

Budget

Alliance City (043497) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (303)

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	65,551.53	24,806.00	781,342.47	0.00	871,700.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	25,000.00	0.00	0.00	0.00	25,000.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
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	103,300.00	0.00	103,300.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	90,551.53	24,806.00	884,642.47	0.00	1,000,000.00
Adjusted Allocation								0.00
Remaining								-1,000,000.00

Application

Alliance City (043497) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (303)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Alliance for Student Empowerment

2. Executive summary: Please limit your responses to no more than three sentences.

Why: ALL students in Alliance City Schools are ready for a world class education! Our district being ranked in the lowest 5% in the state has started a rebellion in defense of our students. We are prepared to leave no stone unturned to empower our students to be successful in this global economy. How: Our district is spending more than we are taking in but rather than facing teacher cuts and reduced services (as in past practice), we discovered a way to restructure our schools to save money & then immediately reinvest that money in strategically created new support positions directed to meet the student needs that we identified through our strategic planning process. Our community & School Board approved our plan. We will build powerful University-School collaborations & adapt to a continuous learning mindset of a professional development school. What: We are aware that restructuring our schools and implementing subsequent schedule changes to provide more time for student inquiry is not enough but it is a necessary start. We believe that professional development (PD) is key & by investing in our teachers, we are investing in our students. Our collaborative plans with University of Mount Union (UMU) establishing Parkway Elementary as a PD school & renovate a space where we can grow PD opportunities with a grade 1-3 literacy-numeracy focus. While at the new 4-5 intermediate building (& middle school), we will provide PD with an inquiry based focus. The addition of PD space, with distance learning technology will enable UMU-ACS to engage together in new & endless learning opportunities to improve teaching & learning. By gaining a solid foundation & a love of learning at the primary level & applying that knowledge at grades 4-8, we will be preparing our students for success in a global economy and for college & career readiness. We believe we are amidst a great movement to empower our students with the world class education that they deserve.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

2140 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 9 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Denice Leddy

Organizational name of lead applicant
Alliance City Schools

Address of lead applicant
200 Glamorgan Street Alliance, OH 44601

Phone Number of lead applicant
330-821-2100

Email Address of lead applicant
leddyde@alliancecityschools.org

6. Are you submitting your application as a consortium? - Select one checkbox below

Yes

No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Our strategic planning process revealed that our current reality of our school district is that we have been spending more than we are taking in and our enrollment has been declining since the 1990s. Last year's state report card results portrayed our Achievement scores as a C & D, and the bar is being raised for this year's results. We showed strengths with our yearly progress of students with disabilities and our students who are among the lowest performing 20% in the state (A's!) but disturbingly we earned an F in Gap Closing, a reading/math/graduation score that measures whether every student is succeeding regardless of income, race, culture, or disability. We received an F for overall progress (value added) and a D for our gifted population of students, which is a grade 4-8 measure in reading and math that gauges whether students made a year's worth of growth. National Student Clearinghouse data reports Alliance's college attendance rate after high school as 40% with a persistence rate from the first to the second year of college as 70% of students. This equates to only 28 out of 100 students from Alliance that attend a second year of college. Our Clearinghouse data does not yet provide us with the longitudinal data pertaining to the actual percentage of student graduations, but from our trends we can gather that the number is lower than the number of students who returned for a second year of college. The question becomes: if over 72% of our students are not prepared to persevere at college then what have we prepared them for? Our stakeholders believed strongly that we had to increase academic achievement, provide a full continuum of services to include special education and gifted services, provide a better Math and Science curriculum, more technology, resolve the overcrowded, late bus dilemma. Essentially, we needed to a lot more with a lot le

The proposed innovation and how it relates to solving the problem or improving on the current state.

Problems so serious in nature require solutions that focus on changing the why, the how, and the what of the core business of our schools. We began with the "why" (the grim reality of our student achievement data) and then the "how" to help our stakeholders develop a shared understanding for the need for change. We developed an overarching objective to develop and implement systems and structures that will allow the Alliance City Schools to increase academic achievement for all students. We proposed a restructuring of the elementary buildings to "grade level" buildings: our three schools that are currently configured with grades 1-5 would become, one 4-5 intermediate school and two 1-3 primary buildings. The plan reduces duplication of resources, allows for focused grade level instruction, and increases teaming opportunities. Simply moving students was not enough to solve our problem and so we will also be implementing new flexible schedules (grades 1-5) to better support learning, dedicate "saved" resources to lower the class size during reading and math at the primary level. We are starting an Alliance High Ability Program to allow a team of teachers to collaborate to meet the needs of gifted and high ability students. In order to prepare our students for college and career readiness, our collaborations with our local universities must begin as our students walk through our doors. Our primary UMU-ACS collaborative focus is on the creation of a professional development school to expand our collaborations, increase professional development opportunities and focus on early literacy and numeracy development while incorporating the engagement of technology. Our grade 4-8 UMU-ACS collaborative focus is to create 21st century learning environments for our students to apply the foundational knowledge and engage in authentic, real world learning experiences by providing problem based learning. UMU is in the backyard of Parkway Elementary where we propose the renovation of unused space to create a professional development room that will begin to change the way we work to be more collaborative in nature. The space will allow us to create valuable field experiences for UMU students & ACS teachers. Our plan is to teach each other together, develop a model of continuous learning. Accessing new distance learning opportunities will allow our students and teachers to engage beyond our city limits with the world. Our students deserve world class schools and by providing them with access to innovative educational opportunities, they will in fact have the capacity to change the world

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

Over the last year, our teacher-based teams (TBTs) have been encouraged to analyze student achievement data & use the information to

