

Budget

Mt Healthy City (044412) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (125)

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	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	325,000.00	0.00	0.00	46,872.00	371,872.00
Governance/Admin		15,000.00	2,550.00	0.00	0.00	0.00	0.00	17,550.00
Prof Development		17,161.00	2,917.00	90,000.00	0.00	0.00	0.00	110,078.00
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		32,161.00	5,467.00	415,000.00	0.00	0.00	46,872.00	499,500.00
							Adjusted Allocation	0.00
							Remaining	-499,500.00

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Anytime, Anywhere Coaching App

2. Project Summary: Please limit your responses to no more than three sentences.
This project will develop an app to put instructional coaching in the palms of teachers' hands. The content will focus on FIP & PBIS.
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					
Education	Pre-K Special	K	1	2	3
	4	5	6	264 7	258 8
	9	10	11	12	

Year 1					
Education	Pre-K Special	K	1	2	3
	4	5	6	264 7	258 8
	306 9	325 10	197 11	217 12	

Year 2					
Education	28 Pre-K Special	231 K	259 1	291 2	294 3
	284 4	293 5	285 6	264 7	258 8
	306 9	325 10	197 11	217 12	

Year 3					
Education	28 Pre-K Special	231 K	259 1	291 2	294 3
	284 4	293 5	285 6	264 7	258 8
	306 9	325 10	197 11	217 12	

Year 4					
Education	28 Pre-K Special	231 K	259 1	291 2	294 3
	284 4	293 5	285 6	264 7	258 8
	306 9	325 10	197 11	217 12	

Year 5					
Education	28 Pre-K Special	231 K	259 1	291 2	294 3
	284 4	293 5	285 6	264 7	258 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.

-The Anytime, Anywhere Coaching App will be able to be shared with other districts at the push of a button to an unlimited number of users locally, nationally, and possibly even internationally. As we share the success of our proposal with other districts, instructional practices will be impacted that will translate into impacting an unlimited number students. Additionally, this will support a greater level of collaboration. -We envision that the app could be expanded to provide professional development to other adult learners who support our students such as paraprofessionals, administrators, counselors, social workers etc. -We envision that the concept of the app can be used directly with students in the future.

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

First and last name of contact for lead applicant

Dr. Reva Cosby

Organizational name of lead applicant

Mt. Healthy City Schools

Address of lead applicant

7615 Harrison Avenue Cincinnati OH 45231

Phone Number of lead applicant

(513) 729-0077

Email Address of lead applicant

rcosby@mthcs.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

-Professional development in education is proven to be successful when the theories and instructional strategies that are being learned are transferred to an effective practice that accelerates student learning. Instructional coaching has proven to be successful in improving teachers' instructional practice which is directly correlated to accelerating student achievement. According to Art Costa's work in cognitive coaching, 95% of teachers transfer theories to practice with the support of an instructional coach. The issue arises with the capacity of time and resources that districts have to commit to coaching teachers. -In addition, the mental capacity of teachers is diminished because professional development opportunities are often times offered at the beginning or end of an intense day of teaching. -Traditional professional development harms the very students we are trying to protect by taking their teachers out of the classroom to attend professional development opportunities. Our school district could better utilize these resources in a more effective method of professional development. -The traditional method of delivering professional development is not as effective as it could be. More adults are using handheld devices to gain information. According to the Pew Research Center, 64% of Americans now own a smartphone (85% of 18-29 year olds and 79% of 30-49 year olds own a smartphone). People spend more time on average per day viewing their mobile phone (2.8 hours) vs viewing their

desktop/laptop (2.4 hours). Schools need to design methods of professional development that utilize handheld devices in a blended learning environment. -Current professional development is not adequately differentiated to meet the wide variety of learning needs of our teachers, paraprofessionals, administrators, counselors, social workers, and other adults who support our students.

