

Budget

North Point Educational Service Center (125690) - Erie County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (72)

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	119,140.00	190,624.00	0.00	0.00	309,764.00
Support Services		87,500.00	26,250.00	30,000.00	0.00	0.00	0.00	143,750.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	536,400.00	0.00	0.00	0.00	536,400.00
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		87,500.00	26,250.00	685,540.00	190,624.00	0.00	0.00	989,914.00
							Adjusted Allocation	0.00
							Remaining	-989,914.00

Application

North Point Educational Service Center (125690) - Erie County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (72)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Emerging Trends Network- Transforming Vision to Reality

2. Project Summary: Please limit your responses to no more than three sentences.
Professional Development on trends that will transform each classroom in 13 districts to profoundly impact teaching & students' learning.
This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

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

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

Grant Year				
443 Pre-K Special Education	987 K	1080 1	1063 2	1063 3
1132 4	1298 5	1379 6	1561 7	1594 8
1495 9	1463 10	1809 11	1834 12	

Year 1				
451 Pre-K Special Education	968 K	1071 1	1088 2	1158 3
1172 4	1324 5	1495 6	1545 7	1700 8
1513 9	1469 10	1828 11	1836 12	

Year 2				
453 Pre-K Special Education	1091 K	1089 1	1105 2	1135 3
1206 4	1339 5	1498 6	1545 7	1694 8
1530 9	1515 10	1837 11	1859 12	

Year 3				
506 Pre-K Special Education	1100 K	1154 1	1117 2	1163 3
1207 4	1344 5	1537 6	1558 7	1649 8
1569 9	1530 10	1839 11	1872 12	

Year 4				
536 Pre-K Special Education	1100 K	1153 1	1138 2	1155 3
1221 4	1411 5	1451 6	1434 7	1663 8
1572 9	1558 10	1844 11	1877 12	

Year 5				
546 Pre-K Special Education	1106 K	1175 1	1141 2	1168 3
1323 4	1450 5	1458 6	1460 7	1679 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.

Thirteen (13) school districts across the North Point ESC service area have formed a consortium based on the research of Dr. Bill Daggett and the International Center for Leadership in Education (ICLE) and researched based 5 emerging trends. The above enrollment chart reflects the total number of students who will be impacted each year. In the 2015-2016 school year, North Point ESC sponsored the Emerging Trends Network where 13 district teams of 4 or more leaders committed to participating in the professional development series on the trends with an additional four full days of training this year. Beginning in the 2016-2017 school through the support of the Straight A Grant, the professional development will continue with a project manager, a North Point ESC coach, and using a train-the-trainer model. The impact of this proposal is reflected in the large number of students who will be impacted as educators transform trends into reality.

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

First and last name of contact for lead applicant
Kathryn Hott

Organizational name of lead applicant
North Point Educational Service Center

Address of lead applicant
1210 E. Bogart Rd. Sandusky, OH. 44870

Phone Number of lead applicant
419-627-3930

Email Address of lead applicant
khott@npesc.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

North Point Educational Service Center and teams from 13 districts across the North Point ESC service area have formed a partnership with the International Center for Leadership in Education (ICLE) with the goal to impact student achievement and performance. This is a critical area of concern for educators as the demand for college and career ready graduates is growing. School district leaders in Ohio and across the nation, through no fault of their own, are feeling overwhelmed. Their energy, attention and available time are being consumed by variety of issues that equally demand district leadership's immediate and ongoing attention. These challenges include: Ohio New Learning Standards; changes in state assessment; new teacher evaluation; student attendance and graduation rates and many more pressing issues. The attention required for these and other day-to-day issues often prevents school leaders from having the time to focus attention on emerging and transformative trends that will profoundly impact their schools, teachers and students in the next one to three years. This proposal will allow educational leaders to address the critical need for school improvement by providing time to focus on school improvement issues,

provide the professional development based on research-based trends to transform schools with rigor and relevance, digital technology supporting teaching and learning, application-based learning, developing personal skills in students and a heightened demand for carer and college readiness schools. This series of training, support, progress monitoring and collaboration is unique as it is ongoing, supported by a project manager, coaches, social-media for professional exchange and requires teams to work together to implement the plan, make revisions as needed, support and teach one another with innovative approaches. The goal to transform schools based on the trend or trends so that the vision becomes reality in every classroom.

