

Budget

Pickerington Local (046896) - Fairfield County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (182)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	739,573.00	0.00	0.00	739,573.00
Support Services		0.00	0.00	198,325.00	0.00	0.00	0.00	198,325.00
Governance/Admin		0.00	0.00	30,000.00	0.00	0.00	0.00	30,000.00
Prof Development		0.00	0.00	31,000.00	0.00	0.00	0.00	31,000.00
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		0.00	0.00	259,325.00	739,573.00	0.00	0.00	998,898.00
Adjusted Allocation								0.00
Remaining								-998,898.00

Application

Pickerington Local (046896) - Fairfield County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (182)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Empowering Informed Innovation

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

In order to achieve sustained success for all of the students in the Pickerington Local School District, and prepare them for college and careers in the 21st century, a focused, integrated, innovative solution to improve instructional practice and student performance, facilitate data driven, personalized assessment and instruction, and improve instructional capacity is proposed by Empowering Informed Innovation. Through this initiative, the Pickerington Local School District will design and deploy district wide curriculum resources, formative and summative assessments, and professional development resources that will have a substantive and lasting impact on student performance and adult practices. Empowering Informed Innovation will facilitate cooperation and collegiality as all district schools work as one entity, with aligned and coherent actions that effectively use data to make intentional decisions about teaching and learning while leveraging resources to ensure each and every student is prepared to embrace a career or pursue higher education goals upon graduation.

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.

10300 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 checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Brian Seymour

Organizational name of lead applicant
Pickerington Local School District

Address of lead applicant
90 N East Street, Pickerington, Ohio 43147

Phone Number of lead applicant
614-920-6168

Email Address of lead applicant
brian_seymour@plsd.us

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

Pickerington, while not identified by the Ohio Department of Education as a district in need of improvement, has voluntarily implemented many of the strategies of the Ohio School Improvement Plan, including formative and summative assessment, data collection and disaggregation, and structured, data driven professional learning teams that meet weekly to maintain a focus on data driven instruction. To date the work of our district toward these goals has been informed, intentional, and dedicated, but the diverse approach to improving teaching and learning among our various schools has lacked unity and efficacy. To further refine this work, and accelerate student performance, a more strategic approach to college and career standards aligned curriculum, assessment, data collection, data storage and retrieval, and data driven personalized instruction is needed. Believing deeply that we can work more effectively and efficiently as one, the schools of the Pickerington Local School District have long sought a shared solution capable of providing a common, easily accessible repository of college and career aligned curriculum resources, standards based formative and summative assessments, easily retrievable data to drive personalized and differentiated instruction, and customized professional development to meet the needs of teachers our district. This proposal, Empowering Informed Innovation, is that solution, and will make the vision of unity of work and purpose a reality for our district.

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

Upon receiving grant funding, Empowering Informed Innovation will implement SchoolNet Instructional Management System (IMS) and SchoolNet Educator Development Suite (EDS) to support and connect highly effective teaching and learning throughout the district. SchoolNet IMS and SchoolNet EDS will transform the way our district instructs and assess students, and the way we use data to drive personalized instruction. SchoolNet IMS will enable district educators to be more efficient and effective by providing a single platform to manage formative and summative assessments and the resulting student data. Teachers will have desktop access to curriculum and instructional resources linked directly to assessment data. The instructional management system will provide students and their parents a link to student data, and will encourage a personalized approach to instruction by providing a communication tool allowing these stakeholders to work together to set educational goals. SchoolNet EDS features data-driven tools that provide educators with the means to grow professionally and improve teaching practice. The software connects multiple measures of educator practice with student performance data on SchoolNet IMS then uses this data to recommend tasks and resources that foster professional growth. Together, the two systems will drive targeted, data driven instruction and provide professional development that is customized to teacher and student needs in each and every classroom in the district. By implementing a robust instructional management system, paired with a systematic, integrated educator development protocol we will achieve long lasting results, not only in the realm of student performance, but in the capacity of our teaching force to provide innovative, high quality instruction as we move forward with more complex and challenging educational standards and goals. Introducing these innovative technologies to our on-going effort toward school improvement, our district will be empowered to make substantive changes in educator practice and student performance. With new protocols and technology in place, instructional leaders and classroom teachers will be able to design and deploy district wide classroom and benchmark assessments online or on paper. This will enable our educators to use data-informed insight to identify opportunities for enrichment and remediation. By bringing multiple data sources into a single platform, data will be in the hands of those who need it, but moreover, we will ensure that the data is valid and is retrieved from common assessments that are robust, proven assessments of students' academic strengths and needs as determined by CCSS aligned indicators. To date, the district has employed its teaching force to create multiple progress monitoring assessments at significant cost. These assessments vary in the degree of quality and adherence to the CCSS and are not linked to curriculum. Using SchoolNet IMS, our teachers will construct quality assessments drawing from substantial SchoolNet and NWEA question banks. A district wide repository of curriculum will be supported by the SchoolNet platform allowing for convergence of standards based assessments, supporting curriculum, and professional development that is directly linked to student data. The efficacy of this solution for district educators, students, and parents is apparent; a more targeted approach to personalized and differentiated instruction, targeted professional development, and district wide alignment of curriculum and assessment to college and career standards.

