

Budget

Olmsted Falls City (046573) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (322)

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		65,000.00	21,000.00	0.00	0.00	0.00	0.00	86,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		23,160.00	3,578.00	101,011.00	0.00	0.00	0.00	127,749.00
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		88,160.00	24,578.00	101,011.00	0.00	0.00	0.00	213,749.00
Adjusted Allocation								0.00
Remaining								-213,749.00

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: Integrated Positive Behavioral Supports

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.

By providing a continuum of behavioral supports and intervention within the district there will be a reduction of separate facility placements for students. We will utilize a district-wide Positive Behavioral Interventions and Supports (PBIS) system to meet the needs of all students Preschool through High School. The best intervention is good first instruction and our goal is to develop a strong primary intervention system as well as to refine our secondary prevention system.

3893 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Kelli Cogan (Assistant Superintendent)

Organizational name of lead applicant: Olmsted Falls City School District

Unique Identifier (IRN/Fed Tax ID): 045673

Address of lead applicant: 26937 Bagley Road, Olmsted Falls, Ohio 44138

Phone Number of lead applicant: 440-427-6000

Email Address of lead applicant: kcogan@ofcs.net

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

First Name, last Name of contact for secondary applicant: James Tatman (Director of Pupil Services)

Organizational name of secondary applicant: Olmsted Falls City School District

Unique Identifier (IRN/Fed Tax ID): 045673

Address of secondary applicant: 26937 Bagley Road, Olmsted Falls, Ohio 44138

Phone number of secondary applicant: 440-427-6000

Email address of secondary applicant: jtatman@ofcs.net

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.

Jeff Kho Olmsted Falls City School District (OFEA Union President) IRN:046573 26937 Bagley Road, Olmsted Falls, Ohio 44138 440-427-6000 jkho@ofcs.net Dr. Jim Lloyd Olmsted Falls City School District Superintendent IRN: 046573 26937 Bagley Road, Olmsted Falls, Ohio 44138 440-427-6000 jlloyd@ofcs.net

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.

With district-wide responsibilities for academic and support services for Olmsted Falls City Schools, the Assistant Superintendent and Director of Student Services share a common vision of building the district's capacity to serve students with social emotional needs. Both of these individuals have had experience with fiscal management of district-wide program implementation and supervision through participation in Race to the Top grants and local grants. They also have experiences with the implementation of a district wide PBIS program with Mrs. Cogan being part of district-wide PBS initiative in a previous district and Mr. Tatman being part of classroom implementation of PBIS. The current Superintendent, Dr. Jim Lloyd is a former Director of Pupil Services and Assistant Superintendent who believes in this work and will support it from the executive level and the school official level (i.e the Board of Education). Jeff Kho is the President of the Olmsted Falls Educator Association and has assisted in writing the grant as well. Mr. Kho's participation represents the teaching staff's investment in this program to ensure lasting effects district-wide. We have a very robust Strategic Leadership Team that includes stakeholders from all facets of the organization. At a recent meeting this proposal was reviewed and is fully supported by all members of the team.

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.

