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Adjusted Allocation: 0.00
Remaining: -134,524.00
A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Creating a Culture of Data and Accountability

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. Program Description: Provide a brief description of the project and alignment with outcomes.

4. Lead applicant primary contact: - Provide the following information:
   - First Name, Last Name of contact for lead applicant: Trevor Thomas
   - Organizational name of lead applicant: Heath City Schools
   - Unique Identifier (RN/Fed Tax ID): 044115
   - Address of lead applicant: 107 Lancaster Drive, Heath, OH 43056
   - Phone Number of lead applicant: 740522702
   - Email Address of lead applicant: tthomas@laca.org

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, last Name of contact for secondary applicant: Dr. Jen Hooie
   - Organizational name of secondary applicant: Leadership Freelance Network
   - Unique Identifier (RN/Fed Tax ID): 0617
   - Address of secondary applicant: 6617 Dublin Rd, Delaware, Ohio 43015
   - Phone number of secondary applicant: 6145804497
   - Email address of secondary applicant: jenh@innovations.com

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.

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.

   Heath City Schools (HCS) will partner with Leadership Freelance Network (LFN) to ensure successful implementation of the project. The District Leadership Team (DLT) will meet monthly to communicate vision to stakeholders, coordinate activities, progress monitor, and make adjustments as needed. The DLT will consist of district administration and LFN. Project director is Dr. Jen Hooie, the author of BLEND: Implement blended learning in your classroom in 7 days or less* and a leading expert in blended online program design. Her online graduate classes focus on low cost innovative solutions for the classroom teacher. Jen’s doctorate in the area of “Instructional Design for Online Learning” coupled with her 17 years of educational administration experience make her the ideal candidate to provide administrative coaching and blended professional development. Jen has mentored hundreds of professionals in the art of collaboration and effective group work. Jen’s specialty is designing processes and facilitating groups as they work through major organizational change. Jen combines her knowledge of collaboration with her experience and training in the area of technology to support online learning to create one of a kind training and facilitation experiences. HCS will be the applicant and will serve as the fiscal agent. HCS will ensure all of the assurances are upheld. HCS has significant experience with managing federal, state, and local grants.

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 research-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.

   HCS has begun this year to build the capacity of its new leadership team. They have started a relationship with LFN in a shared services model to help re-align spending & decrease operational costs while increasing organizational capacity. We are at a critical turning point in education. Innovations in student data & personalization make it possible to truly meet the needs of each student. Unfortunately, few know how to utilize these data to improve instruction, make structural & programmatic changes, & identify academic best practice throughout the district. In order to effectively implement these transforming educational strategies, administrators & teachers must be prepared with a deep understanding of the data & receive support as they embark on these essential & often difficult conversations. While research continually highlights that teachers are the most important factor in student achievement (Gow, Bell, & Little, 2008; Stronge, Ward, & Grant, 2011; Wright, Horn, & Sanders, 1997), effective leadership runs a close second (Waters, Marzano, & McNulty, 2003). Through effective leadership, administrators will be able to provide teachers with access & training related to the meaningful data to guide instructional decision-making that will improve learning for every student in the targeted grades of 3-12. All districts in the state have access to critical student progress & achievement data from state, national, & local assessments. These data are the foundation to leverage opportunities to address challenges derived from student data; gaining skill in determining the most effective interventions, reinforcements, and enrichment for individuals & student learning. Through the 3 year project Heath City schools will build its leadership capacity at all levels and realize spending efficiencies.
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: The data analysis strategies will improve instructor by identifying the critical areas of achievement on which to focus for each student in the organization; this will lead to true individualized learning for all. The leadership team, including administrators and teacher leaders, will then work to leverage these practices across grades and subjects. By analyzing the data, numerous promising practices will be identified, refined and shared throughout the district and state. Administration will also be able to teach these data to evaluate building structures and programs and identify their potential through data analysis. Through the coaching model we will build leadership at all levels and lessen the impact of staff lost through attrition or retirement. Spending Reductions - by improving the effectiveness of meetings and training, and utilizing a blended approach, administrators will learn how to model effective practices for staff to help improve understanding and improve the likelihood of these practices being integrated into the classroom. Beyond the district, the professional development modules will be shared state-wide through the state’s IIS, thus impacting students throughout the state.

