

Budget

Hamilton City (044107) - Butler County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (103)

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		120,000.00	20,000.00	0.00	0.00	0.00	0.00	140,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	37,000.00	0.00	0.00	0.00	37,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		120,000.00	20,000.00	37,000.00	0.00	0.00	0.00	177,000.00
Adjusted Allocation								0.00
Remaining								-177,000.00

Application

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Hamilton Academic and Behavioral Success Initiative

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

The purpose of the Hamilton Academic and Behavioral Success Initiative is to increase quality classroom instructional time for all students by improving the classroom climate and reducing interruptions due to discipline issues. Behavior specialists s to help teachers develop a positive classroom climate and appropriate interactions with children of poverty, as well as provide guidance and coaching on creating engaging, differentiated lessons. Professional development on the cultural differences between our predominantly underprivileged student population and our middle class educators will be an integral part of this program.

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.

5721 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 checked="" 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 checked="" 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
Chad Konkle

Organizational name of lead applicant
Hamilton City School District

Address of lead applicant
533 Dayton St.

Phone Number of lead applicant
513.887.5013

Email Address of lead applicant
ckonkle@hcsdoh.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

Current State During the 2012-13 school year 764 elementary school students were suspended out of school for a total of 2,572 days of instruction in the Hamilton City School District. Additionally, 84 students were expelled from school. 80% of the violations of the Hamilton City School District Code of Conduct involved students who were suspended out of school for non-violent offenses and did not involve drugs, alcohol, or weapons. The implementation of this program would directly affect students who have been suspended out of school for non-violent offenses that do not involve drugs, weapons, or violence, which is over 10% of the elementary population. Teaching students to act appropriately, as well as helping teachers to more effectively deal with disruptive behaviors in a proactive manner, would allow the other 5,721 elementary school students in our district to learn with less disruptions. These types of misbehaviors, while unacceptable in the school setting, are influenced by the culture of poverty. With 74.1% of our elementary students living in poverty and most coming from generational poverty, there is a cultural misunderstanding between our predominantly middle class teachers and these students who come from poverty. There is a mismatch of norms of acceptable behavior.

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

Expectations The expectation of the project is to change student and teacher behaviors so that students remain in school and are engaged in learning. Action Steps 1. teach students appropriate behaviors for school and public settings 2. provide professional development so that teachers understand the culture of poverty 3. support teachers in the development of classroom and individual behavior plans that are effective and meaningful to our students Strategies Provide professional development related to the culture of generational poverty and brain research on children of poverty. work of Ruby Payne - A Framework for Poverty work of Eric Jensen - Teaching and Engaging with Poverty in Mind Staff engagement with the Cost of Poverty Experience (COPE) simulation Develop a district wide culture plan for school based implementation Hire 2 behavioral specialists. Each specialist will be responsible for 4 elementary buildings, with time prioritized by building level data. Behavior Specialist work with the teacher to refine whole class comprehensive behavior plans work with the teacher to develop individual student plans for children who are in need of tier 2 and 3 behavior interventions provide small group work with the tier 3 students to explicitly teach appropriate school behaviors

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.)

