Budget

Jefferson Area Local (045872) - Ashtabula County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (262)

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	235,196.00	0.00	235,196.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	60,000.00	0.00	0.00	0.00	60,000.00
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	60,000.00	0.00	235,196.00	0.00	295,196.00
						Adjusted Allocation	0.00
						Remaining	-295,196.00

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:Improving Student Outcomes by Strengthening Formative Instructional Practices and the Use of Student Data

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 Jefferson Area Local School District has adopted the use of Formative Instructional Practices and the collection and analysis of student performance data as a primary component of its school improvement process. This is consistent with our goal: 100% of teachers and administrators implement the 50% of the new Jefferson Teacher Evaluation System (JTES) that addresses Student Growth with integrity by developing reliable and valid assessments that support the SLO process and uses Formative Instructional Practices to monitor student progress throughout the school year. This application lays out an approach to formative and summative assessments within Formative Instructional Practices that will support student achievement and commits grant resources to building teacher and student capacity by directing the grant resources directly to the classroom creating an assessment and data collection and sharing process that is sustainable beyond the grant.

1839 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: William Mullane

Organizational name of lead applicant: Jefferson Area Local Schools

Unique Identifier (IRN/Fed Tax ID): 045872

Address of lead applicant: 207 W. Mulberry St. Jefferson, Ohio 444047

Phone Number of lead applicant: 3307191199

Email Address of lead applicant: william.mullane@neomin.org

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

First Name, last Name of contact for secondary applicant: John Wilson

Organizational name of secondary applicant: Turning Technology Foundation /Turning Technologies, LLC

Unique Identifier (IRN/Fed Tax ID): [redacted]

Address of secondary applicant: 255 W. Federal Street, Youngstown, Ohio 44507

Phone number of secondary applicant: 330.599.4954

Email address of secondary applicant: jwilson@turningtechnologies.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.

None

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.

John Wilson, Director Turning Foundation: John Wilson served in public education as a teacher and school building and district administrator for 35 years. As director of the Turning Foundation, he has helped Turning Technologies to establish and focus the company's philanthropy in the local community and also help schools around the country to find and secure resources in support of school improvement efforts using technology. In these difficult times when there are more priorities than resources to go around, the Turning Foundation helps develop funding plans in support of student achievement goals. John Wilson and the Turning Foundation will support our implementation, start up, evaluation and grant reporting as needed. They are sharing an extensive research base to inform our proposal. The Foundation will provide the necessary training to equip the consultants described in the grant to become qualified hardware and software teacher and student trainers embedded in our classrooms from February through June of 2014. William Mullane, Supervisor of School Improvement: Bill Mullane has been an educator for thirty-six years serving as an art educator, asst. principal, principal and supervisor of school improvement. In addition to his work as an educator, he currently is president of the Southside Academy, Board of Education in Youngstown, Ohio and is the Chairman of the Board of Trustees at Eastern Gateway Community College. Bill has been involved in innovative programming for many years having developed alternative high school schedules, a work to teacher licensure program and a dual credit model for the region's high schools. Bill will supervise the professional development, selection / hiring of consultants and the grant implementation time-line. Bill also will be responsible for leading the development of the district's CCIP and professional development plan for the 2014-15 school year. Mark Pickard, Technology Coordinator JALSD Mark Pickard has been in education for twenty years serving as a math and computer teacher at the secondary level as well as a summer instructor for staff through Ashland University. In addition to his work in the classroom, Mark has been the Technology Coordinator for the Jefferson Area Local School District for the past seven years where he has helped oversee the implementation of technology in the district's four newly constructed buildings. Mark supports over 100 staff members, nearly 1800 students, and approximately 1,000 technology devices throughout the district. Mark will facilitate the ordering and deployment of all of the technology referenced in this grant. He will tie all of the software and hardware into our district's network. Mark will support teachers in using the new technology and will be the primary instructor for the use of Google Documents. Larry Meloro, Principal, Rock Creek Elementary School Larry Meloro has been a teacher, coach and building administrator at all levels in the Jefferson Area Local Schools for thirty-eight years. With his leadership, the staff at Rock Creek Elementary has completely revamped the K-6 curriculum in Language Arts, Math and Science in the last five years at no cost to the school district. Over $200,000 in textbooks and learning materials have been received by Rock Creek Elementary for their participation in three Curriculum Research Studies using Pearson Scott Foresman : "envisionMATH", "Reading Street" and "Interactive Science". These scientific research based studies were conducted by the independent research firms of Pres Associates and Gatti Evaluation. Rock Creek Elementary has also established a "Partners in Performance" relationship with Cleveland Playhouse Square for the past five years. Larry will work with grade level and teacher teams to monitor progress. He will be involved in the ongoing evaluation of the grant and will lead our professional development in formative and summative assessments throughout the district.