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

What if the instructional coach were as easily accessible as being in a teacher's pocket? What if teachers could build community anytime, anywhere? What if providing encouragement and valuable information could be as easy as pushing a button? This project will assist in addressing the concerns stated. Our proposal seeks funds to develop an app that works in IOS, Android and web based apps. We believe that this is an innovation that has yet to tap into the educational professional development arena. We envision an app that has two pathways containing content addressing our instructional improvement goals focusing on Formative Instructional Practices (FIP) and Positive Behavioral Interventions and Supports (PBIS). The Anytime, Anywhere Coaching App will be a professional development series that will coach teachers in transferring instructional theories into practice. The coaching techniques will be intertwined in the content of the coaching app in a creatively effective manner. The innovative design of the app will ensure that the content is useful and the digital experience is captivating. Effectively integrating high-quality technology design with educational professional development is what has been missing from education. Our project team has completed an exhaustive search and have not found any existing apps that deliver professional development in this way. Imagine that the app takes on a journey format. Within the journey there are short individual experiences that provide content and ask teachers to reflect on practice. The content could take the form of a video or reference a portion of text from a professional reading. Each of the short experiences will build on the other with the goal of the teacher being asked to reflect on the learning and implementation. Each of the series of short experiences will culminate in a different part of the coaching app journey that facilitates a small group, face-to-face team meeting. The content of this portion of the app will focus on facilitation of a group discussion around the topic addressed in the prior individual experiences. This cycle of individual learning followed by small group meetings will continue until the goals of the topic are exhausted. The time element of how often teams meet will be determined as the content is developed. The collaboration of teams will be a portion of the app that is vital. We want the app to have the capability of forming virtual and face-to-face professional learning communities (PLCs) that are connected via the app. Groups will be able to post comments, share responses and form an accountability for each other in completing tasks within the app. Administration of the coaching app will allow for push-out notifications to be timed to motivate and affirm teachers in their learning. The continual evaluation of the teachers' experiences in using the Anytime, Anywhere Coaching App will assist in making adjustments to the app and the content within the app. We will roll out the app in a test marketing-like format. Our 7th & 8th grade teachers will be the first to engage with the Formative Instructional Practices (FIP) pathway. As with any new innovation, we anticipate learning how receptive teacher are to the app. We will continually work closely with the evaluator of the project to determine how to make changes to the app to meet the needs of our learners. We will gradually roll out the app to other grade levels during and beyond the initial year of the grant. See the grant timeline for specifics.

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.

1) By the end of the 2021-2022 school year, 100% of intended teachers will participate in the Anytime, Anywhere Coaching App for FIP and PBIS and will utilize these instructional practices with fidelity resulting in accelerated student growth. 2) Ohio Improvement Process (OIP) Plan GOAL 1: ACADEMIC - By the end of the 2018-2019 school year, the district will meet or exceed math and literacy state accountability standards for ALL students, with a focus on gap closure, as measured by: Performance Index greater than or equal to 98.3 points (increase of 3 points yearly) Overall Value Added of at least a "B" Close the gap between SWD and the AMO goal by ? yearly for reading and math Increase by at least 10% each year those students who are proficient at each grade level and subject area, grades 3-6 and OGT. 3) Ohio Improvement Process (OIP) Plan GOAL 2: SAFE AND CIVIL LEARNING ENVIRONMENT - By the end of the 2018-2019 school year, the district will foster a positive climate and culture such that students' learning time in class is maximized, as measured by: One percentage point increase in attendance rate for ALL students yearly One percentage point increase in STAFF attendance rate yearly A decrease to no more than 1 Office Discipline Referral per day per month per 100 students at each building At each grade level K-2, 80% of students will meet benchmark targets as measured by Aimsweb.

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.

These assumptions must be true for 100% teacher participation, academic improvement, and a positive climate and culture: -FIP and PBIS are effective strategies. -Substantial professional development leads to increased student achievement. -Teacher engagement in professional development needs to be 90% or higher.