All students in Kindergarten through 6th grade will benefit from this initiative. The professional development for our teachers on the culture of poverty will provide a framework for our teachers to understand the circumstances and motivations of our students and give them effective instructional and discipline tools that will be more constructive in dealing with student behaviors. The behavioral specialists will provide consistent coaching in instructional and behavior management areas for teachers and students. Students, who have behavior issues that currently exclude them from the classroom, will receive interventions and specific social skills training so that they will be able to function in the school and community settings. This in turn will allow other members of the class to participate in classroom instruction without the interruptions and the uncertainty that excessive misbehaviors bring. With the increased attendance of our target students and the uninterrupted instruction that better classroom management and instructional strategies brings, student achievement will increase. The District will define a series of quantitative academic measures that will be analyzed yearly to measure the academic and behavioral impact of the program. For academics Ohio Achievement Assessment scores, PARCC scores, and quarterly grades will be followed. In the area of behavior, student discipline incidents will be monitored and tracked. At the outset of the grant, baseline measures will be taken by building, and goals will be set, using the above mentioned measures, for increases in academic outputs and reductions in behavioral outputs. Our goals for the project are as follows: 1. Reduce suspensions/expulsions in the elementary grades by 20% per year over the five year grant period (from 848 to 347 within five years). 2. Improve student achievement 3. Meet annual measurable objectives for all subgroups in reading and math during the five year project period. 4. Meet expected or above expected growth as measured by value added and District created student growth measures. 5. Reduce the percentage of F's students receive annually on report cards by 10% per year over five years. 6. Increase the District performance index score on the local report card by 2 index points per year, with a goal of exceeding a District performance index score of 100 by year five of the project.

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.)

This project will achieve a yearly cost savings of \$29,339.00. This will equate to a five year savings of \$146,695.00. These savings will be

realized through a reduction in staff costs through the elimination of current positioned used for academic support exclusively, without a behavior component.

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.)

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.

177,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total cost of the project will be \$177,000 dollars per year. This cost is broken down into two parts: 2 Behavior Specialists - \$140,000 per year Staff professional development on restorative practices, cultural competencies, and positive behavior supports - \$37,000 per year

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.

This grant proposal will place two behavior specialists in buildings within the school District. In addition, the project calls for annual, ongoing professional development for staff members in restorative behavioral practices, cultural competencies and positive behavior supports. The behavior supports that will be provided to teachers and students as a result of this project are necessary for the long term academic and cultural health of the school district. This project is intended to last for at least five years, and is seen as a long term solution to the academic, social, and emotional barriers that confront many District students that hail from an impoverished background. The costs for this program will be ongoing at the conclusion of the grant period and include two staff members and yearly professional development. Credible and verifiable reductions in the budget will be made in order to continue to sustain this program on a long term basis.

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

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.

29,339.00 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

This project will achieve a yearly cost savings of \$29,339.00. This will equate to a five year savings of \$146,695.00. These savings will be realized through a reduction in staff costs through the elimination of current positioned used for academic support exclusively, without a behavior component.

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.

As stated in question 12, the total cost of the program in the first year is \$177,000, with a five year cost of \$885,000. In order to provide ongoing financial support for this program, an examination of District practices was conducted in order to identify programs that could be eliminated to create a funding source. A decision has been made to eliminate the funding for 35 temporary academic support personnel, for a savings of \$206,339 per year. This equates to a five year savings of \$1,031,695. This pool of money will be used sustain this program in years two through six while still realizing a savings of \$146,695.

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 April 1, 2014-August 1, 2014

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

The district will define the work of a behavior specialist through a job description and expected qualifications, develop an evaluation system/rubric for the project, develop data forms to be used during implementation, work with Miami University to develop attitudinal surveys for staff, students, and parents, quantify baseline data, interview and hire two behavior specialists.

* Anticipated barriers to successful completion of the planning phase

A barrier could include finding the appropriate staff that meet all eligibility requirements set forth by the district.

18. Implementation - Process to achieve project goals

* Date Range August 1, 2014 - July 1, 2020

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

The scope of work is two pronged. The first prong includes that of the Behavior Specialist. Each Behavior Specialist will be responsible for supporting 104 staff members to provide direct teacher supports in classroom management, positive behavior supports, analysis in the functions of behaviors, implementation of student specific behavior intervention plans to increase classroom attendance and student engagement. The Behavior Specialist will work with staff in providing direct social skills instruction to students to address areas of deficit that are impacting student discipline. All mentoring will be documented through a teacher referral indicating specific needs as well as specific collaboration notes. The second prong is quality professional development for a strong understanding of the culture of poverty and its implications on learning. In addition, professional development will include restorative practices and Positive Behavior Supports. An outside consultant will be brought into the District using identified professional development funds to develop a District wide cultural plan that addresses restorative behavioral practices, cultural competencies and positive behavior supports. Use of these supports will be monitored quarterly to evaluate effectiveness based on student achievement and discipline rates with a mid-term evaluation completed, January 1- January 30, of each year to evaluate the use of the supports and evaluate district-wide needs. We will complete a summative evaluation at the end of every school year, June 1- June 30, to examine data, refine practices and provide targeted professional development.