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

Through his work with thousands of schools, Dr. Bill Daggett has identified 5 emerging trends that impact student achievement and performance. North Point ESC is hosting the planning year for this comprehensive program based on the emerging trends. November 16, 2015 was the opening session with presenters Dr. Bill Daggett and Eric Sheninger and 4 follow up sessions will be held over the 2015-16 school year. The Emerging Trends Network (ETN) will provide a forum for teams of 13 school district leaders to become educated on the following emerging trends: 1. The Impact of Digital Learning 2. Developing Personal Skills 3. The Increased Emphasis on Application Learning 4. The Heightened Demand for Career Readiness, and 5. Using Data Analytics to Develop Growth Models and their impact on teaching and learning. North Point ESC will provide each ETN team with the guidance and professional learning needed to effectively implement a transformation plan. Lead applicant, NPESC and each ETN team has invested its own fiscal and human resources to participate in the ETN training. Support from this Grant will provide the resources to implement each districts' plan. Each district team will use resources to advance and accelerate innovative practices in each classroom. Ultimately, it will be students who benefit from the combined effort of the state of Ohio, NPESC, and district resources to generate innovative practices throughout the region. The key to sustaining change is to begin with the end in mind by focusing, first on student achievement and then building the plan and developing culture and capacities around the instructional practices that will achieve the goal. ICLE will support the ETN participants through developing capacities of key instructional leaders within the districts in order to fully implement identified trends and sustain its impact to create future-focused schools. To accelerate and transfer skills, strategies, and best practices learned during the 15/16 ETN to actual building level practice, ICLE recommends that the district and school leadership teams be provided with intensive and deep professional learning opportunities. ICLE recommends a plan consisting of four components: 1) Emerging Trend Boot Camp: The 5 day camp is interactive and designed to provide participants with in-depth knowledge and skills to provide professional learning to colleagues and staff to help support integration of the district/school Innovation Plan. Innovative thought and execution requires system-wide alignment to support effective instruction within the emerging trends. ICLE will support leaders in developing a systemic approach to plan implementation through the Daggett System for Effective Instruction (DSEI), which offers a framework for transforming traditional systems, approaches and schools into efficient and effective models that more fully prepare students to succeed. 2) Regional Cohort Training by meeting with a coach on an ongoing basis, Cohort Training -5 times over the 16/17 school year will provide a forum for leaders to come together and discuss successes, challenges and solutions based on their trend. 3) ICLE coaches will work with leadership to: Build consensus for a school-wide focus to improve student achievement: Build, develop and empower a leadership team: Implement and monitor an instructional plan for the school: Plan and implement effective faculty meetings: Create a culture of success for ALL students. NPESC will provide a coach for ongoing, local support. 4) In 2016/17 participants will engage in 6 sessions to explore current trends and strategies for implementation. Develop and present their own TED-Type Talks on lessons learned and plans for next steps. Become part of a dynamic regional network focused on implementing action plans on emerging trends, utilize technology to share best practices. A project manager will guide the development of goals, reporting data, produce a written plan and monitoring.

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 desired outcomes are: (1) Professional educators will gain a rich, deeper understanding of the five emerging trends and use those trends to impact student achievement, school climate and culture: (2) working with the members of ICLE and NPESC, teams of educators will write an innovation plan based on the emerging trends which will result in a transformation of teaching and learning in every classroom in all 13 component districts (3) students will be engaged in learning and take an active role in the learning process (4) graduation rates will increase: (5) students will be better prepared for college and careers: (6) students will use technology to stretch their learning, thinking and problem solving in ways that will lead to success in the global economy and rapidly changing digital environment (6) educators will use data effectively to in form decisions on teaching and learning (7) school culture will change resulting in an environment conducive to the educational, social and emotional needs of students.

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.

The following assumptions must be true to achieve the desired outcomes: (1) Teaching and learning must engage all learners by using the Rigor/Relevance Framework thus creating opportunities for students to think and work. (2) Teachers will integrate engaging math and literacy strategies into daily instruction, in all content areas (3) All educators will use data to make decisions through data analysis and how to effectively monitor data to increase student achievement; (4) Building leaders and teacher leaders must encourage interconnectivity and collaboration through professional dialogue and insure time is available for educators to do so (5) ICLE and NPESC coaches will provide targeted professional advice and guidance ensuring that all leaders are prepared to turn theory into action. (6) Each district team uses personal guidance and support in identifying actionable strategies to transform instruction and school culture by working collaboratively with the ICLE and NPESC coaches (7) Leadership coaching will enhance the skill sets of instructional leaders helping them to assist teachers in the following: Understand and apply the Rigor and Relevance Framework as "common language" for curriculum, instruction and assessment: Enhance their repertoire of research vetted effective instructional strategies for addressing the needs of all students: Use research and data to identify and understand high-priority learning standards. Embed literacy in all subjects: Identify and use supportive behaviors that build positive teacher and student relationships: Understand and apply strategies that cultivate learner engagement: Leverage technology and other proven strategies.

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 first step in implementation began on November 16, 2015 when North Point ESC hosted and helped support bringing Dr. Bill Daggett and Eric Sheninger to the area for a full day event to provide 13 teams with an overview of why schools must be looking innovatively and planning for the future in order to meet the needs of today's learners and a globally driven complex world. From that overview, those 13 teams committed an additional 4 days of professional development to be completed in the spring of 2016 with having identified an emerging trend on which to focus district improvement efforts. This proposal will support the continuation of the early effort made this year by allowing districts the full professional development program as outlined in this proposal and a commitment for the funding year and sustaining 5 additional years with no increased costs. The assumptions as to the need for this initiative are based on the critical need to transform school practice based on research and focused support to ensure that teaching and learning becomes innovative, student-centered and impactful; the need to increase graduation rates, the need to challenge our gifted students, state assessment results not being where we want them to be, value-added data, parents and students making choices other than public education in Ohio. The need for college and career ready graduates that include higher level skills through instruction that is application-based, taught with rigor and relevance and supported by digital technology that will be required for success now and in the future. Research supports what most of us know: what goes on between the teacher and each student is central to high-level learning. Effective teaching is not the end goal- it is the means to an end- rigorous learning for all. For more than 20 years, the ICLE has been assisting leadership and teachers as well as identifying, studying and showcasing America's most successful schools - including its CCSSO co-sponsored Bill and Melinda Gates Foundation funded research on thousands of America's most effective and rapidly improving exemplary schools and school districts. Current and past research conducted by some of the most respected leaders in K-12 education has resulted in the ETN and the critical professional development components which will become the catalyst for change in the 13 school districts committed to this ETN initiative. The Daggett System for Effective Instruction is more than an approach to enhancing instruction and instructional capacity. It is a way of thinking about what we believe about children, schools and learning which has coalesced at a critical time in American education. The Daggett system builds upon the ideas, inspirations, practices and research of others on effective instruction, rigorous learning and years of collective experience the ICLE staff have accumulated from thousands of American schools. The Daggett system recognizes the primary and immeasurable value of great teachers and teaching and strives to align education systems and functions with what teachers need to be best support learners. It does so by looking not only at teachers, but also beyond the classroom to inspire leadership at levels in support of instruction. References: John Hattie's Influences on Student Learning: www.arts.auckland.ac.nz/staff/index.cfm?P=5049: The Sutton Trust Toolkit of Strategies to Improve Learning, Durham University: www.suttontrust.com/public/documents/toolkit-summary-final-r2-.pdf: www.marzanoresearch.com/documents/RacetotheTopWhitepaperMarzano.pdf: InTASC Model Core Teaching Standards: A Resource State Dialogue: www.wresa.org/Pbl/The%20INTASC%20Standards%20overheads.