make adjustments to instruction. Collecting baseline & ongoing data, over the life of the grant is a natural progression for our TBTs to view trends. To be transparent & collaborative, it is important that teachers analyze the same data reviewed by our external evaluator. Teachers will use deeper item analysis views, when available and examine fluency rates & other measures weekly. We are currently exploring vendor assessments to provide teachers with actionable data. With the adoption of the common core math series, student achievement growth is anticipated due to (1) the alignment to the common core, (2) due to the availability of assessments that are more reliable and valid, (3) teachers participated in formative assessment practice professional development (FIP) throughout the 2013-2014 school year, (4) teachers began implement the OIP process during TBT and (4) our teachers are now anxious for quality assessments to inform their instruction. The request of technology to share collaboratively among teacher teams was purposeful and designed to with teacher collaboration in mind. We believe the sharing of these technology resources will create the capacity for conversations about the most impactful ways to integrate technology into the classroom; thus, having a greater academic impact than a more expensive 1-to-1 initiative. Teachers are provided with ongoing opportunities to teach each other. At the newly restructured intermediate building, we believe movable furniture (no longer confining) sets the tone for the type of collaborative work that we want to see of our students. By allowing for flexible groups and students to easily adjust their work space, we begin to tear down the oppressive walls of traditional learning. Students achieve at higher levels when they are given choice and are authentically engaged in their learning (Schlechty). Typically, teachers will guess about the level of engagement of their students. Instead, we will empower the students with the capacity to provide anonymous input about their levels of engagement and then begin to self-discover the types of educational experiences that engage them the most. For some it will be projects, for others it will be affirmation and we want to provide our students with the metacognitive opportunities to think about their thinking and learn about their learning. Engaged students + rigorous content = increased student achievement. Providing the same type of furniture and opportunities for teachers and students to use in the Parkway professional development room, exposes more stakeholders to developing this shared understanding for the need for change, as we learn to release the responsibility of the active learning to our students. Furthermore, an engaging PD room environment will draw our stakeholders to the room where learning and sharing is the expectation.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Our grant plans allow students to access a greater share of resources: people, time, and materials/technology. People & time resources: Reducing class size was the number one request of our staff. By bringing all 4-5 grades together in one building, and grades 1-3 in our other two buildings, we had a savings of teacher resources that we reallocated to the primary buildings to serve as literacy-numeracy lead teachers to lower class size during these critical times of instruction. By adding a lead teacher and an intervention specialist to the math instructional time, brings two more teachers to the table. Instead of thinking of students as divided by 5 homerooms of 22 students for a total of 110 student at a grade level, imagine teacher #1 & #2 having 25 students scoring on or above grade level on a chapter pretest. Teacher # 3 has 20 students on grade level and that leaves 4 more teachers to divide up the 40 remaining students with a 10:1 ratio! This process is fluid and flexible. The teachers control the distribution of the students based on pre-test performance. It is your new led literacy-math teacher who takes the lead with the data and brings it to the team for collaboration after each pretest. Teacher will be empowered to make data driven decisions in the best interest of their student. The 1-3 elementary schools will have an added literacy-numeracy member on the team but flexible schedules will be implemented at all of the elementary schools, providing the capacity for teams of teachers to pre-test students and group them to best support their academic needs. This provides students with more resources, specifically more specialized. Additionally, the student:teacher ratio is impacted by UMU students & will be calculated by each professor. The restructuring of our gifted services from a 2-1/2 hour pull out program led by one teacher to include both gifted and high ability students now allows for a team of teachers to meet the needs of the students all day long. Survey data with a focus on engagement will be used quarterly for students & staff in all elementary environments. New Teacher-based team logs include the analysis of student work samples that can gauge the progression of student work. We believe the greater share of resources in our proposal will be measured ultimately by student achievement. Material Resources: We have learned that our students are responding to the limited technology we have in our grade 1-5 buildings and that we lack sufficient Math, Reading, & Science materials. Our purchase of additional technology will be shared among groups of teachers who share students. Each BLT will monitor the needs of TBTs monthly where Math, Reading, Science & technology integration discussions occur. Surveys will be used by SEP to regularly gauge levels of engagement and ongoing achievement data will provide ongoing quantitative measures. Benchmarking will be set using SMART goals during TBT meetings. The OIP process: Assess, Analyze, Plan, Implement, Re-assess will be followed.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

1,000,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The amount requested in this application to support the restructuring of our elementary buildings (Alliance for Student Empowerment) is \$1,000,000.00. The costs include renovations to drive the formation of a PD school, and equipping students and staff with engaging technology and materials to meet the student needs that we identified through our strategic planning process. External grant evaluator costs for the project is \$25,000.00. Funds will be used to renovate rooms for professional development at Parkway Elementary at a cost of \$103,300.00 and create a distance learning lab for the same location at \$192,524.36. A quote has been provided by MCPc for a mobile lab and a room with recording capabilities. Furniture for the the distance learning lab and one professional development room will cost \$17,198.64 (36 chairs and 18 tables) and \$11,376.00 (40 chairs and 15 tables) respectively. Technology costs for ipad minis and carts for the restructuring of two elementary buildings to 1-3 grade level buildings will be \$66,159.00 and are supported by a quote from Apple. One elementary building is being changed to an intermediate 4-5 grade level building, and will require adjustments as well. Northside Intermediate School will need additional furniture, materials, and technology. Steelcase furniture costs from an Ohio Desk (Steelcase dealer since 1927) quote total \$289,732.50, while technology quotes from Apple allow for \$99,239.70 in ipad minis, carts, and insurance through Applecare. Additional materials will be needed to support the adjusted learning environment and include new Success For All (SFA) reading materials of \$24,806.00 supported with a quote from Follett School Solutions, a new math adoption of Common Core Go Math for six years at \$101,712.27 (quote provided by Go Math), Learning A-Z (with webinars) through the year 2020 for \$59,251.53 (quote provided by Learning A-Z); and Apple Inc provided quotes for applications for the ipad minis at \$10 each for Northside Intermediate at \$1,800.00 (180 x \$10) and 1-3 at \$1,600.00 (160 X \$10). Management costs for all ipad minis will be provided by Airwatch at a cost of \$6,300.00.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

The items requested for the Alliance for Student Empowerment initiative are designed to last for the sustainability period and in some cases beyond. The cost of the external grant evaluator, Stark Education Partnership Inc, applies to the grant period only. There is no sustainability cost beyond the grant period. Renovations, equipment, and furniture will sustain itself beyond six years time. According to GAAP, generally

accepted accounting principles, buildings and equipment are assets a company holds for a long period of time; many purchases have greater life expectancies than the six year sustainability period. The math adoption of Common Core Go Math, and the literacy program of Learning A-Z are being purchased and utilized for the six year sustainability period. In addition, Alliance City School District has a permanent improvement levy which provides for equipping school sites. This funding source allows for the replacement and maintenance of ipads, carts, and technology equipment beyond the grant period.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

439,809.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

The District is reducing five teacher positions through attrition (teachers that have retired and will not be replaced) beginning in fiscal year 2015. This is a total of \$2,199,045 for five years for the five retiring teachers' salary and benefits that are not being replaced. These funds will help the District balance the budget and maintain the Alliance for Student Empowerment. By restructuring the elementary schools in the District, there are fewer teachers needed, however these savings are going to be used to reduce class size in literacy and numeracy in grades 1-3. The District currently has three, grade 1-5 elementary schools and beginning with the 2014-2015 school year will have two, grade 1-3 elementary schools and one, grade 4-5 intermediate school. This enables the District to reallocate six teaching positions back into the classroom with a literacy and numeracy focus. Some of the positions saved were from dividing grade 1-3 students by two buildings instead of three and grade 4-5 by one building instead of three. Other positions came from scheduling and being able to share specialists among the two, grade 1-3 buildings. Although difficult to quantify an amount, the investment in the professional development room and the distance learning lab, will reduce the amount of funds used for professional development outside of the District. In fiscal year 2013 the District spent \$30,941.41 on professional development meals, mileage and hotels. This amount of money would be reduced in future years after implementation of the Alliance for Student Empowerment.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The Alliance for Student Empowerment is self-sustaining because the project is requesting funds to establish the framework to allow students time for inquiry based learning, teachers the ability to support literacy and numeracy in grades 1-3, and staff on-going professional development at a reduced cost that is needed to improve student instruction. The materials will be purchased up front, at a discounted rate for all six years of the sustainability period. The items to be purchased have long, useful lives and the District has taken the actions necessary to maintain the framework through the reduction in five teacher positions through attrition. This reduction in teachers saves the District \$439,809 per year in salary and benefits going forward beginning in fiscal year 2015. The community and Board of Education has approved the restructuring of the elementary schools. As stated in the answer to question 14, the restructuring enables the District to reallocate resources back into the classroom with the focus on literacy and numeracy.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range October 2013 - June 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Oct.-Dec. 2013 1. BOE charged new administration to increase student achievement for ALL students 2. District Strategy in Action (SIA) team formed to include Superintendent, Dir. of Elementary Ed., Dir. of Secondary Ed., Dir. of Special Ed., 2 Principals, Union President & Athletic Director 3. Classroom walk-throughs using a modification of Elmore's Instructional Rounds data collection protocol 4. SIA Leadership attended training at Harvard University's Graduate School of Education 5. Upon return, planning began with District Leadership Team & included strategies to gain stakeholder input 6. Focus Groups held for stakeholders: open-ended & addressing specific subgroup needs 7. Phone surveys conducted by Impact Group, partner Jan.-Feb. 2014 1. District themes emerged, including need to realign systems & structures 2. SIA team established plan to restructure three Grade 1-5 buildings to form two 1-3 schools & one 4-5 intermediate school to both save money & better meet academic needs 3. Community meetings held with all stakeholders on restructuring 4. Dialogue with Battelle on STEM training options for middle & intermediate school 5. UMU strategic collaborations on STEM/IB options & the establishment of a professional development school 6. Plans began to create high ability program at new 4-5 school 7. School schedules changed to provide longer periods of instruction for inquiry based learning & to efficiently share teacher resources among buildings 8. Positions reorganized for 2014-2015 to increase student achievement for ALL March-June 2014 1. Establishing details of strategic plan 2. Attended Straight-A Regional Workshop 3. Ongoing planning meetings with UMU about PD school details & inquiry based models 4. Stark Educational Partnership discussions for grant external evaluation 5. Collected data & quotes for grant completion 6. Design Team visits districts with Battelle & UMU partners to view innovative, STEM/IB & 1-to-1 initiatives in successful implementation p