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.)

Currently Pickerington district schools demonstrate wide disparity in their ability to collect, disaggregate, and use data to drive instruction in a manner that directly impacts teaching and learning. While some schools succeeded at meshing together spreadsheets and implementing detailed analyses, other schools lack resources to measure student progress in a timely manner, and therefore, struggle to make strategic

changes to correct problems, such as implementing intensive interventions or recognizing when instruction can be accelerated. At some school sites, information is more anecdotal than factual, and does not support purpose driven instruction. Curriculum resources linked to college and career standards vary widely in the district, and there is little equality in curriculum implementation across schools. Much of the progress monitoring currently in use is teacher made and differs at each school. Empowering Informed Innovation will prioritize uploading of Ohio's K-12 ELA and Mathematics Common Core Standards to SchoolNet and align curriculum and test items to those standards for district wide implementation of instruction and assessment. Benchmarked formative and summative assessments aligned to standards will be created meshing NWEA questions with extensive question banks housed on SchoolNet IMS. Assessment will be used to provide real-time access to rich and relevant data, thus allowing teachers to make decisions to improve or differentiate instruction using extensive curriculum resources housed on the IMS platform. Administrators will use IMS data to make data-driven judgments about progress and resource allocation. SchoolNet usage reports will allow administrators to determine how often online instructional and curricular materials are accessed by teachers and how often certain standards are being taught. All assessments will be scheduled on a district wide calendar. Transparency of data will facilitate open conversation about test results and progress towards goals thus strengthening and adding purpose to collaborative planning meetings already in place. Strategic professional development will be identified through data analysis. Student achievement on new district wide formative and summative assessments will be compared with historic data to determine the effectiveness of the proposed solution.

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.)

Pickerington is in the final year of cost free implementation of Thinkgate Instructional Management System. The anticipated cost of use going forward is \$7-9 per student per year (\$72,100-\$92,700). This cost will be averted by the solution proposed in Empowering Informed Innovation. With the implementation of SchoolNet Instructional Management System, Pickerington will realize increased capacity in data management, assessment, and curriculum sharing. Pickerington has historically paid teachers to develop formative and summative assessments at a cost to the district of approximately \$68,000 per year. With the implementation of SchoolNet, district wide assessments can be created from extensive question banks already aligned to college and career standards. This cost reduction over the five year grant period would be approximately \$ 340,000. Additionally, a cost reduction will be realized by sharing curriculum resources district wide. Pickerington currently estimates curriculum costs for updating resources to align with new standards at \$227,200. Sharing curriculum resources through a common database will result in a cost savings of \$350,000 over five years. Professional development costs to increase educator's capacity with technology driven instruction and instruction aligned to new standards is embedded in this proposal. This will result in further cost savings of \$175,000 in professional development funds over five years.

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.