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

-FIP and PBIS are effective strategies. The content of the app will focus on two major concepts; Formative Instructional Practices (FIP) and Positive Behavioral Interventions and Supports (PBIS). John Hattie's research used over 900+ meta-analyses, 60,000 studies, and 300+ million students to determine the effect size of the impact educators are having on students and the effectiveness of specific strategies. The typical effect size of 0.40 is the minimum progress that should be expected for a year of teaching. The effect size of teachers specifying learning outcomes, communicating success criteria, and engaging students in getting there (components of FIP) is 0.59. Strong teacher-student relationships require an understanding of what students bring to the class from their home and culture is connected to PBIS and has an effect size of 0.72. --History of FIP Implementation in Mt. Healthy City Schools ---We have a Partnership Agreement through ODE using the Incremental Approach ---2011-2012 FIP Pilot - TBT Leaders and 2nd Grade Team at North Elementary ---2012-2013 FIP Volunteers - 15 teachers volunteered at North Elementary - Cohort 1 ---2013-2014 FIP Volunteers - North Elementary (10 - Cohort 2) and South Elementary (25 - Cohort 1) ---2014-2015 FIP District Initiative - All teachers at all grade levels preK-12 ---2015-2016 FIP District Initiative - All teachers at all grade levels preK-12 - differentiated learning by building ---2016 and beyond - There is a need to differentiate the learning even further and the Anytime, Anywhere Coaching App will allow individuals and teams to dive deeper into the content at an

appropriate pace that meets their needs. --History of Safe & Civil Implementation (PBIS) in Mt. Healthy City Schools ---In 2006, the Mt. Healthy City School District was one of six Ohio districts chosen to share more than \$2 million in a new School-Community Partnership Grant, "Access to Better Care" (ABC Grant). We used grant funds to begin implementation of a PBIS model, "Safe & Civil Schools" (S&CS), in two of our five elementary schools. Subsequently, we have expanded implementation of S&CS to all of our schools. Now in its 10th year of continuous implementation, S&CS is the cornerstone of the district's efforts to create a PBIS model (Goal 2 of the Mt. Healthy OIP). All district employees are trained to implement and monitor S&CS. Training includes participation by teachers and administrators in the S&CS national conference in most years; on-site coaching and site monitoring visits by S&CS consultants; and quarterly professional development delivered by a district S&CS leadership team. -Substantial professional development leads to increased student achievement. Regional Educational Laboratory Southwest Issues and Answers REL 207-No.033, Reviewing the evidence on how teacher professional development affects student achievement - "teachers who receive substantial professional development-an average of 49 hours in the nine studies-can boost their students' achievement by about 21 percentile points." -Teacher engagement in professional development needs to be 90% or higher. "The results are striking: when 90 percent or more of a faculty was actively engaged in the change initiative, student achievement results in reading, science, and math were dramatically higher than when the same initiative was introduced with only 10 percent of the faculty actively engaged" (Reeves, 2009)

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 indicators that we will use to measure progress will be: -Increase in alignment of student tasks, learning targets, and standards. - Increase in the ratio of positive interactions. -Increase in the percentage of engaged students. -Increase in the percentage of students meeting expectations set by their teachers. In addition, we will measure progress with teacher surveys to gather feedback of the effectiveness of the Anytime, Anywhere Coaching App. Also, OTES Ratings have directly aligned components including standards about FIP and PBIS such as Standard 1 - Students, Standard 4 - Instruction, Standard 5 - Learning Environment, Standard 6 - Collaboration and Communication, and Standard 7 - Professional Responsibility and Growth.

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

Data points to measure student achievement with baseline data: -2014 Achievement - Performance Index for Ranking = 83.6 (69.7%), Letter Grade = D -2014 Progress - Value Added Overall -0.38, Letter Grade = C -2014 Gap Closing - Annual Measurable Objectives = 38.6%, Letter Grade = F -AIMSweb data Additionally we will use these data points that support student achievement: -Teacher Attendance Rate at District Professional Development, Usage rates of the Anytime, Anywhere Coaching App for FIP and PBIS Pathways The indicators listed in 9.a.iv (question above) will be measured by the Mt. Healthy City Schools Learning Walk Data Tool. Administrators, deans, lead teachers, subject coordinators and district administrators conduct learning walks in two-week cycles using the following tools to generate trend data to monitor the progress of implementing FIP and Safe & Civil Schools (PBIS). The data is analyzed using the 5-Step Process by the DLT and reviewed with BLTs and TBTs. -Alignment (FIP) STANDARD and LEARNING TARGET are posted, Learning target is ALIGNED to the standard, Student task is ALIGNED to the learning target. -Ratio of Positive Interactions (PBIS): Record the number of positive to corrective interactions for a 10-minute observation period. -Engagement (FIP & PBIS): For 5 minutes, focus on a different student every 5 seconds. Record a "+" symbol to indicate on-task behavior and a "-" symbol to indicate off-task behavior. When each student has been observed, begin the progression again. Continue until 5 minutes has elapsed. -CHAMPs Data (PBIS): Write the activity name in the Activity Box. Use a rating scale 0-5 to rate the degree to which the students met the expectations for classroom activities or transitions; Conversation, Help, Movement, Participation.

