### Budget

**Wellington Exempted Village (145618) - Lorain County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (185)**

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**Adjusted Allocation**

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**Remaining**

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1. "Wellington Project Thrive" will increase learning, K-12, through more extensive use of embedded formative assessment and student goal-setting to more precisely match instruction to student needs. To do this, Wellington Project Thrive will utilize the achievement data to determine teaching and intervention strategies, and the regular and deliberate use of formative teaching strategies in order to plan and execute differentiated instruction and assessments for various skill levels, resulting in careful monitoring of student mastery and higher levels of student achievement at all stages of instruction. Thus, because students will be kept actively informed through formative assessment results, their learning progress could be used to determine mastery of Ohio's New Learning Standards, teachers and students will share ownership of academic outcomes to a degree not possible prior to the accurate use of formative assessments; students will internalize a belief that they have control over their own learning and will expect gradual successes toward mastery of skills.

2. The existing element of Project Thrive is the use of achievement data to determine teaching and intervention strategies. Utilization of a greater share of resources in the classroom and spending reductions in the five-year fiscal forecast will be key to Thrive.

3. Wellington Project Thrive will increase learning, K-12, through more extensive use of embedded formative assessment and student goal-setting to more precisely match instruction to student needs. The project will utilize the achievement data to determine teaching and intervention strategies, and the regular and deliberate use of formative teaching strategies in order to plan and execute differentiated instruction and assessments for various skill levels, resulting in careful monitoring of student mastery and higher levels of student achievement at all stages of instruction. Thus, because students will be kept actively informed through formative assessment results, their learning progress could be used to determine mastery of Ohio's New Learning Standards, teachers and students will share ownership of academic outcomes to a degree not possible prior to the accurate use of formative assessments; students will internalize a belief that they have control over their own learning and will expect gradual successes toward mastery of skills.

4. Wellington Project Thrive will increase learning, K-12, through more extensive use of embedded formative assessment and student goal-setting to more precisely match instruction to student needs. Teachers, through the regular and deliberate use of formative teaching strategies, will plan and execute differentiated instruction and assessments for various skill levels, resulting in careful monitoring of student mastery and higher levels of student achievement at all stages of instruction. Thus, because students will be kept actively informed through formative assessment results, their learning progress could be used to determine mastery of Ohio's New Learning Standards, teachers and students will share ownership of academic outcomes to a degree not possible prior to the accurate use of formative assessments; students will internalize a belief that they have control over their own learning and will expect gradual successes toward mastery of skills.

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journey to mastery. Students can be held responsible for mastery or improvement after appropriate tiered skills have been taught and the students shows, via formative assessments, he has learned them. Teachers can discover exactly when/where to alter instruction to provide a correct fit with student needs. This is an important teaching innovation that can potentially help all students, but in particular can help the students who are lagging behind. The success of these initiatives before grouping was a factor in the selection of this teacher leadership development model. It solidifies a singular teaching strategy throughout the K-12 scope of the program. Instead of the usual prescription of concentrating on professional development that targets many different strategies, this project isolates one strategy with the best chance of helping the most students. By isolating one element of instruction and providing opportunities to speak the same language about this strategy throughout the entire district, we are able to control the use and understand the impact of this strategy, and thus achieve our overall goals. The Synthesis of over meta-analyses relating to achievement (Visible Learning, page 191) says "when teachers were relying to the sound evidence-based models, effect sizes were higher than when data were simply reported... It is the attention to the purposes if innovations, the willingness to seek negative evidence (i.e. seeking evidence on where students are not doing well) to improve the teaching innovation, the keenness to see the effects on all students, and the openness to new experiences that make the difference. Interventions are not change for sake and not all interventions are effective. This philosophy is the reason why we do this project. It means that Wellington faculty and administration.