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).

Indicator #1: Each district team will identify a trend and develop an innovative plan to implement the trend in their district by engaging the district in the process. Measured by: ETN team will assemble a working team in the district who will provide updates in and around the trend and will teach their own best practices for addressing the trend in the 3 areas of the Daggett System for Effective Instruction. Indicator #2: via social media, each team will share their best practices with teams working on the same trend. Measured by: Daggett's staff who will facilitate this indicator and provide a summary as to progress. Ongoing support will be via technology and the onsite coaches. Indicator #3: 3 to 4 months after the initial meeting, original teams will meet to share best practices and experiences to date and what's working/what's not at the organizational leadership and instructional leadership levels. Action steps for the next 4 to 6 months will be planned. Measured by: TED Talk-type presentations will be presented to the group as a whole. Prior to ending this session, each team will reach consensus and submit action steps for the 4 to 6 months. Indicator #4: Teams will return to districts and with support from their working team implement action steps and share best practices. Measured by: Coaches through ICLE and North Point ESC over the 2016-2017 to work with teams, monitor progress, document and assist in revisions. Building leaders will look for best practices in walk thrus and report to the ETN team. Data will be shared in Teacher, Building and District teams. Indicator #5: 4-6 months later the ETN teams will meet for a session with Dr. Daggett who will provide feedback and suggestions for each team's full implementation plan. Approval will be noted along with timeline, strategies and measurable evidence. Each district will implement their ETN plans and sustain it for five years. Measured by: Review of five year forecasts and goals.

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

Baseline: 2014-15 state assessment results & performance index; Indicators met; gap closure; graduation rates; K-3 literacy rating; overall progress; gifted; performance of lowest 20% in achievement; performance of students with disabilities. Data Points: District teams will use the above cited data on which to establish action steps for full implementation of the selected trend/s. Each school will use the Ohio Improvement Framework to analyze building data and to make decisions as to what building level data should be used to compare baseline with future data. State test results from 2015-16 will be used data and each consecutive year add another year benchmark to document progress in each of the areas listed above. Data Point Timeline :Jan. 21-22, 2016 ETN teams will be trained in the emerging trends. At this 2 day session, teams will be given brief white papers on 3 of the 5 trends laying out relevant information on the trend for the 3 levels of the Daggett System for Effective Instruction; Organization, Leadership & Teaching. They will receive Power Points, research and current articles on the trends. Participants will use these resources along with district and building level data to plan which trends meet district needs. Jan. 23-April 10, 2016. Teams will delegate staff to serve as working teams who will be trained to understand the trend/s, analyze data, share best practices and assist the ICLE in facilitating this work. April 11, 2016 the original teams will present best practices & experiences. April-Nov. 2016 teams implement action steps, analyze data and best practice implementation. Nov. 19, 2016-Session with Dr. Daggett and original team to debrief and plan for the remainder of the school year. District/Building level data will be used as to next steps. Nov.2016-June 2017- district teams will be given support to implement their plan and use of data to analyze it and make revisions

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

The comprehensive professional development program that is the Emerging Trends Network partnership with North Point ESC and 13 school districts, has time embedded in the series to analyze assumptions as impactful or not. If assumptions are proven to be successful, based on data, they will be continued or enhanced. If assumptions are not proven to be meeting goals and expectations, time and opportunity will be provided through the network, ICLE, North Point with support from social media to allow ETN teams to do any or all of the

following: -revise their plans, -engage their working teams in making adjustments and monitor data points as to impact on the revisions. - Develop a communication strategy to inform all district and building educators of the change in action plans and the data that confirmed the need for that change. .

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.

Each member team has chosen the emerging trend or trends that best meets their needs. In doing so, they have determined the desired outcomes as: Cost savings for professional development; cost savings in the areas of supplies due to increasing use of digital technologies, cost savings due to the transition from textbooks to digital resources, reduction in instructional support materials due to increasing use of technology (this will include paper, toner, maintenance of equipment costs); reductions in school media center purchases and replacements due to the increasing use of digital technology. As an increased emphasis on application-based learning (trend #3) becomes the method by which instruction is delivered and students become "leaders of their own learning" cost savings will result as students use technology to learn and authentic learning experiences become common both in and outside the classroom. Resources purchased by the teacher become less as students use technology to integrate component of application and project based learning. The majority of districts will see no change in the 5 sustainable years based on their planning while a few have noted reductions.

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.

With the rapidly changing face of education, professional development for all educators is a priority for districts. Costs to provide that professional development include release time, sub costs, materials, facility costs, teacher stipends if after school hours and presenter fees. Through the partnership of ICLE and North Point ESC, the Emerging Trends Network will replace the one-time only professional development, which often had no follow up resulting in short term or no impact on student achievement or professional growth for teachers. This proposal will provide a comprehensive, focused professional development program in which teams of district leaders will be trained, a working team comprised of building level leaders will be trained in each district to insure the ongoing support, analysis and impact over the 6 year commitment to the emerging trends which resulted in a transformation plan based on district need. The district's working team with support from the ETN leadership team and on-site coaches will become the trainers of their colleagues. Professional development will be defined in the action plans with data being used to drive decisions, insure impact, challenge assumptions and implement the emerging trend/s with fidelity. Digital textbooks and resources will result in cost savings due to no longer purchasing textbooks, hardcopy media reference materials and other resources. In addition to being easily accessible and updated easily, digital texts and technology as tools for research and resources make sense and save both time and money. Further cost savings through the use of digital technology will result in cost savings in the areas of materials, paper, and toner, maintenance and replacement items.