This allows administrators and teachers across the state to become more effective with using data to drive instruction. Mount Vernon Nazarene University (MVNU) is partnering with the district to provide a low-cost, high-quality option for staff to obtain semester hours for re-licensure. MVNU has agreed to refund the district $25 for every semester hour purchased (see attached documentation). The training must meet Ohio’s professional development standards and MVNU’s standards. By allowing staff to earn credit for the high-quality, job-embedded professional development that they sign up for lower-quality course work. This course work is often at a much higher rate, costing the district more dollars in tuition reimbursement. MVNU’s low cost option will provide high-quality credit that is focused on targeted improvement efforts of the district. The district will evaluate building structures and programs to help streamline and find efficiencies. Utilization of a greater share of resources in the classroom: There are several aspects of the project that will allow more spending directed toward students. First, MVNU’s reimbursement of $25 per semester hour taken will allow the districts to spend less money in tuition reimbursement and repurpose those funds for students. This will also save the district funds because all staff need to earn credits for re-licensure. Many courses selected by teachers are of lower quality, not focused on one particular district outcome, and cost significantly more. This option will eliminate courses lacking a clear purpose or objective, often taken just to obtain the necessary credits for the renewal process. It is difficult to estimate exactly how much this will save the district initially. It is not uncommon for a teacher to ask for $375 reimbursement for a $1 semester hour course. For example, the district would save approximately $200 per semester hour per teacher. After year one of the project, a stronger prediction can be made. Second, Leadership Freelance Network is offering a 10 percent discount each subsequent year of the project. LFN is also not charging the district for additional modules created in years 2 and 3 of the project. This will save the district approximately $55,130 over the life of the project. Through an assessment audit, LFN will help identify was unnecessary costs HCS is incurring.

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.

A budget was uploaded. The district did not upload a financial impact table for two reasons. First, the initial savings are relatively small and listed specifically in section 16. Second, there are additional savings expected as a result of the audit of building instructional structures and programs (including streamlining the testing of the district) that are difficult to predict in year one. After the initial year, it will be easier to quantify the amount of annual savings for the district. In addition, the creation of the online modules will have a lasting impact for the district and other school districts interested in a similar project as they will be loaded into the state’s IIS.

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

134,524.00 * Total project cost

* Provide a brief 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, RTT money, local funding, foundation support, etc.). Please 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.).

HCS has already dedicated $10,200 of their operating budget to this one-time item: Salaries. Staff salaries of $1500 over the 3 years of the project to cover week after week training and meetings. Reimbursement for substitute teacher salaries in the amount of $5,000 over the life of the project. Benefits: Staff benefits from stipends in the amount of $324 over the life of the project. This is to cover STSRS and other required benefit payments at the rate of $15.45 per $100. Substitute teacher benefits will total $1,620 over the life of the project. Purchased Services: LFN will coordinate and prepare for all meetings and trainings totaling $37,170 over the life of the project. Data reporting will be completed by LFN at a cost of $9,000 over the 3 year project including reports for staff and parents. The integrated leadership survey and student experience survey will be purchased through Battle for Kids for a total cost of $18,000 for the three year project. LFN will create 10 modules each year for a total cost of $25,000 Supplies: $0 LFN will incorporate all supplies costs into their fees. Capital: $0 there are no capital costs associated with the project. The state has already built the IIS which will house the online professional development modules.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are 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.

By signing a 3 year agreement with LFN for the professional development there will be no recurring costs. LFN will work with the district to build their capacity to create data reporting for district beyond the life of the project. The online modules will be accessible through the state’s IIS so there is no recurring training costs necessary.

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

2,950.00 * 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.)