This project is innovative because the Wellington district has not before taken on a project that focuses on increasing student achievement.K-12, through teacher and student use of formative data. A K-12 focus is ensured through the involvement of representatives from each school and grade level on the teams, with all building principals involved. Teachers will value and use formative data that is being collected now to some extent but is not always the focus for altering instruction to meet student needs. This data will help teachers regularly zero-in on missing skills and design alternative ways of teaching to help close these gaps. This project is formative assessment, reading and writing isn't that easy for learning improvement, the Wellington experience is high priority of concern at every school building. This initiative zeroes in on how to create stronger instruction based on regular formative assessment and planning at each level of work, thereby moving the district's improvement efforts forward at a steady and observable pace. This initiative also recognizes the vital role of ownership and learning towards motivation, Goal-setting, frequent monitoring of progress, and alteration of teaching and learning plans will be high motivation for students and for teachers. The improvement plan for this district, being formulated through the Ohio Improvement Process, supports the sustainability of the use of these grant funds in this project and it sets up the organizational structure for on-going examination and sharing of achievement results, teaching strategies, use of data-collection software and strategies, and discussion of every facet of our Pre-K through twelfth educational program. The teams responsible for the implementation of this project are well-representative of the entire faculty and administrative staff of the Wellington City Schools. The project's development, a fact, is that project teams, with the help of representatives from each school, will be achieved through this project because without grant funding our district lacks budgeted resources to supply every classroom with technical assistance in the form of document cameras and adequate numbers of laptop computers with necessary routers and classroom software. This training is essential to the project because it will be used to enable teachers and students to collect and analyze data formative assessments, to display formative data in a teacher-friendly way, and to give feedback to students. Resources will be used at the sense of human resources. In this way, coaches who can demonstrate formative teaching techniques to staff and can observe in classrooms to suggest ways to match instruction to formative-data-based student needs will be the chief manner in which this project creates innovation in our schools. Thus, both financial resources and human resources will combine to support the project's success.

C) SUSTAINABILITY

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 ranging from implementation of this project. If applying as a consortia or partnership, please include the five-year forecast 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 the project why will demonstrate sustainability and impact.

N/A

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

287,970.00 * 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 (i.e., Title I funding, RRT 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 sources of this project is primarily through the Straight A Grant fund. Project Thrive focuses on professional development to change instructional practices, specifically to foster use of formative assessment and practices that support and differentiate for students. The overall budget provides for teachers to participate in concentrated professional development; specifically it will fund all training and the cost of substitutes for 20 teachers in January and the cost of stipends for 20 teachers when school is dismissed in June, as well as the cost of subs for visitations to other schools. 5470 will be spent in for substitutes and is part of the 450 column of purchased services. The overall budget also includes coaching for teachers. This embedded coaching will be scheduled for teachers January through June; ESC coaches will consult with teachers for 6 months.

Project Thrive has three key elements: 1. Targeted Professional Development on Formative Teaching and Assessment, including visits to exemplary classrooms outside of Wellington; 2. Supplying teachers and students with technological tools to make progress monitoring and graphing of progress more feasible; and 3. In-class and out-of-classroom coaching and support. The in-class coaching will occur throughout the year, with a focus on the Decision Tree approach, the Ohio Improvement Framework (that represents expository and formative evaluation of instruction to help identify areas of potential success and untended) of their programs that makes for excellence learning. This project is self-sustaining for two reasons. First, we are investing in teachers’ professional development, which assures us that our teachers will be better-equipped with best practices and research-based rationale for the decisions they make in the classroom. Professional development targeted as it is in Wellington Project Thrive will sustain itself because the techniques teachers will develop will find success among our students; success with students will prove the use of formative assessment worthy and it will soon become an imbedded, district-wide practice that improves the quality of education for our children. The OIP process in our district ensures that communication of what teachers learn and share about formative assessment will continue at the TBT, BTL and DLT levels through Wellington faculty and administration. Second, the project will self-sustain because an initial outlay of funds have already been expended in the procurement of technology, infrastructure, technology planning, and instructional equipment and supplies professional development, is an investment that will make future expenditures more feasible and possibly formless. As the Wellington City Schools have been with the average prescriptive skills and concepts. This project is one-year and would not be at a student level. This project does not have the Wellington City Schools has not been taken on a project; this project could continue thanks to the technology put through this project. In the current budget, it will continue.

