

Budget

Madison Local (047886) - Lake County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (67)

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

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	30,000.00	10,000.00	165,000.00	0.00	205,000.00
Support Services		0.00	0.00	15,000.00	0.00	0.00	0.00	15,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		90,720.00	15,422.40	20,000.00	6,000.00	0.00	0.00	132,142.40
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		90,720.00	15,422.40	65,000.00	16,000.00	165,000.00	0.00	352,142.40
							Adjusted Allocation	0.00
							Remaining	-352,142.40

Application

Madison Local (047886) - Lake County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (67)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Relevant Classrooms for Today's Learner: Preparing Thinkers, Communicators, Collaborators, Achievers

2. Project Summary: Please limit your responses to no more than three sentences.

The project aims to increase graduation rates by adopting a district-wide project-based learning approach with emphasis on future careers.

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				
Pre-K Special Education	215 K	174 1	248 2	230 3
230 4	217 5	261 6	232 7	196 8
273 9	235 10	275 11	236 12	

Year 1				
Pre-K Special Education	225 K	215 1	174 2	248 3
230 4	230 5	217 6	261 7	232 8
196 9	273 10	235 11	275 12	

Year 2				
Pre-K Special Education	225 K	225 1	215 2	174 3
248 4	230 5	230 6	217 7	261 8
232 9	196 10	273 11	235 12	

Year 3				
Pre-K Special Education	225 K	225 1	225 2	215 3
174 4	248 5	230 6	230 7	217 8
261 9	232 10	196 11	273 12	

Year 4				
Pre-K Special Education	225 K	225 1	225 2	225 3
214 4	174 5	248 6	230 7	230 8
217 9	261 10	232 11	196 12	

Year 5				
Pre-K Special Education	225 K	225 1	225 2	225 3
225 4	215 5	174 6	248 7	230 8

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.

In addition to future students of the Madison Schools, unlimited numbers of students may be impacted by the ideas shared in this document. The concepts here are replicable for any district.

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

First and last name of contact for lead applicant

David Bull

Organizational name of lead applicant

Madison Local Schools

Address of lead applicant

1956 Redbird Rd. Madison, Ohio 44057

Phone Number of lead applicant

440-428-9399

Email Address of lead applicant

david.bull@madisonschools.net

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

Since 2004 the graduation rate for the Madison Local Schools has been 89.8% (average). While there have been some years above 90% and some below, on average one of every ten Madison students fails to graduate in four years. This is the major problem we seek to solve with our proposal. Madison struggles with issues many other districts face. Our poverty rate exceeds 40%. 10% of our students have been identified as students with disabilities. Both of these student groups have achievement levels below those of other students. But we believe many of these struggles are a result of systemic issues; not deficiencies in students. Our project seeks to disrupt current systems that may prevent some students from graduating, while improving the college and career readiness of all students for the 21st century society in which they live.

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

We need to change the manner in which our students learn. Students succeed when they accept ownership in their own education. We will work with students on meta cognition, beginning in early elementary and continuing through graduation. To support this effort, we will shift instruction away from theoretical learning toward more authentic tasks. State standards will be woven into STEM and project-based learning. Students will have open-ended tasks, which allow them to make choices and utilize their unique learning styles. We will work around relevant themes for our students. Madison is located in Lake County, directly on Lake Erie. Additionally there is a large nursery industry located in our

