## Budget

### U.S.A.S. Fund #:

**Springfield City (044818) - Clark County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (344)**

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| Adjusted Allocation | 0.00 |
| Remaining           | -509,310.00 |
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: Elementary Educator Effectiveness Academy

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.

B) PROJECT DESCRIPTION

1. Develop and enhance capacity for full implementation of the Ohio's New Learning Standards and STEM Education: Mathematics and English/language arts - Understand the implications of the shifts in instruction; examine the PARCC resources; and apply best practices to maximize student learning; Disciplinary Literacy - Understand the implications of the literacy shifts in instruction; identify the best practices that maximize student learning; and identify the interdisciplinary connections of Ohio's New Learning Stand with Science Standards, with the College, Career, and framework in social studies; STEM Education - Develop an understanding of how STEM Standards of Practice and problem based learning can be incorporated across all disciplines and how they are aligned with college and career ready standards. 2. Develop an understanding of the structure, content, behavioral guidelines, and assessments through the development of resources that can be accessed through an online portal that support implementation of ELA, Mathematics, Elementary STEM, and Disciplinary Literacy. 3. Create a school transition plan to guide school staff to fully implement Ohio's New Learning Standards, STEM Education, and the Educator Evaluation System.

4. Lead applicant primary contact: - Provide the following information:
   - First Name, last Name of contact for lead applicant: Dona Starrett
   - Organizational name of lead applicant: Springfield City SD
   - Unique Identifier (IRN/Fed Tax ID): 044818
   - Address of lead applicant: 1500 West Jefferson St. Springfield, Ohio 45506
   - Phone number of lead applicant: (937) 505-2841
   - Email Address of lead applicant: starrettd@spr.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, last Name of contact for secondary applicant: N/A
   - Organizational name of secondary applicant: N/A
   - Unique Identifier (IRN/Fed Tax ID): N/A
   - Address of secondary applicant: N/A
   - Phone number of secondary applicant: N/A
   - Email address of secondary applicant: N/A

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).
   - Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.
   - If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

8. Please provide a brief description of the team or individuals responsible for this project and the expertise in other innovative projects. You should also include descriptions and experiences of partnering entities.

   Andrea Townsend - Director of Elementary Schools has experience organizing cadres of professionals to rework curriculum & instructional practices to improve student achievement. She has successfully written curriculum assessments, RTI/PBIS which has resulted in improved student performance and increased academic achievement. She has a proven track record in Maryland reworking curriculum that resulted in increased student achievement K-12. In Florida, Mrs. Townsend sat on the state Multi-Tiered System of Support (MTSS/RTI) as well as the districts District RTI committee. Her model was adopted district wide which resulted in an increase of student achievement and increased performance on FCAT. Additionally, the RTI model created an ongoing progress monitoring system that promoted student achievement through a systematic intervention/enrichment process that increased test scores, supported the 3rd grade reading guarantee, increased student achievement, minimal cost, and shared resources amongst a very large district (77,000 students). Finally, Mrs. Townsend worked with Florida State University and a cadre of principals from around the state in a partnership to rejuvenate and optimize mathematics and science education in Florida. The lead on the team project is Andrea Townsend. She will be the lead on this project. She will organize the cadre of elementary principals, instructional coaches and teachers to lead professional development in the following areas: Instructional shifts necessary to transition fully to Ohio's New Learning Standards; Introduce and instruct the cadre of professionals on backwards mapping curriculum in order to write high quality assessments (assessment literacy). Introduce "Capabilities of Literate Individuals" to increase rigor and relevance for literacy instruction in schools (Hirch, E.D., 1988; Langer, J., 1991; Gayle, G. & Kizmich, L., 2005, ELA CCSS, 2010). Introduce "Standards for Mathematical Practice" to increase rigor and relevance for mathematical instruction in schools; Introduce the Common Core Standards for Literacy in Social Studies, Science, and Technology. Introduce and define the Writing Standards of the Common Core State Standards (CCSS)(arguments, information/explanatory, using sources, research), and narratives with a range of tasks, purposes and audiences) to increase the emphasis on writing in response to sources, across disciplinary contexts, and through authentic experiences. Examine all curricula (Ohio's New Learning Standards) with the cadre to review the level of rigor across the grade levels that promote academic independence. Elementary Principals, Instructional Coaches & Teachers will create "Instructional Toolkit" that will include: Clarification documents, where necessary,Elementary STEM integration, Model Units/Lessons,Sample performance tasks/Formative Assessments, Benchmark Assessment, Text Literacy, Interventions/extensions (RTI/IBIS, Tips) to use instructional materials and supports that are related to the Common Core State Standards and Ohio's New Learning Standards. Elementary Principals, Instructional Coaches & Teachers will create school RTI/IBIS plan. Each building will be trained in an effective "RTI/IBIS program" for ongoing progress monitoring that will include: Positive Behavior Intervention System (PBIS) PAX The Good Behavior Game Train-the-Trainer model to implement school wide positive behavior modifications to create an intrinsically motivated student. Response to Intervention (RTI) program that utilizes data to drive interventions at the student level. Student data will be tracked through a technology program that is explicitly designed to help students master Ohio's New Learning Standards & CCSS. The program provides rigorous content for math & ELA in grades Pre-K-6, has intervention & remediation to support the 3rd grade reading guarantee, PARCC & curriculum based item types, extensive, Common Core transition support, diagnostic pretest, benchmark test.