Through our partnership with Mount Vernon Nazarene University (MVNU) we will be able to provide staff opportunities to obtain graduate credit for the work related to the training. This will create savings in two ways. First, we will receive a reimbursement of $25 per credit hour from MVNU. This should equal to at least $500 per year that can be returned to the general operating fund. Second, there are savings in tuition reimbursement. Our district provides tuition reimbursement to all staff for the purposes of relicensure. Several staff take lower quality graduate credit because of the time commitment. By offering graduate credit through MVNU we ensure high-quality professional development and provide staff with the ability to earn graduate credit that is job-embedded and focused on our continuous improvement plan. The savings comes from the fact that many of the lower quality graduate credit options are expensive; at least $375 per credit hour (while still giving $25 back to the district). So while it is difficult to predict the exact amount of savings in year one; we should be able to do so in the future. See the attached MVNU agreement for details. The district will save $2,540 for the first 3 years in sub costs related to the professional development training. These trainings will occur regardless of whether the grant is awarded. Through the audit of building structures and programs we will expect to find efficiencies, but it is not possible to predict exact amounts in year one, however we do expect additional savings. This includes streamlining of duplicative spending and efficiencies with programs that do not show a link to student achievement or progress.

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 occur. If there is no amount of renewal or new/recurring costs detailed above, explain in detail how this project will sustain itself beyond the life of the grant.

The online modules created through the grant are the property of the district and can be used continually to build capacity of new leaders and as tutoring protocols over time. Therefore, the program is completely self-sustaining and would require less professional development costs in the future. In terms of large scale impact, the created modules will be added to the state’s IIS for other districts to utilize at no additional cost.

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 how you will 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.)

* Narrative explanation

Plan: One of the biggest challenges districts and schools face in successfully implementing new innovations is how to effectively communicate, build support for the change, and engage various...
22. If so, how?
20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five programs will be identified for removal thereby eliminating excessive costs.

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, spending reduction in the five programs will be identified for removal thereby eliminating excessive costs.

Implement (MM/DD/YYYY): 2/28/2014
* Narrative explanation

Implement Phase - This phase will focus on implementation and refinement. We will measure, assess, and refine the strategies implemented in Developing Understanding Phase.

Building Capacity Phase -Each step of the way, we will be utilizing our strategies to build capacity in our district to successfully implement our Straight A Fund proposal with fidelity. By doing this, we will be keeping our focus on student achievement. We will conduct multiple evaluations along the way to make needed adjustments. Barrier: Staff ability to take on new learning with new state mandates and evaluation criteria. Solution: With the LFN partnership lasting 3 years it gives time for all staff to acclimate to new way of using student data to drive instruction. The online modules also mitigate this barrier. Sustaining Beyond Straight A-We will focus on sustainability efforts to ensure the work funded by our Straight A proposal continues to impact students and improve operational effectiveness, including cost-savings, beyond the scope of the grant. Building capacity through effective, flexible and focused professional development and coaching, our district will develop a culture of skilled, go-getters and administrators who can talk and think in terms of integrated leadership and inform the district’s results. These will help us make adjustments to years 2 and 3 of the project. Implement: Data Analysis Professional Development: ? Review of value added data with specific emphasis on the value added teachers reports ? Review student achievement data? Review and evaluate structures and programs of the building and district. ? Question and answer session? Planning and facilitation of the meeting ? Access to online training modules for an unlimited number of staff members ? Video tutorials, supporting articles, and materials housed in ISL. ? Meet educators with client to develop dialogue, work through issues and reflect on professional practice? Shadow client in work functions? Provide ongoing feedback to client