community. We will use these resources as the basis for our projects K-12. For example, a second grade class might have a project in which they study the growth of plants under varying conditions. A nursery owner might then visit the classroom and discuss how their learning relates to his/her business. A high school class might investigate the sources of pollution that are leading to poor water quality in Lake Erie. They would utilize new technology to research various causes and actually reach out to people in other shoreline communities to share ideas. Projects at all levels will include presentations to stakeholders. For example, the high school students studying Lake Erie water quality might present to representatives from the Ohio Department of Natural Resources. Elementary students might make presentations to parent groups. The idea is to encourage students to problem-solve collaboratively, communicate results effectively, and achieve goals. To help our graduates to be career and/or college ready, we will make students aware of various career paths beginning with our youngest students. Utilizing the career pathways resources now available through the Ohio Department of Education, we will help our students align their passion and strengths with careers. We will reach out to employers within our region for support with this effort. Lake Health and the Cleveland Clinic are renowned hospital systems that employ thousands of people from our area. If you ask high school students what careers are available in hospitals, they will likely tell you doctors and nurses. We will connect our students with the hundreds of other careers available in this and other industries. We also know that there are many lucrative manufacturing jobs available in Northeast Ohio. With support from the Alliance for Working Together, we will provide our students with frequent opportunities to learn about these career options and the learning that is needed to help them be prepared. Learning opportunities will range from field trips for younger students to internships in high school. To accomplish these sweeping changes, Straight A funds will support embedded and ongoing professional development. This proposal requires cultural shifts. We need to support our employees in making these changes. Additionally, we will utilize funds to boost our technology. We will increase the number of student devices along with the wireless infrastructure required. Other technology purchases will include machinery to help with production of project materials. A 3D printer will be purchased. Finally, new software and applications will be purchased to support ePortfolios and collaboration. Ultimately, the changes proposed will result in authentic, relevant learning experiences for our students. In turn, students will be more engaged in our classrooms than they would be in traditional settings and will develop many of the interpersonal skills that are important within careers. We seek to engage our students in meaningful learning; help them to think about their thinking and learning; develop perseverance and determination; and prepare them to make the world better. This will naturally lead to a much higher graduation rate in the district.

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.

The district graduation rate will increase from 90% to 95% during the span of this project, and will continue to increase beyond the 5-year period.

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.

Relevant and authentic learning experiences lead to greater student engagement and ownership of learning. Engaged students who assume an active role as learners will experience greater success in learning, which will lead to more students graduating. Preparing students as communicators, collaborators, problem-solvers, sound decision-makers, with perseverance and determination will make them more likely to graduate. Additionally, they will be better prepared for college and careers.

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

STEM and project-based learning have many examples of supporting research. Several teachers in our district are currently exploring with this style of learning with demonstrated success. The district is currently conducting a book study using Most Likely to Succeed: Preparing our Kids for the Innovation Era, by Wagner and Dintersmith. Through this effort, teachers are beginning the process of action research around the impact of project-based classrooms on student learning.

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).

The four-year graduation rate is a finite data point. We will use this data as an indicator of success for our project. Additionally, we will utilize standards-based common assessments to determine the proficiency students demonstrate in a traditional classroom compared to a project-based classroom. These data points will be used as formative indicators of the success of the initiative.

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

We will utilize standards-based common assessments, AimsWeb data at the elementary level, Study Island data at the middle school and high school levels, and state testing data. We will also utilize current and historical data on the district's graduation rate.

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

By using formative data described above the district will evaluate the progress of students toward the goal of increased graduation. By classroom observation and teacher surveys, the team can monitor the degree to which project-based instruction is being successfully implemented. The team tasked with implementing this project is aware of the flexible nature of Straight A funding, which allows for mid-course corrections to react to on-going organizational learning. We are prepared to study early results and react accordingly to bring about the improvements we desire.

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.

The savings from this grant will allow the students to experience learning on the student devices (chrome books) as opposed through paper worksheets. Project based learning will allow the students to utilize technology more, and paper less. The grant will save the district on paper and copying costs. Currently, the district copies or prints over 7 million pages per year for various purposes. A reduction of 10% paper usage is expected with the savings being \$7,000 per year using a cost of 1 cent per page for a total of \$35,000 over the five year period. By implementing the ideas in this grant the District will have to provide less intervention services related to poor student achievement as part of this grant. This will allow savings in two areas. First, the district pays teachers per student over a maximum number in each classroom (overages). Students are being required to retake classes and this increases the enrollment in those classes over the maximum amount. With these additional intervention services the District believes that \$1,100 in overages can be saved. Second, the District would save an estimated \$5,100 per year in tutoring by helping the students sooner in the educational process.

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.

The student devices (chrome books) usage will allow the students to become engaged with a reduced usage of paper.

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

The District has discussed the implementation of student devices (chrome books) in this manner with its document management company. The reduction in paper usage is based on consultation with them.

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).

A reduction of 10% paper usage is expected with the savings being \$7,000 per year using a cost of 1 cent per page. Quarterly accounting of overages and tutoring will be reviewed and compared to expected savings.

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

Currently, the district copies or prints over 7 million pages per year for various purposes. A reduction of 10% paper usage is expected with the savings being \$7,000 per year using a cost of 1 cent per page. The District is able to identify those students who are required to repeat classes and those that require tutoring. Any reduction in those numbers of students will be tracked.