998,898.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Implementation of SchoolNet IMS and EDS district wide for use at 14 school sites impacting 10,300 students and 650 teachers, administrators, and instructional leaders is \$968,898.00. Evaluation costs for the project will require \$30,000.

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.

On going costs will be incurred in continuing training and management of SchoolNet IMS and EDS for instructional coaches during the summer months. Title III and professional development funds will absorb these costs.

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.

117,000.00 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

As a result of implementing Empowering Informed Innovation, Pickerington Local School District will save \$340,000 over five years (\$68,000 per year) resulting from the cost of teacher developed formative and summative assessments. \$175,000 will be saved in professional development costs over the five-year grant period with the implementation of SchoolNet Teacher Development Suite. PD Savings will be seen additionally due to using the SchoolNet Instructional Management System for teachers professional development that are placed on Teacher Improvement Plan based on their Ohio Teacher Evaluation System. These will be ongoing costs every year and will be different depending on OTEs ratings of teachers. This is an unknown cost as next year will be the first year that we have to implement this measure. Anticipated costs could range from \$35,000 to \$70,000 depending on the number of teachers on teacher improvement plan.

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.

Implementation of SchoolNet IMS and EDS district wide for use at 14 school sites impacting 10,300 students and 650 teachers, administrators, and instructional leaders is \$968,898.00. In addition, the evaluation of Empowering Informed Innovation will cost \$30,000. Grant funding will sustain the project over the five-year period. The additional cost of training the instructional coaches to manage and use the IMS and EDS systems, as well as train teachers at their schools will be absorbed by district funds including Title III and professional development categorical funds.

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 11/2013 - 4/2014

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

Pickerington Local School District's grant team entered into this process by assessing critical district wide needs. A unified system of assessment, data collection, data disaggregation, and professional development to increase educator capacity for data driven instructional practices was determined to be a high priority need. Research into grant possibilities to fund this need began in the fall of 2013. The Ohio Straight A Grant was identified as being compatible with district needs and vision. Increasing Student Achievement was targeted as the primary goal of Empowering Informed Innovation. With collaboration from teachers, administrators, parents, and community stakeholders the grant committee identified resources and methodologies that would facilitate achievement of this goal. SchoolNet Instructional Management System and SchoolNet Educator Development Suite were identified as resources that would best empower the district to achieve its vision of using data to drive intentional, purposeful, personalized instruction. A secondary goal of using a greater share of resources in the classroom was identified. Cost reductions from this implementation became apparent. Applying cost savings derived from this implementation to increasing student to device ratio in this district was determined to have a potential positive impact on developing personalized instruction. The current student to device ratio is one device to three students. With the implementation of this initiative the district will move toward a goal of one device to two students. The grant committee researched and reached out to several districts implementing SchoolNet IMS and SchoolNet EDS for research and results of their implementations including Cleveland School District, Loraine City Schools and North Olmstead City Schools. On site visits from SchoolNet implementation specialists in January of 2014 with grant team leader Brian Seymour and Pickerington IT Director Walter Podgurski.

* Anticipated barriers to successful completion of the planning phase

Anticipated barriers to successful completion of the planning phase involve on time completion and submission. The grant committee would have liked to make site visits to districts and schools implementing SchoolNet IMS/EDS systems, but time did not permit visits. On-going email and telephone conferences will be continued to collaborate with other districts. On site visits will be made during the implementation phase.

18. Implementation - Process to achieve project goals

* Date Range August 2014 - June 2018

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

Implementation will take place in the fall of 2014, preceded by professional development in the summer of 2014. The first step in implementing Empowering Informed Innovation will be to provide professional development for the SchoolNet IMS/EDS systems. Professional development will begin in June of 2014. A train the trainer model will be developed for initial training of school leadership/instructional coaches. The grant committee and leadership will work with the vendor to ensure beginning of year assessments and curriculum resources are ready to deploy when school begins. A districtwide annual assessment calendar with corresponding instructional targets and curriculum