* Anticipated barriers to successful completion of the implementation phase.

A barrier to the implementation of the project could include development of trust between the teaching staff and the Behavior Specialists. Hiring preferences for these additional positions must include a strength with interpersonal skills and teamwork. Additionally, as we implement professional development portion with the emphasis on attitudinal changes, there is the risk of frustration during the initial period of implementation as change in this area occurs slowly.

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

* Date Range August 1, 2014-June 30, 2015

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

On an annual basis, beginning in the Summer of 2015 (at the end of the first year of the program), data for each of the goals identified below will be collected and analyzed: Scope of Work 1. Reduce suspensions/expulsions in the elementary grades by 20% per year over the five year grant period (from 848 to 347 within five years). 2. Improve student achievement Meet AMOs for all subgroups in reading and math during the five year project period. Meet expected or above expected growth as measured by value added and District created student growth measures. Reduce the percentage of F's students receive annually on report cards by 10% per year over five years. Increase the District P.I. score on the local report card by 2 index points per year, with a goal of exceeding a District performance index score of 100 by year five of the project. 3. On a yearly basis Miami University will conduct a qualitative impact study on the effects of the program on teachers and students. The focus of these annual studies will be to measure the impact of the behavior specialists in the areas of behavior and academic outlook. The results of the yearly quantitative and qualitative research studies will be used to inform District practices and make adjustments to the support and professional development program as necessary. Over the course of the five year grant period a longitudinal picture of the behavioral and academic health of the the District will emerge.

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

Potential failure to reach identified academic performance levels. The Hamilton City School District has seen a 25 percent increase in poverty rates over the past decade, with the current free and reduced lunch population at almost 75 percent for the District. The academic goals that have been set are rigorous and designed to stretch the bar for all stakeholders in the District. With this being said, changing attitudinal beliefs and practices on the part of teachers and students is work that takes time. While yearly goals many not be achieved in each area, The long term focus is to meet all academic goals at the end of the initial five year grant period.

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:

This proposal will provide 2 behavior specialists and yearly, ongoing, professional development support for staff members. This behavior specialists will work in the classroom with students and teachers to increase the quality of education and develop engaging, rigorous lessons for students. It will also allow behavior specialists the opportunity to work with teachers to put interventions in place that would keep disruptive and disrespectful students in the class and learning without interruption. The added support will align with the move to an 8 hour school day that allows for collaboration times for teachers to work together. The extended school day will also have built in times for teacher to meet with parents to discuss appropriate interventions and evaluate the progress of students. Providing behavior support in the classroom is a change in district practices. Currently, students who are disruptive to the learning process are referred to the office and consequences are given that remove the student from the learning environment. The overarching goal of this project is to change attitudinal beliefs held by teachers regarding students and discipline. Changing teacher culture to focus on a proactive, culturally responsive approach to discipline will have positive effects on classroom climate and building morale. The support of behavioral specialists, whose job will be focused on growing teachers and students, is critical to changing long standing building practices regarding discipline. Teachers need to understand that they have a part in promoting a positive behavioral and academic climate, and they can not simply resort to discipline each time a student behaves in a manner that is not consistent with the teacher's world view. It is the moral obligation of teachers to instruct students in appropriate behavior patterns. The current reality is that too few of our teachers do this effectively, which leads to an escalating cycle of discipline, time out of class, academic failure, and more discipline issues. The behavioral specialists and on-going professional development are critical in the efforts of the District to change building culture, reduce discipline rates, and improve academic achievement.