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

We are prepared to alter the course of our project if assumptions prove false or outcomes are not realized. We have an exceptionally talented team who will contribute to both app development and ongoing tracking of app "success" including user usage data, specific user feedback, and technology issues, among others. We have built time into the schedules of key personnel for activities relating to content development and the understanding of and response to user feedback. Additionally, existing leadership teams including TBTs, BLTs, DLT, Safe & Civil Schools (PBIS), and FIP are poised to take on the work of app content development and/or monitoring in regularly scheduled team meetings. Personnel contributing time and effort beyond their contractual day will be paid for their efforts through supplemental pay arrangements (see budget and narrative), and will be firmly committed to the project from start to completion. Our evaluation partner, Discovery Center for Evaluation, Research, & Professional Learning, will take the lead in proposing course alterations based on data-driven findings. Hamilton County ESC will, in its role as liaison to the app developer, provide a much needed connection between the app system and end users. In the process of vetting app development companies, we will look for evidence of a track record of responsiveness to changing project requirements, setting the stage for successful integration of project changes. The district's Teaching & Learning Department will integrate app training and usage in its professional development schedule, which will be responsive to changes that may arise.

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 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.

499,500.00 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.

SUPPORT SERVICES / PURCHASED SERVICES (400) \$325,000 Professional fees paid to a company/vendor (to be determined) to design, develop, provide quality control, launch and support the creation of the coaching app during the grant period. We have identified a number of local app development companies. We will vet each of the companies to determine their ability to complete the project. Selection will be based upon a formal system which includes a request for qualifications and proposals that aligns with the district's contracting requirements. SUPPORT SERVICES / OTHER (800) \$46,872 Professional fees paid to Miami University (OH) Discovery Center for Evaluation, Research, & Professional Learning for project evaluation services as described in application questions 25 and 26 as allowed by the Grant Information and Guidance for Applicants on page 6, "Multi-year contracts are permissible only if designed to handle implementation costs in multiple years. Such allowable contracts generally cover the costs of an external evaluation of the grant or service agreements for items purchased during the implementation year." GOVERNANCE / ADMINISTRATION / SALARY (100) \$15,000 Salary paid to district-level administrator(s) to participate in project management and implementation during the grant period. It is anticipated that needed time and effort will be equivalent to .2 FTEs. GOVERNANCE / ADMINISTRATION / FRINGE BENEFITS (200) \$2,550 Costs of statutory fringe benefits associated with salary, calculated as 17%. PROFESSIONAL DEVELOPMENT / SALARIES (100) \$17,161 Supplemental salaries paid to a team of teachers and/or administrators working beyond their contractual day to assist in the development of content for the Anytime, Anywhere Coaching App. PROFESSIONAL DEVELOPMENT / FRINGE BENEFITS (200) \$2917 Costs of statutory fringe benefits associated with salary, calculated as 17%. PROFESSIONAL DEVELOPMENT / PURCHASED SERVICES (400) \$90,000 Professional fees paid to Hamilton County ESC for collaboration in selecting the app content developer; project liaison - project managing and monitoring progress of the app developer; creating content for the coaching app; and support of potential scale-up / replication efforts.

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

0.00 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.

-According to the Grant Information and Guidance for Applicants, the table on page 6 distinguishes between implementation costs and