will be deployed on the IMS system. Year one assessments include quarterly progress monitoring in math and English Language Arts (ELA) for all K-4th grade students. During years 2-5 the district will create common quarterly assessments for grades 5-12 in mathematics, ELA, science, history, foreign languages and elective courses. All assessments will be tied to Ohio CCSS so that teachers can link data to differentiated instruction. Curriculum resources uploaded to SchoolNet IMS will support station rotation and blended learning environments. District leadership will use SchoolNet question banks to create and deploy common summative assessments for all content areas. Reporting and analysis on SchoolNet IMS will provide administrators with interactive key performance data. Dashboards will provide district leadership with views of current performance data at district-level and the ability to drill down to individual student data to ensure differentiated instruction is delivered in real time in response to data. District curriculum and instruction teams will work with instructional coaches and teachers in professional learning communities to create, manage, and deploy a consistent, standards-based curriculum that targets individual students' needs, strengths, and interests.

*** Anticipated barriers to successful completion of the implementation phase.**

An anticipated barrier to successful completion of the implementation phase is apparent in the ability of parents to attend training. This will be mitigated by making training available in a web-based format on the district site and by sending written directions for use home. Another barrier lies in training of all instructional personnel during non-contracted time. Paying stipends of \$20 per hour for attendance will mitigate this barrier. Stipends will be paid from professional development and Title III funds. Perhaps most significant is the anticipated barrier of training all classroom teachers in the use of the SchoolNet IMS and EDS systems. To circumvent this barrier, the district has scheduled a one-hour period before school each day as a professional development period.

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

*** Date Range** May 2015 - May 2019

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

Evaluation of student performance data will begin with the first fall progress monitoring assessment and continue throughout the grant period as we compare current assessment data with historic data to determine the impact of teaching targeted to known student strengths, needs, and personal choices. Significant improvement in formative assessment data is expected as teachers and instructional teams become more skilled at targeted data driven instruction. The grant team has established benchmarks for formative progress monitoring assessments in the 2014-2015 school year. Student performance on progress monitoring assessments is expected to increase by 25% overall by the end of the 2014-2015 school year. Additional evaluation of the project will be determined by teacher usage of IMS data. SchoolNet usage reports will allow administrators to determine how often online instructional and curricular materials are accessed by teachers and how often certain standards are being taught. Increases of 10%, 15%, and 25% per quarter in teacher usage are expected in the first year of implementation as compared with first quarter usage.

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

Anticipated barriers include support at the school site and can be mitigated by ensuring on-going professional development in data driven instruction for school based administrators and instructional leaders. This professional development will be a priority of the district and will be aligned with professional development for SchoolNet EDS. Additional anticipated barriers to successful implementation involve the ability of a large district to work together toward common goals. A carefully selected leadership team at with representation from each school will work to mitigate this barrier. Coordinating schedules, deriving common meeting times and development goals will be mitigated by assigning those responsibilities to the district level grant team. An outside evaluator will be determined to assess how well Empowering Informed Innovation has achieved its stated goals.

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:

Empowering Informed Innovation will use SchoolNet IMS and EDS to dramatically change the practices of school leaders and classroom teachers in the Pickerington Local School District and dramatically expand educational opportunities for students in a data based environment. For the first time, formative and summative assessments will be common to all grade level and content area classes in the district. Informed and data driven differentiated, personalized instruction will be targeted to students strengths and needs, and a common repository of curriculum resources will support instruction in the classroom. In addition, a single platform will support professional development and will ensure that all professional development activities are directly linked to assessment data. The district will enable its teachers, students, and parents to work together to set personalized learning goals, ensuring that students' needs are met with remediation and acceleration as needed. In addition, middle and high school students will begin to make informed choices about electives based on assessment data and their own interests as they prepare to move forward with college and career goals and aspirations. For the first time, the district will be able to ensure equity in curriculum, assessment, and educator access to professional development so that all of the students in Pickerington Local School District have the opportunity to meet and exceed challenging new standards. Cost savings resulting from this initiative will provide the next step in student to device ratios as we move from one device per three students to one device for every two students in our district. This will enable personalized learning through station rotations and blended learning environments as students interact with various curriculum resources uploaded to the IMS system. This innovation will make the vision of our district leaders, school based leaders and classroom educators working together as one finely integrated, collaborative entity a reality in our district.