We rely on separate facility placements to meet the needs of students with behavioral disabilities to a greater extent than if an appropriate and effective behavior intervention system was in place district-wide. The students' needs dictate that additional resource and supports are necessary which Olmsted Falls is currently not trained or staffed to provide. To maintain a high quality academic environment we need to increase staff capacity for understanding how to address student behavior and provide additional resources around behavioral supports. This will allow us to build a stronger more cohesive structure around the premise of educating all students to the highest level. We are committed to ensuring a safe, respectful and responsible school climate. We need to develop proactive, positive behavioral support strategies that are tailored to our district, schools and classrooms. The best method to prevent problems is to empower people with the skills to engineer a learning environment that equips them to intervene. Using outside resources paid for with grant money, staff members, PreK-12, will participate in PBIS (Positive Behavioral Intervention Support) training for the primary prevention tier. A PBIS approach to behavior change incorporates proactive, positive instructional strategies exercised over time. The emphasis is on, "How can the system help Jimmy behave appropriately in class fostering academic and social success?" PBIS training will build capacity to ensure an increased level of understanding of the methodology and empower our staff by giving them techniques to ensure students behave responsibly and respectfully. First would be to identify our shared beliefs as well as our processes to prevent students from "falling through the cracks". Once accomplished, we will identify school wide, classroom and individual expectations that are tailored to meet student needs. Behavioral expectations will be defined and explicitly taught so students are clear of the expectations in all settings. An example is student voice levels. Teaching students a 1 to 4 voice level system (1=silent, 2=whisper, 3=conversation, 4=presentation) allows for a common behavior language throughout the district. A reward system will be established to encourage positive behaviors. Consequences will exist to extinguish negative behavior. The data gleaned from this tier will be used for decision making in regards to identifying at-risk students. Students who have not responded to the above Tier I interventions are at-risk for more severe behavioral problems requiring targeted interventions from professionals trained in behavioral management. To support our staff working with this population the district will provide intensive training for identified staff already working in the District. These staff members would then work collaboratively with other staff members to link academic and behavioral performances to ensure success of the whole child. About 5% of the school population will need individualized intensive services. These interventions are used with students who are unresponsive to Tier I and II interventions. Students in this tier will receive intense support services as identified in a behavior intervention plan.

The identified Intervention Specialist would also receive intensive training. The ultimate goal for these Tier III students would be for the behavior to be extinguished to allow them to assimilate back with their peers. Recognizing that a student's needs go beyond the scope of the schoolhouse, utilization of a community mental health expert would allow us to connect school to home. This individual will provide support services for the Tier II and Tier III students and their families to build consistency between settings. Using secured grant money we would add this person to our staff. After the grant year we would sustain this individual through a reduction in tuition costs used to send students to an alte

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. We currently have 20 students with special needs attending separate facility placements. Once PBIS is in place it will provide our staff with the tools to support the transition of these students back into the Olmsted Falls City School District and into a less restrictive environment. There are 8 additional at-risk students currently attending Olmsted Falls City Schools who may be placed in a separate facility because we currently lack the capacity to support them within district. We are projected to spend \$937,000 for Fiscal year 2014 out of the IDEA and general fund accounts. Once we have a system in place to provide high quality interventions for our at-risk students we can provide our students with an in-district placement that will appropriately meet their needs. Our goal for fiscal year 2015 and beyond is to use the funds we would have spent on separate facility tuition and transportation costs to maintain the expenses of the program established through the Straight A funds. The primary feature shared by these programs and all PBIS models is that more time, effort, staff development, and financial resources are placed on proactive, positive, and instructional approaches rather than on reactive and exclusionary approaches PBIS is a systemic approach to proactive, school-wide behavior based on a response to intervention model. These practices and strategies will increase academic achievement of our students. Recognizing that teaching and learning is vital to our organization and all stakeholders it is imperative that we provide a systemic approach to behaviors that negatively impact student achievement. The implementation of PBIS needs to be done strategically, systemically and with fidelity.

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.

Uploaded Five Year Forecast

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

213,749.00 * 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).