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.

This grant proposal focuses on assessment, data collection, data analysis and using data to make instructional decisions at the point of instruction in the classroom. We seek to find efficiencies through the use of innovative technology that allow teachers to spend the maximum amount of time on developing lessons and differentiating instruction for students by altering the labor intensive process of

developing, scoring and interpreting assessment data manually. For the Jefferson Area Local Schools it is imperative that we develop methods of formative, summative and performance based assessments that are aligned to the standards and extend student and teacher use of technology to manage and analyze performance data, create assessment tools that can be taken on computers, laptops or other digital devices and expand our capacity to address and model twenty-first century skills in the classroom. This grant affords us the opportunity to enhance our district's work under the RttT and OIP process to make sure that the following strategies, present in effective schools, are implemented in Jefferson with a high degree of integrity: -All teachers implement a challenging, coherent curriculum -High expectations for all students are clear and measured by a system of formative (as you learn) and summative (after the learning) assessments. -Students receive feedback in a timely fashion and in a variety of ways besides assignment of grades. -Technology is used to engage students in setting learning goals and measuring their own progress on a regular and frequent basis. Teachers use technology to monitor student progress and work together in teams to collect and review data using the five step process to make instructional decisions based on that data. A core belief against which initiatives and actions are judged is that all students can learn and that the school creates the conditions that make this a reality. We embrace the paradigm shift that asserts that our schools' product is the work that we create for students to do and that they and their parents are consumers of that product (Schlechty). Teachers include in their curriculum planning evidence of how instruction will be differentiated to meet the diverse needs of students so that all students receive the same initial instruction, followed by appropriate support. Our proposal provides teachers the resources to: -Monitor student progress by knowing in real time how students are progressing individually throughout the instructional process. -Help students to measure their own performance against their own learning goals. -Make it possible for teachers to work together in grade level, content area and building leadership teams to easily share and analyze data, access instructional, assessment and data resources in a mobile environment. The following resources will be made available: 1) Student Response Systems for every academic classroom. 2) Assessment software that provide teachers with access to aligned assessment questions and test construction software aligned to the Ohio's new learning standards in English/ language arts, reading, mathematics, science and Social Studies. 4) Five months of embedded staff development which places trainers in teachers' classrooms to work side by side with them to deploy these assessment and data tools. 5) Teacher laptops that will allow teachers to bring and share their data and access resources at BLT and GLT meetings. This grant invests in High Quality Professional development and school improvement. It aligns our professional development to district goals, uses data to identify those goals and to evaluate our process. We have made a commitment to focus on building improvement plans that remain consistent over a 3-5 year period of time and use staff survey grade level and department meetings and the new teacher evaluation process to monitor implementation of initiatives with integrity and identify professional development needs.