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.

In a 2011 report on the use of instructional management systems, the Center for Digital Education reports that the use of student data to inform instruction is a necessary and vital component of school improvement. While schools and districts have long used data management systems for compliance determination, using these systems to inform teaching and learning is less widespread. Such use provides data for teachers to use to make dramatic improvements in student performance. The report summarizes instructional gains realized in several districts implementing instructional management systems to inform instruction. Similarly, in a study entitled, Data Systems for Continuous Improvement in Classrooms, Instructional Improvement Systems, Jonathan D. Haber reports that locally deployed instructional improvement systems used to link curriculum, assessment, and reporting, provides teachers with the tools to be effective and administrators with the tools for continuous school wide and district wide improvement. Parents gain portals for input and involvement and students gain access to information that supports self-direction and goal setting resulting in lasting, dramatic improvements in performance. In a recent web publication on the Association for Supervision and Curriculum Development website, Ben Fenton and Mark Murphy report that a more intricate focus on assessment questions is necessary. Fenton and Murphy suggest that focusing on the individual assessment questions in an assessment is vital when analyzing results. Rather than simply using data reports as a snapshot of student performance on specific standards, or whether students answered an individual question correctly, data analysis is most intentional and purpose driven when educators use critical information about the wrong responses students chose making careful item analyses following each assessment. This allows educators to dig deeper and identify specific challenges students or subgroups of students are facing, and allows for the pinpointing of misunderstandings, thus focusing remediation and acceleration efforts by teachers. A meaningful use of student assessment data as described in the research cited here is the goal of Empowering Informed Innovation and can be realized through this proposal. Additionally, report published on the SchoolNet vendor's website identifies return on investment using an instructional management system as realized by districts implementing IMS and EDS systems. The report indicates that unifying district data and providing one-click access to understandable and actionable data summaries provides educators with a valuable tool to make data-driven decisions that more effectively deploy instruction, align standards curriculum and assessment, and improve human capital. Instructional management systems uniquely provide universal access to data across a shared reporting platform that is accessible and customizable for all administrators, teachers, parents, students and community leadership. The resulting increases in administrative efficiency, instructional effectiveness and Institutional productivity provide a foundation for better-informed decisions and sharing of instructional best practices, on a district, school, classroom and student basis. The end result is every district's desired return on investment: measurable improvements in student performance. The grant committee's assessment of cost savings in curriculum, assessment, and professional development expenditures supports the return on investment expectations for this proposal. The unification of assessment and curriculum resources in the district encompass a further benefit, as does a uniform method of educator development.

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.

An external evaluation will be conducted by Education Service Center of Central Ohio, Tom Reed, Executive Director of ESCCO. The IMS data reports of student achievement on annual formative assessments will serve as an evaluation of this project and its ability to support the goal of increased student performance. Instructional leaders will measure teacher use of the IMS and EDS systems by evaluating log in frequency and duration. Annual reports of teacher usage will be provided to the external evaluator. Increased student engagement in instruction personalized to their needs will be determined using teacher, student, and parent feedback surveys deployed twice each year. Increased instructional capacity with data driven curriculum resources will also be measured through teacher and instructional coach survey. Instructional coaches will keep a weekly log to record professional development activities of individual teachers, these will be provided to the external evaluator. Growth in instructional practice will be measured through a combination of teacher survey and classroom observation by instructional leaders and coaches. Data from the EDS system will be provided to the external evaluator. The outside evaluator will review all information above as well as determining the project's success in meeting its cost savings goal by having access to all budgets and expenditures.

* 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).