The funds we receive from the grant will provide both salary/benefits as well as purchased services. We are asking for \$65,000 to cover the cost of hiring a School Social Worker plus \$21,000 for fringe benefits. This addition to our staff will be integral to the success of the grant proposal. We would use this individual to provide support to our students PreK-12. This amount could be a little less or a little more depending on years of service, experience, etc. Throughout the 6 to 7 months of the grant period we would provide Tier I training to all staff in the district both certified and classified. We identified the current number of staff members both certified and classified and determined cost of providing sub coverage. We have 228 certified staff members and 163 classified staff members. The cost of providing two days' worth of professional development for Tier I would be \$18,240 (2 days x 228 x \$80.00) for certified staff and 19,560 (2 days x 163 x \$60.00) for classified staff. Training for identified staff for Tier II would consist of another 3 days for each of these certified and classified staff members. The cost for Tier II training would be \$12,000 (3 days x 50 x \$80.00) for certified staff members. For classified employees (mainly paraprofessionals) to attend Tier II intensive training would be \$3,600 (3 days x 20 x \$60.00). We would add \$6876 for benefits and workers compensation for all substitutes. Tier III training is very intensive and would require additional professional development time for our special education teachers who are currently working with our behavioral needs students. Additional sub coverage would be needed for these staff members (3 days x 6 x \$80.00) which would come to \$1440 along with an additional \$200 for fringe benefits. To provide the training we will be working with an outside provider. The Educational Services Center of Cuyahoga County (ESC) will provide us with training for Tier I and Tier II. We will be using another provider for Tier III training. The cost of these purchased services will be \$32,500 (13 days x \$2500.00 per day). We added additional funds here for providers to act as consultants after the training to provide in house needs assessments and to assist us with implementing PBIS with fidelity. These funds total \$7000 (5 buildings with two to three days each to assist with full implementation and additional support as needed). We will also use additional funds to reimburse for mileage and food for staff members who attend professional development off site. We took the total number of staff members and multiplied it by \$25 to cover both mileage and food per day. We projected mileage from their home school to the ESC of Cuyahoga to determine cost. This overall cost would be \$25,200 (Tier I Training all staff= \$19,500, Tier II Training all staff = \$5250 and Tier III training all staff = \$450). There is \$1,139.00 that is not accounted for in the above cost projections. As we are still in the planning stages we wanted to have some room for additional services as needed. We will use grant funds to provide the training and professional development needed to implement PBIS (all three tiers) by August of 2014.

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.

67,500.00 * 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.

We will continue to employ the Social Worker (\$65,000) after the grant is implemented. Their salary is forecasted in the five year budget. We will cover the cost of this additional employee through a reduction in tuition for out of district placements. We will still be able to train new staff members (new after 2014) on PBIS as we will use staff members who have been trained in all three tiers as our professional development trainers for new staff members. The cost of doing this after the grant is about \$2500.

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

200,000.00 * 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.)

We have three students who may need out of district placement if we do not have this continuum of service in place. Once we are able to put PBIS supports in place we would look to keeping these students in district as well as bringing back two to three students who are currently placed in separate facilities. When we bring two students back into the district the minimum savings would be \$200,000 a year. The savings would actually be greater as we would not need to look to out of district placements for the three students mentioned above.

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.

We currently pay \$359,840 in out of district tuition for students identified as ED (emotionally disturbed). We have identified two possible three students who we believe, if we had the correct supports put in place, would be successful transitioning back into the Olmsted Falls City Schools. When we bring these students back the money we bring back to the general fund would be moved to pay for the salary of the full-time Social Worker who was hired initially by the grant. On top of the salary being paid by the savings from bringing students back, there would be additional money put back into the budget as the amount of money coming back to the district will be greater than the cost of the Social Worker.

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): 01/30/2014

* Narrative explanation

Once we are awarded the funds from the Straight A Grant we would share with all stakeholders (administrators, teachers, support staff, board of education and parent) our timeline for implementation of PBIS. This timeline would be specific and include the step by step process for the training and implementation of PBIS. We would immediately post for the position of school Social Worker. We may contact outside agencies to assist with the hiring of this individual (ESC, County Board of Health). Prior to the training starting in February we would want to make sure that we have communicated our vision as well as our goals/outcomes for year one and beyond. The one barrier that we can think of might be the difficulty with hiring a Social Worker mid-year. We would want someone who brings with them a wealth of experience and is able to navigate the social services aspect of the position. It may be difficult to find someone in January who is not already under contract with another agency/school. We have agreed that we may hire someone on a half a year contract and repost in the summer if needed.

Implement (MM/DD/YYYY): 02/10/2014

* Narrative explanation

Begin training staff members through the ESC. We will look at training first a district team that will be comprised of teachers/administrators/classified staff members from all levels. This group will identify Tier I behavioral expectations for the district. Next individual buildings will be trained and begin to work through the process so they can begin to identify their own building needs and how to introduce PBIS into their buildings. As we work through the initial training process with staff here in Olmsted Falls we need to continue to communicate and review our timeline for implementation. One barrier we are anticipating would be that PBIS requires district buy in from all stakeholders. We will need to be aware of their concerns and solicit feedback often from them to ensure that we are able to facilitate a district wide buy in. Another barrier may be the idea that PBIS takes time to implement and needs to be implemented systematically. Staff may be under the impression that after an initial training if they "do" PBIS it will be effective. Research shows that implementing PBIS takes time and fidelity to begin to see the positive results. We will need to reiterate to staff that PBIS will work if we continue to focus on the core elements over time.