* Anticipated barriers to successful completion of the planning phase

Our SIA team has anticipated barriers at the onset of our strategic planning process and is committed to being transparent and inclusive with our stakeholders. The SIA team continues to actively listen to our stakeholders through conversations, e-mail, & social media and then in turn responds to clarify, address misconceptions or adjust details in our plan. A strength of our SIA team is accepting input to create the strongest plan possible for our students. We anticipated barriers on the level of collaboration we asked of UMU but we were wrong. UMU's education department could not be more receptive to our proposed plans. They support our establishment a professional development school where UMU faculty can teach core education courses directly in our elementary school, half a mile down the road. UMU is seeking our input on all field experiences to make them meaningful for our teachers. We are invested in growing relevant UMU-ACS learning experiences. We have begun one step at a time, at monthly collaboration meetings, and will make changes throughout the life of the grant. UMU is an involved partner on our Design Team that will spend the next year visiting schools with STEM/IB inquiry-based learning models and selecting a model and training that works best for our district. We have anticipated barriers with receiving quotes from various outside agencies on short notice, especially as our plans changed with deeper thinking! We have forged relationships and aggressively followed-up to gain commitments from key personnel. These steps are just the beginning and our thorough planning will continue after the submission of our application. Our commitment, excitement, and experience have us primed for the work we are submitting in this proposal. Our number one barrier is money and we greatly appreciate your consideration. Our work will move ahead and a plan will be revised if we do not receive the needed funds; however, we will lose some ongoing momentum.

18. Implementation - Process to achieve project goals

* Date Range Aug. 2014 - June 2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

Aug. 2014 - Sept. 2014 1. Develop communication with Impact Group partner to inform stakeholders of grant goals and benchmarks. Establish membership of Project Advisory Council & schedule calendar of meetings 2. Bid Parkway renovations for PD space with adjoining observation area. Install distance learning lab. Notify firms awarded to establish completion timeline. 3. Purchase furniture for NIS and PD space to create the capacity for inquiry-based learning 4. Meet with Stark Educational Partnership (external evaluator) regarding required baseline data, benchmarks & calendar of meetings 5. Administer pre-assessment surveys. Establish & gather benchmark data. 6. Purchase Common Core Math series and schedule PD 7. Purchase & implement iPad Mini team sets to extend learning at NIS. Purchase & implement laptop carts at grades 1-3 to share per grade level. 8. Continue monthly collaboration meetings with UMU to define benchmark events on collaboration timeline for 5-year period. Set a calendar for meetings & topics. 9. Complete Project More/Raz Kids training of new UMU students for K-3 reading intervention designed from previous TGRG Grant 10. Purchase reading resources & schedule fluency webinar
Oct. 2014 - June 2015 1. Continue to explore inquiry based learning models with UMU & Battelle partner, using distance learning of International Baccalaureate (IB) module training & STEM training provided by Battelle (Middle School with possible future impact on intermediate) 2. Create timeline & benchmarks for PD room at Parkway & district PD plan to include all elements of grant 3. Implement interventions for K-3 RIMP identified students using UMU students trained in Project More/Raz Kids for year 2 implementation of TGRG grant 4. Administer post assessments qualitative surveys of staff, students & parents. 5. Communicate to staff, student & community about 2015-16 new programming and priorities 6. Create rubrics with ACS-UMU to define levels of collaboration & levels

* Anticipated barriers to successful completion of the implementation phase.

There is much change in 2014-2015 with the implementation of the restructuring and we need to be cautious not to overwhelm our stakeholders with new PD, surveys, resources, etc... The 2013-2014 school year was also a year full of change, including a new superintendent and new Director of Instruction, new opportunities for grade level collaboration which included the creation of common assessments, a focus on Formative Instructional Practices (FIP): how to use assessments FOR learning in teacher-based teams (TBTs), and our strategic planning process. When we implemented the use of SLOs this year, we used the phrase that we were in "a learning year"

which took off and helped us to take the new concepts a step at a time, collaborate, do our best, and learn from our experiences. When we created common assessments and scanned them for online data but hit bumps, we were in a learning year. When the data wasn't analyzed exactly as we would have liked, we were in a learning year. When we discovered our math series was not aligned to common core standards, we looked far and wide in search of some, free internet supplementation that would. I believe our elementary staff is proud of the abundance of learning that took place this year and that they are more empowered than ever before. Another learning year will bring more growth and sets the stage for the continuous learning mindset of a professional development school. This upcoming learning year includes changes that our stakeholders believe are needed. To support our teachers with this learning year, a district PD plan will focus on our changes and follow up will be imbedded in staff meetings and TBTs. The restructuring plan will create a shuffle of students and staff. Our principals are in the process of planning transition experiences for our students and team building experiences for our staff. As we did this year, we provide our staff with opportunities for feedback and take our new learning year, one step at a time!

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range August 2014 - June 2020

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

The project summative eval has 2 phases: FY 15 grant year & FY 16-20 sustainability period. Phase 1: establish achievement baselines/benchmarks, specific to student performance & in context (grades 1-5) of ACS restructuring, for formative & summative evaluation. 1. Establish baselines (quantitative) for grades 1-5 (ODE start of year diagnostic/SLO tests: reading & math; Quarterly district common/vendor Reading/Math tests; OAA 3rd grade reading Fall 2014 & Ohio Next Gen beginning Spring 2015 w/ 2 parts: grade 3-5 PBA (performance based assessment) & end of year Next Gen. Ohio Next Gen grade 4 social studies & grade 5 science, PBA & EOY configured for cohort comparisons. 2. Grant year pre-implementation survey of students & staff based on Schlechty's content for measuring engagement (schlechtycenter.org) Design & field test student & staff surveys/observation protocols (quantitative & qualitative) to assess impact of inquiry based learning models adopted by district as part of grant year investigation 3. ACS-UMU develop mixed-method eval design to assess impact & effectiveness of Parkway PD School. Rubrics & surveys to drive evaluation process. Artifacts: blogs & shared documents may drive work once established. 4. Establish district & school performance baselines w/ Report Card categories, i.e. Progress. Phase 2: Monitor project outcomes against established benchmarks & conduct summative eval of results for next 5-year sustainability period. Yearly monitoring of achievement growth as measured by Next Gen (PBA & EOC), categorizing results by school type & circumstance (gr1-3, 4-5) w/ cohort tracking; summative eval FY 20. Yrly survey (Schlechty) & possible inquiry based learning models adopted by district as result of implementing grant. Continue collaboration w/ ACS-UMU faculty on effectiveness (surveys/interviews) of Parkway PD School teacher preparation, student achievement & staff PD. Monitor yearly growth of Report Card. Summative eval. of all outcomes FY 20.

