

Budget

Northeastern Local (046250) - Clark County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (482)

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	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	80,000.00	0.00	0.00	0.00	80,000.00
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	80,000.00	0.00	0.00	0.00	80,000.00
Adjusted Allocation								0.00
Remaining								-80,000.00

Application

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Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Remediating Low Performing Teachers through Differentiated Virtual Professional Development

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 Ohio Teacher Evaluation System requires teachers who have summative ratings of "Ineffective" to be placed on improvement plans. Building administrators would need to craft improvement plans to guide these teachers in remediating specific strands within the Ohio Teacher Evaluation System. This pilot would provide opportunities to support improvement plans through collaboration with Educational Impact, a provider of online professional development content.

1200 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Dr. Lou Kramer

Organizational name of lead applicant: Northeastern Local School District

Unique Identifier (IRN/Fed Tax ID): 046250

Address of lead applicant: 1414 Bowman Rd. Springfield Ohio 45502

Phone Number of lead applicant: 937-325-7615

Email Address of lead applicant: loukramer@nelso.org

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

First Name, last Name of contact for secondary applicant: Dr. Milton Folsom

Organizational name of secondary applicant: Northridge Middle School

Unique Identifier (IRN/Fed Tax ID): 000137

Address of secondary applicant: 4445 Ridgewood Rd. E. Springfield, Ohio 45503

Phone number of secondary applicant: 937-399-2852

Email address of secondary applicant: miltonfolsom@nelso.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.

Northeastern Local School District 1414 Bowman Road 046250 1414 Bowman Road Springfield, OH 45502 937.325.7615 loukramer@nelso.org Dr. Milton Folsom Principal Northeastern Local School District, IRN # 4445 Ridgewood Rd. E. Springfield, Ohio 45503 937-399-2852 miltonfolsom@nelso.org

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.

Building administrators will serve as the primary agents for implementation of this pilot. As building administrators serve as the evaluators of the targeted teachers (i.e. low performing teachers), they can best identify strands within the OTES progress that can be integrated within specific teacher improvement plans. Building administrators will collaborate with teachers on available course offerings through Educational Impact and determine which courses will remediate targeted OTES strands to improve student outcomes. Furthermore, courses will be selected which support the established timeline within the improvement plan. A secondary component to course selection would be application of the train-the-trainer model, where specific course material could be transferred to additional staff using within a professional learning community (PLC) setting. District-level personnel, such as the Superintendent or Assistant Superintendent, will facilitate broad decisions on aligning professional development opportunities (through Educational Impact) with overall district goals (resulting from the districts application of the Ohio Improvement Process or OIP). This could potentially mean extending the application of Educational Impact as professional development for building and district administrators at no additional cost. Application in such a manner would reflect alignment within the Ohio Principal Evaluation System, as Educational Impact offers differentiated professional development opportunities directly related to building administrative functions and responsibilities. Finally, district personnel will outline and communicate fiscal implications of this pilot through an established budget for the pilot and any implications on the 5-year forecast. Possible implications would include replacement or consolidation of services provided by Public School Works into the services sought within this proposal (Educational Impact offers comparable courses to Public School Works, at no additional cost).

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Student achievement

Spending reductions in the five-year fiscal forecast

Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one:)