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

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

- Student achievement
- Spending reductions in the five-year fiscal forecast
- Utilization of a greater share of resources in the classroom

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

- New - never before implemented
- Existing and research-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership
11. Describe the innovative project.

As an urban district our students is imperative that we increase student achievement through rigorous content that will enable our students to reach their highest academic potential. While we have been successful in increasing student academic growth, it is time to focus on increasing the rigor and relevance of our instructional practices and curriculum to increase student achievement. The Elementary Educator Effectiveness Academy is designed to increase educator’s pedagogical understanding and their depth of knowledge in order to teach the Ohio’s New Learning Standards with more depth and breadth. Educators need to understand that instructional practices need to be revised through a systematic approach of review and a deeper understanding of the curriculum standards. Instruction needs to be differentiated to accommodate the learningstyles of each student. The faculty is essential to prepare our students with strong foundational skills to be successful as they are on the path in becoming college and career ready. The direction of the elementary curriculum needs to move from skills taught in isolation to a more integrated curriculum. The focus of the academies is to transition completely to Ohio’s New Learning Standards in English/language arts, mathematics, and to the Elementary STEAM standards of practice for integration of instruction in science, technology, engineering, art, and math. To engage in activities related to innovative item types, and finally BLT’s and RTI/PAX allow educators to directly align instructional practices to the Ohio’s New Learning Standards through the delivery of interdisciplinary connections in content and through the creation of the curriculum toolkit. Core Participant Group - Participants will develop new curriculum and assessments, incorporate RTI/PBIS for instructional environment, create the PD for schools after creating the curriculum toolkit, develop a plan to explain the implications for the shifts in instruction, examine PARCC resources, create performance task, and identify the best practices to maximize student learning.

12. Describe how it will meet the goals(s) selected above.

- If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Student Achievement: I will work with the cadre of principals, instructional coaches, and teachers to manage the grant-funded work of increasing educator effectiveness through a deeper understanding of the necessary rigor and relevance needed to deliver the Ohio’s New Learning Standards. We will analyze the CCSS and the Ohio’s New Learning Standards in order to create supports for complete transition. The team will then work to connect the new standards with current instructional practices and student achievement. Brown starts at the middle of the year and continues through the remainder of the year.

- If school/district uses innovative project to meet State Accountability through concrete practice actions. A critical goal is to determine where each of our students are in relation to the state content standards. Professional Development: Adopted From the Maryland Department of Education Introduction (All Participants): Participants will participate in intensive PD that will increase the participants understanding of the CCSS in reading and math as well as the Ohio’s New Learning Standards (unique features, increasing level of rigor, “Capacities of a Literate Citizen in science, technology, engineering, and math.”). Participants will gain knowledge on the instructional implications for teaching skills to meet the demands of the standards, gain authentic experience with performance task, and reflect on current classroom practice and the scope of cross grade standards, text complexities, and the foundations skills that are taught to students in the appendix of the CCSS and the thought processes used in completing math task and behaviors described in the Standards for Mathematical Practice. The final phase of the innovation will provide the participants with strategies to guide school leaders to use the tools included in the toolkit. Participants will participate in continued professional development to meet the Ohio’s New Learning Standards. Students will partake in activities that will guide school staff in fully transitioning the new standards, gain authentic experience with performance task, and reflect on current classroom practice and the scope of cross grade standards, text complexities, and the foundations skills that are taught to students in the appendix of the CCSS and the thought processes used in completing math task and behaviors described in the Standards for Mathematical Practice. The final phase of the innovation will provide the participants with strategies to guide school leaders to use the tools included in the toolkit.