Summative evaluation (MM/DD/YYYY): 8/1/2014

* Narrative explanation

At this time all staff in the Olmsted Falls City School District will be trained in Tier I and identified staff will be trained in both Tier II and Tier III. By May 10th we will have created a district wide behavioral matrix which includes common behavioral language PreK-12. Each individual building will have also created their own building behavioral matrix. With support from outside consultants building PBIS plans will be ready to be fully implemented at the start of the 2014 school year. While we have been communicating with all stakeholders throughout this process it would be imperative that individual begin to craft their own communication plan to be shared with parents at the start of the year. One barrier could be the hiring of new staff prior to the start of 2014. We would need to have systems in place to provide PBIS training/overview for these staff members prior to the first day of school. If we are using current trained staff to provide this training we need to secure them prior to August and identify the date of training. One idea we have is to make PBIS part of the new teacher orientation that takes place prior to the start of school. While we want to encourage buildings to personalize their PBIS implementation as we recognize the differences in student age levels, we also want to ensure that there are certain non-negotiables that must be implemented with any building PBIS plan. This may be difficult to monitor but we will need to identify how we maintain consistency between the buildings.

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

With successful implementation of district-wide PBIS the expected change will occur for both instructional and organizational practices. Students will have a clear understanding of the behavioral expectations across school settings and be encouraged to behave as expected through positive recognition. The focus on behaviors will shift from negative and reactive to positive and proactive. With these improved behavioral expectations staff and students will be able to focus more on instruction and learning and less on classroom management tasks. Teachers' instruction will have behavior expectations embedded into it blending academic learning with behavior development to continue to address the needs of the whole child. During the implementation staff will develop intervention strategies allowing them to more rapidly respond to students' behavioral needs and extinguishing negative behaviors. Across the district, staff will have a common behavioral language creating consistency for students. These consistent expectations will support students with greater behavior challenges since they will know the expectations for all school settings. If students present challenging behaviors teachers and staff will have supports in-district to specifically target the needs of the child. Staff will work as a team to develop interventions and supports for these students. This plan will then be implemented across all school settings and not in isolation. This consistent delivery will result in a more rapid and lasting positive behavioral change. With positive behavior interventions and supports students will see school as a safe and supportive place which fosters a learning environment where they can excel.

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.

PBIS is an evidence-based framework for developing positive behavior supports and has been used in schools nationwide to create a positive climate for learning. PBIS is also a research based approach to teaching that offers schools practical strategies for bringing together both behavioral and academic learning throughout the school day (Northeast Foundation for Children, N.d). The premise of the PBIS approach is that continual teaching, modeling and reinforcing of positive behavior will support student's positive behaviors, reduce discipline problems, and promote a climate of greater productivity and learning. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies. These core elements of PBIS are integrated within organizational systems in which teams, working with administrators and behavioral specialists, provide the training, policy support and organizational supports needed for (a) initial implementation, (b) active application, and (c) sustained use of the core elements (Sugai and Horner, in press). PBIS was originally developed as a way to work with students and other individuals with developmental disabilities in various settings, including schools. It was an alternative to punishment-based and other aversive interventions for addressing self-injuring, aggressive, or other behaviors that impeded an individual's learning or the learning or comfort of others (Sailor, Dunlap, Sugai, & Horner, 2008). Over time, educators began to expand the scope of PBIS to address the larger school community. They recognized that individuals with disabilities do better when the whole school environment is one that supports positive behavior, and that all students benefit from such an environment. PBIS thus evolved into a way to design schoolwide supports-those for typical students as well as students with disabilities (Sailor, Dunlap, Sugai, & Horner, 2008). Students involved in PBIS feel more positive about their academic experience when expected behaviors are explained and explicitly taught. In addition, students with emotional disturbances have seen significant reductions in externalizing behaviors (Benner, Beaudoin, Chen, Davis and Ralston, 2010). Perhaps the most intriguing piece of data is the research stating a 40 to 60% reduction in problem behaviors and office referrals for districts implementing schoolwide PBIS (Lewis, 2006). PBIS allows educators to communicate academic and social expectations to students in order to create safe learning environments. As accountability measures continue to increase in the public schools, efficiently managing the time spent on academics is imperative. Overall, the research has shown that PBIS decreases behavioral interruptions in order to maximize learning. Administrators and teachers across the nation are faced with new challenges of educating an increasingly diverse student population. PBIS has become the framework to engage all stakeholders in a process that reduces behaviors and elevates student achievement. By bolstering the district's approach to behavior management with a positive and proactive approach, the needs of individual students with moderate to intensive behavior needs will be better met in the district setting. This improved support system will reduce the number of students currently attending or projected to attend separate facility placements. These reductions in separate facility placements will result in a reduction in the five-year forecast.