sustainability costs. We anticipate the project for each of the 5 years following the initial grant year will not require any funds for sustainability. All of our costs are implementation costs. Our plan does include multi-year contracts that are allowable according to the 'Guidance on Multi-year Contracting', page 6, for the external evaluator and possibly for the app developer for updates (such as bug fixes). It is our intent to request approval to carry over funds if necessary. We do not consider these costs to be sustainability costs because they are part of the implementation costs, as described in the Grant Information and Guidance for Applicants on page 6. -The goal of having a means to deliver professional development through an app will be self sustaining in future years beyond the grant. The design of the Anytime, Anywhere Coaching App will be such that content will be interchangeable. We understand that there will be a need for continuing content development and project management however, this need will be met through existing district leadership because this work will be integrated within our current roles. We would not need to depend on the continual cost of the app development company to create future apps around new focuses of instructional practices. Hamilton County ESC has agreed to be an ongoing support in developing future content that would fit into the app design that is developed during the grant period. Hamilton County ESC will be instrumental in potentially scaling the design to other schools throughout Ohio. Mt Healthy City Schools will continue to leverage federal, state, and local funds to supplement future content development. We are confident that professional development costs will remain cost neutral. The process of delivering professional development through an app will possibly lead to greater efficiencies in systems at the district level for example reduction in substitute teachers for release days to attend professional development events.

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.

Not applicable.

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.

Not applicable. We think that the percentage for #18 for our proposal should be ZERO because we are not expecting any sustainability costs for this proposal. However, we were not able to submit the application without entering 100.

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 February 1, 2016 - September 1, 2016

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

RFQ - App Developer, March 1, 2016 Discovery, Planning, Design Phase, May 1, 2016 FIP Content Development for grades 7-8, May 1, 2016 Developmental Phase for grades 7-8, August 1, 2016 Testing Phase September 1, 2016 Launch Phase, October 1, 2016

22. Implementation (grant funded start-up activities)

a. Date Range September 1, 2016 - June 30, 2017

b. Scope of activities - include all specific completion benchmarks

Launch Phase for FIP App grades 7-8 - October 1, 2016 Evaluation phase of FIP App from teacher effectiveness grades 7-8 - November 30, 2016 Quality Control phase with App Developer on FIP App - December 15, 2016 Repeat process planning of PBIS App grades 7-8 October 1, 2016 - January 1, 2017 Launch Phase of PBIS App, grades 7-8 - January 30, 2017 Evaluation phase of PBIS App from teacher effectiveness and use grade 7-8- April 2017 Quality Control Phase with PBIS App Developer - May 2017 Evaluation phase of project Year 1-June 2017

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

a. Date Range September 2017 - May 2022

b. Scope of activities - include all specific completion benchmarks

Report of effectiveness of project shared with other districts through workshops, publishing, emails - Ongoing 2017-2022 Adjustments in the App design based on feedback September 2017 - December 2017 Implementation for FIP App grades 7-12 next phase September 2017 - December 2017 App implementation of PBIS grades 7-12- January 2018 - May 2018 Evaluation of App Content and use, PBIS grades 7-12 - January 2018 - May 2018 Scaling of project to other schools - January 2018 - May 2018 Adjustments in the App design based on feedback September 2018 - December 2018 Implementation for FIP App grades k-12 next phase September 2018 - December 2018 Evaluation of App Content FIP k-12 and use - September 2018 - December 2018 Implementation for PBIS App grades k-12 next phase January 2019 - May 2019 Evaluation of PBIS App Content FIP k-12 and use - January 2019 - May 2019 Content Development for App next phase September 2019 - December 2019 App implementation of new content - January 2020 - May 2020 Evaluation of App Content and use - January 2020 - May 2020 Scaling of project to other schools - January 2020 - May 2020 Adjustments in the App design based on feedback September 2020 - December 2020 Content Development for App next phase September 2020 - December 2020 App implementation of new content - January 2021 - May 2021 Evaluation of App Content and use - January 2021 - May 2021 Scaling of project to other schools - January 2021 - May 2021 Adjustments in the App design based on feedback September 2021 - December 2021 Content Development for App next phase September 2021 - December 2021 App implementation of new content - January 2022 - May 2022 Evaluation of App Content and use - January 2022 - May 2022 Scaling of project to other schools - January 2022 - May 2022 Longitudinal report of the Grant - May 2022

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:

The hope for our organization is that we are united in meeting the academic needs of the students who enter into the schools in our district. The concern of being accountable to the implementation of research based instructional practices is on that would be changed in the use of our coaching app. We believe the coaching app will create a culture of real time support for teachers. We know that when coaching is applied to new learning, teachers will persist with changes in instructional practice. A sense of belonging to a community of learners is at best fragmented with sporadic learning opportunities with traditional professional development. The coaching app will bring a more consistent atmosphere of learning for teachers. Teachers will be connected on an anytime/anywhere device.