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.

The task of removing barriers to student learning is multifaceted and complex. In urban environments, students often encounter behavioral and academic barriers to success. In addition, students may encounter adult barriers in the form of teachers who do not have appropriate tools to deal with the challenging behaviors that occur urban settings today. In order to help students experience success in the classroom, these barriers must be removed. The first step in doing so is to provide appropriate behavior supports to students. This is where the behavior specialist will be involved. Teaching students how to respond in new and appropriate ways to situations that can be emotionally taxing will be a major focus of each behaviorists work. The behaviorist will also work with staff members to teach appropriate engagement and restorative practices that can de-escalate, affirm, and instruct students in a manner that reinforces the behavior that is sought. With the increase in student connection with the teacher, the students will become more engaged with the curricular content. Finally, this program will be successful due to the commitment to ongoing professional development. Teachers will engage in annual PD on restorative practices, positive behavior supports, and response to interventions. It is important for staff members to realize that in a high poverty educational climate, the middle class values of many teachers collides with the values, norms, and culture of the community they serve. For example, a behavior in a hispanic community may not be seen as discourteous in that culture, but it is taken as offensive in a majority culture community. Ensuring that professional development addresses issues such as cultural competency will be critical to the overall success of this program. While the program itself is a new idea, the components of the program have been tried successfully for years. Fixing barriers to learning will involve addressing student behavior and academic issues, as well as teachers responses to students exhibiting academic and behavioral warning signs.

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.

Keith Millard, the Assistant Superintendent of Instruction, and Matt Tutor, the Director of Student Services will be in charge of collecting and monitoring academic quantitative data pertaining to the program. Internally, the District will define a series of quantitative academic measures that will be analyzed yearly to measure the academic and behavioral impact of the program. For academics, student OAA scores, district common assessment scores, and quarterly grades will be followed. In the area of behavior, student discipline incidents will be monitored and tracked. At the outset of the grant baseline measures will be taken by building, and the following goals will be monitored for increases in academic outputs and reductions in behavioral outputs: 1. Reduce suspensions/expulsions in the elementary grades by 20% per year over the five year grant period. 2. Improve student achievement Meet all subgroup AMOs reading and math during the five year project period. Meet expected or above expected growth as measured by value added and District created student growth measures. Reduce the percentage of F's students receive annually on report cards by 10% per year over five years. Increase the District performance index (P.I.) score on the local report card by 2 index points per year, with a goal of exceeding a District P.I. score of 100 by year five of the project.

* 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).

An external reviewer will create a framework for analyzing qualitative measures, including changes in attitudinal and behavioral dispositions of students, families, and staff members. This will be achieved through the creation of beginning, mid-year, and end of year Likert Scale measures that drill down to how students' behavior, grades, and general disposition to school are evolving as a result of participating in the program. Parents of students will also be measured to assess their evolving outlook on education and worldview of the school system through their student(s) engagement with the behavioral and academic specialists. Finally, teachers will also participate in a qualitative study to measure shifts in teaching and discipline practices as a result of their interaction and engagement with the behavioral specialists and professional development.

* 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.

The current grant proposal is for two behavioral specialists to provide support to four elementary buildings based on identified areas of need, using discipline current discipline data for initial placement decisions. Ongoing data reviews will allow for the proportion of support time at each building to be reallocated as needs emerge. For professional development, decisions will be made annually on the professional development priorities within the discipline continuum of the District. Plans can be adjusted yearly to meet needs that evolve or were not anticipated at the time of the initial grant proposal.

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.