* Anticipated barriers to successful completion of the summative evaluation phase.

1. Assumes full implementation of Ohio Next Gen 2014-152. Locally designed questionnaires & protocols need adequate field testing 2. Pre-grant school-level comparables are not possible due to restructuring; assumes no state-mandated changes on indicators through FY20. 3. Quantitative data is subject to standard limitations including adjustments for student mobility. Increases in student achievement to be correlational & supported by surveys & observations. Surveys & interview protocols will be subject to additional modification based on analysis & staff feedback as warranted. 4. Ms. Ball, partner will play a vital role in communication materials to market Parkway PDS & grant goal progress. 5. Comprehensive standards (NCATE) exist for university-based PD schools but few exist for district-based PD schools. Local determination of outcomes & design of evaluation is mandated. Holmes Partnership Source: As PDSs are born & develop across the country, the fifth Holmes principle stated as "making reflection & inquiry the central feature of the school" appears to be the most difficult to actualize. This may be because inquiry has not typically been a part of the teaching culture (Kincheloe, 1991). ...all members of the PDS, practicing teachers, prospective teachers, administrators, & university educators...Inquiring professionals seek out change & reflect on their practice...collecting data to gain insights into their wonderings, analyzing data along with reading relevant literature, making changes in practice based on new understandings developed during inquiry, & sharing findings with others. A PDS culture supports & celebrates the engagement of teachers & other PDS professionals in constructing knowledge through intentional, systematic, inquiry & using that knowledge to continually reform, refine, & change the practice of teaching. Survey's created based on Schlechty's levels of engagement seek to measure this data. Creation of rubrics provides measurable growth option.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The observation/teaching room at Parkway Elementary will allow us to not only strengthen our UMU partnership but it will change the way we do business, creating a continuous learning community. This room will contain distance learning equipment & an adjoining observation room to maximize the variety of ways to help raise student achievement through effective instruction. UMU will have the ability to use this room to allow their introductory level education students to view quality instruction from ACS teachers, to team teach lessons with ACS teachers, to participate in distance learning, & to collaborate with TBT's. This room can house education classes for UMU students that can be accessed by ACS teachers in the present or by viewing the ongoing recorded material. All of the aforementioned usages will save time with a reduction of meetings as these practices will be interactive, current, & accessible when one's schedule allows. With the renovation of this space, communication between UMU & ACS will soar. The room has the capacity to minimize distractions. Cooperating teachers can view a student teaching experience without being physically present in the room. OTES Teacher observations can be accomplished without being in the room & if the evaluator missed the lesson introduction, it can be played back at a later time. As for ACS teachers, this room will be used for distance learning, viewing purposes for instruction, TBT meetings: horizontal & vertical, & for district wide access to PD. Students will learn from other students through the viewing room, distance learning, & the recording of lessons. A distance learning experience with a sister school in China becomes possible with parent permission & an evening session in the renovated room. This renovated space will support 21st century learning with updated technology, in walking distance from the University, & will provide a common ground for engaging,

authentic learning. It will empower our students & educators.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem (s) have been solved.

21. 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 response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

Holmes Partnership Source: Professional Development Schools grew out of Goodlad's Teachers for Our Nation's Schools (1990) and Tomorrow's Teachers: A Report of the Holmes Group (Holmes Group, 1986). Tomorrow's Teachers (1986) was written by the Holmes Group, "a consortium of education deans and chief academic officers from the major research universities in each of the fifty states." Their primary purpose was to come together as a group to improve the quality of their teacher education programs. Although The Holmes Group (1986) has evolved significantly in the past 10 years, one of the original goals of the group is still strong: If university faculties are to become more expert educators of teachers, they must make better use of expert teachers in the education of other teachers and in research on teaching. In addition, schools must become places where both teachers and university faculty can systematically inquire into practice and improve it. Denise Leddy, Director of Instruction for ACS has been a member of the Holmes Partnership and during that time, she collaborated with Kent City Schools and Kent State University to improve teaching and learning in both environments. She speaks passionately about the opportunities she and her students had in Kent due to strong collaborations. According to the Holmes Group (1990), six general guiding principles exist for creating PDSs. PDS sites must include a commitment to: -Teaching for understanding (rather than a factual recall) so that students learn for a lifetime -Organizing classrooms and schools as learning communities -Setting ambitious goals for everybody's children -Establishing an environment that supports continuing learning for all adults as well as children -Making reflection & inquiry the central feature of the school -Inventing a new organization (Holmes Group, 1990). The Ohio Improvement Process and the use of the 5-Step process has been a focus of training for our District Leadership team and training is a focus for our teachers for the upcoming school year. According to the Ohio Department of education website, "Ohio is committed to the implementation of a unified state system of support directly focused on improving the academic achievement of all students. Ohio's statewide system of support includes State Support Teams & Educational Service Center personnel who use a connected set of tools to improve instructional practice and student performance on a continuing basis." Dr. Mandy Capel is the newest addition to our DLT (district leadership team) & this team's key role is to provide the support to help our TBTs implement the OIP process effectively. By renovating PD space & extending an invitation to a University primed to collaborate with us on this process, we imbed another layer support for our teachers by providing more resources, more ideas, and more hands-on deck to meet the needs of our students.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

Stark Educational Partnership, Inc. Dr. Joseph A. Rochford, Vice-President 400 Market Avenue North, Suite B Canton, OH 44702-1551 330-452-0829 rochford@edpartner.org The Stark Education Partnership (SEP), under the direction of its Vice-President, Dr. Joseph A. Rochford, will serve as an external evaluator for the project. SEP is located in the Foundations Center at 400 Market Avenue, North in Canton, Ohio.

* 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 project's progress).

Quantitative Methodology: Use district EMIS (system) to monitor growth in student achievement (formative) on OAA (2014) & Ohio's Next Generation (2015 & on) & on Ohio Report Card indicators for 5 years; disaggregations as necessary; final analysis of overall achievement gain (long-term objectives) against baselines (summative) FY20. Parkway PD School data tracking includes the number of student teachers & field experience teachers who collaborate with ACS faculty over 5 years, the number of university classes taught at PD school, the number of elementary students who receive UMU tutoring during & after school. Track the number of meetings, contact hours & other outcomes as appropriate. Data will be analyzed by semester. Qualitative Methodology: Short & long term objectives: Staff collaboration, professional development, instructional impact, student engagement. Administer yearly student & staff surveys & conduct classroom observations using locally designed surveys based on Schlechty's engaging work design & on other inquiry-based learning models as adopted. Interview UMU faculty, students & ACS teachers yearly to assess the impact of district-based PD & student teacher training at Parkway. Further assess its impact by reviewing documents, such as syllabi & appropriate archival & document-based information. (formative, yearly & summative after 5 years). The overarching methodology employed by SEP triangulates both qualitative & quantitative data. This form of research strategy is also described as convergent methodology (Campbell & Fiske, 1959). Rubrics will provide measurable growth opportunities at the close of each semester. Together, Mrs. Leddy & Dr. Capel will lead the discussions as ACS-UMU establish a guiding rubric which defines accomplished, skilled, & developing levels of University/District collaboration. They will then lead work with ACS staff to establish a guiding rubric which defines accomplished, skilled, & developing levels of a PD School.

