium in 2014-2015. It is our intent to submit an FY15 Straight A Fund grant to support this implementation; document the entire design process to provide a basis for replication and expansion of the design concept. Since this project is all about a planning process, much of the evaluation of the project will be based on the success of the team to attain the outcomes of the project, as stated above. In-process measures will also be utilized to assess the overall effectiveness and efficiency of the design process. Stakeholder satisfaction with the process and communications will provide qualitative data and will serve as a means by which to document improvement strategies for the next iteration of design, both for the consortium and for the introduction of new district users into the consortium

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

As a result of this planning project, the design team expects to generate different paradigms and perspectives about professional learning within K-12 educational environments, to establish different expectations for individual and shared learning, to foster professional communities around educator learning, to promote the ability among teachers to learn from one another in order to improve individual and collective instructional effectiveness. Teachers will have new tools and abilities to learn through in-person interactions with peers, coaches and content experts. Through the digital platform, teachers will have both the ability to access high quality, vetted content aimed at professional development as well as the ability to add their own material to the shared library of resources. Envisioned is a library of real teachers showcasing best practice instructional practices in real classrooms via video vignettes. It is for this purpose that the budget contains the purchase of SWIVL cameras, a device that unobtrusively can record the teacher as s/he is engaged in actual classroom instruction. The camera utilizes a tracking device worn by the teacher so that as the teacher moves, the camera follows him/her. These vignettes will be accessible by members of the learning community as resources for their own learning and development. The vignettes may also be used as a supplement to evaluator walk throughs as part of OTES, a concept to be tested by this planning process. A unique ability of the digital platform will be an adaptive learning module that is capable of making smart recommendations to users. The key is to ensure the recommendations are of the most interest to an individual - given the user's profile, role within his/her organization and data associated with the user. Consortium leaders will have the ability to set the parameters for these recommendations designed to leverage alignment between content taxonomy and user attributes, as defined in the user's profile or generated from a user's activities within the platform. This innovative capacity helps to ensure that professional development is targeted to individual preferences and, more importantly, to targeted areas of needed improvement. The consortium expects to realize a permanent shift in professional learning designs that are intrinsically more attractive to educators and significantly more effective as will be measured by dramatic improvement in student achievement. Through a systematic approach to professional development, districts will have significantly increased ability to calculate a return on investment. That is, they will be able to target expenditures to professional development that will reliably and positively impact student performance. Additionally, the shared service design of this project equitably distributes costs among the consortium while simultaneously increasing teacher access to high quality learning experiences and resources. Future development of the platform is envisioned to include additional modules to accommodate student learning, including performance data management, and a parent portal. The platform will be designed to allow for full integration with district and state legacy systems, and add

locally defined measures, providing a more holistic approach. One of the modules that has potential for future development is an 'early warning system' which would provide an intuitive solution to help understand and target students who are at risk of not maintaining the mastery of a specific subject area. The module would provide an opportunity to understand the distribution of risk that exists throughout a school or district. The module facilitates identification of pervasive areas of need while also helping to identify areas where a reallocation of resources or targeted support may be necessary, thus further positioning the district to have increased control over its human and financial resources.

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.

The Center for Public Education in its report "Teaching the Teachers: Effective Professional Development in an Era of High Stakes Accountability" states that professional development in an era of accountability requires a fundamental change in a teacher's practice that leads to increases in student learning in the classroom. The largest struggle for teachers is not learning new approaches to teaching but implementing them. Traditional professional development is ineffective in that it doesn't support teachers during the stage of learning with the steepest learning curve: implementation. In several case studies, even experienced teachers struggled with a new instructional technique in the beginning (Ermeling, 2010; Joyce and Showers, 1982). On average, it takes 20 separate instances of practice, before a teacher has mastered a new skill, with that number increasing along with the complexity of the skill (Joyce and Showers, 2002). In order to truly change practices, professional development should occur over time and preferably be ongoing. During the implementation stage, initial attempts to use a new teaching strategy are almost certain to be met with failure, and mastery comes only as a result of continuous practice. Without support during this phase, it is highly unlikely that teachers will persevere with the newly learned strategy. When professional development merely describes a skill to teachers, only 10 percent can transfer it to their practice; however, when teachers are coached through the awkward phase of implementation, 95 percent can transfer the skill (Bush, 1984; Truesdale, 2003). Coaches/mentors are highly effective in helping teachers implement a new skill. In coaching, teachers work with a master educator before, during and after a lesson, getting feedback on their implementation of a newly learned teaching skill. Numerous studies have shown coaching to be successful at changing teacher practice and improving student learning (Showers, 1984; Slinger, 2004; Knight 2007; Batt, 2009; Stephens et al., 2007; Knight and Cornett, 2009). Professional development is best delivered in the context of the teacher's subject area. Regardless of whether teachers are working with coaches or in professional learning communities, teachers need to be working with the content they teach. Professional development that focuses on teachers analyzing the specific skill and concept they'll teach in their discipline is not only well-received by teachers, but has also been shown to improve both teacher practice and student learning (Bland de la Alas and Smith, 2007; Carpenter et al., 1989; Cohen and Hill, 2001; Lieberman and Wood, 2001; Merek and Methven, 1991; Saxe, Gearhart, and Nasir, 2001; Wenglinksky, 2000; McGill-Franzen et al., 1999; Darling-Hammond et al., 2009). Research on effective critical thinking strategies is lacking, but teachers don't have to wait and can lead the way by establishing professional learning communities. While there are several research-backed instructional strategies, the research base is still in its infancy. Therefore, schools need teachers to not just be implementers of effective teaching strategies, but also innovators of strategies that foster critical thinking. This project proposes to do this through professional learning communities, communities of teachers in the same content area who create instructional innovations, support each other during the implementation stage, and reflect on the results. In essence, the community of teachers serves as coaches for each other. Research shows that effective professional learning communities can change teacher practice and increase student achievement (Dunne et al., 2000; Rosenholtz, 1989; Lous and Marks, 1998; Little, 1982; Wiley, 2002).

