Budget

Winton Woods City (044081) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (77)

U.S.A.S. Fund #: 466

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	255,000.00	0.00	0.00	0.00	255,000.00
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	656,700.00	0.00	0.00	0.00	656,700.00
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
Indirect Cost						0.00	0.00
Total	0.00	0.00	911,700.00	0.00	0.00	0.00	911,700.00
						Adjusted Allocation	0.00
						Remaining	-911,700.00

Application

Winton Woods City (044081) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (77)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
A K-12 PBL Pathway: A District's journey to transform teaching and learning so students have the capacity to reach their full potential.

2. Project Summary: Please limit your responses to no more than three sentences.
WWCSD will improve K-12 student outcomes by aligning leadership, PBL instruction, and 4 major district systems toward a culture of learning.

This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year

0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	282 7	258 8
276 9	274 10	216 11	228 12	

Year 1

0 Pre-K Special Education	0 K	0 1	0 2	254 3
265 4	253 5	264 6	282 7	258 8
276 9	274 10	216 11	228 12	

Year 2

0 Pre-K Special Education	245 K	287 1	302 2	254 3
265 4	253 5	264 6	282 7	258 8
276 9	274 10	216 11	228 12	

Year 3

0 Pre-K Special Education	245 K	287 1	302 2	254 3
265 4	253 5	264 6	282 7	258 8
276 9	274 10	216 11	228 12	

Year 4

0 Pre-K Special Education	245 K	287 1	302 2	254 3
265 4	253 5	264 6	282 7	258 8
276 9	274 10	216 11	228 12	

Year 5

0 Pre-K Special Education	245 K	287 1	302 2	254 3
265 4	253 5	264 6	282 7	258 8

276 9	274 10	216 11	228 12

4. Explanation of any additional students to be impacted throughout the life of the project.
This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

District schools (Primary North-WWPN, Primary South-WWPS, Elementary School-WWES, Intermediate School-WWIS, Middle School-WWMS and High School-WWHS) will be transformed using the NTN model. The transformation will begin with building the capacity of district and school leaders and developing a strong collaborative, professional culture at district level, which will undoubtedly affect students throughout the district. We anticipate both improved learning environments and decreased discipline issues as a result. In the first year, the WWHS's implementation efforts will be strengthened while WWMS begins adoption of the model. During this first year, K-6 schools will experience benefits from district planning and leadership even before their schools change instructional practices. The roll out to additional schools is built on the cultural shifts and leadership strengths developed from the beginning. All students will be affected from the beginning even before their first project.

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

First and last name of contact for lead applicant
Dr. Terri L. Holden

Organizational name of lead applicant
Winton Woods City School District

Address of lead applicant
1215 W. Kemper Road, Cincinnati, OH 45240

Phone Number of lead applicant
513-619-2300

Email Address of lead applicant
holden.terri@wintonwoods.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

Tomorrow's economy demands new skills of job seekers, many of whom only find successful employment after achieving some level of post-secondary credentialing or education. Ohio is no exception. Nearly 80% of all Ohio's middle to high skill jobs require some type of post-secondary training. Despite this, many Ohio students are not graduating career and college ready (CCR). Winton Woods City School District (WWCSD) acknowledges these challenges and continues to make strides to clarify its mission of providing high quality educational experiences for all students. WWCSD serves an increasingly diverse population of approximately 3400 students: 71.5% qualify as low income; 85% are non-white; 15% have special needs; and 15% are English Language Learners. WWCSD exceeds the state averages on each of these demographic statistics and falls below state averages on measures of academic proficiency. These data point to the challenge of educating all students and the need for a district-wide comprehensive change in district services, professional culture and instructional practice. A bright spot of achievement in WWCSD is the Academy of Global Studies (AGS), a school within a school at Winton Woods High

School (WWHS). AGS is in its fifth year adopting New Tech Network (NTN)'s school model. AGS students outscore their traditional high school peers on all academic measures of student achievement. The success of AGS, and the dramatic contrast to the rest of the high school, highlights the need for widespread transformation of instructional practices, school culture, and policies more aligned with a clear vision to ensure all students succeed. This year, WWHS adopted the NTN model school-wide. WWCSD, in partnership with NTN, is well positioned to scale practices to the 5 other schools to dramatically improve the educational outcome for our students to be leaders in Ohio's future.

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

In 2011, WWCSD established AGS using NTN's school model and an international studies curriculum. Student outcomes, especially those of the 2015 graduates, are dramatically higher in AGS compared to the traditional high school, even after controlling for student demographics, causing us to plan for wider implementation and alignment throughout its K-12 schools. Based on the successful student and institutional changes, NTN's model has expanded throughout the high school this year. To improve student achievement and prepare all students to be college and career ready beginning at kindergarten, WWCSD proposes to extend the NTN model throughout the district to establish a K-12 pathway of innovation, clarity of educational goals, and alignment throughout students' educational experience. The current academic performance of the district and the success of the AGS program highlights the need to replicate this educational approach across the district with intention. Establishing this focused K-12 pathway requires six distinctive elements: a) developing a robust picture of the ideal WWCSD Graduate; b) designing and implementing NTN schools district-wide that support the development of the graduate; c) creating School Learning Teams to lead the implementation; d) aligning district systems to support the instructional and culture shift in each school; e) building the capacity of school leaders to lead the work of their school; f) training and supporting district instructional coaches to sustain teacher practice at each school. This pathway is based on the four key principles that serve as the foundation of the NTN philosophy: teaching that engages; culture that empowers; outcomes that matter; and technology that enables. The establishment of a K-12 pathway requires different work at the school and district leadership levels. Aligning district and building leaders' belief systems around the need for an innovative approach to improve student achievement will allow the district to provide the foundation for successful implementation of a K-12 NTN pathway. This alignment will develop capacity in school leaders and help provide a deeper understanding of the key challenges within the district's schools so that they can support teachers' work. School innovation through project-based learning will allow building leaders and teachers to transform their school as a NTN model school. This alignment will be achieved through intensive professional development and the creation of a strong adult learning culture where teams openly share their work, progress, and challenges with one another. Additionally, the district will process feedback to improve and accelerate learning across the entire community. WWCSD, in partnership with NTN, pledges to develop and scale high quality NTN designs district-wide and to align the learning ecosystem to achieve sustainable system-level transformation and increased student outcomes. We believe that improved student outcomes are a result of individual school transformation, and an essential component of school success is district alignment, support and coordination. NTN's District Systems Alignment Framework (DSAF) provides the structure and tools to support WWCSD in aligning four areas necessary to effectively implement multiple NTN schools: Curriculum, Instruction and Assessment; Data and Monitoring; Professional Learning; and District Services. At the conclusion of the grant, WWCSD will have fully implemented six NTN schools within our district. WWCSD, through the district systems alignment, will have built internal capacity at the school leadership level and through development of district coaches to sustain and grow this innovative model. In doing so, more graduates will be ready for college and careers. Further, WWCSD expects to serve as a demographically diverse model of innovation for other Ohio districts looking to replicate and scale the successes of this model.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