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

Procedure to use evaluation to modify or change project plan: The external evaluator will be a de facto member of the Project Advisory Team & be required to submit quarterly progress reports to the team & district administration that supports project monitoring. Sharing lessons learned: SEP will issue 24 quarterly progress & 6 annual reports that will be available full-text through www.edpartner.org. A summative report will be authored. Additionally, SEP publications under arrangement are reviewed for full text publication in the U.S. Dept. of Education Educational Resources Information Center (ERIC) database <http://eric.ed.gov>.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

We have strategically asked for resources in areas that will sustain our elementary restructuring and allow teaching & learning to thrive in ACS, a district that is currently performing in the lowest 5% of the state. We have done the foundational work to allow the impact of the grant funds to make a powerful impact. Seizing the opportunity of new district level leadership in ACS, we (1) began to form new relationships with UMU & discovered a cadre of professors anxious to collaborate & meet the needs of our students, (2) implemented a thorough strategic planning process & discovered top needs in our schools, and (3) responding to the results, we discovered restructuring as way to prevent cuts, save money & invest it back into the students by sharing, repurposing, & inventing new positions to meet the needs of our students. We discovered that our elementary Math series fails to adequately align to the common core standards. We need the start up funding to get materials into the hands of our teachers immediately so that our students can start the school year with the proper materials of which many wealthier districts already have access. We have a solid, research-based reading program and wish to invest in a relatively nominal book purchases to provide our students with engaging content as we adjust to the more rigorous lexile levels of the Common Core. We have asked for supplemental technology to expand the opportunities that our students currently have & to encourage teacher collaboration on engaging students with technology. We have NOT asked for an expensive 1-to-1 request. We have also asked for furniture to support student collaboration & flexible groups. Students will immediately benefit from these investments, from now, through the life of the implementation...& beyond! These investments have substantial value to students who will be able to immediately engage with resources that will prepare them substantially better on their quest for college & career readiness. Our largest investment comes in the form of a professional development room that will have the most substantial impact on long term student growth. The funds will essentially help us (ACS-UMU) help each other to create a thriving learning environment. This renovation will turn unused space into a hub for PD experiences to be accessed by both ACS & UMU. The technology of the Distance Learning Lab provides alternative access to training when we cannot afford to travel to a location. If MIT offered a Science course for kids, we'd have a less expensive option. If a school applied to be a world class school, the training modules begin in this room. Day-to-day, we envision space for peer-observations & fishbowl opportunities. Multiple teachers could view a colleague implement best-practices without scheduling conflicts or classroom interruptions. We could see strategies being implemented, or help problem solve identified classroom needs. Our UMU partner can send a full class of preservice teachers to view from the observation room. Then, with their professor, discuss the observations. Our teachers can observe a college lesson on current trends & practices in education. They, in turn, can collaborate with peers about applying those practices in the classroom. As teachers learn to implement the OIP's 5-Step process in TBT's, we can use the "fishbowl" approach to model the process. Recordings of successful/productive teams could be shared district wide. Leadership teams can provide feedback. This proposal provides a greater share of resources within the classroom & creates a newly renovated space which is an investment in the ongoing PD of teachers. Both the material resources & the long term PD space are an investment in student achievement. By investing in our teachers we are investing in our students! The timely implementation the Next Gen Assessments will allow us to gather baseline data & measure anticipated growth as students & staff engage over time.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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.

The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

Over the last year, our teacher-based teams (TBTs) have been encouraged to analyze student achievement data & use the information to make adjustments to instruction. Collecting baseline & ongoing data, over the life of the grant is a natural progression for our TBTs to view trends. To be transparent & collaborative, it is important that teachers analyze the same data reviewed by our external evaluator. Teachers will use deeper item analysis views, when available and examine fluency rates & other measures weekly. We are currently exploring vendor assessments to provide teachers with actionable data. Spreadsheet data (grades 1-5) will include, but not be limited to: *Beginning of year (BOY) reading & math state diagnostic assessments &/or SLO BOY assessment data. *Quarterly district/vendor common Reading/Math assessments, and EOY SLO data R/M *OAA 3rd grade reading (Fall 2014) * Next Gen Assessments R/M begin Spring 2015 in 2 parts: performance based assessment & end-of-year 4-5 Next Gen Assessment * Grade 4 also has a 2-part Next Gen Assessments in Social Studies & grade 5 in Science. Scores will be compared, cohort-to-cohort, & analyzed for patterns to Math & Reading Next Gen Assessments if data is available. An additional measure of student achievement is perception data. Student & Staff surveys with Schlechty content measuring student & staff levels of engagement will occur through use of Google form, anonymous surveys. Student surveys will begin in paper format. Our report card data comparisons from year-to-year will track overall growth as well as subgroup data over time. Categories of focus include Value Added, AMO, etc... Benchmark & monitoring with Stark Educational Partnership (external evaluator) will continue for a 6-year period of time to ensure fidelity to the grant & its goals. Benchmarking will be set using SMART goals after the analysis of baseline data. We will be following the OIP process: Assess, Analyze, Plan, Implement & Re-assess.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

Our grant plans allow students to access a greater share of resources: people, time, and materials/technology. People & time resources: Reducing class size was the number one request of our staff. By bringing all 4-5 grades together in one building, and grades 1-3 in our other two buildings, we had a savings of teacher resources that we reallocated to the primary buildings to serve as literacy-numeracy lead teachers to lower class size during these critical times of instruction. The restructuring of our gifted services from a 2-1/2 hour pull out program led by one teacher to include both gifted and high ability students now allows for a team of teachers to meet the needs of the students all day long. Survey data with a focus on engagement will be used quarterly for students & staff in all elementary environments. New Teacher-based team logs include the analysis of student work samples that can gauge the progression of student work. We believe the greater share of resources in our proposal will be measured ultimately by student achievement. Material Resources: Our teachers need acceptable materials for their students. We have learned that our students are responding to the limited technology we have in our grade 1-5 buildings and that we lack sufficient Math, Reading, & Science materials. With an investment in our district, our students will be engaged in the Math activities and we will ensure that the teachers have the needed PD to make this happen. Having the capacity to move desks on wheels creates additional access to content resources and people resources needed for the level of growth expected of with the common core. Our purchase of additional technology will be shared among groups of teachers who share students. Each BLT will monitor the needs of TBTs monthly where Math, Reading, Science & technology integration discussions occur. Surveys will be used by SEP to regularly gauge levels of engagement.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

Another anticipated outcome that will be difficult to measure involves having a stronger sense of community, for all stakeholders, where we are keeping each others best interest in mind, not just our own. One is not able to anticipate what future partnerships that may evolve even after this grant concludes. Schlechty's levels of engagement will help capture some of this information. With true collaboration, our grant plans will grow and evolve beyond our current thinking. The development of our initiative includes built-in reflective elements to keep the project on track and responsive to the needs of our students, includes: SEP as an external evaluator, our project advisory council, ACS-UMU collaborative meetings, and a reflective component utilizing the elements of the Ohio Improvement Process. These built in elements will keep our program growing and changing to meet student needs that we may not have yet imagined. SEP, partner will utilize qualitative measures for the following objectives. Short and long term objective: student and staff attitudinal change on levels of engagement. Pre and annual post surveys with UMU faculty, ACS students and staff, annual survey. Surveys will be based on Schlechty's levels of student engagement and knowledge creation protocols (formative and summative).