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

☑ Yes ☐ No

22. If so, how?

The rationale behind this proposal is based on the research-based eight-step change process of John Kotter, Harvard, in his 1995 book, "Leading Change". Create urgency, form a powerful coalition, create a vision for change, communicate the vision, remove obstacles, create short-term wins, build on the change, and anchor the change in organizational culture. The design team will follow these steps in its planning and design, and will determine the specifics of each step in the replication guide. Two key design specifications for this project are ease and cost effectiveness of replication and expansion. A deliverable of this project is a guide for replication within the next district that adopts this approach. A key purpose behind this proposal is to develop not only a product that produces results, but a map for replicating what is believed to be a value creating, cost saving, result producing design. The guide will permit each onboarding district to assume membership into the professional community of learners easily and at low cost. The specifics of time and effort that will be required will be developed during this project and will be explained in detail in the guide but the consortium anticipates that through the dedicated planning and design project associated with this proposal, the time and effort of each subsequent district will be streamlined. They will not need to recreate the entire project within their district; they simply join the existing community. Ultimately, the learning community created as a result of this design could extend well beyond Ohio to encompass a true sense of our global knowledge economy. Based on the assumptions of this proposal, each subsequent district's membership would require a communication plan, a design plan to customize the platform to the district's specific needs, and time to accomplish these tasks. Access to the platform will be easily facilitated by ESCs. As with any systemic change, the greatest hurdle is effectively addressing the "habits" associated with the existing system, the comfort level associated with them and the anticipated degree of resistance to the new system from the existing culture. The consortium, in the interest of adding value to the profession, would provide resources, namely users of the system, to assist with effectively conveying the value proposition of the new learning environment, essentially telling the story of their journey. The power behind this proposal is that the plan for replication will be a part of the overall design. While the specific recommendations for replication are yet to be developed, the consortium anticipates four levels of replication. First would be additional districts within Clermont and Hamilton counties based on the ease of facilitating these additions due to proximity of first-round districts and ESCs. Second would be districts within the service regions of an additional eight ESCs in southern Ohio. Existing partnerships and service relationships would help facilitate these additions. Third, regional implementations throughout Ohio would be possible. The rationale behind a regional approach is based on the foundational concept of community and premised by the assumption that interactions with educators within their own regions would help with the transition. Finally, the hope of this project team is that this design will become a model that is replicable beyond the geography of Ohio and as such becomes a viable model of professional learning communities on a national scale.

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

The value and lasting impact of this planning project is directly related to the first six steps of Kotter's change model, specifically, create urgency, form a powerful coalition, create a vision for change, communicate the vision, remove obstacles, and create short-term wins. As he defines in his book "Leading Change", organizations, in all sectors, are being impacted by powerful macroeconomic forces which are predicted to grow stronger. Consequently, more organizations are compelled to reduce costs, improve the quality of service, locate new opportunities for growth and improve productivity. Changes of this magnitude simply cannot be accomplished in a short period of time. They require diligent strategy, transparency of communication, and artful execution. In human systems, rushing the change process does not work and attempts to do so will must assuredly fail. Kotter tells us that in environments that are unstable and filled with volatility associated with massive change efforts, it's easy to make mistakes in process. Organizations often do not recognize their importance or in their haste to rush to implementation in order to achieve the hoped-for outcomes, they miss critical elements that would have led to success. Making errors in this transformative effort will, we believe, lead to strategies that are not implemented with fidelity, educators will not achieve the expected level of synergy, it will take too long and cost too much, and even with foundational quality programming, the system will not deliver the intended outcomes. It will not create lasting value nor will it make any significant impact on the educational system. For these reasons, the consortium proposes to engage in a prolonged planning and design process instead of leaping to immediate implementation. The project will go slow at first in order to go fast later on. Hence, our FY14 application for planning and design with a FY15 application for implementation. We believe that the adoption of this approach is necessary and only through a strategically sound planning and design model can the resulting project design be effectively implemented in order to achieve the intended value and impact.

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.