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 Jefferson Area Local Schools have adopted the use of Formative Instructional Practices and the collection and analysis of student performance data as a primary component of its school improvement process. Our proposal also is consistent with the school district's professional development plan which seeks to "continue to enhance teacher and administrator understanding of how to effectively develop and use strong assessments across the content areas that are aligned with the standards and provide a more comprehensive assessment system in our district". The assessment system will include formative, summative, interim and performance-based assessment types to promote a balanced approach to assessment that is valid and gives teachers the data needed to evaluate their teaching. As a result, students will have many varied opportunities to demonstrate the knowledge and skills they have gained while learning from feedback on their performance". The use of a innovative student response system, assessment software and embedded staff development will assist the district in meeting its assessment and instructional goals. As a part of our plan we have identified the student data to be collected and analyzed to inform professional development content and processes and measure success: Aimsweb Benchmark and progress monitoring data in grade K-6, OAA/PARCC data, value added data for grades 3-8, KRA-L, In-View data grade 4 and Terra Nova Data grade 3, assessments used as a part of teacher SLOs, classroom assessments, nine week grade distribution data by subject area and by teacher, attendance data, all of the data in the district's decision framework and student work samples. We have also begun to identify meaningful educator data to be collected and analyzed to inform professional development content and processes: Teacher web pages, classroom- walk through data, IPDP goals, LPDC meetings, teacher evaluation, observation, pre and post- conferences, BLT, GLT and department meetings, DLT meetings, teacher surveys, value added data and curriculum / assessment maps. Formative instructional practices (FIP) have our teachers and administrators thinking about the formal and informal ways that teachers and students gather and respond to evidence of learning. The practices that are targeted in this grant include the four core components of FIP: -Creating and using clear learning targets that can be assessed daily, weekly, monthly and summatively -Collecting and documenting evidence of student learning that enhances instruction and removes the burden of lengthy assessments, grading and gaps between when assessments are given and when students and parents receive meaningful feedback. -Analyzing evidence and providing effective feedback to both teachers and students about student learning and instructional impact. -Helping students to take ownership of their learning The strength of this project is that it is focused on embedding teacher training in the classroom and acquiring resources that will be deployed in the classroom and used by teachers and students to enhance and extend the learning and assessment process. It is sustainable because teachers over a five month period will become experts in the use of the assessment software and hardware capable of teaching other teachers and using the technology effortlessly in their classrooms. Students will have a more engaged classroom experience enhanced by consistent and frequent feedback on their 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.

This project has been developed to be sustainable beyond the life of the grant. By embedding the professional development needed to train teachers in the use of the hardware and software that supports this project within the grant timeline, we will create a system of sustainability that includes internal district capacity to train new teachers and support the process. Continued training in assessment development, data collection and analysis and the overall implementation and evaluation of Formative Instructional Practices is in our 2013-14 and will be in our 2014-15 district's professional development plan and requires no expenditures beyond the district's planned professional development program. Our partner, Turning Technology, LLC and their Turning Foundation will provide training and technical support beyond the life of the grant with no cost to the school district.

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

322,696.00 * 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).

$322,696 Total All Sources $295,196 Straight A Grant As a part of our RttT / OIP process we are committed to ensuring through our professional development program that our assessment system is aligned with Ohio's rigorous content standards and are developed in such a way as to respect the learning processes in which students are engaged daily. This grant supports the implementation of a comprehensive formative and summative assessment system. Budget Item Analysis Two Consultants employed from the time of the grant award through June 20, 2014. These consultants will be trained by Turning Technology LLC, as Student Response System and assessment software trainers. The coast of training and support throughout the consultant's employment period is valued at $4000 and is being provided at no cost to the school district by Turning Technology. These two trainers will be embedded in our four school buildings from late January through June to work side-by-side as co-teachers with our classroom teachers in their classrooms to set up and use the grant technology. Support will also take place in regularly scheduled grade level and department meetings and in seminar settings. Cost $60,000 ($30,000 per trainer six month contracts) NXT Response Card Student Response Systems, Exam View and Insight 360 Software. Using student response systems in the classroom allows for a shift from the use of assessment as just a measurement tool (teach content and then test at a later date), to the use of assessment at a learning tool (provide continuous immediate feedback to student and teacher). This software allows teachers to conduct robust and frequent (as you teach) formative assessments as well as to enter answer keys and use the system to administer, grade and perform item analysis on summative assessments. Cost: $141,696.00 Classroom teacher laptops / docking stations -- Equipping teachers with portable technology that allows them to take advantage of our already fully wireless environment is another step in creating a twenty-first century learning environment. Data collection and sharing in BLT and GLT meetings is fundamental to using assessment and growth data to make instructional decisions and impact the building level conversation around data. This is currently cumbersome and particularly difficult because we have lacked a platform for sharing information, presenting reports and accessing data in meeting environments. With the introduction of Google docs and the ability to access Aimsweb, FIP Training, elementary (K-6) Mathematics and Reading series, eTPES, Thinkgate, InfOhio, and other ODE resources online GLT meetings will become more focused and productive. Additionally, computers currently assigned to teachers when replaced by laptops will be redeployed into two lab settings expanding our capacity for giving the next generation of State tests online as well as expanding opportunities for teachers in the elementary schools to provide instruction in a lab setting. Cost: $93,500. Continued and ongoing training beyond the life of the grant: Our district's professional development focus on Formative Instructional Practices is currently supported by our Race to the Top Grant, Title I and School improvement funds. Throughout 2013-14, these resources will support the implementation of this grant. Cost: Race to the Top: $7500. School Improvement Funding: $5000 In 2014-15 and beyond (post RttT) this grant's desired outcomes will be supported by focusing our district's professional development budget on supporting the training and engagement necessary to have in place an effective system of student assessment. Cost: District Professional Development Budget: $15,000

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.