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

The District can still sustain the program if not all of the cost savings are realized through the use of the reallocated funds. Reallocation of funds will cover \$100,000 of the \$108,000 sustaining costs of the program.

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 indicator 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 measurable 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
- 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.

352,142.40 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 provides for a equivalent of two days of professional development for 185 staff members at a cost of \$90,720 plus retirement and benefit costs. We will bring in a national presenter on Project-Based Learning since the focus of the grant is PBL and collaborative learning. The cost of installing wireless in the two buildings that do not have it is \$49,000. We would purchase three Chromebook carts per building with 30 Chromebooks each for a total of \$145,000. We would purchase a commercial grade 3D printer for students to produce their prototypes of their projects for \$20,000. We have included a \$15,000 cost to help with the implementation, set-up and roll-out of the Chromebook carts and \$10,000 for apps that can be used in project based learning and career planning. We have budgeted \$20,000 for a well-known presenter in the area of project based learning and/or interdisciplinary instruction. We would bring in Heidi Hayes Jacobs or Linda Darling Hammond to help kick-off the project. We would make this a regional presentation and invite teams from other districts to attend. In addition we would purchase books on PBL/interdisciplinary teaching for each staff member. We also will provide training for Biomedical Science teacher so that she can expand her course offerings and teach a class on Human Body Systems since these courses are at the heart of project based learning/. Our final expenditure would include the initial purchase of Schoology which would serve as a platform for our collaborative work with the students as well as an e-portfolio system. The platform and training would cost \$20,000.

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

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

108,000.00 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 sustainability costs associated with the program include the cost of software licenses, if any, and the replacement of the student devices (chrome books). It is anticipated that Google Apps will be used for the software which will not have any additional costs. The replacement of the student devices (chrome books) will occur in the fifth year at a cost of \$108,000. Professional development included in this grant will be continued out of the current budget so no additional costs will be incurred.

61.10 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.

The savings from this grant will allow the students to experience learning on the student devices (chrome books) as opposed through paper worksheets. Project based learning will allow the students to utilize technology more, and paper less. The grant will save the district on paper and copying costs. Currently, the district copies or prints over 7 million pages per year for various purposes. A reduction of 10% paper usage is expected with the savings being \$7,000 per year using a cost of 1 cent per page for a total of \$35,000 over the five year period. By implementing the ideas in this grant the District will have to provide less intervention services related to poor student achievement as part of this grant. This will allow savings in two areas. First, the district pays teachers per student over a maximum number in each classroom (overages). Students are being required to retake classes and this increases the enrollment in those classes over the maximum amount. With these additional intervention services the District believes that \$1,100 in overages can be saved. Second, the District would save an estimated \$5,100 per year in tutoring by helping the students sooner in the educational process.

38.90 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.

While it is assumed that the transition to digital resources will eventually eliminate the need for textbooks, the district does not anticipate complete elimination because of this grant. The District currently budgets \$50,000 per year for textbook replacements. We believe that 40% of that amount could now be saved with part of those savings used to fund the replacement of the technology purchased with this grant. This will allow the reallocation of \$20,000 per year from the textbook replacement budget towards the sustaining costs of the program. This will be accumulated during the first four years of the program to be spent in the fifth year. Reallocated expenses will total \$100,000 over the five year program.

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 Range March, 2016 to August, 2016

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

Upon receiving funding, the implementation team will meet weekly to complete the following activities: create a written "Pre Implementation Plan" for work to be completed prior to implementation in August of 2016, determine the person(s) responsible for each component of the written plan, purchase required technology components, schedule and complete infrastructure improvements, develop a professional development plan for district. The Pre Implementation Plan will include due dates and person(s) responsible. The team will review the written plan weekly to ensure deadlines are adhered to. Ultimately, the project team will be responsible for beginning implementation by August of 2016.