☑ a. Student achievement

i. List the desired outcomes.
Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

Improving student outcomes is the ultimate objective of the efforts proposed here. WWCSD students will advance towards college and career readiness throughout their K-12 educational journey as a result of a clear educational mission and aligned district and school practices. In order to improve student outcomes, WWCSD and its schools must first meet goals related to implementation of the NTN school model and alignment of district structures and practices. 1. Increase the alignment of instructional pedagogy, data collection and progress monitoring, professional learning practices, and district services. 2. Implement NTN school model with fidelity in all 6 WWCSD schools. 3. Increase adult learning and professional engagement each year. Subsequently, WWCSD expects increases in student outcomes, as outlined below, each year as full district implementation of the NTN model evolves. 4. Increase student engagement in their educational experiences. 5. Increase proficiency rates in mathematics and literacy for students in grades kindergarten through 10th. 6. Increase the number of students graduating high school ready for college and career.

ii. What assumptions must be true for this outcome to be realized?
Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

Improving measurable student learning depends on strong instructional and assessment practices facilitated by highly skilled educators within schools resourced with leaders, structures, policies and above all, a vision of what a successful graduate will know and be able to do. Schools exist within K-12 pathways, thus the need for alignment and coordination of practice and culture to support the leaders, teacher, and students. To improve student learning, we need schools and districts to transform together, united by a vision and a plan for success. This proposal is predicated on the four key principles that serve as the foundation of the NTN philosophy: teaching that engages; culture that empowers; outcomes that matter; and technology that enables. NTN's DSAF, when fully implemented, will result in an aligned K-12 system more ready to reach the measurable improvements in student learning that demonstrate readiness for college and career. The DSAF incorporates a strong District foundation built upon a shared purpose and with aligned structures and practices for all district schools to have collaborative cultures of shared ownership and high quality, challenging projects and problems deployed in the technology-rich context of our world. NTN has learned that for systemic change to be sustainable, extensive alignment work needs to be done at the leadership level of the district and school. Comprehensive school development models like NTN require the integration of instruction, curriculum, professional development, leadership support, staffing, assessments, technology, fiscal services, etc. The complexity of implementing multiple successful NTN schools within a district requires a significant level of focus, coordination and support. Unaligned planning, implementation, and monitoring leads to fragmented implementation, inconsistent understanding, limited ownership

across stakeholder groups, and provisions of inadequate resources to sufficiently support the project.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

This proposal is well supported by research literature on school and district success models, and includes data from AGS that WWCSD implemented four years ago. NTN supports 175 schools in 29 states and Australia that serve diverse student populations. Ohio has 13 New Tech schools: 1 elementary, 3 middle schools, and 9 high schools. NTN conducts extensive research on its schools; measures of student outcomes are reported annually in the Student Outcomes Report. Outcomes for the 2014 graduating class show that NTN students graduate at a rate nine percent greater than the national average; grow 65% more in higher order thinking between freshman and senior years as measured on the College & Work Readiness Assessment; enroll in college at a rate nine percent greater than the national average; and persist in 4-year colleges at a rate of 92% and 2-year colleges at a rate of 74%. NTN's model of project-based learning (PBL) combined with College Ready Assessments (CRA) has resulted in increased student learning across its schools. AGS at Winton Woods High School opened in 2011 and graduated its first class in 2015. Attendance was open to all students, and those who attended generally matched the demographics of the comprehensive high school, with the exception of students with disabilities. This NTN school within a school has been highly successful on all measures: student engagement, positive school culture, attendance and discipline, and most of all, learning. Data from the 2014 Ohio Graduation Tests show dramatic differences between AGS passage rates for tenth graders compared to the traditional high school. For writing, 97% compared to 84%; for reading 95% compared to 81%; for math 83% compared to 63%; for social studies, 87% compared to 70%; and for science 76% compared to 53% of traditional high school students passed the exam. Eleventh and twelfth graders took the ACT test, and the results are equally dramatic: the composite score for AGS students was 21.2 compared to 17.7 for 11th graders in the traditional high school. For seniors, the composite score was 20.9 for AGS students compared to 18.1 for students in the traditional high school. Differences were considerable on the English portion: 21.1 compared to 16.6 for 11th graders; 21 compared to 17 for traditional. Given the importance of literacy in college readiness, this data is a major wake-up call for educators. District leadership plays a critical role in leading and scaling change throughout its schools. Districts are typically better positioned than schools to align and scale reform initiatives to curriculum, standards, human capital, interventions, accountability, and stakeholder engagement (Zavadsky, 2012). School-by-school reform strategies are often criticized for producing only pockets of success among a limited number of schools (Duffy, 2004). These schools are also highly vulnerable due to an inability to sustain and continually adapt without a clear connection to the district's larger vision for school improvement and innovation. Isolated school-level reforms often fail because broader district roles are not clearly articulated as they relate to building capacity, supporting schools, and maintaining alignment and coherence (Hopkins, 2013). Reform efforts that involve only one system component rarely have sustained impact. Instead, educators have demonstrated that effective reform involves a clear vision for teaching and learning along with systems aligned to that vision (Fullan, 2000; Honig, Copland, Rainey, Lorton, & Newton, 2010; Waters & Vargo, 2008). NTN maintains a view of districts as complex systems where structures, processes, culture, environment, resources, and stakeholder relationships are interdependent (Childress, 2007). To maintain effectiveness across schools and produce greater results for students, districts must strive for organizational coherence and alignment across these components (Supovitz, 2006; Muller, 2004).

iv. List the specific indicators that you will use to measure progress toward your desired outcome.
These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

Each of the stated outcomes will be monitored annually through multiple metrics. In the early years, the primary focus will be on monitoring fidelity of implementation of the NTN school model and alignment of the 4 major district systems. 1) WWCSD leadership and NTN coaches will collaborate on annual assessments of the 4 major district systems using NTN's District Systems Alignment Framework. 2) Fidelity of implementation of the NTN school model in 6 schools will be measured through NTN coach observation using the Fidelity of Implementation School Success Rubric. 3) Adult learning and professional engagement will be measured by teacher self-report on NTN Staff Culture Survey. In addition, adult learning may be measured through surveys following formal professional development events hosted by NTN. As a result of the efforts described above, WWCSD expects to see improved outcomes for students as measured by the following indicators: 4) Student engagement in educational experiences will be measured through the NTN Student Culture Survey, including elementary and secondary versions. Improved student engagement will also be indicated by increased rates of attendance and decreased discipline incidents. 5) Student proficiency in mathematics and literacy will be measured through the Measures of Academic Progress in Primary Grades (MPG) for students in kindergarten through 2nd grade and the Measures of Academic Progress (MAP) for students in grades 3rd through 10th. Ohio's End-of-Course Exams also provide measures of proficiency in Reading and Mathematics for students in grades 3rd through 10th. 6) Student readiness for college and career will be measured using ACT scores for high school students, high school graduation rate, college application rate, college remediation free rate, and college persistence rate.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