This grant has been developed to have no new recurring costs beyond the grant. The ongoing professional development to support the goals of this grant will be derived from our District's professional development plan and budge. These funds will continue to be used in 2014-15 and beyond. Our professional development goals reflect long term improvement commitments that are generated from the DLT's analysis of our districts decision framework as well as staff and student survey data. Our professional development goals and activities are clearly aligned to district and building desired outcomes that are clearly articulated in our building improvement plans which in turn are referenced in our end of year and beginning of the year staff communications. In addition, these same goals and activities serve as the basis of our staff, grade level and department meeting agendas. All of these items along with resources to support them exist in our district's budget and are implemented in waiver day and regular building and grade level meetings. Our efforts are supported by the Ashtabula County ESC and through collaboration with other Ashtabula County School districts. This grant provides the infrastructure around which we can build robust system of formative instructional practices and data collection and analysis. The support for continued professional development and induction of new teachers is contained within existing budget and will not require new or additinal funding.

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.)

N/A

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.

This project is self-sustaining and will not result in any substantial costs beyond the life of the grant. Because the grant is focused on giving our district the resources to enhance and expand our existing professional development focus we can and will continue to provide professional development and support beyond the life of the grant out of our existing budget. This grant will: 1)help to move us toward the implementation of a formative assessment program that is focused on the development of valid and reliable formative assessments and the ability to collect and analyze the data that this regimen provides in grade level and building teams and then make informed instructional decisions as a result of the data. 2) when implemented through the use of long-term embedded staff development turns every classroom teachers into and expert user of the technology and software associated with the grant. This in turn allows for the training and support of new staff members who join the district beyond the grant.

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): 12/19/2013

* Narrative explanation

Upon notification of award: Identification of consultants - Two consultants will be identified and hired to become grant implementation trainers. Job Description: the trainer will become certified by Turning Technology LLC. as student response system and assessment software trainers. Trainers will complete certification training by January 30, 2014 as well as training in the use of Thinkgate, Formative Instructional Practices and Google Documents. Upon completion trainers will be embedded in the Jefferson Area Local Schools (February 1, 2014 - June 2014) to train teachers in the use of and assist them in integrating student response systems, assessment software use Google documents and utilize the Thinkgate platform. Trainers will embed themselves in the classroom as well as work with teachers in BLT, GLT meetings. Teacher preparation will take place between December 19 and January 30. Each building leadership team and all grade level teams will be briefed on the training process. Since this grant supports our district's ongoing focus on Formative Instructional and Assessment Practices, the preparation for implementation of the grant will consist of developing a training schedule including grade level team training and training embedded in the classroom using a co-teacher model. During the preparation period teachers will have access to online tutorials in support of the grant related hardware and software and our existing Thinkgate training team will roll out the Thinkgate platform. Along with the grant announcement, parents will receive a full grant implementation description and time line via our email system and building newsletters. The superintendent's weekly column in the local newspaper will feature the grant award and expected outcomes and monthly updates on the grant's implementation will be given at the Board of Education meeting. Anticipated barriers include the following issues: There will be a substantial difference in training needs between teachers based on their technological expertise. This will result in a training schedule that is flexible and focused on individual needs. District Race to the Top, School Improvement and Title I funds will be used to provide focused and extended training time for those teachers who need it. Based on survey data, we have teachers at various stages of development in using data and deploying formative instructional practices. FIP training and data analysis training will continue to be a focus at GLT meetings. Planning will take place within the District Leadership Team and Building Leadership team meetings.