22. Implementation (grant funded start-up activities)

a. Date Range August, 2016 to June, 2018

b. Scope of activities - include all specific completion benchmarks

The implementation team will carry out the written implementation plan. This will include the systematic initial training of all teaching personnel. Ongoing professional development will be embedded in weekly teacher-based teams, monthly building leadership teams, and monthly district leadership teams. Through this team structure, changes and adjustments will be made to the PD plan, as needed. PD will center around project-base/STEM instruction, effective use of technology, collaborative learning, meta cognition, and alternative methods of assessing student mastery of standards. Teachers and teacher teams will begin the process of embedding state standards into project-based learning. As teachers work through and complete projects time will be allocated for team reflection and recommendations for improvement. Formal opportunities for authentic student presentations of project results will take place. Teachers will meet individually with students to discuss their education experiences throughout projects. Teachers will perform as facilitators of learning, discussing with students the different ways that they learn. Existing and newly created common assessments will be utilized to monitor the degree to which learning experiences

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

a. Date Range June, 2018 to June, 2021

b. Scope of activities - include all specific completion benchmarks

During this period, the system of instruction will be in place and operating. At each level elementary through high school there will be an exhibition of student learning. At the elementary it will be a presentation of what they know about their learning styles and how it helps them in the classroom. At the middle school level it will be an exhibition of the various career paths and the real-world applications of their learning. At the high school level it will be a career symposium which enables students to meet with professionals and get hands-on experience with their career of interest. They will present their projects in a school-wide exhibition using a multi-media approach with their e-portfolios on display. This e-portfolio system will follow students from elementary school through graduation. The focus will be the continuous improvement of project-based instructional practices and the monitoring of both assessment data as well as ongoing four-year graduation rates. The goal will be to reach 95% for the four-year graduation rate, then continue to strive for 100%. The team structure of the district (teacher, building, and district) will support the ongoing reflection of instructional practices. This structure will also support new teachers and other employees to assimilate into our "new culture for teaching and learning."

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:

There have been several differences in teaching practices over the past several years. Each of these changes directly coincides with project based learning. For example, teachers are employing TBT (Teacher-Based Teams) where a simple assessment will investigate students knowledge so we have a comparison to where they hope to end. Teachers then gather specific data to evaluate their strategies. It would be useful for the students to follow the same guidelines. Beginning in Elementary they can plot a course using their existing shells to begin to develop a career path. They can then use data they accrue throughout the year to "course correct" their decisions. In the manner students and staff have full ownership as to what the path way looks like, teaching methods need to evolve from course content specific to cross curricular integration. Teachers can still work on their state directed objectives at the same time as project based teams develop their goals. Teaching and schools in general need to evolve to a business model where communication and integration is at its core. In this example Sciences are supported through Math skills as an avenue to express their findings. To supplement the Math and Science, Language Arts develops nonfiction skills reading about advancements in Science. Furthermore, Language Arts can evaluate project reports for semantics. Social

Studies can integrate through advancements and career development through time. All subject areas are necessary for student to be well rounded complete learners. Everyone has a stake to prepare our students so that they have the skills needed to function in our economy. The ultimate goal for teachers needs to shift to what skills students have that they can cultivate into a career path that makes them happy and successful. Once every one feels ownership, our graduation rates will increase as well as the confidence our students will have for their own success.

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:

David Bull Assistant Superintendent david.bull@madisonschools.net 440-428-9399

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 project will be evaluated utilizing multiple means of assessment. Teacher-based teams, building leadership teams, and the district leadership team will regularly review the following data: *Four-year graduation rate--Annually based on district report card *Locally developed standards based common assessments. Current and newly developed common formative and summative assessments will be evaluated at varying intervals to assess the progress of the district toward improvement in student mastery of standards. *Vendor Assessments--AimsWeb and Study Island are current vendor assessments that will be studied to determine the impact of educational changes on learning. *State Assessments--In most cases results will be evaluated annually to determine the impact of educational changes on student learning.

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.

The proposed project is easily replicable, given the commitment and fiscal ability of the entity to complete the work needed to shift the instructional culture of the district. Anyone considering utilizing this approach would need to evaluate the existing conditions of their district to determine its readiness to take on this project. Much research exists to support and inform replication. Additionally, the Madison Local Schools would love the opportunity to present and host visitors to share ideas. As desirable results are demonstrated by our project the district would consider sharing results and strategies through any means available, including publication and presentations at state and/or federal conferences.

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 with all above-mentioned assurances. David Bull

Consortium Contacts

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

Partnerships

Madison Local (047886) - Lake County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

No partners added yet. Please add a new partner by using the form below.