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 5 Emerging Trends will provide the basis for district/school transformation. Strengthening learning through the use of technology- Trend #1. Several districts have implemented one-on-one devices in their schools or have implemented bring your own device (BYOD). The challenge is using technology as a tool for learning without ongoing, training needed to maximize the impact that technology should have on teaching and learning. Digital learning is a catalyst for college and career readiness. Christensen, Horn and Staker describe a blended learning taxonomy, the Station Rotation, Lab Rotation and Flipped Classroom Models as methods to blend the traditional classroom with online learning. The Horizon Report suggested that augmented reality and game-based learning would gain widespread use, while advocates of game-based learning in higher education cite the ability of digital games to teach and reinforce professional skills such as collaboration, problem-solving and communication. Strong teacher-student relationships help teachers make instruction relevant to their students. Without relevance learning cannot be rigorous. John Hattie's meta-analysis discovered in Visible Learning lists teacher-student relationships as among the most effective influences on student achievement. "Therefore, the schools that will flourish in this new environment are those that embrace digital learning and are willing to disrupt their traditional delivery systems by creating a new hybrid. They will embrace the best of both systems". Trend #2 Helping Students Develop Personal Skills. Schools have worked on character education initiatives. The challenge is how to integrate the pillars of character so as to become a part of the student's interactions with others. Leaders should consider the impact of helping students with personal skills as they make decisions to address today's issues. This trend provides Twelve Guiding Principles that schools can use as a model which influence individual's thoughts, feelings and behavior. The 12 principles are qualities that the vast majority of every community and employer would agree that as future members of society and the workplace, students need to develop. Trend #3 is Application Based Learning. Research at the ICLE has found that relevance makes rigor possible. For content to be relevant, the nation's most improving schools have found that students need to apply it to their personal areas of interest. The challenges in providing a rigorous and relevant instructional program include (1) teachers who have not been trained to teach in an application modality and (2) our traditional mass delivery system. Therefore, district leaders are looking for professional development to assist teachers in making the transition to application based learning which becomes relevant to career skills as well as individual student interest and skills. Trend #4 is Heightened Demand for Career Readiness. Preparing our teachers to provide academic experiences that will prepare students to be college and career ready will require focused and sustained professional development, as well shifts in how we organize instructional programs in our schools. Reference: Frey, C.B. and Osborne, M.A. (September 17, 2013). The future of employment: how susceptible are jobs to computerization. Trend #5 Using Data Analytics to Develop Growth Models - Districts in the ETN are working hard to use data to impact student achievement. This is being done through use of data to guide decisions at both the building and district level. Recognizing that our schools are data rich but analysis poor, this trend will provide training so that consortium members will learn how to monitor, track, and introduce effective interventions based on data. educators will be able to better support growth models. An example is use of a student's Lexile score to introduce texts at the appropriate level of difficulty in order to improve literacy.

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).

The following represents cost savings to the consortium districts in each of the following areas: Professional Development of \$536,400 as these funds in the grant year will be used for comprehensive training for each district team through a train the trainer model along with coaching for each district so as to reallocate professional development expenditures in the 5 sustaining years by using allotted time in each district for the trainer to work with teachers. Indicator: Trainers will develop a 5 year plan of professional development, including time lines and benchmarks. This plan will be progress monitored by the district ETN team and used to make revisions in plan if needed. 13 Consortium members will each receive \$23,828. in the grant year (\$309,764) Each district will use that money for supplies, training, release time, additional professional development as needed by the chosen emerging trend and district goals. In doing so, they have guaranteed a sustainability of a minimum of 5 years after that money is expended and no additional revenue will be required. Indicator: No additional revenue will be used over the 5 years (FIT) for any resources needed to sustain and enhance the emerging trend plan and its impact on each district. NPESC will use \$87,500 with benefits of \$26,250 in the grant year to provide an on site coach, locally to assist districts in the 2016-2017 school year with the goal being to have the districts' trainers ready to take over those duties in the 5 years following at no additional cost to each district. Documentation of such will be presented to each district ETN team. Ashland University will be the external evaluator at a 1 year cost of \$30,000. Total budget request is \$989,914.

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

Data Points: (1) Impact of professional development on teaching and learning in each classroom as evidenced by student achievement data (formative assessment, summative assessment, state assessments) (2) Changes in engagement of students in the trend chosen and developed in the transformation plan, examples: increase use of digital technology; development of personal skills by students; an increase emphasis on application of learning; increased emphasis on career readiness; use of data to develop growth models. These transformations will take place in every classroom and will be documented through walk thru data, achievement results, professional goals and educator evaluation process and will be accounted for to the ETN team and Ashland University evaluator. (3) school climate and culture will be positively impacted as a result of this initiative, measured by pre-survey data and post survey data each year of the 6 years beginning in 2016-2017 through 2022. (4) Parent and community reaction to the changes taking place in the schools will be measured through a survey in fall of 2016, compared to a survey at the mid-data point of January, 2018-19 and again in June, 2022.

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

As data points are monitored should spending reductions fall short of what was indicated on the Financial Impact Tables or outcomes are not realized the following will occur: District personnel will meet with NPESC Treasurer, Matt Bauer and Grant Coordinator, Kathryn Hott to resolve the issue, make revisions in order to insure that no increase in spending is occurring due to the district plans. Ohio Department of Education will be made aware of the concerns, the plan to resolve the issue/s and given a revised Financial Template and narratives. If outcomes are not being realized at any data point, the district leadership team will gather to explore cause, address the roadblocks, revise the plan and set new benchmarks to analyze progress toward outcomes, ICLE staff will be involved in the process as well as NPESC support personnel. If assumptions are falling short of expectations, a review of the plan will be required. Both the leadership team and the working team members need input as to reasons that we are not meeting the assumptions and then generate steps to resolve the issues and put the plan back on track. Support from ICLE and North Point ESC will be a part of this process.