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

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

This project can be replicated in other districts in Ohio with effort, collaboration and a willingness to challenge the status quo. The following are the steps necessary to model this innovative project: (1) Select a strategic planning process that works for your district. (2) Your plan needs to include all stakeholders and ample opportunities for anonymous input pertaining to district needs (3) Once needs are identified, think outside the box. Time and money are always short but it does not have to translate into cuts. (4) Find partners and look closely for local colleges/universities that are open to collaboration and begin authentic discussions about the true needs of both the schools and the university. (5) Begin to dream and be brave enough to discuss your ideas. (6) Designate a space for professional development that can be used to access professional development across the US, communicate with a sister school in China, or teach with the intention of being observed. Recording the teaching and learning 24/7 allows for educators to view content after the fact and to be able to preserve valuable content for future learning. (7) Determine how collaboration between university and schools, coupled with the results of a well thought out strategic plan, can maximize your impact on student achievement and lifelong learning. University partners and access to distance learning technology opens the doors to needed professional development, i.e. UMU is willing to learn with us about inquiry-based learning models and support the implementation in our schools. The cost only involves the initial investment in space & time. The rest is simply commitment to collaborate to improve teaching and learning for our students. (8) Be transparent and inclusive with teachers and staff. Communicate. (9) Create rubrics to define your vision of collaboration and set goals (10) Bring students on board to hear their voice. We are beginning with surveys because it is important to keep student needs at the core of our efforts. (11) Establish a purposeful communication plan between all entities. All stakeholders need to keep the goals and objectives of the project at the forefront to avoid a well-thoughtout plan to by the wayside. The biggest barrier is rushing through the strategic planning process. Be thorough and have the right team on board to bring different strengths and views. It is crucial that you get the problem right. A strategic plan has to be a journey, you have to dig deep to get the problems right. Take the time to communicate. Make sure some form of root cause analysis is a part of your plan; otherwise, your plan will only gather dust on a shelf. Another barrier to the success includes not having a university near your school that is willing to collaborate. In that case, less frequent collaboration and a little drive can still be worth the investment. A distance learning lab and a room dedicated for these experiences can bring the university closer to you. Additionally, district and university leadership must be willing to devote time and effort to build a rich collaboration between, universities and schools. The implementation of a Project Advisory Team is vital as is collaboration with teachers every step of the way. Voices must be heard. Finally, dedicating the initial funds to support the needs identified through your strategic planning process is difficult in the US today. The closer your team looks and the more creative you get; the more you will be able to do.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other

interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I, Jeffery Talbert agree. 4-18-14

Sections 

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Alliance City (043497) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Aimee	Kennedy	6144244460	kennedya@battelle.org	Battelle		505 King Ave., , Columbus, OH, 43201	
Steven	Miller	330-484-2229	steve.miller@smillerconst.com	Stanley Miller Construction Co		2250 Howenstine Dr SE, , East Sparta, OH, 44626	
Joseph Dr	Rochford	330-452-0829	rochford@edpartner.org	Stark Educational Partnership Inc		400 Market Ave N Ste B, , Canton, OH, 44702- 1551	
Abbey	Ball	330-572-2721	www.igpr.com	Impact Group - Public Relations Firm		581 W Boston Mills Rd, , Hudson, OH, 44236	
Mandy	Capel	330-829-8159	capelml@mountunion.edu	University of Mount Union	063834	1972 Clark Ave, Alliance, OH, 44601- 3929	
Steven	Feder	866-889-3731 ext 5029	sfeder@learninga-z.com	Learning A-Z		1840 E River Rd Ste 320, , Tuscon, AZ, 85718	
Kevin	Smith	800-800-2775 ext 42786	kgsmith@apple.com	Apple Inc		2420 Ridgepoint Dr, MS-198-EC, AUSTIN, TX, 78454	
Becky	Dickson	330-499-1030	bdickson@ohiodesk.com	Ohio Desk		34 Swartz Rd, , Akron, OH, 44319	
Melanie	Blanchard	440-268-4352	mblanchard@mcpc.com	MCPc Inc		1801 Superior Ave Ste 300, , Cleveland, OH, 44114	
Julie	Martin	888-511-5114	sss@follett.com	Follett School Solutions		1340 Ridgeview Dr, , McHenry, IL, 60050	

Implementation Team

Alliance City (043497) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Joseph	Rochford PhD	Vice President, Stark Education Partnership (SEP)	Dr. Joseph Rochford will be the external evaluator and will be a de facto member of the Project Advisory Council. His responsibilities will include conducting, analyzing and reporting the formative and summative evaluations based upon the criteria of the proposal. Additionally, Dr. Rochford will report any suggested adjustments to make mid-grant improvements based on early results of the data. SEP will be required to submit quarterly progress reports and recommendations to the Project Advisory Council. Reports by the Stark Education Partnership are published for public consumption at www.edpartner.org and are reviewed for publication under arrangement with the U.S. Department of Education's Educational Resources Information Center (ERIC).	Dr. Rochford is the Vice-President of the Stark Education Partnership and joined the organization in 1991. In Stark County, he currently serves as a member of the board of directors for Jobs for Ohio's Graduates (J.O.G.S.) of Greater Canton and the AHEAD Foundation in Massillon. He is also an adjunct professor of graduate education at Walsh University.	Dr. Rochford served as a University Fellow at Kent State University where he was part of a team conducting research on how organizations make decisions. While at KSU, he also worked extensively on several education improvement efforts, including the Administrative Preparation Program of the Cleveland Public Schools and the Canton City Schools Leadership Academy. From 1988 to 1989, he was a doctoral fellow with the Cleveland Clinic Foundation and served as research advisor to the Clinic's Public Education Initiative with John Hay High School.	
Michelle	Hiser	Principal, Rockhill Elementary	Ms. Hiser has been selected to be the principal at the newly restructured intermediate school. Ms. Hiser will serve as a member of the Project Advisory Council. Her role is to support the planning, implementation, and monitoring of the grant at the grade 4-5 level, with a special focus on inquiry-based learning and Assessment FOR Learning.	In her career, Ms. Hiser has served as an elementary teacher and principal. She earned a K-8 teacher's license, K-12 Reading endorsement and received a master's degree in Educational Administration.	Ms. Hiser has served as the Rockhill Elementary principal, with grades 1-5, for the past two years and brings seven years of principal experience with her from California. She has proven to have curriculum strengths at the intermediate level. Mrs. Hiser has overseen the intermediate gifted classes for the district at Rockhill Elementary, has experience teaching gifted students, and will lead the implementation of the newly structured gifted high ability program. Ms. Hiser brings strengths of building community and will apply those skill as we bring all of our 4th and 5th graders together in one school building.	
Mandy	Capel	Assistant Professor of Education, University of Mount Union	Dr. Capel's responsibility for this project is to lead a cadre of education professors from the University of Mount Union (UMU) in collaboration efforts with Alliance City Schools (ACS). Dr. Capel will serve as a member of the Project Advisory Council. She has begun to	Dr. Capel has a Doctorate of Philosophy in Curriculum & Instruction, has been an elementary teacher and presently is an Assistant Professor of Education at the	Dr. Capel is currently taking an active role in expanding collaborations with Alliance City Schools. She is an active member of the instructional design team and is committed to visiting schools with successful	

work with her colleagues in the education department to identify the current collaborative initiatives between ACS and UMU. She will assist in gathering baseline data, establishing goals and benchmarks, and monitoring the progress of our ACS-UMU collaborations. Together, Mrs. Leddy and Dr. Capel will lead the discussions as UMU and ACS establish a guiding rubric which defines accomplished, skilled, and developing levels of University/District collaboration. They will then lead work with ACS staff to establish a guiding rubric which defines accomplished, skilled, and developing levels of a Professional Development School. Information that UMU-ACS have begun to track as baseline data includes, but is not limited to, the number of education courses taught inside Parkway's Professional Development Room (currently 0), the number of UMU student teachers and ACS cooperating teachers, the number of field experience students and ACS supporting teachers, the number of UMU syllabi that involve collaboration with ACS, the number of elementary students who receive UMU tutoring or support before and after school, and the number of UMU-ACS meetings and contact hours. Surveys will also be established, under Mrs. Leddy and Dr. Capel's guidance, to qualitatively measure the usefulness of ACS-UMU collaborations as viewed by UMU faculty, UMU students, ACS students, and ACS educators. The data collected (qualitative rubrics, qualitative surveys & quantitative data) will be triangulated to inform the direction of our collaborations.