District wide assessments created and housed on the IMS will be aligned to the Ohio Common Core Standards. These tests will yield data by domain and cluster, and will also provide a measure of expected annual academic growth per student. Examining fall assessment data, teachers and instructional coaches will be able to pinpoint where a student needs assistance and choose personalized curriculum resources from the IMS to meet that student's specific needs. With careful monitoring of formative and progress monitoring assessment made easy by desktop access, teachers and instructional coaches will be able to carefully plan and guide a student's progress toward short term objectives, which will ultimately impact end of year testing. This includes the ability to integrate teacher trend data by Common Core domain and cluster in order to pinpoint professional development needs. Using the EDS, building level administrators, instructional coaches and teachers will plan for individualized professional development targeted to specific needs demonstrated by assessment data trends. Instructional coaches will assist teachers in developing personalized professional development plans which will be monitored by building

administrators. Side by side in class lesson coaching by instructional coaches and observations by administrators will be documented using the EDS and data will be generated to assist educators in maximizing opportunities for professional growth. End of year testing will generate achievement scores in Common Core domains and clusters, and will also provide growth scores which can be compared to students' growth expectations as generated by beginning of year assessments. Using the IMS, data will be generated and disaggregated to determine next steps for student instruction and teacher professional development. Long-term objectives of student achievement will be measured by trend data generated by the IMS.

* 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 grant leadership team will be prepared to take a more active role in schools not demonstrating increased student achievement. Members of the leadership team will be assigned to schools not demonstrating satisfactory progress. A grant leadership member will attend professional learning community meetings once each month and at following each progress monitoring assessment to review data and determine next steps for individual teachers. Instructional coaches from schools demonstrating success will be assigned to mentor instructional coaches in schools where adequate progress is not being made. Weekly collaborative meetings between coaches will continue until the school in need of assistance demonstrates adequate progress for two continuous data periods.

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.

SchoolNet IMS and EDS will support our district in achieving the transformative changes that result in dramatic improvements in student outcomes. SchoolNet IMS will house common district wide assessments, collect and maintain individual student data; match students to teachers and teacher data, and link student performance data with standards, and curriculum and instructional resources. Pickerington Local Schools will have a single platform to serve as an instructional hub for data and standards aligned assessment and instruction, while also linking student data to professional development resources and protocols through the EDS. Teachers and instructional leaders and coaches will be able to analyze the impact of instruction and instructional materials by examining data. In districts such as Albemarle, Virginia, SchoolNet IMS and EDS technology has allowed real time data to be the focus of professional learning communities and instructional improvements have yielded double digit growth in student achievement, significantly narrowing achievement gaps and providing equitable instruction and assessment of college and career ready standards. Pickerington Local School District will be able to implement SchoolNet IMS and EDS while realizing significant fiscal reductions in spending. Cost reductions of \$814,000-834,900 will allow for significant improvements for the students of our districts.

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

Our research into SchoolNet implementations in various districts demonstrates that initial assessments provide for consistent and direct interventions based on targeted data analysis and results in statistically significant improvement in student achievement. In Fulton County, Georgia, following the implementation of SchoolNet IMS in the 2003-2004 school year, all elementary schools met AYP targets. Similarly, three of four Title I schools in Lemon Grove, California were declared high achieving by the California Department of Education, and in Albemarle, Virginia, students achieved 90% pass rates in math and ELA scoring as much as 43% higher than previous assessments following the implementation of SchoolNet IMS/EDS systems and protocols. Based on this evidence of success, the district expects to see a 25% increase in scores as measured by beginning and end of year assessments during the first year of implementation. We anticipate 10% growth on winter and 15% on spring assessments as compared with baseline data obtained in the fall. Following the initial fall assessment each year, the grant leadership team will work with school based leadership and instructional coaches to use assessment data to create targeted professional development plans for each school and teacher using SchoolNet EDS and IMS systems and protocols. Weekly professional development learning community meetings held for grade and content alike teachers will continue according to existing structures, but will have an elevated focus on data. In addition to these on-going meetings, individual teachers will work with instructional coaches to develop personalized professional development plans and side by side teaching/coaching plans to further ensure increased instructional capacity as needed and identified in data. The EDS software will enable leaders to track professional learning and provide data for feedback and debriefing to further encourage professional growth.