New - never before implemented

Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

Mixed Concept - incorporates new and existing elements

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Building administrators complete the Ohio Teacher Evaluation System cycle in May of every school year. The evaluation system requires teachers be assigned a summative, holistic rating at the conclusion of the cycle. For those teachers who receive a holistic rating of "Ineffective", improvement plans must be created to address identified areas of refinement (specific OTES strands). Building administrators will work with teachers in identifying far-reaching instructional strands that would have the most impact on student outcomes. Educational Impact is a third-party provider of virtual professional development of teachers. Education Impact offers opportunities for professional development on a range of educational topics. These topics include instructional practices within diverse classrooms, adolescent literacy, teacher evaluation / walkthrough practices, and differentiated instruction. These topics are covered as video courses and have integrated assessments to encapsulate focal points. The courses are centered on research-based practices, supported by field experts at both the elementary and secondary level. Educational Impact affords users with the opportunity to create Personal Learning Plans (PLP) composing videos and assessments on a variety of topics. Furthermore, leaders or mentors can be assigned to each Personal Learning Plan to monitor progress and incorporate additional remediation. EI's Program Library features top educational experts and hundreds of classrooms in action. Learn from the best like Jay McTighe, Alan November, Robert Marzano, David Warlick, Marcia Freeman, Rick Stiggins, etc. By combining experts and classroom shots, EI has created a library of 44 comprehensive programs. Programs range in length from 2 to 8 hours and are divided into separate learning modules and individual video clips. EI adds 3 to 4 new programs every year. All users receive each additional program as they become available during the subscription term. As of August 2012, EI's Program Library consists of programs such as: Teacher Evaluation Using the Danielson Framework, How to be an Effective Principal Mentor, Components of Great Teaching, Teacher Evaluation Using the Danielson Framework, Assessment for Learning, Unpacking the Common Core, Teaching the ESL Learner, Positive Behavioral Supports in Action, The 5 Practices of Highly Effective Classrooms, Visual Tools and Graphic Organizers, Managing the Defiant Child, A Guide to Differentiated Instruction, Teaching the ADD/ADHD Student, Effective Teaching in Diverse Classrooms, Teaching Character and

Values, Adolescent Literacy, Balanced Literacy, Mastering RTI, Brain Based Instruction, Preventing Student Cheating and Plagiarism, The Inclusion Breakthrough, Instructional Leadership in Practice, Effective Intervention Assistance Teams, Teaching in the Block, Embracing Data, etc. The building administrators and the teacher will work collaboratively in determining which standards of remediation within the Ohio Teacher Evaluation System. These standards will align with results of the OTES, relating to below expected academic growth of student and/or other standards associated with an ineffective rating. Specific measurable goals, including beginning and end dates, will be created to support focused performance standards. An overall plan of action will be developed to assist the teacher with attaining stated measurable goals. It is within this plan of action that aligned professional development opportunities, through Educational Impact, will be agreed upon and completed by the teacher.

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 pilot will address student achievement on several levels. First, by integrating targeted professional development opportunities within the improvement plan, overall instruction will improve for all students of that particular teacher. Furthermore, the application of the train-the-trainer model within professional learning communities will improve the overall capacity of the teaching staff within the building. Thus, student outcomes will improve for all students within the respective building. The pilot also has the potential to replace the services provide by a current third-party provider, Public School Works. Educational Impact offers similar course to Public School Works. The termination of services with Public School Works would reduce the overall cost of the district. Furthermore, the professional development opportunities available through Educational Impact's resources could supplant current agreements with local colleges and universities.

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.

Remediation of ineffective teachers is a requirement of the Ohio Teacher Evaluation System. Although there exist other professional development opportunities with lower financial incurrence, the district would still experience a savings in general funds that could be carried-over past the 5 year forecast. These savings would be used to sustain this pilot further into the future.

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

80,000.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RtT 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.).

The cost of this pilot is \$80,000 over a 5-year period. These funds would provide services through Educational Impact network for each building within the Northeastern Local School District.

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.

16,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

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

Following the funding period covered by this grant (5-year), the only reoccurring cost would be the year fee for each building (which is currently \$3200 per building per year or \$16,000 per year for the district).

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

6,000.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

The district could potentially save funds by replacing some modules of Public School Works, which the district currently uses for required trainings, with that of Educational Impact.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The proposal is a pilot program which is suggested to last 5 years. If after the 5 year program the professional development received during the pilot period did not prove to be effective, the program would be discontinued. If the program is judged to be effective, a portion of currently encumbered professional development funds would be diverted to equal to the cost of EI.

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): 01/01/2014

* Narrative explanation

District and building administrators will hold preliminary discussion on potential candidates for the pilot, based on progress within current evaluation cycle. Administrators will evaluate common areas of improvement that could affect student outcomes on a long-term basis (ultimately affecting the districts ability to achieve goals outlined through the Ohio Improvement Process). District-level training on teacher improvement plans will be conducted prior to 04/30/2013 to develop a common understanding of the components of an improvement plan. We would also use this opportunity to explore the resource available through Educational Impact with one of their experts or consultants.