Currently the school district is focused on increasing student performance on the local report card. As a member of the Urban 21, Hamilton must work with extra diligence to meet the multifaceted needs of the student population. Many of these needs are in the realm of behavioral supports. Research has shown that school embedded classroom support in the form of coaching is one of the most effective ways to raise student achievement. This program is unique in that the coaching is extended on both the teacher and student front, and it involves both behaviors and academics. By addressing both of these needs simultaneously, Hamilton teachers will receive the support they need to meet the needs of challenging students, while students will receive tools and structures to improve their emotional well being and academic outcomes. In the sustainability section of the grant proposal, credible and verifiable reductions in spending have been identified to pay for this new and innovative program. In preparing the grant application, great care was taken to examine existing programs that could be eliminated in order to provide funding for this new program. The District is dedicated to improving results on the local report card and reducing discipline incidents in buildings that ultimately become barriers to learning. Meeting the specific behavioral and academic needs to students is a key to this endeavor, which is the reason budget reductions will be made to support this program for the long term. In examining quantifiable measures, the five year goal is to meet the annual measurable objectives in reading and math set forth by the Ohio Department of Education ESEA waiver by the 2017-2018 school year for all subgroups. In the area of discipline, the goal is to reduce total discipline incidents in eight buildings that will receive support by 20% in the first year and an additional 20% each subsequent year through the 2017-2018 school year. Long term success will partially be judged by an increased graph trajectory of subgroup performance coupled with a decreased graph trajectory of aggregate discipline issues.

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

During the 2012 - 2013 school year, elementary school students in Hamilton had 848 behavioral incidents that were documented in the District discipline database. The goal in the first year of the grant is to decrease this number by 20% to 678 incidents. The goal in each subsequent year is to also reduce the number by an additional 20%. The table below shows the targeted goals for the first several years of the program: 2014-2015: 543 2015-2016: 434 2016-2017: 347 For academics, the goal of the District is to meet annual measurable objectives in reading and math for all subgroups by the 2017-2018 school year as outlined in Ohio's ESEA waiver. The goal by the 2017-2018 school year is for 90.9% of students to be proficient or better in reading and 88.5% to be proficient or better in math. The behavioral and academic support program will strive to meet these goals by setting the following targets for yearly improvement for each subgroup in order to meet the AMO goals by 2017-2018: Reading: (Goal 90.9 - Percentages below indicate yearly target percentage gain to meet the goal) White: 1.9% gain per year for 5 years All Students: 2.24% gain per year for 5 years Multiracial: 2.28% gain per year for 5 years Economically Disadvantaged: 3% gain per year for 5 years Hispanic: 3% gain per year for 5 years African Americans: 3.86% gain per year for 5 years LEP: 4.36% gain per year for 5 years SWD: 8.68% gain per year for 5 years Math: (Goal 88.5 - Percentages below indicate yearly target percentage gain to meet the goal) White: 3.6% gain per year for 5 years All Students: 4% gain per year for 5 years Multiracial: 4.2% gain per year for 5 years Hispanic: 4.46% gain per year for 5 years LEP: 5% gain per year for 5 years Economically Disadvantaged: 5% gain per year for 5 years African American: 6.58% gain per year for 5 years SWD: 10.7% gain per year for 5 years

* Spending Reduction in the five-year fiscal forecast

This project will achieve a yearly cost savings of \$29,339.00. This will equate to a five year savings of \$146,695.00. These savings will be realized through a reduction in staff costs through the elimination of current positions used for academic support exclusively, without a behavior modification component.

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

An additional goal that will be examined through the qualitative measures, that will be a part of the external review by Miami University is the shift in attitudinal beliefs on the part of staff members concerning students and discipline. This will be accomplished through our collaboration with our grant partner, Miami University. The program calls for yearly professional development to be provided to staff members on restorative discipline practices, positive behavioral supports, cultural awareness, and poverty related issues. Too many staff members are quick to hold students accountable for their behaviors without examining what changes in adult behaviors and practices could lead to a change in behavior for students over time. The goal of the District is to improve student outcomes through the intentional teaching of behaviors that are aligned with academic success. The first option cannot be to punish students every time they misbehave. Providing extensive professional development to teachers in the areas identified above, and then measuring attitudinal shifts over time, will provide an understanding of how effective the behavior coaching and professional development is for staff members.