* Spending Reduction in the five-year fiscal forecast

Anticipated cost reductions resulting from this initiative will be monitored and assessed by the grant team. Documentation of cost savings from this implementation will be provided for all stakeholders and included in the external evaluation of this project. Cost reductions are anticipated to be \$117,000 per year. Savings of \$340,000 over five years (\$68,000 per year) is expected from the elimination of the cost resulting from employing teachers to develop formative and summative assessments. \$175,000 will be saved in professional development costs over the five year grant period with the implementation of SchoolNet Teacher Development Suite. PD savings are anticipated using SchoolNet IMS for teachers requiring professional development to be in compliance with the Teacher Improvement Plan based on their Ohio Teacher Evaluation System. These will be ongoing costs every year and will be different depending on OTES ratings of teachers. This is an unknown cost as next year will be the first implementation of this measure. Anticipated costs could range from \$35,000 to \$70,000 depending on the number of teachers on teacher improvement plan.

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

Our model for implementation can be fully replicated by other Ohio districts. Access to our grant research and grant proposal data will be made available to any district requesting such information. We will assist any district in applying or undergoing this process to meet the needs of their own student population. In order to replicate the process of implementing a district wide IMS/EDS, a school or district would need to research this proposal and identify their own technology capabilities, stakeholder interest, financial. Sustainability, and district level commitment to the initiative. After identifying the need and necessary commitment, unifying district data and providing one-click access to understandable and actionable reports, uploading and creating common assessments and linking curriculum resources to standards and student data will be entirely replicable. The grant committee will supply any school or district with our working documents and grant proposal research and implementation schedules and data. The committee will assist any district and support replication with interviews, data, and site visits with teachers, administrators, district leadership, and other stakeholders as needed to support them in the process of replicating this initiative.

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).

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Sections 

Consortium Contacts

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

Partnerships

Pickerington Local (046896) - Fairfield 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
Tom	Reed	614-542-4120	tom.reed@escoco.org	ESC of Central Ohio	046938	2080 Citygate Drive, Columbus, OH, 43219	

Implementation Team

Pickerington Local (046896) - Fairfield 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
Brian	Seymour	Instructional Advisor	Project Lead for Implementation and Professional Development	Teaching & Learning is responsible for leading the District (over 650 teachers & administrators) in the areas of curriculum, teaching and learning. District STEM Coordinator Facilitated the Student Learning Objective process and creation of over 115 Student Growth Measures Created detailed data analysis from student testing data Designed professional development courses and programs for teachers/administrators (K-12) Designed and organized professional development conference for the entire Pickerington Local School District staff (teachers and administrators), which included keynote address and 55 concurrent sessions. Developed Learn@PLSD, which created online professional opportunities for staff members through Coursera's massively open online courses (MOOC) - launching Summer 2014 District Administrator of ThinkGate Internet Information System iTunes U Site Administrator for Pickerington Local School District District representative for Pathways to Prosperity Straight A Fund Innovation Grant, which created numerous bio-health related dual enrollment opportunities and created a mobile Fab Lab and engineering opportunities for students. Emphasis in areas of STEM, dual enrollment, career tech, instructional technology, gifted, limited English proficient Facilitated and organized numerous District-level committees - District Leadership Team, Student Learning Objectives Committee, District Transformation Team, Student Growth Measures Committee, Common Assessment Creation Committee, Academic Program and Curriculum BOE Advisory Committee, Scheduling Committee, Technology BOE Advisory Committee, Science Leadership Team and Local Professional Development Committee (LPDC). Served on Ohio Department of Education Science Next Generation Assessment Committee	Straight A Grant School District Coordinator for Pickerington for Pathways to Prosperity Grant.	
Sharon	Caccimelio	Director of Teaching and Learning	Assistance in implementation and professional development.	Director of Teaching and Learning - Pickerington Local School District Responsible for the curriculum and instruction of students grade K-6 Responsible for the professional development of teachers and administrators K-6 Former K-4 building principal	RttT grant coordinator RttT mini grant coordinator	