Implement (MM/DD/YYYY): 05/01/2014

* Narrative explanation

Building administrators will complete summative evaluation meetings with Ineffective teachers. Areas of improvement will be identified within the improvement plan. The action plan will identify courses for completion, through Educational Impact, to be completed within the stated timeframe on the improvement plan (potentially 6 months). Teachers will have to provide reflections of coursework to the building administrator, including an evaluation on the impact the course will have on instruction and overall student outcome. Additional courses may be recommended by the building administrator based on the level of understanding conveyed by the teacher through the reflections of the initially assigned courses.

Summative evaluation (MM/DD/YYYY): 12/01/2014

* Narrative explanation

Building administrators will conduct a follow-up cycle using the Ohio Teacher Evaluation System. Emphasis will be placed on those standards chosen for remediation within the Improvement Plan. Building administrators will work collaboratively with teachers in examining evidence, then conducting a holistic determining on whether the teachers progress on the Improvement Plan. The building administrators will create a narrative outlining the teacher's progress on the improvement plan, using the evidence to support any successes relevant to the improvement plan.

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

Organizational changes as a result of the pilot will be reflected in a more purposeful identification of areas of improvement within the evaluation process. Currently, the evaluation process has been somewhat unilateral in that administrators provide teachers with feedback on instructional practices but limited means on opportunities to remediate areas of improvement. This potential partnership with Educational Impact will reinforce resources currently in existence to support the improvement of instruction, both for the administrators and teacher. The administrator, more cognizant of available resources, can direct teachers towards more efficient and effective professional development opportunities. Likewise, the teacher can embrace timely feedback through immediate remediation and application of specific instructional strategies. Ultimately, this could correlate to a reduced delay in improvement within student outcomes. Instructional changes as a result of this pilot will be reflected through an increase in collaboration on instructional improvement. Knowledge of the instructional resources available through Educational Impact will empower our teachers expand their practice in connection with student achievement. Teachers will have the opportunity to explore concepts that were once foreign or unfamiliar and embrace them as avenues to improve student achievement. Finally, this pilot will improve the overall instructional and leadership capacity of the building. This will be reflected through teacher-led initiatives within the building and collaborations with community or business leaders.

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 rationale behind this pilot is founded in collaboration and accountability. The collaboration between the administrators and teacher will support the overall improvement process, including providing areas of focus for improvement. This collaboration will also provide opportunities for direct feedback and an immediate impact on instructional practices. Administrators and teachers will develop common understandings of expectation regarding instruction and student outcomes. The resources associated with Educational Impact promote instructional practices geared towards growing all students. Additionally, the tracking or monitoring systems embedded within Educational Impact's Personal Learning Program will allow administrators to reinforce targeted practices in a timely manner.

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

Yes

No

22. If so, how?

Since the majority of Ohio LEA's have adopted the Ohio Teacher Evaluation System and have equal access to Educational Impact, the conditions of the pilot can easily be replicated.

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

This pilot will lead to increase collaboration between administrators and teacher in approving student outcomes. Additionally, this project will improve the overall capacity of teachers as instructional leaders through the application of the differentiated resources available with Educational 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.

There are several benchmarks that would exist in connection with this pilot. By the conclusion of the pilot, we expect the following outcomes: -Decrease in the number of low performing / ineffective teachers identified through the evaluation process -Increased (tiered) in overall teacher performance as evident through evaluation / walkthrough data -Increase in differentiated instruction as evidence through lesson plans and walkthrough data -Increase in administrative capacity to serve as an instructional leadership, as evidence by feedback within evaluations / walkthroughs; formal professional development on instruction

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 evaluation process and criteria (aligned with OTES) will serve as reference for evaluating the impact of this pilot. As we track summative ratings of teachers over the next five years, there is an expectation for the number of ineffective teacher to decrease and the overall summative ratings of teacher to improve. This pilot will not affect the evaluation process or criteria. However, the outcomes of these evaluations will be affected.

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, Lou Kramer, Superintendent, Northeastern Local School District, 10-25-13