university. She has been a grant recipient member of the Kent State University's Curriculum Leadership Institute.

implementations of STEM, International Baccalaureate (IB), and 1-to-1 initiatives. Further showing UMU's collaborative support, Dr. Capel is the newest addition to Alliance City Schools' District Leadership Team.

Kirk	Heath	Treasurer of Alliance City Schools	Mr. Heath will be responsible for completing and managing the Straight A budget and will be a member of the Project Advisory Council. Additionally, Mr. Heath will be developing and awarding bids as needed for the renovation project at Alliance and processing all purchase orders for the technology, furniture, equipment and other resources for Alliance City Schools.	Mr. Heath has been a school treasurer for seven years, a past state auditor and is a Certified Public Accountant. Mr. Heath has been an active member of the district's strategic planning process and resulting systemic reform, including training at Harvard University's Graduate School of Education. Mr. Heath has visited our schools with other district leaders and	Mr. Heath has participated as a fiscal reviewer of round one Straight A grants.	
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				understands the impact a more flexible style of furniture can have on the learning of our students. He is confident this grant will provide us with this new opportunity for our students. He is managing the Early Literacy and Reading Readiness grant and the district's \$40 million budget, and will provide similar guidance with this grant request.	
Chad	Morris	Technology Coordinator, Alliance City Schools	Mr. Morris will be supporting the installation and monitoring of the technology aspects associated with the grant. This includes the addition of iPad Mini carts at Parkway Elementary and Rockhill Elementary to build on our current successes and to expand to meet the growing needs at the primary grade levels. The additional technology will provide each grade level with a cart of technology and allow the grade level teams of teachers to decide how best to share the technology throughout the day. Mr. Morris will be supporting our newly restructured intermediate building as we implement the use of a set of Apple iPad Minis for each pod of intermediate students. This technology will provide each pod of students with a cart of technology and allow the teacher teams to decide how best to share the technology throughout the day. We believe the sharing of technology with a connection to the built-in teacher based team (TBT) collaboration will grow the use of technology just as well, if not better than a 1-to-1 implementation. Mr. Morris will provide the needed attention to student technology permissions, breakage, loss, and proper use. Mr. Morris will support the installation, implementation, and monitoring of the distance learning labs that will provide both professional development for educators and global access to educational learning experiences for our students. Mr. Morris is charged with collaborating with Alliance educators to provide staff and students with experiences beyond Alliance, Ohio.	Mr. Morris has worked in Alliance City Schools for 9 years in the role of Network Manager and Technology Coordinator. Mr. Morris graduated from the University of Mount Union with a Bachelor of Science in Computer Science in 2005. He has continued his education with various training courses including Enterasys Certified Switching and Unix/Linux Administration. He has attended the yearly OETC Conference to further expand his knowledge of educational technology. Mr. Morris has come from a family of educators including his father, sister, brother, and brother-in-law so he understands the connection which must be made between technology and education. Mr. Morris has been a member of the Alliance community since birth, attending Alliance City Schools from Kindergarten through graduation from Alliance High School in 2001.	This past year, Mr. Morris implemented a 1-to-1 iPad Mini initiative with our 9th grade students. As a result, he is very familiar with the steps to take in the distribution and care of the devices as well as the barriers to avoid. Mr. Morris is managing a wired/wireless network of 2000+ devices including all relevant operating systems, such as Macintosh, Linux Windows 2000 and beyond, iOS, and Android. He has provided our schools with laptops and iPads on charging carts and understands the needs when adding new carts and the best methods of deployment. He has experience working with distance learning equipment across the entire district. Mr. Morris has significant experience with deploying iPads via multiple Mobile Device Management systems including deploying apps with the Apple Volume purchase program and profiles for managing device settings for multiple student use.
Aimee	Kennedy	Vice President of Education, STEM Learning and	Though Ms. Kennedy is serving as a consultant in the implementation of our STEM/Inquiry-Based instruction at the secondary level,	Ms. Kennedy presently directs Battelle's efforts to foster innovative educational	Ms. Kennedy was a teacher, assistant principal and then principal of the Metro Early College High

		Philanthropy, Battelle	<p>which does not fall within the realm of this grant, it is worth mentioning that she is a partner of the district who is helping us to explore inquiry-based learning. She is a part of the Middle School Instructional Design Team as they research and visit schools to thoroughly investigate what successful inquiry-based STEM models look like in different learning environments. She will provide the expertise from her past experiences to guide the district as we implement our vision of STEM. Her focus with secondary levels will have a positive influence at all levels.</p>	<p>environments that prepare students for tomorrow's career and college environment. She has consulted with educators, industry partners and higher education organizations across the country as they plan for educational innovation and reform. She has designed and facilitated reform in Ohio, Texas, North Carolina and Tennessee that has resulted in the incorporation of literacy and math initiatives in STEM and Early College schools and networks in each state.</p>	<p>School. Her tenure spanned from July 2007 to September 2013. During this time she participated in the development of the vision of Metro's personalized learning experiences in which mastery learning is required. Metro's mission is, "turning college aspirations into reality through personal relevance, academic rigor and transformative relationships."</p>	
Denice	Leddy	Director of Curriculum and Instruction, Alliance City Schools	<p>Mrs. Leddy will serve as co-chair of the Project Advisory Council (PAC) and coordinate all curricular aspects (establishment of new teacher roles for high ability program and literacy-numeracy leads, technology integration to engage learners, etc.) of the grant ensuring the goals of the grant are met. She brings strengths with assessment and will work closely with our external evaluator on the details of our pre-assessments, benchmark & post-assessments. Mrs. Leddy will facilitate all professional development experiences, including a literacy-numeracy focus at the primary buildings, inquiry-based learning at the intermediate school, and using assessment FOR learning at all levels. As the new Director of Curriculum & Instruction in Alliance City Schools, Mrs. Leddy has been a leader on the Strategy in Action (SIA) team and has helped implement the strategic planning effort. All grant requests are based on the qualitative & quantitative findings of a year-long effort to develop a strategic plan to increase student achievement for ALL students. Mrs. Leddy will continue to meet with all stakeholders to monitor the impact of the grant. Mrs. Leddy will serve as liaison between the district and UMU. Together, Mrs. Leddy & Dr. Capel will lead the discussions as UMU and ACS work to establish guiding rubrics to define levels of University/District collaboration as well as skill levels of a Professional Development School. Together they have begun to track multitudinous aspects of baseline data as defined further in</p>	<p>Mrs. Leddy holds a Bachelor's degree in education, a Master's degree in Curriculum & Instruction and to-date has completed her Ph.D coursework in Educational Administration. Mrs. Leddy has spent a great deal of her career in Kent City Schools in the roles of Teacher, Elementary Principal, Principal of the Bridges Academy: an early intervention, alternative program for 9th & 10th grade students & served as District Math Specialist. Professional development that she implemented more than 12 years ago remains an integral part of the district's plan. In Cleveland Heights-University Heights City Schools (CH-UH), she served in the roles of Elementary Principal and PK-12 Coordinator of Assessment & Accountability. Mrs. Leddy was involved with the planning of elementary literacy performance grouping and the creative restructuring of people resources to meet specific instructional needs of students; the result was above value added growth in all areas. In the role of</p>	<p>Mrs. Leddy is currently implementing the Read Alliance Third Grade Reading Guarantee grant in collaboration with the University of Mount Union (UMU) and additional community partners. She has written and implemented an innovative Alternative Education Grant for the Bridges Academy and worked with Kent State University (KSU external evaluator) on this proactively successful initiative. She brings 18 years experience of collaborations between Universities & Schools, including her involvement with the Holmes Partnership in which she worked with KSU & Kent City Schools. Mrs. Leddy was involved with aspects of the implementation of IB & STEM programming in CH-UH. She has been an active member of the ACS district's strategic planning process and resulting systemic reform, which includes training at Harvard University's Graduate School of Education. Mrs. Leddy has worked with Mr. Talbert on the initiatives that have brought such success to CH-UH, and her career too has been dedicated to providing engaging, relevant work for all students.</p>	