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.

60,000.00 * 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.

Wellington Vanished Estate Village School District budgets 60,000 annually for Professional Development. It is predicted that this amount would be a recurring cost each year so that all buildings would have sufficient funds for growth, which could include, in part, some amount of embedded on-site coaching, a purchased service, and licenses or fees for teachers to partake of the online professional development formative assessment that they may opt in the future through Eduplanet. Another recurring cost would be the normal replacement cycle costs for technology equipment such as laptops, equipment that is not replacement and/or cost of supplies, and costs associated with the loss of time. These costs are not a factor in this grant. Another cost that may be a recurring cost is the purchase of new Eduplanet software as the school district annually purchases new software. The purchase of each program will be 5,000 for the grant year. The grant is designed to help provide 5 computers per classroom, that amount of technology is not adequate to the goals of this project. Each computer (laptop) can be obtained for 550 and the grant would fund 5 laptops for each classroom for 55 classrooms, a cost of 151,250. Routers are needed, 2 per building, for three buildings to support computer use, at a cost of 6000. Document cameras will be used in each classroom by both teachers and students intervention and initial lesson delivery or to display formative data. One document camera will be provided for each classroom costing 25,200 each. Laptop carts at 1500 each will be placed in the three buildings for accessible laptop use, storage and efficient re-charging of laptops for a total expenditure of 9,000. All together in capital outlay, the 600 object code, 245,450 will be spent to provide teachers and students with the 21st century tools they need to track and record data, create and respond to lessons altered for students specific needs. All together, this grant request is for 287,970. During the grant period, local funds will be available to cover all other expenses that are permitted parameters of the budget for the elementary and middle school buildings. as would Foundation support. This district is not a “Race to the Top” district so receives no funds from that source.

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

49,090.00 * 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.). If there are no new/recurring costs, please explain why.

Anticipated savings in the general funds as a result of this project’s grant-funded savings are the following: Purchases of 5 laptop computers per 55 classrooms= 151,250 Investment in 6 routers to provide use of allay format laptops= 6000.00 and of storage carts for graphic form. Increase use can also be thought of in these areas an increase in total investment total 245,450 savings this year which is money that would otherwise not be spent on these items due to lack of resources in our general fund. In addition to the above list, indirect savings could be made regarding the cost of substitute teachers who are not available to us because of other on-site coaching and training, our teachers would have to go out of the district to avail themselves of training on formative assessments; they are required access to coaching on how to use and interpret formative assessments in subject-specific situations. In January 2014, at least 3 teachers will participate in a full-day training provided by Lorain County ESC on Formative Assessment and it use; follow-up session will occur in June 2014. Embedded coaching will be scheduled for teachers January through June; ESC coaches will consult with teachers for 6 months. Tech tools teaching materials will be used for intervention with student & graph progress.
could monitor formative and summative assessment accurately in a more sophisticated fashion. Third, our district will receive continued support from Lorain County ESC and from SST Region 2 consultants who will help our teachers and administrators in the years following the conclusion of this grant. They will work with our teams to further clarify and encourage teachers about the best manner in which to make in-depth assessment of classroom instruction and to use this information to impact instruction. They will help our team to create an effective evaluation of professional development practices. Finally, our district will be able to afford to obtain help in this manner within a reasonable expenditure, one which is normally allocated each year for professional development. Teacher-leaders who have participated in both the January and the June all-day sessions on Formative Assessment, and some who have taken advantage of the Eduplanet flipped learning provided as an option during the summer months, will inform the Curriculum Technology Team of the importance of using formative assessments to increase achievement and to make teaching more powerful and accurate.