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

Yes

No

22. If so, how?

District-wide PBIS programming shifts the focus on school behaviors from negative and reactive to positive and proactive. Because of this philosophical change that must occur for PBIS, staff education and buy-in are essential for successful implementation. Staff understanding for the program's need must be an initial and ongoing focus during implementation. This program has been successfully implemented in other Ohio school districts because, in large part, to staff education and buy-in. The implementing district must have staff ready to embrace this philosophical change. This readiness can be developed from leadership, internally from staff or a blend but it must occur for lasting success. Currently the Olmsted Falls Education Association and Olmsted Falls Association of Public School Employees fully supports the need to provide common behavioral language and expectations. We have not taken a top-down approach and we believe this gives ownership to the most important stakeholders, our staff who is implementing PBIS on a daily basis. If other districts were interested in replicating our PBIS process we would be able to have our teachers and support staff share their role in the process which we believe supports the idea that PBIS only successful if you have staff leading the process. This project is different than others in that it focuses on district-wide implementation to support building level activities. By taking this approach all district employees will hear the same message at the same time. They will all experience growing pains and successes together which will foster a district program instead of duplication from one successful building to another. All students will experience this behavioral philosophy shift at the same time eliminating segmented and varied approaches that reduce the program's effectiveness. Program implementation is designed to occur over a single school year but it is recognized that expected full return on the investment will occur over multiple years as strategies and interventions are refined. PBIS will have a lasting effect on district culture and environment creating a safe and positive learning environment for both the students and the staff of Olmsted Falls.

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

PBIS is a prevention-based framework that is designed to assist staff in implementing and organizing behavioral interventions for all individuals in order to improve their social and academic outcomes. PBIS is also a long-term approach that includes goal identification, information gathering, hypothesis development, support plans, implementation, and monitoring. The PBIS approach is designed to change the culture of an entire organization. Changing inappropriate individual behavior often requires changing staff behavior. Research shows that it takes two to four years to evince significant and sustainable changes in the school environment. PBIS promotes a collaborative team approach to prevention through the involvement of key stakeholders including the staff, administration, students and family. Working collaboratively is an outcome of the grant implementation PBIS includes systems, data and practices that are both research and evidence based. PBIS is also associated with sustained changes in schools' internal discipline practices and systems. Changing the culture of a school requires teachers, families and students to commit to a continuous cycle of reflection and action in an open dialogue, not a top-down prescription of interventions. The immediate goal of the grant will be to jointly develop a system that will meet the needs of all students while also affording a system that is responsive to a smaller group of students who need more intensive interventions. Since PBIS is implemented universally, a prerequisite for the program implementation is that the majority of staff displays a willingness and commitment in adopting the PBIS framework. The district has already begun these conversations with the staff and they are ready to work collaboratively to come up with solutions that are best for students. Throughout the grant and after the grant data will be collected, analyzed and reflected upon. The data will be the catalyst for continued support of PBIS. Recognizing there is a problem is the first step, collaboratively implementing a system to support fixing the problem is the next step, and implementing with fidelity is critical as the last step in maintaining success. The grant will afford Olmsted Falls with the opportunity to involve all stakeholders (certified and classified) in the training and implementation of PBIS. After the grant PBIS will continue to thrive as the district is fully committed to both implementation and future support. If our school based teams are vigilant in their implementation of their systems, data and practices then the PBIS model becomes a great habit that is "just the way we do business around here." This will continue long after the grant has been expended.