WWCSD and NTN aim to improve student outcomes in three broad areas as addressed by the previously outlined goals: engagement, proficiency rates in mathematics and literacy, and college and career readiness. 1. Student engagement is measured using NTN's Student Culture Survey, student attendance rates, and out of school suspension rates. a. NTN's Student Culture Survey, administered at least once annually, includes constructs for engagement in learning experiences and connection to school. Eighty-percent of students at the AGS reported feeling connected to their school and 65% reported positive feelings about learning experiences. Baseline data for other schools will be collected during the fall of the first year of NTN school model implementation. b. The District student attendance rate for FY15 was 94.6%. c. The District out-of-school suspension rate for FY15 was 20%. 2. Student proficiency in Mathematics and Reading will be measured by the MPG, MAP and End-of-Course Exams. Current beginning of year baseline MPG/MAP data are: Reading: 3 - 180.1, 6 - 201.7 and 9 - 210.7; Math: 3 - 181.3, 6 - 206.6 and 9 - 216.0. Baseline data for all grades are available and will be monitored but are not reported here due to space constraints. 3. Student readiness for college and career is measured using ACT scores for high school students, high school graduation rate, college application rate and college persistence rate. a. In 2015, 11th graders at AGS scored 21.2 and 12th graders scored 20.9 on average on the ACT, while students in WWHS scored an average of 17.7 and 18.1, respectively. b. The District graduation rate for FY14 was 83.8%. c. The District college application rate for FY15 was 59%.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

Based on NTN's vast experience transforming schools, attention to some common areas where schools experience challenges and planning for appropriate supports are built into the implementation model. These challenges vary depending on a school's conditions, and

as such, we appreciate the strong partnership that will allow for responsiveness should the plan need adjusting. For the 4 elementary schools, areas that may need additional supports include literacy and math within a PBL framework. We are prepared to increase targeted support should the benchmarks for those outcomes fall below expectations in early assessments. In addition, if a school struggles with early implementation efforts, we are prepared to bring in NTN coaching to focus on supporting leaders' needs. Community engagement is also an area that may need additional attention in some schools, and our partnership with NTN will allow communication about the innovation to address concerns or issues. Additional PBL training can be provided should staff turnover affect the shifting instructional model. NTN's supports, including broad coaching and establishing strong relationships, allow for responsiveness if these efforts need modification. Further, numerous resources and tools are built into the NTN model that will address and resolve many of the challenges that could arise. Given the robust evaluation plan, and the integrated attention to supporting WWCSD schools and the district as learning organizations, we are confident in the ability to meet the intended outcomes by modifying along the way as necessary.

☐ b. Spending reductions in the 5 year forecast

i. List the desired outcomes.
Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?
Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.
These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

☐ c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.
Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?
Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.
Note: this is the preferred indictor for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.
These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

☐ d. Implementing a shared services delivery model

i. List the desired outcomes.
Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?
Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.
These should be measureable changes, not the accomplishment of tasks.
Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.
Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

- [ ] a. New - Never before implemented
- [ ] b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- [ ] c. Replication - Expansion or new implementation of a previous Straight A Project
- [x] d. Mixed Concept - Incorporates new and existing elements
- [ ] e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

Enter Budget

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

Upload Documents

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

911,700.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.
Responses should provide a 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.

The overall budget for this project is $911,700, which is inclusive of all NTN service fees through the 2018-2019 school year. The grant amount is tied to several factors including: scale of adoption, district size, existing capacity, and student population. This grant reflects a multi-year agreement as NTN requires school districts roll out the Model in 1 or 2 grade levels per year. WWCSD has a long relationship with NTN and is satisfied that the contact provides sufficient protection against non-fulfillment of the contract by the service provider. Below are general descriptions of fiscal needs to implement this project. This proposal contemplates a multi-year contract and the district is satisfied that the contract language will provide sufficient protection against non-fulfillment of the contract by the service provider. District Leader, School Leader and Teacher Professional Development: WWCSD is committed to developing a district that is aligned to support inquiry-driven project and problem-based learning as core instructional practices. The student-centered nature of PBL enables facilitators to effectively personalize instruction by putting students in charge of their own learning and by providing instruction, workshops, labs, and experiences as a response to

students' understood "need-to-knows." This shift to inquiry-driven PBL and the alignment at the district level requires extensive and ongoing professional development for district leaders, school leaders and teachers. New Tech Network professional development will include onsite and virtual coaching and professional development, which will be delivered in a variety of settings including district coaching, regional events and national conferences. Over the course of the project roll out, NTN will provide over 250 days of onsite and remote school and district leadership coaching ($435,384). District and school leadership coaching includes, but is not limited to, District Learning Team Meetings, Aligned Leadership Workshops, and a Coach Development Program. Professional development costs for New Tech Network events, both locally and nationally will be $196,316. This professional development includes, but is not limited to, Leadership Residencies; Leadership Summits; Project-based Learning 101 training for all staff; and the New Tech Annual Conference. Primary costs for these activities are staff time and some corresponding travel. Learning Management System: WWCSD will utilize Echo? (New Tech Network's learning management system) district wide. Echo has been specifically designed for PBL, and collaborative learning environments that require students have voice and choice in the learning. The tool provides teachers a structure to organize projects that support student exploration of content exercising personal agency and responsibility in their own learning. In addition, Echo provides a robust set of to-go, asynchronous professional development resources for staff to support their growth as PBL facilitators and an extensive project library that teachers can access as they build out projects for specific courses. Costs for Echo? over the life of the grant total $255,000. Research, Measurement, and Analysis: The WWCSD and NTN team will begin by capturing baseline data during the grant year of the project and continue to collect, monitor, and report on the identified data points throughout the life of project. In addition to the quantitative data capture, qualitative data tools consisting of teacher, leader, and student surveys will be administered by this team. Planned reporting sessions to deliver analysis will be performed to address current performance and to determine adjustments to implementation as needed. Program evaluation costs will total $25,000.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

0.00	a. Sustainability Year 1
0.00	b. Sustainability Year 2
63,400.00	c. Sustainability Year 3
63,400.00	d. Sustainability Year 4
63,400.00	e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.
Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