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:

The evaluation of the Anytime, Anywhere Coaching App Project will be conducted by the Discovery Center for Evaluation, Research, and Professional Learning (formerly Ohio's Evaluation and Assessment Center for Mathematics and Science Education. All evaluation activities will be overseen by Sarah B. Woodruff, PhD (Center Director) and led by Chris Cox (Senior Research Associate and Project Team Leader). Christopher Cox Discovery Center for Evaluation, Research, & Professional Learning Miami University 210 E. Spring St. 408 McGuffey Hall Oxford, OH 45056 513-529-1686 chris.cox@MiamiOH.edu

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 external evaluation of the Anytime, Anywhere Coaching App Project will provide timely formative feedback to project directors while measuring summative progress toward goals of the project focused on (1) increasing student achievement in English Language Arts and Mathematics reflected in ODE performance index ratings and (2) increasing a positive teaching and learning environment reflected in attendance rates and discipline referrals. The mixed method design of this external evaluation collects and analyzes various, multiple, and repeated sets of data deliberately selected to monitor implementation and outcomes for students, teachers, buildings, and the district. This evaluation is guided by the overarching question, "What is the nature, extent of change, and outcomes associated with teachers' use of

positive behavioral interventions and supports, and formative instructional practices as a result of using the project's professional learning apps?" and will be investigated by collecting and analyzing data measuring the implementation and impact of project activities from student, teacher, and project leadership data. Quantitative data analyses will include appropriate descriptive and inferential statistics. Qualitative data will be coded, thematically analyzed, and triangulated with survey data to provide a more rigorous assessment. Students' outcomes (academic, attendance, and discipline) will be longitudinally analyzed from data sources including: (1) local Grades K-2 academic measures/AIMSweb, (2) state English Languages Arts and Mathematics assessments, (3) Grades K-12 student attendance data, and (4) Grades K-12 discipline referral data. Beginning May 2016, teachers will be surveyed online about their instructional practices and implementation perceptions before implementation of FIP and PBIS app implementation (Anytime, Anywhere Coaching App Implementation Questionnaire). Participating teachers will be surveyed about their instructional practices and implementation perceptions again mid-year and year-end SY 2016-2017. This survey will be repeated at the middle and ending of each SY in sustaining program years providing corrective feedback to project leaders. Teacher responses will be linked across administrations to monitor pockets of successes and challenges. After initial app exposure and subsequent PLC meetings, a sample of teachers will be surveyed for their feedback and future needs to enhance the fidelity of implementation (Anytime, Anywhere Coaching App PD Feedback Questionnaire). In the initial implementation year, focus group interviews of a sample of participating teachers in Spring 2017 will provide summative yearly feedback and formative feedback going forward regarding implementation and outcomes, their issues, and ways for improvement. Formative reporting will coincide with analyses of received data in the form of evaluation memos. The frequency of these evaluation memos will help with planning project activities and activity modification when warranted by the analysis of data. Yearly summative reports will note accomplishments and challenges within each school year and longitudinally. Program findings, lessons learned, and evaluation methodologies will be disseminated through venues such as (1) ESC curriculum meetings, (2) state sponsored Straight A Fund meetings, (3) state/national technology conferences, (4) state/national conferences applicable to FIP/PBIS, and/or (5) state/national evaluation association conferences.

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 impending success of this project will be evident through the metrics used to evaluate meeting our goals. We would hope to see if this delivery of professional development and coaching is a favorable, efficient and effective among teachers. If so, the opportunities for expansion and replication are many. The expansion of this project would seek out funds that could fund a connect management system (CMS) app. The CMS would allow the end user to input content that would independent of the app developer. The additional cost to have different topics created in an app would be neutralized. We would also see this as a possibility in that the Ohio Department of Education (ODE) could use an app in training educators on new initiatives. Think of apps that could be created that train teachers and administrators on Student Learning Objectives (SLOs), Ohio Teacher Evaluation Systems (OTES) or a host of other future initiatives. Other school districts would use what we have learned from this project in creating apps that meet a variety of topics in their improvement plans. We would make the app available through the Apple and Google markets. Our partner, Hamilton County Educational Service Center (HCESC) would be an ongoing contributor to additional content on topics from the districts they serve in the state of Ohio. HCESC has agreed to provide ongoing topic design for the coaching app at no cost to Mt Healthy City Schools. The scalability of this project will reach far beyond the geographic boundaries of Ohio. Other ideas of expansion would be information directly associated with student learning. If we find this format to be successful with adults, why not see how this could apply to student learning. We would anticipate sharing our findings in educational publications and educational 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).