Implement (MM/DD/YYYY): 02/01/2014

* Narrative explanation

Implementation will take place between February 1, 2014 and June, 2014. Implementation will consist of monthly grade level meetings in which trainers will present group instruction around the use and implementation of grant related hardware and software. Regularly scheduled classroom embedded development will take place to help teachers set up and use our student response systems and related software. At the beginning of the implementation phase we will repeat our fall staff survey asking the following questions and comparing responses between August 2013 and February 2014 to identify which of our grant focus areas require additional and sometimes individual staff development. In our Fall 2013 staff survey the following questions related to this grant's outcomes were asked. The pertinent survey items along with percentage response are included below: Please rank your personal level of competence and ability to implement with integrity Formative Assessment Practices in your classroom or teaching assignment for the 2013-14 school year: 56.1% of respondents reported that they are beginning to master the practice, 21.1% that they were competent users and 5.3% rated themselves as having mastered the practices and are ready to help others learn. Question: How well have we attained the following school improvement desired outcomes in your current building: We use data well and it informs our decisions: Excellent level of Attainment 15.8% Good Level of Attainment 52.6% Fair but Emerging Level of Attainment 26.3% Beginning 5.3% I see no evidence that we attain this 0.0% High expectations for all students are clear and measured by a system of formative (as you learn) and summative (after the learning) assessments. Excellent level of Attainment 17.2% Good Level of Attainment 46.6% Fair but Emerging Level of Attainment 32.8% Beginning 3.4% Students receive feedback in a timely fashion and in a variety of ways besides assignment of grades: Excellent level of Attainment 24.1% Good Level of Attainment 53.4% Fair but Emerging Level of Attainment 20.7% Beginning 1.7% Staff development opportunities are focused on the school goals and are deep, ongoing and embedded in our classrooms and buildings: Excellent level of Attainment 25.4% Good Level of Attainment 42.4% Fair but Emerging Level of Attainment 23.7% Beginning 6.8% I see no evidence that we attain this 1.7% Question: Based on your current level of understanding or readiness to implement a process, rate yourself on the following attributes: Understanding of the role that pre and post assessments play in measuring student growth: Accomplished - Ready to move forward 18.3% Proficient - Ready to begin implementation 63.3% Developing - Have started to learn but have a lot to do 18.3% Understanding how to develop and evaluate the assessments to be used in measuring student growth: Accomplished - Ready to move forward 11.9% Proficient - Ready to begin implementation 49.2% Developing - Have started to learn but have a lot to do 37.3% No or little understanding 1.7% Understanding how Formative Instructional practices are used to enhance assessment and instruction: Accomplished - Ready to move forward 11.7% Proficient - Ready to begin implementation 45.0% Developing - Have started to learn but have a lot to do 43.3% Question: In your building, how well is data used to make decisions? Very Well - frequently used 31.6% Moderately Well - used to make many decisions 54.4% Somewhat used - occasionally used to make decisions 14.0% Question: In your building do you have in place systems and processes that promote the gathering and use of information gained through formative assessments, interim assessments, summative assessments, and looking at student work? Yes 61.4% No 3.5% Partial 35.1%

Summative evaluation (MM/DD/YYYY): 07/15/2014

* Narrative explanation

Throughout the grant period and through the 2014-2015school year the implementation of student response systems, use of laptops and Google Documents to facilitate DLT, BLT and GLT meetings will be monitored. Monitoring takes place via classroom walk throughs, in pre and post observation conferences, formal observations and staff and student surveys. The baseline data will be collected during the planning period from December 2013 through January 2014. Key data to be monitored and measured includes: -The frequency of the use of immediate corrective feedback to students -Increased differentiated instruction -Data specific to subgroups of students being reviewed in GLT meetings -Increased individualized student reporting -Evidence that instructional decisions are data-driven -Decreased student testing anxiety -Increased student engagement -Increased motivation of students to participate in the learning process -Review of GLT / Department meeting Five Step Process agendas and minutes -Use of Student Response Systems -Evidence that formative and summative assessments are aligned to the standards. Evidence that Formative Instructional Practices are being implemented with integrity including: -all stakeholders can use clear learning targets -Leaders monitor adult and student learning throughout the year, making sure that all learners are making progress. -GLT's work together to collect and document evidence of their own learning, and that of their students. -Teachers collect evidence that is an accurate reflection of learning-this starts with making sure that the assessment methods being used are a "good/strong match" for the type of learning targets being assessed. -Students (and adult learners) track their own learning by target. -Leaders support teacher self-assessment, peer feedback, and self-reflection by fostering an environment where the teachers own their learning and trust one another. -Principals and GLT's encourage each other and facilitate teacher self-assessment, peer feedback, and self-reflection around teacher practice. -Teachers prepare students to analyze their own work and the work of their peers-this includes the use of rubrics and examples of strong and weak work. -Students track, reflect on, and share their learning with others. -All stakeholders use effective feedback to move learning forward: -The DLT, Principals and Superintendent provide staff with effective feedback about the formative instructional practices they are working to implement. -Principals and TBTs engage teachers to explore effective feedback about their use of formative instructional practices. -Teachers provide students with effective feedback-success and/or intervention feedback. -Students (and adult learners) act upon the effective feedback given to them by others. Classroom walk through data collected and observations made in classrooms help analyze the use of this grant's professional development to strengthen instruction and assessment or demonstrate the implementation with integrity of an initiative. Discussions at grade level and department meetings, Liaison meetings and the DLT will also serve to inform us of how professional development is impacting our teacher's and administrator's skills and knowledge. After using the above data to identify areas of professional development needs, the district leadership team, department and grade level liaisons and administrative team will use the results to develop targeted professional development and to assist teachers in writing their annual professional growth plans. Additionally, we will analyze AIMSweb data, formative assessments in the classroom, standardized test scores, value added data, and student self-assessment, student survey data and anecdotal information shared at grade level and department meetings to measure positive changes in outcomes as a result of using formative instructional practices.