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.

N/A

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

509, 310.00 * 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.)

Codes 109’s and 200’s are a large part of the budget will be for professional development activities, including in-depth PD on the CCSS and the Ohio’s New Learning Standards, RTI and PAX (PBIS); with the culminating event of a full week of professional development prior to the 2014/2015 school year. During the school year, the training will continue through ongoing professional development. The remainder of the training will be completed through the creation of the curriculum toolkit. Core Participant Group - Participants will participate in intensive PD that will increase the participants understanding of the necessary rigor and relevance needed to deliver the Ohio’s New Learning Standards. We will analyze the CCSS and the Ohio’s New Learning Standards in order to create supports for complete transition. The team will then work to connect the new standards with current instructional practices and student achievement. Brown starts at the middle of the year and continues through the remainder of the year.

15. What next? What are the next steps to take?

What next? The next steps to take are as follows:

- Identify the next steps to take.
- Identify the next steps to take.
- Identify the next steps to take.
- Identify the next steps to take.

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/narrative: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.) If there are no new/recurring costs, please explain why.

The grant enables us to not have any recurring cost while we change our learning environment to improve student achievement. The training materials for the PD are free and have already been obtained from the Maryland Department of Education. They have a proven model of success and student achievement. True change takes 3-5 years to happen. This money will enable us to make the change by putting classroom materials in place without cost. Professional development is included in the cost of the materials. Resources are available to the program at no cost to the school district.

17. What new/expected outcomes will this innovative project will continue once the grant has expired?

What new/expected outcomes will this innovative project will continue once the grant has expired.

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

The grant enables us to not have any recurring cost while we change our learning environment to improve student achievement. The training materials for the PD are free and have already been obtained from the Maryland Department of Education. They have a proven model of success and student achievement. True change takes 3-5 years to happen. This money will enable us to make the change by putting classroom materials in place without cost. Professional development is included in the cost of the materials. Resources are available to the program at no cost to the school district.
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 grant will enable us to focus on professional development, technology, progress monitoring, and create a 21st century curriculum that is very rigorous and relevant to building the foundational skills to create college and career readiness. We will build capacity within the administration, teachers, instructional coaches and other elementary staff that will enable us to support new staff. By being very purposeful in using the grant funds to initiate this project, conduct professional development, technology, and the technology toolkit, we will be able to maintain ongoing job embedded professional development continue to create items to add to the teacher toolkit, and progress monitor and student learning, and create a strong RTI/PBIS for instructional supports/enrichment and a positive learning environment. All costs that remain after the grant funds are disbursed would be minimal. Possible PAX replacement materials and school choice of the renewal of the Edmentum product which would be funded out of Title I for a cost of $6500.00/year.

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):** 01/01/2014-06/30/2014
  - **Narrative explanation**

  **January/February 2014** The focus of the intense work and the educator effectiveness academy will enable us to fully implement CCSS and Ohio's New Learning Standards, PARCC. We need to support our educators and students by using data to drive instruction, continue to refine our practices with the 3rd grade guarantee. It is imperative as an urban district, we expose our students to technology, prepare them for PARCC, and expose them to a rigorous and relevant curriculum. Conduct the introduction and school planning component. PAX training for PBIS February - May. Start working with the cadre to rework our materials. This process will be intense and utilize our FIP processes in order to create a rigorous and relevant curriculum through a variety of learning strategies. March 2014 - Grade level/content break out work April 2014 - create toolkit materials May 2014 - Organize toolkit materials/PD for August 2014 Elementary District Training 1 week prior to the start of school.