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 the steps you plan to take 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): 10/04/13 - 12/31/13

* Narrative explanation

The administrative team began discussion about the needs a Straight A Fund initiative during the summer of 2013. Martin Linder, SST, assisted the Superintendent and building administrators to create a new District Leadership Team (DLT) made up of representatives of each school and administration. This team met October 8, 2013 to determine district vision, mission, and goals, based on assessment of priorities in ODE’s Decision Framework. Throughout discussion, the DLT recognized that subgroups of students in all buildings had unmet needs Teachers/administrators recognized that for some students, particularly the most poverty-stricken and disenfranchised, school has become a requirement the students simply try to survive. Seldom do these students reach an achievement or comfort level in the classroom that enables them to thrive. Worse, it is possible that because students often hide this fact so well from peers and teachers, instructors find it sometimes difficult to pinpoint exactly where the skill gaps are or their root cause. Often these deficits go uncorrected until too late. If students’ needs were more accurately identified within a responsive time frame, interventions, perhaps through the use of formative assessment, would be built upon successive gains. The primary goal in this grant application is to rely on formative assessments, a persistent system of accountability for both student and teacher. With formative assessment can come formative instruction—teachers may make appropriate adjustments in instructional design for groups of students to close skill gaps before a summative assessment requires mastery. To strengthen teachers’ ability to use formative learning to this way, a series of training and subsequent coaching has been planned to be supported by the Straight A Fund. In addition, the district will use technology to enable teachers and students to track progress on set goals and skill levels as a part of a monitoring system of formative assessments and an intent to use 21st century skills in each classroom. The stakeholders implicit in this plan are students, parents, teachers, administrators, and the public businesses of Wellington, Ohio, and the surrounding areas. This is because the students are hoping to excel at Wellington, many instructors are hoping to remain in this happy community and businesses need a product from our school district that is career- and college-ready. Project Thrive will be described on district web site, communications home, newspapers, at meetings of stakeholder groups (Kiwanis, Wellington Foundation). A barrier to planning stage of the project is the impact of time; competing responsibilities/pressures teaching and administrative staff are experiencing due to development of Student Learning Objectives, OTEs, other requirements of the profession are happening over this same period of time. This may make teachers reluctant to participate in activities that will require additional time or require external coaching assistance in their classrooms. To mitigate this barrier, careful communication and consideration of schedules is key. The greatest barrier that could derail our project concept would be the pressing need for teachers to have adequate time for professional development, learning about formative assessment over a short span of time which exists between January 2014 and June 2014. To mitigate this barrier some of the planned coaching or professional development could be offered after school hours or on Saturdays as a course provided to teachers who need graduate credit. Our director of curriculum could design this course and serve as its adjunct through Ashland University. This would be one way to provide training to some teachers who would otherwise not want to use conference/plan time at school for consultation with consultants. Tim Simpson, John Nolan, Sally Roth, Tim Willhoft were involved in the planning stages.

Implement (MM/DD/YYYY): 01/15/2014 - 06/15/2014

* Narrative explanation

January-June, initial activity all day release of 20 classroom teachers for training on formative assessment, via an outside specialist. Teachers will learn what formative assessment is and how to use the results of assessments to drive instruction. Following January training, embedded coaching will begin, first in the elementary building and then in the intermediate building in grades 4-6. Two coaches will be assigned to each team of classrooms, coaches will also be co-teachers for two days each week. The coaches will work with teachers who have selected teams of students for coaching. This is an element of the plan is the “embedded” coaching that is so important for follow-up and sustainability of techniques. Coaches will also give teachers ideas on how to gather and display formative assessment results, how to modify their instructional plans, how to design appropriate interventions in response to data they discover about what students are not “getting” and how teachers can also correct these issues. Coaches will be assigned for two years in this endeavor. February and March coaches will be assigned to classrooms that are career- and college-ready. Project Thrive will be described on district web site, communications home, newspapers, at meetings of stakeholder groups (Kiwanis, Wellington Foundation). A barrier to planning stage of the project is the impact of time; competing responsibilities/pressures teaching and administrative staff are experiencing due to development of Student Learning Objectives, OTEs, other requirements of the profession are happening over this same period of time. This may make teachers reluctant to participate in activities that will require additional time or require external coaching assistance in their classrooms. To mitigate this barrier, careful communication and consideration of schedules is key. The greatest barrier that could derail our project concept would be the pressing need for teachers to have adequate time for professional development, learning about formative assessment over a short span of time which exists between January 2014 and June 2014. To mitigate this barrier some of the planned coaching or professional development could be offered after school hours or on Saturdays as a course provided to teachers who need graduate credit. Our director of curriculum could design this course and serve as its adjunct through Ashland University. This would be one way to provide training to some teachers who would otherwise not want to use conference/plan time at school for consultation with consultants. Tim Simpson, John Nolan, Sally Roth, Tim Willhoft were involved in the planning stages.