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.

District Leaders, Teacher Leaders in each district have a focused, innovative plan for professional development leading to transformation in each classroom - thus changing the culture, practices and resources in the classroom. Using the 5 emerging trends as a basis for innovation, classrooms will be centers for digital learning, promoting personal skills with students, increasing application-based learning and increasing skills and knowledge for career and college readiness. Teachers will understand how to analyze data to develop growth models as a way to plan based on what a student knows and is able to do. Data, digital technology and students will become a greater resource in the classroom. Classroom resources will change. Digital learning will be a prominent resource in the classroom. Traditional textbooks will be replaced by technology. Students will become a resource by engaging themselves and others in application-based learning projects. Students will become a valuable resource for each other as they support and challenge classmates to develop personal skills. School Leaders will be engaged in an increased number of walk thru visits in support of the transformation in the school, in classrooms and with students. Technology will be a tool for student learning. Opportunities and resources will be available to students for exploration of interests, design, problem solving and innovation through application-based learning.

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.

Outcome #1 the assumption is that district leaders have input in the design of an innovation plan based on a trend which aligns to district goals. They have a solid understanding of the emerging trends so as to lead the transformation process in collaboration with the teacher leaders on the working team. District and teacher leaders have a vision, focus and plan to secure buy-in from all staff, methods to support the training of teachers, and working to sustain the program now and in the future. Outcome #2 will require teacher training to support the transformation; on application-based learning, use of digital technology in the classroom, what skills are needed for college/career readiness and personal skills Teachers will be trained to use data to drive decisions. Leaders will engage the support and resources to insure that benchmarks are being met and outcomes are a reality. Outcome #3 requires that classrooms will change, look differently and student engagement will be the norm. Technology will replace the materials of the traditional classroom. Teachers will understand how to utilize technology. Data will be a vital resource to meet every student's needs and students will be an active leader in their learning at all grade levels. Building/district leaders are committed and support this innovation and provide training to insure success School/District Leaders must be visible and engaged in the implementation of the plan and will demonstrate evidence of such. Outcome #4 requires that building/district leaders be visible and accessible to communicate their commitment to the change process. Outcome #5 is based on the assumption that technology will be used as a vital resource for learning. This assumption requires training that assists teachers with their skills and the use of technology for instruction. Outcome #6 requires that schools will be will be a place of opportunity to explore innovative practice, design, technology, hobbies and interests.

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 above assumptions have not been piloted in the comprehensive manner that the ETN will teach the teams, however the assumptions are well supported in research and literature: Outcomes #1 and Outcome #2: The Daggett System, based on the research of the ICLE and the Bill and Melinda Gates Foundation leverages more than the teacher in the classroom. It emphasizes vertical alignment - with the organizational system and structure and with instructional leadership and horizontal alignment-with teaching colleagues and classroom resources-as keys to success. Because teachers are the most powerful influence on instruction, the entire system needs to be focused on making teachers effective. Therefore, the Daggett System provides a coherent focus across an entire education system: Organizational, Instructional and Teaching Leadership. Drawing on two decades of research, the Daggett System includes 6 elements for teachers to make the transformation. These 6 elements will require training and support: (1) Build effective instruction based on rigorous and relevant expectations. (2) Create and implement an effective learner environment that is engaging and aligned to learner needs (3) Possess and continue to develop content area knowledge and make it relevant to the learner (4) Plan and provide learning experiences using effective research based strategies that are embedded with best practices including the use of technology (5) Use assessment and data to guide and differentiate instruction (6) Further content and instructional knowledge through continuous professional learning that is both enriching and engaging. REF: John Hattie's Influences on Student Learning www.arts.auckland.ac.nz/staff/index.cfm?P=504 Outcomes #3 and #4 and #5: These outcomes reflect the transformation to classrooms in which technology is a vital tool; students are engaged learners, data is an essential resource; teachers will have support for all areas required to transform their classroom based on the emerging trends with support from building and district leaders. These outcomes are supported by research that states "the schools that will flourish in the new environment are those that embrace digital learning and are willing to disrupt their traditional delivery systems by creating a new hybrid. They will embrace the best of both systems". Additional research and literature supports these outcomes as it is clear that relevance makes rigor possible for most students but it is also clear that relevance does not occur in one discipline at a time. Therefore application-based learning must be included in this transformation. REF: Hattie, John (2008). Visible learning: a synthesis of over 800 meta-analyses relating to achievement. Outcome #6 -Our ability to tinker was a cornerstone of American ingenuity and invention This is the assumption of outcome #6. We believe that following your curiosity and asking questions can lead to amazing discovery, learning, and awareness, and can increase your ability to understand how the world works. We also believe that being playful and having fun is an important part of the process for people of all ages. In learning environments today I see some classes focused on a form of "tinkering", they are usually computer based and found in middle schools. Frequently the tinkering is around students building robots. The objectives are straightforward: "By building robots you learn about mechanics, electronics, computers and programming. The use of Maker Spaces in schools will be presented by Eric Sheninger. These areas provide what is stated in literature and cited for outcome #6. REF: Gever Tulley teaches life lessons through tinkering ." www.TED.com. N.p., June 2009. Web. 29 Lahart, Justin. "Tinkering Makes Comeback Amid Crisis." Wall Street Journal 13 Nov. 2009. Web.29 Mar. 2011.

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.