The implementation process over the next three years, as outlined in this proposal, will result in a transformed district - six schools aligned to meet the needs of our students in a changing world - based on the successful and economically prudent NTN model. By utilizing Straight A Grant funding exclusively for professional development and Learning Management System (LMS), WWCSD has minimized any additional funding needs during the sustainability years. The Straight A grant invests in the early years so that WWCSD can continue to manifest the benefits with minimal fiscal demands. Specifically, upon completion of the project WWCSD will move on to a 'Continuation' schedule with NTN, with costs considerably less than the more labor intensive implementation phase. Continuation costs for WWCSD are $63,400 annually beginning in July 1, 2019. The sustainability costs breakdown is as follows: district and school coaching ($9,331); professional development training and events ($14,669); and the LMS Echo? ($39,400). As a part of Continuation, WWCSD will contract with NTN for continued professional development and the LMS Echo. The professional development will support the continued growth and development at the leadership level by continuing to focus on aligned systems and district learning teams. District professional development will be provided through both onsite and remote coaching. Continuation also provides our team with access to regional and national NTN events. These events provide our teachers and leaders an opportunity to stay connected to the broader conversations and innovations driven by the NTN cohort of innovative schools. Through our adoption of Echo, WWCSD will have access to a robust platform that is accessible to all teacher and students K-12, as well as parents. Echo will house our gradebook, teachers' project briefcases, NTN resource library and an extensive project library, with exemplary projects available for use by WWCSD teachers. Echo will also provide our teachers an opportunity to access signification "to-go" professional development eliminating the need for additional costs for substitutes and travel. In addition to ensuring fiscal sustainability, WWCSD understands that programmatic sustainability can be just as elusive when implementing innovative projects. We feel confident that this plan will allow the innovations to solidify in a way that our schools can continue to improve towards meeting our student outcome objectives.

0 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.
Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

NA

100 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.
Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be

replaced in order to ensure the life of the innovative project.

As explained earlier, grant funding will be used exclusively for professional development and a new district wide learning management system following the NTN model. In doing so, WWCSD will experience a budget reduction in the short and long-term, thus minimizing the impact this innovation project will have on the district budget. Because this innovation is so heavily predicated on the professional development of leaders and teachers, and the grant will support this in the most crucial culture-changing years of implementation, on-going development in subsequent years will be more aligned and less expensive. Starting July 1, 2019, WWCSD will move on to a Continuation contract with NTN. The cost associated with Continuation is $63,400 annually and will provide professional development and access to Echo. WWCSD will reallocate funding from General Fund to offset these costs. For the past two years, WWCSD has employed a cadre of instructional technology coaches to support the increase of technology in the district. Several years ago, in order to meet the requirements of Ohio's new online end-of-course assessments at Grades 3-11, WWCSD developed a technology roll-out plan to purchase additional laptop and Chrome book devices in the district to accommodate the increased demands from future mandated testing. These technology devices, when not utilized for testing, are used for instruction in either a 1:1 student to technology format or as classroom sets. Currently, WWCSD employs the use of four (4) General Fund-funded technology coaches through the Hamilton County Educational Service Center (HCESC) to help teachers transform their instruction using the newly available technology. Because of the nature of the proposed district-wide partnership with the NTN and the coaching and training provided as part of their comprehensive professional development plan, WWCSD will be able to eliminate the use of instructional technology coaches contracted through the HCESC as we grow our own cadre of coaches. With NTN professional development, district teachers and teacher-leaders will have the training and capacity to serve in the capacity of instructional technology coaches. This will generate a cost savings of $73,000 annually. This $73,000 will be reallocated to pay for the annual grant sustainability costs of $63,400.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

Add Implementation - Key Personnel

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date RangeFebruary 1, 2016 - June 30, 2016

b. Scope of activities - include all specific completion benchmarks.

There are two primary outcomes during the planning period: "Build the Why" and "Define the Ideal Graduate". The benchmarks will be solid leadership commitment for implementation and a Graduate Profile that will be translated into instructional practices and developmentally appropriate readiness standards throughout the schools. First, building the foundational elements of a full district transformation of our six schools begins with clarifying the purpose and the "why" among the district and school leaders. Activities include two hosted 'Executive Tours' (district leaders and WWMS and WWIS staff members); three 'System Alignment Workshops' (12 coaching days); and a 'Leadership Residency' (2 Principals, 1 District leader). All of these activities develop leaders' understanding and commitment to necessary educational changes and what standards a graduate of WWCSD will meet and are based on established New Tech supports. These foundational outcomes form the basis for the implementation effort to align the systems in the district so that the K-12 pathway shares a mission, instructional practices and clear supports to ensure student outcomes. This relies on building a strong adult learning culture within the district as school teams openly share their work, progress and challenges; the ability to utilize processes and learning initiatives that support ongoing, structured inquiry focused on the improvement of teaching and learning; the development of school and district theoretical perspectives that guide ongoing improvement of teaching and learning; and a deeper understanding for district leaders in order to change system practices, policies and procedures to better support schools.

22. Implementation(grant funded start-up activities)

a. Date RangeJuly 1, 2016 - June 30, 2019

b. Scope of activities - include all specific completion benchmarks

This is a 3-year project roll-out. Funds will be expended in FY17 with completion of the project in June 30, 2019. Year One: Innovation at WWHS & WWMS. Outcomes: NTN model expansion at WWHS & WWMS. Benchmarks include building leadership; developing a collaborative learning culture; understanding strategies to improve teaching and learning; district ability to design/facilitate learning processes for ongoing improvement efforts; the development a theory of action to guide ongoing improvements. Activities: 2 District Learning Team Meetings (6 coaching days); Aligned Leadership Workshops (8 coaching days); PBL 101 training for all staff at WWHS & WWMS (3 training days); PBL Coaching (40 coaching days); Leadership Residency (3 days); Leadership Summit (3 days); and District team at New Tech Annual Conference (NTAC, 5 days). Year Two: Innovation at WWIS & WWES, continue at WWMS & WWHS. Outcomes: Benchmarks consistent with above. Implementation goes into the intermediate school (5-6) and the elementary school (3-4) in year two. Leadership capacity and

alignment of district systems will be major benchmarks along with a deeper understanding and use of instructional practices to improve student outcomes. Activities: District Learning Team Meetings (4 coaching days); Aligned Leadership Workshops (8 coaching days); PBL 101 training for all staff at WWIS and WWES (3 training days); PBL Coaching (60 coaching days); Leadership Residency (3 days); Leadership Summit (3 days); Coach Development Program (10 days) & NTAC District Team (5 days). Year Three: Innovation at WWPN & WWPS, continued support K-12. Outcomes: Benchmarks consistent with above. Activities: District Learning Team Meetings (5 coaching days); Aligned Leadership Workshops (5 coaching days); PBL 101 training for all staff at WWPN and WWPS (3 training days); PBL Coaching (60 coaching days); Leadership Summit (3 days); Coach Development Program (11 days) & NTAC District Team (5 days).