Summative evaluation (MM/DD/YYYY): 6/30/2014

* Narrative explanation

The summative evaluation will include: 1) Results of monthly feedback surveys by participating teachers re: coaching experiences, teacher training, use or development of formative assessment and classroom student achievement data that reflects units taught in January through June, and teacher and student use of technology to track progress in skills. 2) in grades K-8, NWEA MAP benchmark growth since September 2013 or spring 2013 to spring 2014. 3) Notes on discussions about the grant project from DLT, BLT, TBT sessions that detect perceptions of the worth of the project. 4) Data from surveys completed by consultants re: teacher involvement in the use of formative assessments in our schools, will be served as an external check on the integrity of the project. 5) Though this a not a science research report will: coops OAA results from Spring 2013 to Spring 2014 for possible gain in grades 3-8. OGT results will also be unico convey with previous results. 7) The high school data team will have created a data wall which can be a way of demonstrating student progress in classes at the high school level. 8) May or June, students whose teachers used formative assessment will get feedback through both surveys and through interviews or discussions, answering question such as if formative assessment a good or a bad thing for you? What was the best coaching received for learning for you? What was the worst coaching received for learning for you? How does your teaching changed for students? High school team will continue to present at OAA testing, and reading data. OAA, NWEA, MCAS, OAA benchmark results will also be reviewed and discussed in the formative assessment workshops. Subtests and transportation will be grant-funded. June: Consultants provide additional teacher workshops; teachers receive stipends for attendance. Eduplanet fees paid for 10 staff. Background information and/or data will be disseminated via community leadership, sound planning. At this time it is unknown which of our classroom teachers will participate, but we are hoping 5-12 math teachers will be involved and other subject area teacher in also.

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

Expected changes include: 1) Teachers at all levels of our district will gain a greater understanding of how to meet the needs of students through the use of formative assessment and formative instruction. 2) Students in the classroom will utilize formative assessments to discover what students are NOT learning and will devise alternative methods of teaching them based on what assessment results show is their need. 3) Principals will understand what to look for when doing walk-throughs to observe the use of formative teaching and assessment; intervention and enrichment groups will be validated—populated due to instruction more precisely matching student need and clarity in selecting students with like needs. 4) Students will indicate less apprehension about failure, more motivation for learning and will demonstrate greater rate of attendance, less discipline infractions, responsibility for work, independence in work habits, and greater achievement in math, reading and science/social studies. 5) Teachers and students will develop instructional goals and use formative assessment to track progress toward these. 6) Teachers will use formative data to change instructional plans when currently
adopted practices are not producing achievement. 7) Teachers will become knowledgeable about students who need increased challenge and will also be able to gauge when added rigor is indicated for all students; time will not be spent in mundane activity. 8) Teachers and students will utilize digital technology in the classroom to assist them with progress measurement and formative assessment. 9) Teachers in the classroom will focus on making the student driven, interacting freely with other students and experts of these learning in order to obtain a grade. 10) The district's first goal is to support instructional methods that are research-proven to increase student learning and help them make achievement gains. This change is measurable through test results such as the results of OAA, MAP, OGT and other measures. 11) The second goal of the district is to disperse more resources into classrooms: as a result of Project Thrive, the classroom will be supplied with a document camera, increased available student laptops, e-3 classrooms, additional supplies geared to intervention. This goal is substantiated through documentation for purchases and inventories of placement of these objects into classrooms. 12) Formative assessment will be a topic for discussion on agenda at all level of meetings in our district, a fact which will indicate a change in awareness of the value of this practice.