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.

Benchmarks for spending reductions in the five-year fiscal forecast will first be done in a freeze then reduction of costs. A freeze on separate facility tuition and transportation costs for the fiscal year 2015 budget. This will be achieved by maintaining students currently placed in-district who are at risk of being placed out as related to behavioral issues. During the fiscal year 2015, with implementation of PBIS and increased support staff, students currently placed at a separate facility will begin to transition back to in-district programming. Fiscal year 2016 budget will show a reduction in separate facility tuition and transportation costs that will match or exceed the budgeted cost of a district social worker, no longer supported by the Straight A funds. During fiscal year 2016, additional students currently placed at a separate facility will transition back to in-district programming. The fiscal year 2017 budget will show a reduction in separate facility tuition and transportation costs. Ongoing separate facility tuition and transportation costs will remain at levels below ongoing operating costs of the added social worker salary. Benchmarks for student achievement will occur through data tracking of student and staff time spent on behavior related tasks. Data will be collected and monitored to compare to established baseline data for the amount of time a student is missing academic instructional learning as a result of behavior. It is anticipated that year one data will show an increase of time being spent on behavior related tasks. This anticipation is due to the programs design of prevention and the need to front load the instruction of positive behavioral expectations. Data collected in year 2 will show a decrease in the amount of time student and staff spends on behavioral related tasks as a result of effective

implementation of the PBIS program. With a reduction of student and staff time spent on behavior related tasks it will be projected that the time is now being invested in academics and learning which will lead to increased student achievement.

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.

Students who are disruptive in their classes are frequently sent to the office to see the administrator in charge who may not be able to see that student immediately because they are involved in other behavioral issues. The student then sits in the office waiting to see the administrator while missing valuable classroom instruction. There is strong evidence that time engaged in instruction is important. It is relevant to consider the amount of academic learning time that is lost for students when we apply a reactive approach as we have in the past, including the amount of classroom learning time that is lost for all students as teachers respond to problems. We also must consider the amount of time that school personnel spend responding to problems rather than teaching. Teachers should be spending more time engaging in instructional activities that facilitate greater success among the students instead of managing problem behaviors. We will create a system for documenting time spent on disciplinary action to evaluate the cost effectiveness of preventative efforts (PBIS). We will use a spreadsheet that will allow the various buildings to track time spent on attending to reactive discipline each year. This will provide us with a way to make comparisons across multiple years and to evaluate the effectiveness of prevention strategies over time. The spreadsheet will track time spent on each referral as well as the amount of class time a student misses as a result of each disciplinary referral. It will also track the total number of referrals over the years. We will look at both monthly and yearly totals. We will continually share this information with staff and other key stakeholders as we make decisions about future efforts. Data that shows an increase in referrals over time will be analyzed to determine if the building is implementing PBIS with fidelity. We are already starting to track this data to ensure baseline data prior to the implementation of PBIS. We will also develop an analysis of the cost effectiveness of the implementation of PBIS across the district. We will begin by tracking our office referral data over a two year period (pre and post PBIS). We would use the information gathered from the first spreadsheet. For example if the first spreadsheet shows that on average one office referral is equal to 15 minutes of administrator time and 20 minutes of student instructional time that is lost, we could use this data to determine how many hours/days an administrator loses because of office referrals. We would do the same thing for students to determine the amount of hours/days they lose in classroom instruction. Comparing pre data to post data will ensure that we are seeing a monetary return on our investment. Our last data collection sheet will identify students who may have been identified as students who needed an outside placement prior to our implementation of PBIS Tier II. Keeping these students in the Olmsted Falls City Schools will save the district money both immediately and continuing over time. These data spreadsheets once created can be shared with other districts looking to implement PBIS.

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 : Kelli E. Cogan Assistant Superintendent Olmsted Falls City Schools 10/25/2013