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

As a result of this grant we will increase our capacity to meet the following components of our district's vision statement: The Jefferson Area local Schools will be committed to and capable of implementing a standards-based educational program. This means that we will have a clear and concise system in place for the planning, delivering, monitoring and improving academic programs in our district. Our Instruction will be grounded in the deployment of Ohio's standards, high quality assessments based on those standards, and use of curricula supports aligned with them. We will be more capable of having all of our students attain 21st century readiness prior to high school graduation. This will mean a commitment to develop and maintain student centered 21st century learning environments that foster and nurture the fusion of the three Rs and the four Cs (critical thinking and problem solving, communication, collaboration, and creativity and innovation). Technology We will embrace the Technology Standards as defined in the National Education Technology Plan: -Computer literacy is the ability to appropriately use computer hardware and software. - Information literacy is the acquisition, interpretation, and dissemination of information. Information literacy focuses on the usage of the Internet and other electronic information resources. -Technological literacy incorporates problem-based learning utilizing mathematics; science, and technology principles. We are committed to ensuring that our assessment system is aligned with Ohio's rigorous content standards. As a result, we will be a district capable of using a multi-faceted approach to assessing students that provides opportunities for focused and timely interventions for students in need. This is true for both students who are struggling, and students who are performing at advanced levels. With the resources and training being provided by this grant, we will work to implement local comprehensive summative and formative assessments to provide critical data to teachers throughout the year as they plan their instruction for students' individual needs. At the end of this process, we will have in place an effective system of student assessment that: (1) contains multiple measures that are employed throughout the course of learning; (2) blends traditional testing with curriculum-embedded performance tasks; (3) uses technology such as student response

systems and electronic survey instruments to assess students in the classroom in order to provide immediate feedback that is reliable and can inform instruction. We will promote a culture of continuously monitoring student growth. At the end of this process we will be a school district that uses data well to make decisions about instruction. Teachers and administrators will have access to district and building level achievement data that evaluates how well students perform against a standard and progress data (value added) that measured by how much "gain" or "growth" students make over time. They will have the ability to use this data to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions previously taken. Individual student data will be utilized to personalize the educational program for all of our students. We will have in place the systems and processes that promote the gathering and use of information gained through formative assessments, interim assessments, summative assessments, and looking at student work. Access to and the use of data in decision making will promote high quality professional development delivered as a part of grade level, department and building-wide meetings that will be restructured as professional learning communities.

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.