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 that supports this innovative project and its impact on student achievement is that educational research and real-time on-the-job experience informs us that teachers need to know the learning intentions and success criteria of their lessons (Hattie, 2009), know to what degree they are meeting these, and know what to do next to reach students. Rather than looking at student mistakes as failures, teachers need to evaluate the mistakes as an arrow to solution of the problem (Roth). The impact on student achievement can be huge if this kind of thinking takes the place of red light thinking; students can learn from their mistakes if the teachers can assess progress frequently and apply what they learn from the formative assessment to teaching decisions. If close attention to making formative short term assessments a GPS for teaching and learning, time will become better resource, will be used for specific tasks, professional development costs will have far reaching economical worth. Achievements will be measured in five years against each fiscal period money will be moved to categories where it do the most good for students. Initial outlays of capital investments, if used wisely to produce higher achievement, will generate successful student population and this will result in greater retention of students, particularly high achieving students, will bring in greater revenue.

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

I Accept. This project could be replicated because the process is achievable in any district using existing teams or levels of organization. The key to the project is simple: inform, support, and expect. The reason this project will work is that teachers who volunteer are seeking information about a research-based initiative that is not difficult to understand or adapt to one’s teaching circumstance. Once they are provided with the information about what Formative Assessment is, the next thing they need to know is: “How do I do it?” Implementation of the practice is then modelled after any guided-practice change—that is, by reflect. It involves trying, failing and receiving support and encouragement to try to a new way. It involves recording results analyzing pattern of improvement that confirms you are on the right track or that you are off track. Learning theory supports this project. Other districts would need first to determine the need among their teachers for work on formative assessment use. If that need existed, they would then organize a timeline such as this one for the initial training and then the embedded coaching; if a district’s plan would include observations in classrooms that utilize formative assessment effectively, these would need to be done with expertise. If successful, if the teachers would need to make these observations, that is their role additional. All public schools have access to a regional SST office that does not charge the district for consultation services, and all districts have at their access Educational Services Centers (which do charge a fee for a consultant use) so all districts have recourse to some level of consultation assistance for presenters’ and coaches’ roles. The technology component, which is the factor that streamlines the collection of data, is expandable but since the new state evaluation system depends up information to have an infrastructure to support the new PARCC, three of districts are now at one stage or another of establishing stronger computer and technology capacity with their schools. Without the grant funds, our district would not be able to supply students and teachers with technology at the speed with which the grant enables us to do, but other districts may have budgets that are at a different stage of technical funding and this might not be the barrier it could have been for Wellington without our grant funds. The best way for a district wanting to replicate our project to proceed would be first to assess its needs, to capture both the embedded coaching and the professional development. It has been observed that the best initiatives with greatest effects on students are not ones in which a burst of professional development occurs, a project is launched, and hardly any meaningful follow up is provided thereafter. To replicate this project, which is centered around changing instructional methods by ensuring on-going measurement of skills, be they mastery or deficit skills, districts will need to have a system of communication in place that ensures adequate conversations occur about the instructional changes expected. The topic of pedagogy, in this case formative assessment, needs to be focused upon for a period of time, and plans must be made to sustain that focus over future years. Certainly interested districts might also replicate by involving their districts in the transformation of teaching strategies through the Ohio Improvement Process which can create a web of communication, research-based improvements such as those prescribed in Wellington Project Thrive. Lorain County ESC personnel would work to the effectiveness of this project and their consultant’s involvement in it. A last effort to replicate this project might be to contact Wellington Exempted Village Schools or a discussion of the findings from Project Thrive.