Summative evaluation (MM/DD/YYYY): 9/20/2014
* Narrative explanation

Evaluation of the program is essential and will occur at the end of each PD session with all key stakeholders (students and teachers) via an integrated leadership survey and student and teacher interviews, and through student achievement and progress data. Through these training opportunities, teachers and administrators will gain the confidence to share these data in meaningful ways with parents and community members making them true partners in the learning process. These training modules will be loaded into the state’s new Instructional Improvement System (IIS) for use across the state. The power of sharing these resources statewide will create a foundation for many school leaders, providing the necessary training and support to lead similar initiatives in their districts for no additional cost and without an additional per-student cost. Successful implementation will be reported to state督or via a progress report. At the end of year 3, the evaluation team will review using student achievement, student progress, and survey data to evaluate the overall success and areas for improvement of the program. Short Term: There will be numerous informal and formal evaluations of the program throughout the 3 years. At the end of each training session or meeting an exit slip will be used to help determine next steps, identify potential obstacles, and to progress monitor. Students will take the student experience survey in January to obtain a baseline of their classroom experience. Staff will take the integrated leadership survey to obtain a baseline of the leadership capacity of the building administration. The focus will be on the area of improving the instructional program, as it focuses on the use of student data to drive instructional decisions. All leaders will also take the data awareness survey to obtain a baseline of their knowledge of the student data available to the district. All of these data sources will inform the development of the resources and professional development for the project. Long Term: Quantifiable results come from the following data sources: National, state, and local assessments. This includes the Ohio Achievement Assessment (OAA) and Ohio Graduation Test (OGT) among other national and local assessment data. Battelle for Kids (BFK) has created an Integrated Leadership Survey that identifies how staff rate the principal in five areas. The areas are setting directions, developing people, developing the organization, improving instructional practice, and ensuring accountability. Gallup (2008) to create a data awareness survey to monitor the progress of the professional development. We expect the following quantifiable results by the 2015 school year: a) improved leadership ability of building administration as noted on the BFK Integrated Leadership Survey given in the fall and spring each year; b) improved student achievement and growth as measured on the Local Report Card (LRC) resulting in a letter grade improvement in achievement and gap closing in the 2014 -2015 school year; c) improved survey results from students on the Gallup student experience survey; and d) post/deficit assessments of administrators knowledge involving data analysis from the data awareness survey; e) 100% of building administrators and teaching staff trained on data analysis modules; and f) administrators will indicate increased comfort in working with and sharing the data with staff.

Research related to the project has been shared throughout. The impact can be determined both district and state-wide. District Level Impact: The implementation of the professional development program will have long lasting impact on the district. Through the use of intensive coaching and professional development, a cultural shift will include a focus on data and individual student needs. (Huff, Preston, & Overholt, 2011) suggests the online modules are high-stakes and wide use of these modules will occur district-wide. (Huff, Preston, & Overholt, 2011) found that District Value-Added Specialists who were trained to prepare districts for using value-added information did not feel they were effective in providing information to school districts to drive instructional changes. Through the use of online modules in addition to face-to-face training, and materials developed to assist districts in understanding how to utilize this information, teachers can gain confidence about how to use the data. Through our work with LFN, staff not only understand these data at a high level, but also is effective at leading professional development that meets all of the needs of high quality PD identified by the Ohio Department of Education (2008).

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

22. If so, how?
The creation of the online modules and materials will allow other districts to replicate this project with little to no cost. The state’s IIS provides the perfect medium to house these resources. Districts will only be limited by their own capacity to find adequate time to review and plan the implementation.

23. Describe the substantial lasting 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. What is the project able to be replicated in other districts in Ohio?

F l o a t
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 project will be evaluated both informally and formally throughout the 3 year project. There will be a combination of student data, staff survey, administrative survey, and student survey data used to evaluate the progress and inform course adjustments. In the short term, the project will utilize initial survey results from students, staff, and administrators to determine the baseline data. Student data will come from the student experience survey and student achievement and progress data. Staff data will come from the integrated leadership survey. Administrative data will come from the data awareness survey. We will also use exit slips from all professional development to identify obstacles and determine next steps. From these baseline data we will be able to determine improvements connected to the professional development and results of the building program and structure audits. Long term evaluation will occur annually. The following are the expectations: a) improved leadership ability of building administration as noted on the BFK Integrated Leadership Survey given from the fall to spring each year in the specific area of improving the instructional program; b) improved student achievement and growth as measured on the Local Report Card (LRC) resulting in a letter grade improvement in achievement and gap closing by the 2014-2015 school year; c) improved survey results from students on the Gallup student experience survey in the hope and engagement sections; and d) pre/post assessments of administrators knowledge involving data analysis from the data awareness survey; e) 100% of building administrators and teaching staff trained on data analysis modules by 2014-2015; and f) administrators will indicate increased comfort in working with and sharing the data with staff.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation 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, Trevor Thomas, Superintendent, Heath City Schools, 10/25/2013