As a classroom tool, SRS's support both teaching and learning by providing immediate feedback, actively engaging students, increasing student motivation, and providing a variety of interactive assessment opportunities. Using student response systems in the classroom allows for a shift from the use of assessment as just a measurement tool (teach content and then test at a later date), to the use of assessment at a learning tool (provide continuous immediate feedback to student and teacher). The SRS can provide immediate feedback to students after information is shared, to help determine student comprehension as well as remediate if needed. This type of corrective feedback can "optimize a learner's acquisition and retention of intellectual skills" (Dempsey & Driscoll, 1989, p.3) while permitting "important course improvements, made in conjunction with the collaboration of the students themselves, while the course is ongoing" (Byers, 2001, p.359). Research indicates that increasing interactions with teachers will increase student performance (Horowitz, 1988) and supports instant feedback as a means to enhance achievement (Epstein et al., 2002). The use of SRS's create a more appropriate use of assessment that guides instruction and has the potential to increase student motivation and engagement in the classroom. SRS's have proved to be a highly effective tool that encourages active instead of passive learning (Hall et al., 2005). Students demonstrate higher motivation towards the learning material when they are exposed to instructional materials with immediate feedback (Gao & Lehman, 2003). By inviting responses from all class members instead of relying on just one student to answer a question, engagement increases and the lesson becomes more interactive. "Students found that SRS made the course more engaging, motivational, and increased learning" (Hall, et al., 2005, p.1). Sillman and McWilliams (2004) report that "students learn much more efficiently and effectively in a learning environment that includes active student-student and student-faculty interaction (p.3). An empirical study (Sartori, 2008) done on middle school students using SRS's showed an average 15% increase in pretest-posttest scores in content area assessments. SRS's provide technology that supports immediate feedback and assessment in the classroom, which can lead to the following positive results: immediate corrective feedback to students, differentiated instruction, specific group tracking, individualized student reporting, data-driven instructional decisions, decreased student testing anxiety, increased student engagement, motivation of students to participate in the learning process (Sartori, 2008) The use of immediate response devices, SRS's, has the potential to create far-reaching positive impacts in the classroom setting, for students as well as for teachers. Job-embedded professional development is also a best practice and is recognized as being a component of high quality professional development. This is especially true where the use of a new technology or practice is a part of the learning. Job-embedded professional development refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin. Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). Over the past twenty years educational research has pointed to the value of linking instruction to assessment (Marzano & Haystead, 2008; Reeves, 2004; Wiggins & McTighe, 1998), and using formative assessment practices to drive learning (Black, Harrison, Lee, Marshall & William, 2004; Black & Wiliam, 1998; Reeves, 2007; Thompson & Wiliam 2007).

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

☑ Yes ☐ No

22. If so, how?

The only barrier to implementation is the cost associated with the technology and training needed to effectively use it in the classroom. The sophistication of the software and availability of support for Formative Instructional Practices through ESC's, Battelle, and on-line resources make this a project that can be replicated. Since student response system use, formative instructional practices, data collection and use are all research based and best practice there is an imperative for district's to find ways to move in this direction.

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

This grant will move the district toward its goal to become capable of using a multi-faceted approach to assessing students that provides opportunities for focused and timely interventions for students in need. We are working to have local comprehensive summative and formative assessments to provide critical data to teachers throughout the year as they plan their instruction to meet students' individual needs. We are learning to use the state-level, web-based Instructional Improvement System (Think Gate), expand the availability of robust valid and reliable test questions across content areas through exam view, utilize Aimsweb to monitor student progress in math and reading in grade K-6 and develop strong data analysis and assessment processes through the SLO process. In the end, we will have in place an effective system of student assessment that: (1) contains multiple measures that are employed throughout the course of learning; (2) blends traditional testing with curriculum-embedded performance tasks; (3) engages teachers as partners in the process and honors their judgments; (4) uses technology such as student response systems, mobile technology, assessment software and electronic survey instruments to assess students in the classroom in order to provide immediate feedback that is reliable and can inform instruction. Our focus and this grant's intent is to promote a culture of continuously monitoring student growth through the development of district and building professional development plans that keep the focus of our professional learning on these goals. Further, providing teachers with the tools and then setting expectations around the use of those tools to both collect and analyze student performance data to monitor progress and make instructional decisions is fundamental to school improvement. By making the utilization of the tools associated with this grant the focus of walkthroughs and observations as a part of our OTES process and including data collection and use in the post observation conference collection of teacher data the likelihood that the processes put into place through this grant will be sustained is substantial.

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.