Dr. Reva Cosby, Superintendent

Sections 

Consortium Contacts

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

Partnerships

Mt Healthy City (044412) - 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
Paul	Smith	513-674-4214	paul.smith@hcesc.org	Hamilton County ESC	047324	11083 Hamilton Ave, Cincinnati, OH, 45231-1409	
Christopher	Cox	513-529-1686	chris.cox@MiamiOH.edu	Discovery Center for Evaluation, Research, & Professional Learning Miami Universit		210 E. Spring St., 408 McGuffey Hall, Oxford, OH, 45056	

Implementation Team

Mt Healthy City (044412) - 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
Dr. Reva	Cosby	Superintendent	Mission and Vision Director	30 years of experience in education, 20 years in the classroom, 10 years in administration	10 years of experience providing pd for staff as an administrator and facilitating pd for districts for the Smaller Learning Community Grant	BS. in Education, MA in Ed Supervision, Ph.D. in Educational Leadership	1	
Michael	Burdett	Technology Coordinator	Technical Assistance IT - support teachers' use of the Anytime, Anywhere Coaching App through his role as an elementary building Technology Coordinator. He is familiar with the building's technology capabilities and systems, and has a strong working relationship with building staff, having years of experience as a classroom teachers. His responsibilities will include ensuring adequate tech availability' troubleshooting tech issues; assisting teachers with use of the app; and contributing to development of app content.	23.5 years of experience in elementary education, mainly grades 4-6 in the subjects of Math, Science, S.S. and Language Arts, 15 years as technology coordinator	15 years of experience providing professional development in technology on various projects including several EETT grants	Bachelors of Science in Elementary Ed. 1-8	5	
Julie	Wakefield	Technology Coordinator	Technical Assistance IT - support teachers' use of the Anytime, Anywhere Coaching App through her role as an elementary building Technology Coordinator. She is familiar with the building's technology capabilities and systems, and has a strong working relationship with building staff, having years of experience as a classroom teacher. Her responsibilities will include ensuring	15th year teaching - all in Mt. Healthy - 14 years in 4th grade - 1st year as technology integration specialist	10 years of developing and presenting pd within my building and for the district - data, Assessment for Learning, FIP practices and technology integration.	M.Ed.	5	

			adequate tech availability' troubleshooting tech issues; assisting teachers with use of the app; and contributing to development of app content.					
Karen	O'Connell	State and Federal Grants Coordinator	Ms. O'Connell will participate in this project in her role as the district's State & Federal Grants Coordinator. She will collaborate with district project personnel, external partners, and the district Treasurer's Office to ensure compliance with the Straight A grant "assurances" and related guidelines. Ms. O'Connell has functioned in this role on many district projects, including most recently the district's Race to the Top grant, the South Elementary School Improvement Grant (SIG), and a Junior High School 21st Century Community Learning Center grant.	20 years of experience with grants administration in public schools.	20 years of coordinating professional development components of major grants	B.S. Management & Marketing	5	
Jeremiah	Henson	Executive Director of Teaching & Learning	Content Developer for the Anytime, Anywhere Coaching App. Mr. Henson will use his experiences as an instructional coach to ensure that the questioning and activities are aligned to the methods of cognitive coaching. He will focus his efforts on the innovative design of the app to ensure that the content is useful and the digital experience is captivating. As the facilitator of the DLT, Mr. Henson has a forum to gather feedback, analyze data, and implement changes.	22 years of experience in education, 8 years teaching 8th Grade Science	14 years of experience developing and providing pd for districts, NSTA conferences, SECO conferences, curriculum, assessment, instruction, Marzano, FIP, and PBIS	M.A. in Teaching & Learning	5	
Paul	Smith	Director for Center of	Project Manager, Liaison to App	32 years of experience	Over 20 years of providing and developing pd at the	Ed.S. in Educational	10	