Bellevue City Schools, Huron County, 68.3%. Benton Carroll Salem Local Schools, Ottawa County, 66.6%. Edison Local Schools, Erie County, 70.7%. Huron City Schools, Erie County,66.4%. New London Local Schools, Huron County, 67.5%. Oregon City Schools, Lucas County, 68.2%. Perkins Local Schools, Erie County, 71.4%. Port Clinton City Schools, Ottawa County, 68.4%. South Central Local Schools, Huron County, 68.2%. Vermillion Local Schools, Erie County ,67.6% Willard City Schools, Huron County 64.2%. Woodmore Local Schools, Sandusky County,68.7%. Anticipated impact on the above percentages will be twofold: decreasing expenditures while increasing student achievement. Professional development costs will be reduced through the funding year and then by utilizing a train the trainer model for ongoing professional development. The goal of all training is to enhance teacher performance so that all students can learn, thus impacting student achievement. This will be accomplished as the purchase of classroom supplies is reduced as technology replaces paper copies and reference materials. Media Center resources are reduced based on the use of technology in both the media center and those districts whose innovative plan includes a Makers' Space. A significant cost savings should be gained as technology replaces textbooks as technology remains current and textbooks do not. In summary, instructional expenditures should be reduced at the same time that student achievement increases.

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.

Additional indicators will include: Students are engaged in application-based learning units based on authentic situations which requires research, application, presentation and outcomes based on the teacher's role changing to one of the facilitator of application- based learning. Student engagement in the classroom increases. Baseline data: teacher/student surveys, walk thru data Teachers will be observed as a facilitator of learning, guiding students in acquisition, application, assimilation and adaptation. Baseline data: OTES, walk thru data, observation Students will be provided with the opportunity to explore, experiment, research and investigate interests, ideas and opportunities by having access to Makers Space materials and time for exploration. Baseline data: Current Status of such an opportunity-then future status when implemented. Significant changes in the climate and culture of the school. Base data: Student, Teacher and Parent surveys.

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

Yes, As ETN teams use data to determine impact, should data demonstrate that the assumptions in this proposal are not occurring or are not meeting the timeline for implementation, the following steps will be taken: The ETN team and the district working team members will work with the coaches and any other support personnel needed to identify the issue, possible reasons that it has been proven false, make changes to address the assumption and reach consensus on steps to be taken to either revise the assumption or to revise the action steps being taken based on the assumption. Support from ICLE and North Point ESC will be a part of this process.

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.

Shared ideas, strategies, implementation, overcoming obstacles, progress monitoring and sustainability for all educators involved in the ETN transformation through focused, innovative planning and collaborative support. Train the Trainer model will provide support to insure

implementation and sustainability. Shared professional development for all educators in ETN districts, through the leadership of the ICLE and North Point ESC, will take place in 2016-17 and will be made available to all ETN districts through collaborative and shared services. Teacher leaders will share successes, obstacles and assistance via technology, have access to coaches and other leaders. Each district will have a comprehensive professional development plan that is focused on the trend/s chosen and will include both sustainability and expansion for the future. Each district will participate in the same professional development provided by Dr. Bill Daggett and his team to create effective learning environments for all students. Teacher-leader teams will support and observe rigorous and relevant instruction and learning; integration of literacy and math practices to raise rigor and relevance. Data driven decision making will be common practice. Building leaders will observe and share best practices. Cohorts will meet face to face with ICLE coach on an ongoing basis resulting in focused discussion on successes, challenges and solutions. Creating structures, systems and tools which will lead and support the change process. Teachers will feel supported throughout the transformation process by creating a collaborative relationship. Educators will expand their repertoire of research vetted effective instructional strategies for addressing the needs of all students Digital technology will be used for instruction. Leaders will enhance their skill-sets of instructional strategies. All will impact student achievement, increase graduation rates and prepare each student for college and career.

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.

All 13 districts have common needs, goals and desired outcomes based on the professional development and research-based Emerging Trends. All 13 district teams will attend the same professional development sessions through the 2017 school year presented by Dr. Bill Daggett, Eric Sheninger and members of the ICLE staff. All 13 districts will be provided with regional cohort coaches who will assist them in implementing innovation plans to transform teaching and learning based on the Emerging Trends. All 13 districts will form a district-level working team who will be trained through a train-the-trainer model and supported through the shared services of the North Point ESC coach. The ICLE and North Point ESC will provide implementation support through shared services of Ohio based staff members to assist in this initiative. District leaders will share with each other the successes, challenges and impact through the shared leadership of the North Point ESC coach. Sustainability and future expansion of this transformation will result from the formation of a collaborative network under the leadership of North Point ESC which will meet 4 times over each year to share support resources and progress. Training will be provided for all district ETN teams and district working teams (26 teams) as to effective use of data - this training will be a shared service through the ESC for all ETN districts.

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.