This grant and the program that it supports is not an end in itself. Rather, it supports a long-term effort by the Jefferson Area Local Schools to use the Ohio Improvement Process and Race to the Top to become a district characterized by a culture that is consistent with the research completed by the Ohio Leadership Advisory Council (OLAC) and expressed in its Ohio Leadership Development Framework: Based on this research our district's culture will allow us to: -Use relevant data to identify the greatest district problems and apply effective decision-making at all levels of the system to solve them; -Develop a single coherent improvement plan with focused goals for achievement and instruction to guide district-wide improvement efforts; -Monitor the degree of implementation of strategies and actions to reach district goals for achievement and instruction; -Use resources, including time and personnel, to support district goals for achievement and instruction. At a building level, building leadership, data and teacher teams will: -Promote a commitment to continuous improvement. -Maintain a school-wide focus on high achievement for all students. -Facilitate the establishment and ongoing efforts of collaborative team structure(s) that use data to inform and improve instructional and assessment practice. -Monitor the progress of the improvement plan, specifically adult implementation and student performance indicators and actions and make necessary adjustments based on data. -Communicate both internally and externally to ensure all stakeholders are aware of and have the tools necessary to implement building goals. -Provide opportunities for meaningful input and feedback from internal and external stakeholders. -Make decisions regarding financial and capital management aligned to district goals and strategies. Additionally, our school culture will promote: -A commitment to professional learning communities -Individualized and personalized instruction for all students -Use of technology in instruction -Enhanced connections to families Formative instructional practices are the formal and informal ways that teachers and students gather and respond to evidence of learning. These practices include four core components: -Creating and using clear learning targets -Collecting and documenting evidence of student learning -Analyzing evidence and providing effective feedback -Preparing students to take ownership of their learning Based on the research sponsored by Battelle - In every classroom: Learning Targets Are Clear Students can answer the question, "Where am I going?" Evidence of Student Learning is Collected And Documented Students use this evidence to answer the question, "Where am I now?" Feedback is Effective Students use effective feedback to answer the question, "Am I on the right path?" Students Take Ownership of Their Learning Students can answer the question, "What do I need to do to be successful?"

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.

We will look for positive changes in the following student data to determine the impact that formative instructional practices and the resources provided by this grant have on student achievement. Aimsweb Benchmark and progress monitoring data in grade K-6, OAA, OGT data, (PARCC) value added data for grades 4-8, In-View data grade 4 and Terra Nova Data grade 3, classroom assessments, student self-assessment in grade 7&8, nine week grade distribution data by subject area and by teacher, ACT data, the data in the district's decision framework and student work samples. Data from the implementation of teacher SLOs will also provide valuable insight. The following educator data will be collected and analyzed to monitor implementation of the overall formative instructional practices employed throughout the district as well as the use of and implementation of the resources provided by this grant. Secondary course syllabi, classroom- walk through data, professional growth and improvement plans developed under the JTES, teacher evaluation, observation, pre and post- conferences, grade level and department meetings, lesson plans, department liaison meetings, DLT, BLT and TBT meetings, teacher surveys, and the information garnered from administrators as a result of the implementation of OPES. The school district has made a commitment to higher achievement for all students regardless of race, gender, ethnicity, socioeconomic status, limited English proficiency, disability or giftedness. A core belief against which initiatives and actions are judged is that all students can learn and that the school creates the conditions that make this a reality. We embrace the paradigm shift that asserts that our schools' product is the work that we create for students to do and that they and their parents are consumers of that product. (Schlechty) We will be characterized by a culture that is consistent with the research completed by the Ohio Leadership Advisory Council (OLAC) and expressed in its Ohio Leadership Development Framework: Based on this research we will measure the effectiveness of the implementation of this grant and the larger goal of having all of our teachers effectively use Formative Instructional Practices through surveys, observations and evaluation of how well we: -Use collaborative team structures analyze data and use it to make instructional decisions. -Use the relevant data to identify the greatest district problems and apply effective decision-making at all levels of the system to solve them; -Continue to develop a single coherent district improvement plan with focused goals for achievement and instruction to guide district-wide improvement efforts based on the data collected in the classroom; -Monitor the degree of implementation of the strategies and actions described in this grant to reach district goals for achievement and instruction; -Documentation that we are Individualizing and personalizing instruction for all students -The Use of technology in instruction, assessment and data collection We have made a commitment to focus on building improvement plans that remain consistent over a 3-5 year period of time and use staff survey and grade level and department meetings to monitor implementation of initiatives with integrity and identify professional development needs. Grade level and department meetings are now focused on the development of small learning teams focus on increasing student learning. We are working to link professional development to daily classroom practice.

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, John Montanaro, Superintendent, Jefferson Area Local Schools 045872 10/24/13