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date RangeJuly 1, 2019 - June 30, 2022

b. Scope of activities - include all specific completion benchmarks

The planning phase, grant year and implementation years, as outlined above, will result in a fully transformed school district of six schools, representing a K-12 pathway, with a clear mission and purpose; an instructional model based on project-based learning and college ready assessments; internal capacity at the schools and the district to respond to challenges and changes; and the ability to design and facilitate on-going professional development within the district. At completion, we expect the following benchmarks: full implementation of the NTN school model, i.e. 100% of teachers utilizing PBL; all school leaders having shifted to a shared decision making model; and measurable improvement of student outcomes as determined through ACT scores, MPG/MAP literacy and mathematics assessments; Ohio's end-of-course assessments; reduction in school discipline; and the other measures listed in the evaluation plan. The outcomes will be communicated in WWCSD's Annual State of the School Report as well as New Tech's Annual Student Data Report. Evaluation will be on-going throughout the grant years to ensure benchmarks are met; adequate progress is being made for each of the six outcomes; and WWCSD and NTN leaders are effectively collaborating. As stated earlier, WWCSD and NTN have worked together for more than four years, and in that time have developed a strong relationship of communication, adaptation, and support.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

All six schools in the WWCSD will significantly change educational practices of instruction and assessment; institutional structures and policies; and how each school operates within a K-12 pathway facilitated by an aligned and focused district based on the NTN model. The essential elements are: teaching that engages; a culture that empowers; outcomes that matter; and technology that enables. Together, WWCSD expects to be a district with practices aligned to a common vision for ensuring our students are graduating prepared for college and careers. A deep commitment to inquiry-driven PBL as core instructional practices form the heart of the NTN experience. WWCSD students will collaborate on complex, meaningful tasks and projects that make the application of the content immediately relevant and allow students to develop enduring deeper learning skills while mastering core content concepts. The student-centered nature of PBL enables teachers to effectively meet individual student needs by putting the student in charge of his or her own learning. WWCSD teachers will connect this instructional emphasis to assessment practices. Students will be challenged with providing evidence of deep content mastery through their projects, demonstrating college readiness. WWCSD students will be assessed on their development of enduring school-wide outcomes like collaboration, oral and written communication, and agency. WWCSD schools will cultivate a pervasive culture of trust, respect, and responsibility. More than just high standards for personal conduct, this emphasis on culture represents a commitment to empowering and engaging all members of the school community in key problem solving and decisions around norms, expectations, and procedures. Strong culture is a prerequisite for, and a result of, challenging students with complex tasks and critical problem solving that are the hallmarks of the NTN instructional approach. WWCSD schools will deepen their cultures towards greater student achievement while also strengthening the connections in the K-12 pathway. All of the WWCSD schools will incorporate the technological tools for students and staff that are necessary to operate in a fully 1:1 environment. NTN teaching methodology challenges students to do the "work of the world" and so requires them to have access to the tools of the world. In addition to the wide array of tools, resources, and information that are possible in a 1:1 environment, WWCSD staff and students will use NTN's online learning platform EchoTM that supports strong teaching and learning. This tool will provide an instructional and assessment environment tailored to PBL and the meaningful assessment of student learning across both content and enduring skill outcomes. It also will strengthen WWCSD's school culture of learning and mutual accountability as it promotes transparency across the school and with parents as well. Moreover, Echo amplifies the power and potential for networked learning, and WWCSD teachers and leaders will be connected to other NTN educators across the network to access materials and content for teaching and learning with students and as a professional team. Another profound expected change is that as these four design elements come together the collective capacity of WWCSD educators will increase, including the ability to respond to new obstacles and challenges in our continued efforts to achieve student outcomes. We recognize the need to develop as a learning organization, and expect a shift from individual learning and accountability towards more of a collective ability to respond. As a result of the efforts described in this proposal, WWCSD expects to have district and leadership practices that include professional learning systems to enhance the capacity of our teachers; enhanced leadership capacity to adapt and collaborate; a stronger professional culture; and continued strengthening of relationships among the educators in the district.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have

the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Winton Wood City School District Dr. Tamra Ragland 1215 W. Kemper Road Cincinnati, OH 45240 P: (513)619-2300 ragland.tamra@wintonwoods.org New Tech Network Dr. Sherrie Reed 1250 Main Street, Suite 100 Napa, CA 94559 (707)253-6951 sreed@newtechnetwork.org

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

The evaluation plan uses a mixed methods approach, as recommended by USDOE iES. The first 3 outcomes will be evaluated using qualitative and survey methods. 1. NTN's District Systems Alignment Framework assesses 4 major district systems (instructional pedagogy, data collection and progress monitoring, professional learning practices, and district services). The DSAF, provides rich qualitative data, using Rubrics with measurable goals in each domain, Audit Templates with reflection questions, and Evidence Lists that include documentation and artifacts. WWCSD and NTN will collaboratively evaluate district systems annually. Evaluation level should be at the Established level on the DSAF or higher by the end of the grant cycle. 2. NTN's Fidelity of Implementation School Success Rubric (SSR) will be used to assess the implementation of the NTN school model in each of the 6 schools. Annually, schools are rated as at risk, emerging or advanced by NTN school coaches, based on observation, in the following domains: Curriculum & Instruction, Technology, School Culture, and Professional Culture. All schools are expected to reach advanced level by the end of the grant cycle. 3. Adult learning and professional engagement is assessed annually using NTN's Staff Culture Survey, which includes questions about staff interactions, support from leadership and district, professional growth and engagement in the school community. Survey responses to Likert-scale items will be analyzed for each school, using tests for statistical difference to compare responses to key questions and constructs overtime. In addition, responses to open-ended questions will be coded to note patterns across schools and/or over time. The second 3 outcomes will be evaluated using quantitative analysis to determine statistically significant differences of school-level indicators overtime. As the goals of this project are to improve student achievement throughout the district and the intervention involves transforming all schools in the district, no comparison group is readily available for student-level analysis. 4. Student engagement is measured using NTN's Student Culture Survey, student attendance rates, and out of school suspension rates. NTN's Student Culture Survey, administered annually, includes constructs for engagement in learning experiences, connection to school, peer relationships, adult relationships and fair discipline practices. Survey responses to Likert-scale items will be analyzed for each school, using tests for statistical difference to compare responses overtime. In addition, responses to open-ended questions will be coded to note patterns across schools and/or overtime. Annual student attendance and out-of-school suspension rates are calculated for each school. Rates for each year will be compared to prior years to assess growth in attendance and decrease in suspension. 5. Student proficiency in Mathematics and Reading is measured by the MPG, MAP and End-of-Course Exams. Proficiency rates in each subject area for each grade level will be compared to prior year proficiency rates to determine statistically significant growth in school-specific and districtwide rates of proficiency. If student-level data is available and MPG and MAP are vertically aligned, analysis may include calculating student growth measures. 6. Average ACT score, % seniors achieving a remediation free ACT score, high school graduation rate, college application rate and college persistence rate for high school students will be compared to prior year rates to determine statistically significant growth in districtwide rates. These rates will also be compared to statewide and national rates. WWCSD and NTN will compile a report of progress to be presented to the Ohio DoE on an annual basis through the first 5 years of project implementation to summarize progress towards outcomes and identify key successes and challenges.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