The 13 districts who are committed to the ETN initiative did so by recognizing that some of the educational practices, which Dr. Daggett and his research have found to be effective are implemented in their districts. However, these practices are being used in isolation rather than through a comprehensive, focused, innovative plan for transformation that increases student learning and becomes the culture of each school and district. Several the ETN districts have implemented Bring Your Own Device or one-on-one devices. This has been done without a comprehensive professional training for teachers to attain "buy in" and recognize that digital learning will stretch students' thinking in ways that will lead to success in today's increasing global economy and rapidly changing digital world. Training on classroom models that blend the main features of both the traditional classroom and online learning. Trend #1 will provide that training for educators. Few districts have found the time to address the emerging trend of helping students to develop personal skills which includes the responsibility of teaching today's students how to manage their digital identity and footprints. This emerging trend addresses personal and interpersonal skills, such as responsibility, self-management, integrity/honesty, collaboration and leadership all of these are critical in today's workplace and may be found in character education programs in some schools. What is lacking is the addition of digital identity management to this toolbox of "soft skills" or "employability" skills is now needed to prepare our students for college and careers. Emerging Trend #3 places an increased emphasis on Application-Based Learning. This assumption is that educators are trained in an application modality and that they are able to provide relevancy to each student and not to all. Therefore the need to apply learning to personal interest is the 3rd of the 5 trends. To do so, schools have to change how they organize and deliver instruction to students moving to much more an application based instructional program such as : Expeditionary Learning which helps learners become "leaders of their own learning": Project-Based Learning implemented school wide which engages teachers in unit planning based projects: Game based learning which emphasizes principals of gaming in daily curriculum: Quadrat D learning which focuses on high rigor/high relevance lesson planning: Industry certifications and career academies. Every educator works hard to prepare their students for career readiness. Yet without a focused, comprehensive plan for training for teachers, this is becoming more difficult. There is a growing realization that preparing a young person for career success requires a higher and different set of academic skills and knowledge than those needed for success in higher education. Preparing our teachers to deliver rigor and relevant academic experiences that will prepare students to be college and career ready will require focused and sustained professional development, as well as a number of shifts in how we organize the instructional programs in our schools. This is Trend #4 in the ETN of professional development. The Ohio Improvement Framework has assisted districts in using data to make decisions. Yet, we continue to have a wealth of data yet choosing the right data and analysis of data to individualize instruction is challenging. Emerging Trend #5 addresses this areas by teaching educators how to leverage data to better help support growth models as a way to know what student knows and is able to do. Rapidly improving schools have changed their focus to a continuous improvement model for each student. .

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.

#1. Each district will establish both the ETN team as well as district working teams as measured by assignment, roles, meeting schedules and agendas. #2. The ETN team will have a comprehensive plan, based on the selected trend/s which contains time lines for professional development, implementation, and progress monitoring and measurable goals at specific data points. #3. School climate and school culture will change as a result of the ETN plans and the effort of the working team in each district. A climate survey will be administered prior to implementing the plan with baseline results compiled and discussed. Each spring of the implementation year and years to follow, the climate survey will be administered again, with a 10% improvement margin on improvement. #4. Graduation rates will increase over each year with the goal being 100%. #5. The use of digital technology will be evident in classrooms based on walk through data, teacher evaluation, and student assessment- both formative and summative. 100% of educators will have a technology integration goal in their OTES Professional Growth Plan. #6. State assessments results will improve as well as results of summative assessments in each of the core subject areas.

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.

Each of the 13 ETN districts will provide the following baseline data once they have finalized the essential trend and will be required to submit pertinent data to the project manager to evaluate the success of efforts: #1. Schedule of meetings, attendance sheets, agenda, and action steps based on the meetings of both the ETN team and district working teams which reflect the change in focus and the transformation plan. #2. Action Plans will be developed by the ETN team and will be shared through a TED talk in professional development sessions facilitated by the ICLE staff. Data point will include feedback and probability of success based on the plan. #3. Surveys will be used to provide baseline data prior to the implementation phase of each district's action plan. Administration of the climate and culture survey will be repeated each year of the 6 year time frame to provide comparison data as to changes in school climate and culture based on implementing the ETN plans. #4. Graduation rates will increase over each year of the grant with a goal of 100% #5. OTES Professional Growth Plans will include the use of digital technology integrated in to instruction, assessment and research. Principals will report data on this indicator to the ETN team. Building level leaders will include this area in walk thru data, pre and post conferences. #6. State assessments results will improve as well as results of summative assessments in each of the core subject areas.

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

Yes. As ETN teams use data to determine impact, should data demonstrate that the assumptions in this proposal are not occurring or are not meeting the time lines for implementation, the following steps will be taken: The ETN team and the district working team members will work with the coaches and any other support personnel needed to identify the issue, possible reasons that it has been proven false, make changes to address the assumption and reach consensus on steps to be taken to either revise the assumption or to revise the action steps being taken based on the assumption. Support from ICLE and North Point ESC will be a part of this process. Data and evidence will be gathered and analyzed to guide decisions as to revisions in the plan and as a method to evaluate the impact on the assumptions as they are monitored for future success.

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.

989,914.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

The need for a comprehensive professional development program based on the Emerging Trends is critical to insure the desired outcome which is to enhance teaching to positively impact student achievement. The budget reflects this need. North Point ESC used the 2015-16 school year as the planning year for the ETN Network. We are submitting this grant request to allow districts to have the 2016-17 year to fully develop and begin implementation of a transformation plan and then to continue that work for the 5 years that follow and into the future. Therefore, if funded, the Straight A grant will help to continue the partnership among ICLE, North Point ESC and 13 consortium districts and will be able to provide, over the 2016-17 school year, 5 full days of Emerging Trend Boot Camp professional development; Regional cohort training will take place 5 times throughout the year; each participating district team will receive 7 days of Job-Embedded Leadership Coaching to support implementation at each district; Cohort II of the Emerging Trends Network will launch in 2016-2017 with Dr. Bill Daggett and Eric Sheninger providing a total of 6 days of in-person professional learning for districts who did not participate in Cohort I. The total cost of this will be \$536,400 to insure that districts have ongoing support as needed, North Point ESC will hire an additional cohort coach who will be trained through the ICLE and assist district teams in implementation, progress monitoring, data analysis and evaluation at a 1 year cost of 87,500 plus 26,250

benefits. This position is in the budget with benefits . Using a train-the-trainer model, the intent will be to use district level trainers to sustain and enhance the initiative over the following 5 sustained years. Each district will be given \$23,828 to support the implementation of the trend/s chosen as the basis for their innovation plans. Each district treasurer has submitted a financial table reflecting this revenue in the 2016-7 school year only and provided a budget reflecting no increase in revenue over the sustaining years. The \$23,882.is a one-time only revenue source via this grant proposal to support implementation of plans in the 2016-17 school year with districts showing either a reduction in costs or no additional costs to maintain the program, for a total of \$309,764. External Evaluator costs will involve Ashland University personnel spending 1 day for each of the thirteen districts in the first year only for \$30,000. Currently on staff is a North Point administrator who is pursuing a doctoral degree through Ashland University and will be trained as the evaluator for the 5 sustainable years at no additional cost. This will be considered part of her current position's responsibilities. The total request is \$989,914. North Point ESC is the lead applicant and as an ESC does not have a five year forecast. With the majority of the grant request being in the area of professional development in the funded year and in keeping with grant regulations, all expenditures will be in the implementation year (2016-17) of the grant with no additional revenue required in the sustaining years.