		Urban Educational Services	Developer, collaborate in selecting the app content developer; project liaison - project managing and monitoring progress of the app developer; creating content for the coaching app; and support of potential scale-up / replication efforts.	working with urban education, leadership, instruction and technology	local, state and national level. Leader in instructional coaching techniques for over 15 years. Created educational websites, designed original professional development and products, written and implemented grants on robotics, weather, math, and science. Teacher of the year 4 times.	Leadership		
Dr. Elizabeth	Johnson	Coordinator of Teaching & Learning	Project Lead and Content Developer for the Anytime, Anywhere Coaching App. Dr. Johnson will use her experiences as the lead of the district's Safe & Civil Schools (PBIS) team to ensure that the content is aligned to S&CS objectives and that the experiences in the app are engaging. She will focus her efforts on the innovative design of the app to ensure that the content is useful and the digital experience is captivating. As project lead, Dr. Johnson will collaborate with the partners and evaluators (Hamilton County ESC, App Developer, and Discovery Center for Evaluation, Research, and Professional Learning). She will also work closely with the State and Federal Programs Coordinator and the Treasurer's Office to ensure compliance with the grant assurances.	14 years of experience in urban education, instructional coaching, curriculum, and technology	Dr. Johnson has 14 years of experience in public education with 7 years of experience in developing and providing pd for building, districts, and conferences regarding data, instructional coaching, curriculum, FIP, and PBIS. Dr. Johnson is an innovator. She brings to the Mt. Healthy organization and culture of practical applications of technology that cross many disciplines, and an enthusiasm for "possibility thinking." She is an expert in the conceptualization and designing of technology-based means of presenting information to end-users. For example, the use of Google Apps for Education was introduced by Dr. Johnson as a means of sharing of information, thus streamlining processes and encouraging collaboration and connection among teachers, administrators and teams. Combined with technology skills is her knowledge of curriculum and instruction, and skill in designing aligned professional development. Dr. Johnson has a solid track record of project design / redesign. Most recently she conducted data-driven research that culminated in a redesign of the district's elementary math curriculum (implementation began August, 2015). She recently was assigned district-level responsibility for leading the district's growing English as a Second Language Program (ESL). In collaboration with teachers	MAT Education, Ed.D. Administration & Supervision	20	

					and administrators, she has created a vision for the program; developed key processes, forms, and protocols; and supervises ESL teachers. These skills and experiences qualify Dr. Johnson to serve as project lead, as these skills will be critical to developing enthusiasm for and support of the project. Prior to her employment with the district, she was an instructional coach with Hamilton County ESC, and is perfectly poised to collaborate this grant project partner.			
Brock	Kinser	Coordinator of Teaching & Learning	Content Developer for the Anytime, Anywhere Coaching App. Mr. Kinser will use his experiences as the lead of the district FIP team to ensure that the content is aligned to FIP objectives and that the experiences in the app are engaging. He will focus his efforts on the innovative design of the app to ensure that the content is useful and the digital experience is captivating.	12 years of experience in urban education, curriculum development and implementation, and assessment design	8 years of experience in mentoring and providing pd for new teachers, 7-12 Social Studies curriculum and instruction, PBIS, and FIP. Mr. Kinser has many years of experience in the Mt. Healthy City School District as a "Teacher-Leader." He brings to the Anytime, Anywhere Coaching App project a wide base of experience. Prior to his recent promotion to the position of Teaching & Learning Coordinator for grades 7-12 (district-level role), he has served his fellow teachers for the past four years as the Social Studies Curriculum Coordinator for grades 7-12. In this role he supported the needs of the Social Studies Department and its teachers. He provided leadership for curriculum and instruction, championed teachers' needs at the district level, ensured curriculum alignment, and provided needed materials and resources. He has for many years co-chaired the district's mentoring program for new teachers. He served for three years on the district's Race to the Top grant Leadership Team and in this role was able to contribute to the garnering of teacher support for the changes and reforms integrated in the district's Race to the Top project. He serves on the District Leadership Team, bringing	M.Ed. in Curriculum & Instruction	5	

					to the table of much-needed data-driven decision-making skills. He also serves on the OTES Evaluation Committee.			
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