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

The substantial value in Wellington Project Thrive, as has been elaborated upon by researcher John Hattie, is that “Feedback from students to teachers involves information and understandings about the tasks that make the difference in light of what the teacher already understands, misundertands, and constructs about the learning of his or her students (Visible Learning, page 236).” Formative teaching involves learning more about each student as quickly as possible in order to efficiently meet each child’s needs. If this idea can be substantially fostered through teachers’ learning about the reason and the ways to formatively assess students, and can learn to use the data from these timely assessments to quicken the pace of learning for students and to make it less wasteful of time and effort for both student and teacher, this grant will have been well spent. The substantial value is that Project Thrive will changed the lives of students who merely survive. It will have impacted their self-esteem, self-confidence and their achievement now and in future years. The K-12 emphasis of this grant is not in response to greed regarding possible funding; it is due instead to a district goal of bringing unity to our educational effectiveness as a staff and to ensuring a new continuity to student learning up through the grades. The lasting impact that the grant hopes to achieve is to develop a teaching staff that is less bewildered about what do to for kids who “don’t get it” and as a result of training in formative assessment is more certain that they can empower students to reveal their learning needs and become engaged with their teachers in working out the confusion, overcoming the stumbling blocks until they do “get it” and prove to themselves a doubt that they are mastering necessary skills. Further, the project hopes to encourage teachers to continue their own and their collective professional development, to become the best teachers they can be.

23. 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 explicitly defined by the grant.

Student achievement benchmarks: OAA Spring 2014 grades 3-8 as compared with OAA Spring 2013 MAP Spring 2014 grades K-8 in math and reading, 4.8 in science, as compared with Fall 2013, Winter 2013 and Spring 2013 achievement; Reported number of students by grade in 3rd grade, 3rd Grade Reading Guarantee as compared with No student not on track in fall 2013 in Spring 2013; 3 class, additional Supplies geared to intervention. The subject is Spring 2014 as compared with OGT Spring 2013; Honor Roll at HS and MS increases over first semester; discipline referral decreases over first semester; attendance increases over first semester; tardy decreases; increased graduation rate as compared with three year trend. Utilization of resources: Purchases order for each purchase for equipment, supplies, etc. Inventories of where equipment and supplies are dispersed/located/Records of payments for coaching personnel and training personnel (human resources) Attendance records of teachers at meetings. These are only a few of the outcomes but hopefully can be determined by surveys given to participating teachers each month and discussions at team meetings are the changes in attitudes and in instructional responses to the use of formative assessments.

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 explicitly defined by the grant.

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 procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

Formative Assessments will measure progress toward short term goals through these pieces of data: Signed attendance records of teacher attendance at both the January 2014 and the May 2014 all day training session for teachers. Collected records of how many teachers volunteer for embedded coaching about formative assessments each month, January through April 2014 Collected types/samples of formative assessments used by teachers with notes about how these are used to form intervention group for lessons for individuals Collected brief surveys, monthly, from teachers and students whose teachers begin to use formative assessments in their classes, to determine teachers’ & students’ attitudes These can be kept in a management system that is made of a simple spreadsheet or in a more sophisticated portfolio using technology. Long term impact: the long term goals of this project will be evaluated through analysis of OAA, OGT, and NWEA MAP achievement data, particularly math and reading data, but also science data in grades 5, 8, 10 and through written case studies. Selected subject areas affected by the use of formative assessments this semester will be chosen for case studies (2). E.g. If math teachers participated in training and coaching discussions, what differences do we see in their students’ performances as compared with predicted performances based on trends set in previous years? In those cases, we would hope to see an increase in student performance in areas of math for which formative assessments played a major role in instruction. If we isolate several cases studies as described, what patterns of improvement, if any, can be found? In other words, does seeing instruction through the eyes of our students change our view of the use of assessment and is formative assessment a viable improvement in our teaching repertoire? Have the goals of this project – Instructional improvement to produce higher achievement and 2) greater distribution of classroom resources--been accomplished? What will the results of this study conclude about next year and the next five years in terms of wise expenditures for our students? The material from this long story is to be used to communicate to coaches, consultants or other “at risk” professionals, so that the organization will comprise a Board of Education report that will be presented no later than August 2014 to the BOE and Superintendent, and to all teams involved in Wellington Project Thrive (2014).

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 accept, on behalf of this applicant agency and all other identified recipients to abide by all assurances outlined in the Assurance section of the CICP. In the box below, enter "I Accept" and redit your notation and location below.

Accept, John Nolan, Superintendent, Wellington Exempted Village School District 10/25/13