By design, this project is one of scaling an already successful innovation from a school within a school at our high school to the whole school (started this year), to the other five schools at the elementary and junior high level. In addition to transforming the entire district, this project offers multiple opportunities to share what we have learned, and continue to learn, in the process with other districts. Chief among these options is establishing WWCSD as an Innovative Learning Center to serve as a learning lab and professional development center for teachers and leaders across Ohio. As an Innovative Learning Center, WWCSD will share the conditions necessary to improve student outcomes, including: district systems alignment, stakeholder engagement, shifts in leadership practice, and highly differentiated, personalized instructional practice. In addition to providing understanding on scaling innovation, the WWCSD will offer an opportunity for other districts to understand how PBL and K-12 alignment can successfully meet Ohio's Learning Standards. Deeper learning strategies and assessments are woven throughout the NTN model. WWCSD teachers will provide first-hand knowledge of how to integrate these deeper learning skills and performance tasks, such as individual assessments, throughout projects in order to build engagement and to prepare students for Ohio's end-of-course assessments. Implementation lessons for other districts will include thoughtful analyses of planning and implementation timelines. WWCSD, building on its partnership with New Tech over the past four years, has strong foundational elements that will be built upon in the planning year and the subsequent grant implementation years. There are numerous opportunities along the way to share lessons learned with others grappling with how best to enhance student outcomes.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

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

I 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). Anthony G. Smith Superintendent Winton Woods City School District

Consortium

Winton Woods City (044081) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts

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

Partnerships

Winton Woods City (044081) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships							
First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Alan	Veach	812-340-0753	aveach@newtechnetwork.org	New Tech Network		1250 Main Street, Suite 100, Napa, CA, 94559	

Implementation Team

Winton Woods City (044081) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Terri	Holden	Executive Director of Teaching & Learning, WWCSD	Dr. Terri L. Holden will be the primary Project Manager for the district. It is her responsibility to ensure that all district schools have the resources needed as identified in the grant to guarantee success of the project. She will coordinate, along with the respective New Tech Project manager, all district level professional development (Leaders Meetings; Coaching Sessions; PBL training; etc.).	Dr. Holden has been in education for 26 years. She is currently in her second year as Executive Director of Teaching & Learning for the Winton Woods City School District. Prior to this, she spent seven years as a high school and middle school English/language Arts teacher in both public and private settings. She spent one year as an Associate Professor in the Education Department of the College of Mount St. Joseph. She was a high school assistant principal for five years and a high school principal for 11 years, six of them at Winton Woods. Dr. Holden holds the following Ohio licenses: K-12 Reading; 7-12 English Language Arts; 7-12 Principal; and Superintendent. She is also a credentialed OTES and OPES evaluator.	Dr. Holden was part of the initial district team responsible for creating the Academy of Global Studies at Winton Woods High School in 2011, through a Race to the Top Innovative Schools Grant. This was her first exposure to the New Tech Network. She served as principal of AGS during its first three years. She has had extensive professional development through the New Tech Network. Because of this, she has strong professional relationships with the New Tech leadership team.	BA in English Lit from the Univ of Cinti; MA in Ed from the College of Mt. St. Joseph; EdD in Curriculum & Instruction from the Univ of Cint	75	
Tamra	Ragland	Curriculum Specialist, WWCSD	Dr. Tamra Ragland will be responsible for the evaluation of the project. She will work with the NTN project evaluator, Dr. Reed.	Dr. Ragland has been in education for 19 years. She is in her first year as a curriculum specialist for the WWCSD where she works directly with Dr. Holden. Prior to this year, Dr. Ragland was a former high school mathematics teacher, mathematics department chair, high school curriculum and instruction coach, and middle school mathematics coach. She was a teacher-on-loan to the State of Ohio (13 years) and Assistant Professor of Mathematics Education at Central State University (5 years) where she taught mathematics education courses to P-12 teacher candidates. Dr. Ragland has presented at regional, national and	Dr. Ragland has some familiarity with project-based learning and the New Tech Network because of Winton Woods High School's relationship with NTN. She has also visited a New Tech district in Indiana (Lake Ridge).	BA in Math from Kentucky State Univ; MEd in Secondary Ed from Wright State Univ; EdD in Curriculum & Instruction from the Univ of Cincinnati	25	

				international conferences. Her two recent publications are Recruiting Secondary Mathematics Teachers: Characteristics That Add Up for African American Students, published by the Journal of Urban Mathematics Education, and Is Edgar Allan Poe Really a Mathematician?, published by Illinois Mathematics Teacher. She holds the following Ohio licenses: Lead Professional, Mathematics 7-12 and Professional, Mathematics 7-12. She is currently working on her administrative license.				
Steven	Denny	Ex. Director of Accountability & Business Affairs, WWCSD	Steve Denny will be involved in this grant project in the area of fiscal management. Mr. Denny will be responsible for ensuring that funds are expended as identified in the grant and that grant sustainability costs will remain as indicated. He will support principals in this capacity so they may implement the NTN model with fidelity.	Steve Denny has been in education for 20 years. He has served as Executive Director of Accountability & Business Affairs for the district since 2010. Prior to that, he has been a high school and middle school math teacher. He has also served as both an assistant principal and principal at the elementary, middle and high school levels. He has been an educator in both California and Ohio. He holds the following Ohio licenses: 7-12 Mathematics; 7-12 Principal; and Assistant Superintendent.	Steve Denny was in the district during the time of the creation of the Academy of Global Studies. He is very familiar of Winton Woods High School's work with the New Tech Network. He has visited New Tech schools in the past, including a visit to the Lake Ridge District in Gary, Indiana. Mr. Denny has significant experience in the financial management and oversight of state and federal grants.	BA in Liberal Studies from Ambassador University; MA in Ed Administration from the California State University at Los Angeles	25	
Courtney	Wilson	Ex. Director of Legal Affairs & Human Resources, WWCSD	Courtney Wilson will be involved in this grant project in the area of systems alignment (human resources). She will be responsible for talent acquisition, development and retention of quality professionals that fit this innovative model of teaching and learning. She will support principals in developing internal capacity to further this work so they	Courtney Wilson has been in her 10th year as Executive Director of Legal Affairs and Human Resources for the Winton Woods City School District. Part of her responsibilities include recruiting, interviewing, vetting and hiring new staff members (of all classifications) for the district. Prior to that she served as a school law attorney for Scott, Scriven and Wahoff.	Courtney Wilson was in the district during the time of the creation of the Academy of Global Studies. She is aware of Winton Woods High School's work with the New Tech Network. She has visited New Tech schools in the past.	BA in Communications from Jackson State University and JD in Law from the University of Virginia	25	