Implementation Team

Madison Local (047886) - Lake 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
David	Bull	Assistant Superintendent	Project Lead	Mr. Bull taught middle school mathematics for 10 years, was a special education supervisor for two years, a director of student services for three years, and a director of curriculum and instruction for 5 years, prior to taking on assistant superintendent duties this year in Madison. He served his prior district as the project lead for a funded Straight A grant.	Mr. Bull served as the project lead for a funded Straight A grant in the Painesville City School district.	M. Ed. Administration, Cleveland State University	100	
Angela	Smith	Superintendent	As district superintendent, Ms. Smith will oversee all aspects of the implementation of the project. She serves on the District Leadership Team, where her leadership and enthusiasm will be integral in ensuring buy-in from staff.	Ms. Smith has served an English teacher for 15 years, a high school assistant principal for 4 years and the central office administrator in charge of curriculum for 7 years, and Assistant Superintendent for 2 years. She has an M.Ed. in Curriculum and Instruction.	In 1996 Ms. Smith presented on interdisciplinary teaching at the Coalition of Effective Schools Conference in New York City. This is relevant in that one of the keys to this grant is making connections between distinct subject matter through interdisciplinary teaching and project-based assessment.	M.Ed. in Curriculum and Instruction from the University of Akron	100	
Sheryl	Basher	Elementary Teacher	Ms. Basher will serve as a pilot teacher for project based learning. She will work with groups of teachers to share the knowledge she gains to help others to implement this style of learning.	Ms. Basher has taught in the Madison Local Schools for 12 years. She has received a grant to further the use of project-based learning in her classroom.	Ms. Basher has expressed a desire to utilize project based learning in her elementary classroom. She has written for and received a grant to support this work, and is currently implementing it in her classroom.	M.S. Ed. Walden University	100	
Thomas	Brady	Principal	Madison Middle School Project Lead	Mr. Brady has served as an administrator in the Madison Local Schools for 13 years.	Mr. Brady has been the building lead through the Ohio Improvement Process, bringing teacher-based-teams to the middle school.	M. A. from The University of Akron	100	
Sally	Rogus	Principal	North Elementary School Project Lead	Ms. Rogus has been in education for 48	Ms. Rogus provides strong leadership	M. Ed.	100	

				years, the last 15 as an administrator in Madison. Her experience in implementing change will be the biggest strength she brings to the project.	and vision to her building. She has worked through countless change cycles throughout her 48 years of experience. Her passion for students and providing ever-improving educational experiences for them will be key in her role as building project-lead.			
Lee	Polzer	Middle School Teacher	Mr. Polzer will serve as a pilot teacher for project based learning. He will work with groups of teachers to share the knowledge he gains to help others to implement this style of learning.	Mr. Polzer has served as a teacher in the Madison Local Schools for 12 years. He regularly utilizes project-based learning in his middle school science classrooms.	Mr. Polzer, along with Mr. Clark, have taken a lead in project-based learning in Madison Middle School. The combine classes regularly for collaboration with projects. They currently model this approach for other teachers.	M. Ed. Cleveland State University	100	
Gregory	Clark	Middle School Teacher	Mr. Clark will serve as a pilot teacher for project based learning. He will work with groups of teachers to share the knowledge he gains to help others to implement this style of learning.	Mr. Clark has served as a teacher in the Madison Local Schools for 25years. He regularly utilizes project-based learning in his middle school science classrooms.	Mr. Clark, along with Mr. Polzer, have taken a lead in project-based learning in Madison Middle School. The combine classes regularly for collaboration with projects. They currently model this approach for other teachers.	M. Ed. Marygrove College	100	
Dean	Wadd	High School Teacher	Mr. Wadd will serve as a pilot teacher for project based learning. He will work with groups of teachers to share the knowledge he gains to help others to implement this style of learning.	Mr. Wadd has served as a teacher in the Madison Local Schools for 6 years. He regularly utilizes project-based learning in his high school classrooms.	Mr. Wadd has led "Project Lead the Way," which is an engineering program offered at Madison High School. His experience with this project-based course will help him to share experiences with other teachers who are implementing this style of learning.	M. Ed. Cleveland State University	100	
Shannon	Kriegmont	Principal	South Elementary School Project Lead	M.A. in Teaching 10 Years teaching experience 5 Years administrative experience	Ms. Kriegmont has 15 years experience in the Madison Schools, the last five as elementary principal.	M.A. Teaching	100	
William	Fisher	Principal	High School Implementation Lead	19 Years experience at Madison High School	Mr. Fisher has served for 21 years as principal of Madison High School. He has led many initiatives in this position, including strategic	M. Ed. Xavier University	100	