			<p>Dr. Capel's noted responsibilities. Surveys will also be established, under Mrs. Leddy & Dr. Capel's guidance, to qualitatively measure the usefulness of ACS-UMU collaborations as viewed by UMU faculty, UMU students, ACS students & ACS educators. The data collected (rubrics, surveys & numerical data) will be triangulated to inform the direction of our collaborations.</p>	<p>Coordinator, she worked with teachers to make data actionable to inform their instruction. Mrs. Leddy is dedicated to building participatory leadership among educators.</p>	
Jeffery	Talbert	Superintendent of Alliance City Schools	<p>Mr. Talbert's responsibilities will include being co-chairman of the Project Advisory Council (PAC) with special concentration on Alliance's renovation project of Parkway Elementary's Professional Development Room. He will serve as coordinator for all communications for Alliance City Schools and serve as the key contact with our partnership with the Impact Group. Mr. Talbert is committed to being an educational leader and participates in the Alliance City Schools-University of Mount Union collaborations. Mr. Talbert will continue to hold monthly collaborative/problem solving meetings with his district administrative team with a focus on the instructional core and this will keep him tied to the implementation details of the grant.</p>	<p>As the new Superintendent of Alliance City Schools, the board of education charged him with the task of increasing student achievement for ALL students. Mr. Talbert formed a Strategy in Action (SIA) team and implemented a strategic planning effort and the requests in this grant are based upon the findings of that year-long effort. Mr. Talbert received strategic planning training at Harvard University's Graduate School of Education. Mr. Talbert believes strongly that all educational decisions made must support the instructional core and he continues to serve as an involved educational leader. Mr. Talbert is dedicated to building participatory leadership among educators in the district.</p>	<p>Mr. Talbert was formerly the Assistant Superintendent of Curriculum and Instruction at Cleveland Heights-University Heights City School District (CH-UH), where he designed and implemented a K-12 instructional pathway program which included: International Baccalaureate (IB) Society Pathway, STEM Discovery Pathway, and the Arts Creativity Pathway. In CH-UH, Mr. Talbert implemented elementary and middle school literacy performance grouping and creatively restructured people resources to meet specific instructional needs of students; the result was above value added growth in all areas. A separate implementation at CH-UH was the Relevant Experiential Active Learning (REAL) Early College partnership with John Carroll University: this program was designed to accelerate under-represented first generation college students; Mr. Talbert has designed three different 1-to-1 initiatives in previous districts; as campus principal of McKinley Senior High School he participated in the Ohio High School Transformation Initiative as a part of the Knowledge Works foundation. They transformed MSHS from a traditional high school to five themed-based high schools which included a Freshmen Academy, a STEM school, an Arts school, an International school and a school of diversity. Mr. Talbert's career has been dedicated</p>

					to providing engaging, relevant work for all students.	
Abbey	Ball	Manager of Client Fulfillment, The Impact Group	Ms. Ball's responsibilities will include assisting Alliance City Schools in the promotion and communication of our Straight A grant objectives and progress of those objectives. Key audiences include the parents, students, staff and community. Ms. Ball will assist in the creation and production of the necessary materials for communicating our acceptance of the grant, for celebrating progress toward meeting the grant goals, and for ongoing communication through the life of the grant. Additionally, Ms. Ball will play a vital role in the assistance of necessary communication materials to market Parkway Professional Development School.	Ms. Ball has a BA in Public Relations from Kent State University and has several years experience in the public relations field.	Ms. Ball works with several school districts in Stark County and across Northeast Ohio to enhance community relations and communicate the work of the schools to parents, students and residents. This includes media relations, marketing, and parent and community interaction; through surveys and focus groups, to help gauge public perception. As a culminating project, Ms. Ball will develop a comprehensive replication guide to share lessons learned with our colleagues across the state.	
Michelle	Balderson	Upcoming Principal, Rockhill Elementary	Mrs. Balderson will serve as a member of the Project Advisory Council. Her role is to support the planning, implementation, and monitoring of the grant, with a special focus on Literacy and Assessment FOR Learning. She will collaborate with her sister school, Parkway Professional Development School.	Mrs. Balderson has taught 22 years in Elementary education. She has taught all subject areas with a strong concentration as a lead teacher in literacy. She holds a masters degree in School Guidance and Counseling and is finishing her coursework for her principal license.	She served as a Master Teacher in Collaboration with the University of Mount Union. During her tenure at the University, she taught freshman through senior level reading courses and supervised student teachers. She has established strong professional relationships with professors in the Education Department. For the past four years, she has provided leadership at Rockhill Elementary as a literacy coach and played a critical role with the implementation of Read Alliance, a Third Grade Reading Guarantee grant. Mrs. Balderson is a proud Alliance High School graduate who is committed to the success of our schools and community.	
Stephanie	Eslich	Principal, Parkway Elementary	Ms. Eslich was selected to continue in the role of principal at Parkway Elementary and see it through to becoming Parkway Professional Development School. Ms. Eslich will serve as a member of the Project Advisory Council. Her role is to support the planning, implementation, and monitoring of the grant, with a special focus on Math and Project-Based Learning. Mrs. Eslich will join as a new member of ACS-UMU collaborative planning meetings.	Ms. Eslich is in her 14th year in education. She has a Master's Degree in Curriculum and Instruction and is licensed as a building principal. Ms. Eslich brings teaching experience at both elementary and middle school levels, and specialized instruction with gifted and high ability students.	Ms. Eslich's strengths include project based learning, parent and community involvement, acceleration of gifted learners, and technology integration of the curriculum. During the 2013-2014 school year alone, Ms. Eslich's elementary school was in the local newspaper on numerous occasions. Topics included a project-based enrichment opportunity for primary level	

					<p>students which she designed for the entire district, and a project-based learning opportunity that involved students that constructed 65 valentine boxes to resemble 65 local businesses right here in Alliance, Ohio. Ms. Eslich's experiences of reaching out and building community will support the implementation and growth of our upcoming professional development school.</p>	
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