  **Implement (MM/DD/YYYY):** 01/01/2014-06/30/2015
  - **Narrative explanation**

  **January 2014** We will use our January waiver day to conduct the introduction PD. This PD will target administration, instructional staff and support staff. There is no cost to the budget. The PD materials are already secured from Maryland. The materials will be adapted to fit Ohio’s New Learning Standards. Participants will participate in intensive PD that will increase the participants understanding of the CCSS in reading and math as well as Ohio’s New Learning Standards (unique features, increasing level of rigor, “Capacities of a Literate Individual”, collaboration between TBI’s and BLTs, and writing in all content areas. Participants will gain knowledge on the instructional implications for teaching skills to meet the demands of the standards, gain authentic experience with performance task, and reflect on current classroom practices and the scope of cross grade standards, text complexities, and the foundations skills that are taught to students in the appendix of the CCSS and the thought processes used in completing math task and behaviors described in the Standards for Mathematical Practice. February 2014 Day 2 (All Participants)-Application and Practice and Planning: Participants will review content, identify changes, and introduce content literacy frameworks, be introduced to STEM type standards, develop knowledge of the format, lessons, and media of the Reading, English Language Arts and Mathematics, practice navigating curriculum toolkits and develop applications based on curriculum toolkit models, receive an update on PARCC assessment development, design and timeline and if possible, engage in activities related to innovative item types, and finally BLT’s and TBI’s will create a school plan that will guide school staff in fully implementing the Ohio’s New Learning Standards through the delivery of interdisciplinary connections in content and through the creation of the curriculum toolkit. PAX regional training for 15 staff - 1 day February-May - A cadre of administration, teachers and instructional coaches will start to unpack the standards. Core Participant Group - Participants will develop new curriculum and assessments, incorporate RTIPBS for instructional environment, create the PD for schools after creating the curriculum toolkit, develop a plan to explain the implications for the shifts in instruction, examine PARCC resources, create performance task, and identify the best practices to maximize student learning. August 2014 - Purchase Edmentum Conduct a week long professional development of professional development for all elementary staff prior to the start of the 2014/2015 school year. During this time the staff will be exposed to the new software, curriculum, RTIPBS and teacher toolbox which includes: ? Clarification documents, where necessary ? Elementary STEM integration ? Model Units/Lessons ? Sample performance task ? Formative Assessments ? Benchmark Assessments ? Text literacy ? Intensivities/extension (RTIPBS) . The PD will be very collaborative and interactive. The remained of the PD will happen during the school year during BLTs, TBIs and during modeling from coaches, and at staff meetings.

  **Summative evaluation (MM/DD/YYYY):** 01/01/2014-06/30/2015
  - **Narrative explanation**

  **January - Surveys and feedback will be collected after the professional development. The second session will be adjusted based on feedback. February - Surveys and feedback will be collected after the professional development. Schools will collaborate to write a plan for implementation. Data will be collected during this session to find out where each building is in implementation. February - PAX feedback - start implementation of program March 2014. Collect behavioral data for the school for the remainder of the year specific to students off task, teaching and learning time, and attendance. February - May 2014 Sample items of toolkit tools will be provided for the cadre to work with. Additional training will be provided. The cadre will collect data and monitor progress. June/July 2014 Analyze data from OAA, Diagnostics, and other relevant data - to finalize training for August. August 2014 The Elementary Educators Effectiveness Academy will take place in August 2014 for 1 week - We will get baseline data from our initial assessments. Teachers will provide feedback from the initial training and suggestions for ongoing feedback. 2014-2015 School year - Collect data on student achievement, analyze behavioral data, attendance data, and student time on task/teaching time throughout the year. Provide building level PD to address needs. Due to the short period of the grant is in effect, we will continue to monitor student data utilizing curriculum benchmark assessments and the Edmentum software. Our goal is to increase student achievement as well as student progress. Monitor data online for students for ongoing progress monitoring/RTIPBS. Adjust instructional practices based on student data. Use PD days and waiver days if granted to continue PD.