			may implement the NTN model with fidelity.					
Anthony G.	Smith	Superintendent, WWCSD	Anthony G. Smith, as superintendent, is responsible for oversight of the entire project. As the leader of the district, he is responsible for supporting the District Leadership Team so that they may support building leaders in developing internal capacity to further this work to implement the NTN model K-12 with fidelity.	Anthony G. Smith is in his third year as Superintendent of the Winton Woods City School District. He has been in education for 36 years. Prior to coming to Winton Woods, he served in the following capacities: education coordinator and teacher for Jewish Hospital's Adolescent Chemical Dependency Unit; teacher for the Archdiocese of Cincinnati and Cincinnati Public School systems. Additionally, Mr. Smith has served as Schwab Middle School's Prevention Specialist, Lafayette Bloom Middle School's Assistant Principal, Principal of Lafayette Bloom Back on Track Accelerated Middle School, Principal of the Robert A. Taft Information Technology High School, and Assistant Superintendent of the Cincinnati Public Schools. Mr. Smith holds Ohio Superintendent licensure.	When Mr. Smith became Principal at Taft High School, the school at that time had an 18% graduation rate and was considered one of the worst schools in Cincinnati. By 2011, under Anthony G. Smith's leadership, the school graduation rate had increased to 95%, and Taft students outscored white students in Ohio on the state's graduation tests in math, reading and science. Mr. Smith was then promoted to Assistant Superintendent at Cincinnati Public Schools before coming to Winton Woods in 2013. Mr. Smith is familiar with the work of the New Tech Network. He has visited New Tech schools in the past, including a recent visit to the Lake Ridge District in Gary, Indiana.	BS in Ed and Sociology & Criminal Justice from Kentucky State Univ; MEd in Ed Administration from the University of Cincinnati	10	
Adrienne	Martin	Principal, Winton Woods Elementary School	Adrienne Martin and her building leadership team will be the primary instructional leaders and are responsible for ensuring the NTN model is implemented in their school with fidelity.	Adrienne Martin has been in education for 19 years. She is currently in her first year as principal of Winton Woods Elementary School. Last year she was principal of Winton Woods Primary North School. Prior to that she was an assistant principal and principal for six years in two other local districts at the elementary and high school levels. Adrienne Martin has served as a school Improvement Coach and has also been a middle school and high school teacher. She holds the following Ohio licenses: PK-6 and 5-12	Adrienne Martin has some familiarity with project-based learning and the New Tech Network because of Winton Woods High School's five-year relationship with NTN. She has also visited a New Tech district in Indiana (Lake Ridge).	BS in Business Administration from Fisk University; MEd in Educational Leadership from the University of Cincinnati	100	

				Principal. She is also a credentialed OTES evaluator.				
Danielle	Wallace	Principal, Winton Woods Primary South School	Danielle Wallace and her building leadership team will be the primary instructional leaders and are responsible for ensuring the NTN model is implemented in their school with fidelity.	Danielle Wallace has been in education for 20 years. She is currently in her first year as principal of Winton Woods Primary South School. In the early part of her career she was a Montessori teacher (ages 6-9) in Kentucky and North Carolina. She spent 15 years in the Cincinnati Public School District. Her wide range of experiences include first grade teacher, third grade teacher, Teacher Evaluator/Consulting Teacher, School Improvement/Common Core Instructional Coach and Curriculum Specialist. Mrs. Wallace holds the following Ohio licenses: K-3 teaching and PK-6 Principal. She is also a credentialed OTES evaluator.	Danielle Wallace has some familiarity with project-based learning and the New Tech Network because of Winton Woods High School's five -year relationship with NTN.	BS in Montessori Education from Xavier University; MEd in Curriculum and Instruction and MEd in Ed. Leadership from the Univ of Cincinnati	100	
Jeremy	Day	Principal, Winton Woods Intermediate School	Jeremy Day and his building leadership team will be the primary instructional leaders and are responsible for ensuring the NTN model is implemented in their school with fidelity.	Jeremy Day has been in education for 11 years. He is currently in his second year as principal of Winton Woods Intermediate School. Prior to that he was an assistant principal at the intermediate and elementary levels for 5 ? years. Mr. Day taught reading and mathematics for five years at the elementary, intermediate and middle school levels, all in the Winton Woods City School District. He holds the following Ohio licenses: 4-9 Middle Childhood in Reading and Mathematics; K-5 and 4-9 Principal; and Superintendent. He is also a credentialed OTES evaluator.	Jeremy Day has some familiarity with project-based learning and the New Tech Network because of Winton Woods High School's five -year relationship with NTN. He has also visited a New Tech district in Indiana (Lake Ridge).	AS in Civil Engineering from Cincinnati State; BS in Middle Childhood Ed from the Univ of Cincinnati; MS in Sports Admin from Xavier Univer	100	
Kevin	Jones	Principal, Winton Woods Primary North School	Kevin Jones and his building leadership team will be the primary instructional leaders and are responsible for ensuring the NTN model is implemented in their school with fidelity.	Kevin Jones has been in education for 16 years. He is currently in his first year as principal of Winton Woods Primary North School. Prior to that he was an assistant principal at the high school for one year. Mr. Jones spent five years at Winton Woods High School as a Spanish teacher, and then nine	Because of his role as part of the initial district team responsible for creating the Academy of Global Studies at Winton Woods High School, as well as serving as Coordinator for AGS, Mr. Jones	BS in Education from Miami University; MA in Counseling from Xavier University; MEd in Educational Leadership from Miami University	100	