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

The program outlined in this grant is certainly one that can be replicated in any district that has similar issues and the desire to radically change the culture of practices within their district to impact student achievement. In terms of time, this program can be implemented within 6 - 9 months provided there is a steering committee in place to guide the work, external partners to provide measurement support, and operating funds available for behavioral and academic pairs as well as professional development. As this program builds upon existing concepts that operate independently of one another at the moment, there is every reason to expect that this program will reach the desired outcomes of increasing student achievement and lowering discipline rates through combining practices in this new and unique way. Teachers and administrators in Hamilton has a tradition of sharing best practices local, state, and national conferences. The ethos of the District is share and share alike when it comes to professional resources and knowledge. In order for this program to be replicable, districts around the State of Ohio need to have a first hand understanding of the program, how it operates, and the effects as measured by the outcomes identified in grant application. The lead applicants in this grant proposal commit to apply as presenters at all applicable State conferences to share this work with others. These will include the annual fall OSBA conference, the spring Ohio educators symposium, and the summer Battelle for Kids conference. In the past year Hamilton has presented at these events with great success. Currently, Hamilton serves as a model for districts around the state on how to conduct a wide scale Chromebook implementation program, how to administer Ohio Teacher Evaluation System and Student Growth Measures, as well as how to re-design professional development using an open badges concept. The lead applicants of this grant proposal are confident in the ability of the District to successfully implement this program as well as the ability of the District to share this program with others.

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).

Chad Konkle, Business Administrator for Business & Planning Hamilton City School District 533 Dayton St. Hamilton, OH 45011 513.887.5013

Consortium Contacts

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

Partnerships

Hamilton City (044107) - Butler 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
Georgine	Bowman	513.887.5502	gbowman@bcesc.org	Butler County ESC	046086	400 N Erie Hwy, Hamilton, OH, 45011-4216	
Michelle	Cosman	5135296443	cosmahm@miamioh.edu	Miami University	062984	201 Roudebush Hall, Oxford, OH, 45056-0604	

Implementation Team

Hamilton City (044107) - Butler 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
Keith	Millard	Assistant Superintendent of Instruction	Planning, Implementation and Summary of Project	Oversees instructional practices and programs	Oversight of Race to the Top - Scope of Work Areas B and C, Management of the Teaching American History grant program, association with programs under Title I and Title II.	
Matt	Tudor	Director of Student Services	Planning, Implementation and Summary of Project	Oversees student discipline, support with mental health	Affiliation with Race to the Top initiatives, responsible for data collection, analysis, and disaggregation for District discipline data. Oversees compliance for EMIS reporting data.	
Terri	Fitton	Director of Elementary Programs	Planning, Implementation and Summary of Project	Oversees instructional practices and programs	Oversight of Race to the Top - Scope of Work Areas B and C, work on pre-school grant programs, association with programs under Title I and Title II.	
Mindy	Fischer	Director of Pupil Personnel	Planning, Implementation and Summary of Project	Oversees specialized instruction, supports with mental health	Responsible for administering special education grants, affiliated with Race to the Top initiatives, oversees Special Education compliance.	
Chad	Konkle	Business Manager	Planning, Implementation and Summary of Project	Oversees Business and Planning	Primary responsibility for State and Federal programs within the District. Lead coordinator of the Race to the Top transformation team.	
Michelle	Cosmah	Miami University	Planning and Summary of Project	Higher Education Facility	Specialization in both quantitative and qualitative research methods for the purposes of educational program evaluation.	
Georgina	Bowman	Butler County ESC	Planning and Implementation of Project	Extensive experience with hiring and providing professional development for unique staff positions sought after by member school districts.	Education Service Center that works with Human Resources, Professional Development issues on a county wide basis.	