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

We will dig deep into the CCSS and Ohio’s New Learning Standards to create a toolkit for teachers to truly teach with rigor and relevance all of the content standards. As we move from instructing our staff in the true understanding of instructional shifts that need to occur in the classroom. The creation of the teacher toolbox that will be online will provide resources for all teachers to access. The teachers will be able to use the standards as their core curriculum developing lessons that have rigor and relevancy. Additionally, teachers will have the opportunity to use data to drive instructional practice on an instantaneous basis. We will utilize performance task, online learning materials, PARCC type activities and assessment simulations. The 3rd grade reading guarantee will continue to be supported by LLI as well as additional data provided by the Edmentum software. Additionally data will be used to really drift down to teacher planning and discussion through the TBIs and the BLTs to improve student achievement for all students.

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.

Research indicates that instructional practices need to be differentiated to meet student needs (Tomlinson, 2011). Teachers need to continue to increase their pedagogical knowledge in order to improve instructional practices. Instructional strategies need to be utilized in a variety of ways to meet student needs (Marzano, 2010). In order to increase student achievement and improve educator effectiveness we need to create a deep understanding of how to address curriculum changes, develop assessment literacy, and incorporate technology into our daily practices. Roe, 2013 stated that the role of high quality professional development for teachers and principals will ensure that Ohio students will be learning and acting for the highest levels and will be prepared to compete on a world state in the 21st century. Research and insights from practice, common sense converges around the understanding that skilled teachers have a significant impact on student learning. Helping teachers develop the knowledge and skills they need begins with rigorous teacher training programs. Effective professional development helps teachers continue enhancing their knowledge and skills to improve student achievement.

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

- **Yes**

22. If so, how?

By collecting feedback from our professional development academy and monitoring student data we will be able to measure our success. Our adapted PD information can be shared with other districts in order for other districts to create their own toolkit. It would be beneficial if the IIS could be used as a porthole for our toolkit to be shared with other districts. In Florida the state has CPALMS which is an online resource for all Florida educators to use. Additionally, Maryland has an online resource that shares information among state educators. This project will create a great amount of resources if replicated for our educators.

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

The value to the district is creating a strong foundation for our students instructionally in order to create students who are college and career ready. Increased educators pedagogical skills and knowledge
will benefit classroom instruction. A deeper understanding will build internal capacity to improve instruction and increase student achievement through collaboration and ongoing professional development.

Ongoing progress monitoring for RTI/PBIS will improve instruction for all students with a positive impact of individualized differentiated instruction. Value to Ohio in that this model of professional development and improved instructional practices can benefit our students state wide creating more rigorous learning for our students.

Over a 5 year period we expect to increase our student achievement by 10-20% each year over the implementation period in reading, math, and science. Students will utilize curriculum that has technology and PARCC like assignments/assessments to prepare for testing. Our students will increase their technology skills and knowledge as measured on our district technology survey by 15% yearly. We will utilize surveys from the professional development as well as a wide variety of student data to improve student achievement. We will use our district data to track our daily attendance and our district behavioral data. This information will help measure the effects of PAX as decrease behavioral issues by 10% each year. Response to Intervention/Enrichment will be monitored closely. The goal will be to decrease the number of students in the bottom 25% that are below grade level. Students will have differentiated plans as needed. The software as well as LLI will be used to monitor student interventions, track trends, and monitor progress over time.

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 District Improvement Team, the Building Leadership Teams and the Teacher Based Teams will monitor student achievement and the needs for professional development. We will assess the processes, the programs, and ultimately the student-level results of our efforts. Each year we will collect and analyze data on our student achievement and 3rd grade reading guarantee. We will utilize our software to track interventions, behaviors, time on task, etc. to continually seek out better ways to continually develop our teaching skills. Student data will be used to adjust our instructional practices and continually assess the processes and programs we have in place. We will use sign-in sheets and registration on My Learning Plan to monitor which staff has participated. We will use surveys to obtain feedback from each PD so we can adjust our training to meet the needs of our students. The products that are posted within our toolkit will be vetted through the original cadre to ensure that the materials are instructionally sound. Due to the short period of for this grant, we will continue to monitor data and utilize our job embedded PD, instructional coaches, TBT’s and BLTs to improve student achievement.

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.

Accept: Dr. David Estrop
Superintendent
Springfield City School District
October 24, 2013