? Given that this proposal is focused a planning process, the benchmarks directly related to that process would be the effectiveness of the replication of that process as enacted by other districts. Other Ohio districts employ a coaching model as one method of professional development for their teachers. Research shows that instructional coaching models are built upon the following premises: the single most important factor affecting student achievement is teachers. (Sanders and Rivers); teaching has 6-10 times as much impact on achievement than all other factors combined. (Mortimore and Sammons, 1987); and, effective professional development for teachers must be on-going, deeply embedded into teachers' classroom work with children, specific to grade levels or academic content, and focused on research-based approaches. (Russo, 2004). ? Dr. Robert Marzano's model shows that the demonstration of a teacher "innovating" may be evidenced by three key metric areas. The first area is Totality, measured by all students demonstrating the desired effect, evidence that the strategy is adapted to meet individual needs of all students, and student evidence clearly exists to support the teacher's use of the strategy and its resulting desired effect. The second is Articulation, defined as the teachers' ability to fluently explain the employed strategy and why it is having the desired effect on all students, the teachers' ability to articulate the reasoning behind the use of the strategy, and that students can trace their learning outcome back to the strategy used. Finally, Specificity is measured by the teachers' focus on specific student needs, evidence that the teacher has made adaptations for special needs of groups of students or individual students, and evidence that the teacher has consciously created a macro-strategy to ensure that the desired effect is evident with all students. While the specific benchmarks of student and teacher outcomes will be defined within the scope of this project, the consortium anticipates alignment to these elements which can be, in turn, aligned to the requirements of OTES. ? The global experience of Beanstalk Innovation will assist in the development of other appropriate benchmarks and longitudinal assessments of success at organizational levels. Implementation of similar professional learning systems elsewhere in the world will provide an interesting global perspective to this project. As our educational system strives to be increasingly competitive in the global economy, the consortium believes that comparative data of this scale will push the design to heights otherwise not known or recognized. ? Assuming a longer-term view, the project assumes that through implementation of the design, the specific benchmarks will be aligned to increased access to quality resources for professional learning, increased return on investment and value derived from financial appropriations for professional development, overall increase in the effectiveness of professional learning as demonstrated by positive changes in practice and measured by OTES ratings, and ultimately student as measured by traditional local and state measures.

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

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

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

The iterative design process selected by the consortium to guide the implementation of the planning process has by its very nature feedback loops built in at appropriate stages of development. The steps of the design process align to the first six steps of Kotter's change model. Stage One of Design = Problem Definition and Validation (Create Urgency) Develop a mechanism to obtain stakeholder perspectives on current practices of professional learning and development. Securing the voice of the customer in this initial step is crucial to the overall design. Top priority problems to be solved will be identified and provided to the stakeholders for validation resulting in the deliverable for this stage, specifications for the design. Stage Two of Design = Developing the Design through Collaborative Team Structures (Powerful Coalition) During the six-month planning period, the team will self-assess its effectiveness and satisfaction with the process and progress through qualitative measures of satisfaction, knowledge, understanding, agreement, and direction. This stage of work provides a micro model of a professional learning community serving as a model for replication. Stage Three of Design = 1st Approximation of Design (Vision) A key metric at this stage will be the degree to which the 1st approximation aligns to the validated set of problems to be solved as provided by the stakeholders. The first round of this evaluation will be done by the design team. The second round is conducted in the next stage. Stage Four of Design - Feedback on 1st Approximation Design by Stakeholders (Communicate the Vision) In this stage, the 1st approximation of design will be shared with all stakeholders. Feedback will be sought in areas such as: clarity of the design, alignment to specifications, opportunities for improvement, anticipated implementation obstacles. The feedback will be analyzed with two outcomes / deliverables in mind: a revised 2nd Approximation and a set of obstacles to be overcome. Stage Five of Design - Validation of 2nd Approximation Design by Stakeholders and Presentation of a Plan to Address the Identified Obstacles (Remove Obstacles) Stakeholder

feedback will be secured with an intended metric of measuring degree of support for the design. Included in the groups of stakeholders will be labor unions, as appropriate. Depending on the degree of alignment and agreement with the 2nd Approximation, additional iterative cycles may be needed. If so, feedback will be secured with each approximation. The desired outcomes at this stage are a finalized design, ready for beta testing, documentation of the design process, and design team satisfaction with the deliverables and with the process used to generate them. Stage Six of Design - Beta Testing of the Design and Early Adopter Preparation (Short-term Wins) At this stage, the design team will be positioned to conduct an initial test of the system. This will include the identification of a small group of educators to explore and test the system. Included in this stage will be training on the digital platform and use of the SWIVL cameras. Measures at this stage will include stakeholder ratings of effectiveness of the training provided, transfer of knowledge to practice for the use of the cameras and the platform, and overall satisfaction with the designed professional learning community structure and intended future use. Deliverables at the completion of this project will include a functional digital platform designed to stakeholder specifications to support effective professional learning and development; initial high quality, relevant content; a white paper describing the overall process of planning and design; and a guide for replication to be shared with other educators in Ohio.

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" Tyrone Olverson, Superintendent, Finneytown Local School District, 10/25/13