				years at the high school as a Guidance Counselor. He spent his last four years as a Guidance Counselor simultaneously serving as the Coordinator of the Academy of Global Studies. Mr. Jones holds the following Ohio licenses: K-12 Spanish; K-12 Guidance; and PreK-12 Principal. Mr. Jones is also a credentialed OTES evaluator.	has significant experience with the New Tech Network. He has had extensive professional development through the New Tech Network. Because of this, he has strong professional relationships with the New Tech leadership team.			
Rhonda	Hobbs	Director of Technology, WWCSD	Rhonda Hobbs will be the primary support for all technology related to project implementation and sustainability. It is her responsibility to ensure that all district schools have the technology resources needed as identified in the grant to guarantee success of the project.	Rhonda Hobbs has spent the last 20 years in education and district leadership. She is currently in her 17th year as Director of Technology for the Winton Woods City School District. Prior to this, she was a Network Technician for the Hamilton County Cooperative Association (HCCA) and a Management Information Systems Director for Myers, Krause and Stevens.	Rhonda Hobbs was part of the initial district team responsible for creating the Academy of Global Studies at Winton Woods High School in 2011, through a Race to the Top Innovative Schools Grant. She and her team served as the primary technology contact and support principal during the initial implementation and subsequent years of AGS. She has had extensive professional development through the New Tech Network. Because of this, she has strong professional relationships with the New Tech leadership team.	BA in English from University of South Florida, Tampa	50	
Jude	Garnier	Chief District Officer, New Tech Network	Jude Garnier will lead the sytems and district alignment work for this project. She will serve to coordinate all coaching across WWCSD to ensure school coaching is aligned with the district's vision. Jude will work directly with the WWCSD Superintendent, Anthony G. Smith and the Executive	Jude Garnier leads New Tech Network's support at the systems level for districts and charter organizations housing multiple New Tech schools. Joining New Tech Network in 2010, she has helped to develop the leadership development framework for New Tech school leaders as well as our emerging strategy for support of district leaders.	Jude's sixteen year career as a public school teacher established a solid foundation in teaching and learning, which grounds her work in school and district change. Since 2000 she has served as a founding member of the Change Leadership Group at Harvard Graduate School	Jude holds a B.A. in Elementary and Special Education, an M.Ed. in Special Education and a Ph.D. In Educational Systems and Leadership.	25	

			Director of Teaching & Learning, Dr. Terri L. Holden, to co-design professional development experiences to help the district realize full internal leadership and coaching capacity.		of Education (and is one of the co-authors of the Change Leadership Handbook); led an eight year professional development and coaching effort for districts and schools involved in a significant reform initiative in Washington State; and directed the leadership development work for school and central office leaders within Seattle Public Schools.			
Alan	Veach	Director of Regional Development, New Tech Network	Alan will serve as the project manager for the grant. As project manager, Alan will be responsible for managing all aspects of the grant implementation. This includes: - Being the primary contact for district leaders, coordinating all coaching (school leader, district leader and teacher) - Guiding the district through the implementation process (design, curriculum and stakeholder engagement) - Monitoring the implementations to ensure the district is moving forward and providing updates to ODE. As project manager, Alan will work directly with district leaders to develop community specific plans to ensure that the project is implemented with fidelity and that the goal of increasing student achievement is	Alan has been a member of the New Tech Network National staff since 2012. At New Tech Network, Alan is on the New School Development team. This team is responsible for partnering with communities across the nation to develop innovative schools based up on the New Tech design principles, Teaching that Engages, Culture that Empowers, and Technology that Enhances. Alan has worked extensively in Ohio to support the design and implementation of a New Tech Schools. Specifically, Alan has been deeply engage in Cleveland to support the implantation of Collinwood New Tech as well as support the development and sustainability of New Tech East, New Tech West and Facing History New Tech. As part of this work, Alan works closely with district leaders to better understand and prepare for the challenges that occur as a result of doing innovative and progressive systemic change.	In addition to his work at New Tech Network, Alan has significant school leadership experience. Alan was the founding principal of Bloomington New Tech High School in Bloomington, IN. Bloomington New Tech opened its doors to the first class of students in the Fall of 2008. Bloomington New Tech is a public school within the local district. It is a stand-alone implementation that recruits students from the local middle schools. As founding principal, Alan and his team were responsible for all aspects of the development of BNT. Alan oversaw the design and renovation of the facility, design of the curriculum, hiring of all staff (certified and classified) and the recruitment of students. Alan saw the schools development	BA in Science; an MA in School Counseling; and Indiana administrative licensure.	25	

			met.		through the first 4 years. Prior to this experience, Alan was a public school assistant principal, school counselor and science teacher.			
Doug	Sanker	Principal, Winton Woods Middle School	Doug Sanker and his building leadership team will be the primary instructional leaders and are responsible for ensuring the NTN model is implemented in their school with fidelity.	Doug Sanker has been in education for 19 years. He is currently in his third year as principal of Winton Woods Middle School. Prior to that he was an assistant principal at the middle school for ten years. Mr. Sanker was an English/Language Arts teacher at the middle school and high school levels in traditional schools as well as in juvenile detention centers. He has worked in both urban and suburban environments. He holds the following Ohio licenses: Elementary Principal; Assistant Superintendent; English 7-12. He is also a credentialed OTES evaluator.	Doug Sanker has some familiarity with project-based learning and the New Tech Network because of Winton Woods High School's five -year relationship with NTN. He has also visited a New Tech district in Indiana (Lake Ridge).	BS in Biblical Studies from Cincinnati Bible College; MA in Education from the College of Mount Saint Joseph	100	
Eric	Martin	Principal, Winton Woods High School	Eric Martin and his building leadership team will be the primary instructional leaders and are responsible for ensuring the NTN model is implemented in their school with fidelity.	Eric Martin has been in education for 20 years. He is currently in his second year as principal of Winton Woods High School and the Academy of Global Studies. Prior to that he was a high school teacher, assistant principal, athletic director, and principal of a juvenile delinquent facility. He holds the following Ohio licenses: 4-9 and 7-12 Principal. Mr. Martin is also a credentialed OTES evaluator.	Because he is in his second year as principal of Winton Woods High School, Mr. Martin has experience with the New Tech Network. He has had extensive professional development through the New Tech Network. Because of this, he has strong professional relationships with the New Tech leadership team. Mr. Martin has also visited a New Tech district in Indiana (Lake Ridge).	BS in Social Work from Wilmington College; MEd in Educational Leadership from the University of Cincinnati	100	
Sherrie	Reed	Director of Research, New Tech Network	Dr. Reed will lead the evaluation team and the collection of data for the purposes of monitoring the success of this grant project. She	Sherrie Reed serves as the Director of Research at New Tech Network. She has been in this role since 2008. In this role, her primary responsibility is the collection, analysis and distribution of data	Prior to joining the New Tech Network, she spent 17 years as a teacher, administrator and developer of charter schools.	Ph.D. in Education at the University of California, Davis; and an MA and BA in Education from the University of	25	

			will be primarily responsible for working with Dr. Ragland from WWCSD to conduct surveys, generate evaluation data and reports. Dr. Reed will also report back to the two lead project managers-Alan Veach and Terri Holden-regarding implementation successes and challenges.	from the entire New Tech network of schools in generating the Student Outcomes Report.		Northern Colorado.		