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.

Lead applicant North Point ESC along with the 13 districts in the consortium have committed to utilizing funds in the grant funded year. All professional development in the funded year will be done with the ETN teams through a train-the-trainer model in order to utilize teacher leaders in each district to continue the professional development within each district focused on emerging trend and subsequent plan. Equipment, technology and software licenses will also be purchased in the funding year (2016-17) with a guarantee of 5 years for both maintenance, service and licensure agreements. Professional development will be implemented through a train-the-trainer model after teacher leaders, district leaders and the North Point ESC coach are trained in 2016-17, therefore there will be no additional costs for professional development in the 5 sustainable years of the grant. North Point ESC and the 13 component districts are showing no sustainable costs as they will use Straight A funds from the 2016-17 year and based on the implementation plan will use existing staff, materials, professional development and other needed support within the current system and at no additional cost.

90.0 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.

Lead applicant North Point ESC along with the 13 districts in the consortium have committed to utilizing funds in the grant funded year with the intent to provide ongoing professional development by training members of the ENT team and district working team in order to specifically focus training on the selected trend and action plan. In addition, North Point ESC and the 13 consortium districts have committed to purchasing equipment, technology, license agreements with a 5 year shelf life so as to insure sustainability in alignment with the goals.

10.0 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.

All 13 districts in this consortium made the decision based, on the trend they have preliminarily chosen, to utilize support from the Straight A grant in the funding year on professional development and supplies. In doing so, on-going professional development will be focused on the district-specific trend using a train-the-trainer model with district leaders as trainers over the 5 sustainable years so as to continue the professional development in each district at no additional cost. Equipment and supplies will be purchased in the funding year with maintenance agreements and licensure for no less than 5 years so as to sustain the program with no additional revenues needed or cost involved.

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 November 2015-June, 2016

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

November 16, 2015 -Act: Kick off Session with Dr. Bill Daggett Eric Sheninger and members of the ICLE staff This session provided an overview of why schools must become innovative as they plan for the future in order to meet the needs of today's learners in a globally driven, complex world. BM: District teams commit to the Emerging Trends Network; Team members work together with members of what will become the district working team to determine a trend on which to plan. Team members begin to generate components of the innovative plan based on district data, need and sustainability. January 21-22, 2106-Act: Teams will attend this two full day session with Dr. Daggett. A review of the trends, A analysis of the participant teams of the probability and impact of the trends on their districts. Participant identification of other possible trends. Agreement as to the most urgent trends. BM: District teams will have a deep understanding of each of the 5 emerging trends. Based on the analysis team members will understand the probability as to the success and projected impact on student learning. Each district will leave with a commitment to the most critical trend and how to focus district initiatives. January 23- April 10, 2016 ACT: Dr. Daggett and his team will provide white papers laying out the impact and relevant information on the trends. Power Points, research, current articles and/or information BM: district plan will be drafted to initiate transformation April 11, 2016-All original teams will reconvene to share their best practices and challenges in implementing initiatives BM: A focused plan of professional development with implementation underway. November 19, 2016-teams will reconvene with Dr. Bill Daggett to debrief and discuss planned next steps. BM: A review of progress to date and defined next steps.

22. Implementation(grant funded start-up activities)

a. Date Range; July 2016 through May, 2017

b. Scope of activities - include all specific completion benchmarks

July, 2016- August 2016- Component 1: Emerging Trend Boot Camp 5-day Professional Learning on Identified Emerging Trend BM: Each district has finalized the district and building plans with timeline for implementation in 206-17 school year. Teams have identified the teacher leaders who will form the working team for each district. Plan is communicated to all educators at opening staff events. September, 2016 thru May, 2017-Component 2: Regional Cohort Training 5 Regional training sessions through the year, Train the Trainer BM: Teachers will be supported as they begin to make instructional changes based on trend via walk-thru observation, training and use of the cohort coaches. October, 2016 - May, 2017- Component 3: Job-Embedded Leadership Coaching and Training for Cohort Educators Each participating district will receive 7 days of monthly job-embedded instructional coaching and training support . Build consensus for a school wide implementation of Innovation Plan. Build, develop, and empower a leadership team Implement and monitor district/school Innovation Plan. Create a culture of success for ALL students. School Year 2016-17 Component 4 : Emerging Trends Network Cohort II District ETN teams will meet regularly to discuss current emerging trends in education; Share successes and challenges from Innovation Plan implementation, Share "Best Practice" from district/school implementation, Build Network communication and support , Discuss support f.or district/school trainers

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

a. Date Range July, 2017- July, 2022

b. Scope of activities - include all specific completion benchmarks

July, 2016-Jan.2017-District ETN teams along with working teams plan professional development through the district's trainer/s to implement plan. Focused PD will take place. BM:Oct.2016 Baseline data will be gathered by the team or TBT including: walk thru data, summative assessments, surveys and evaluations. Jan. 2017: Comparison data of the above will be collected and analyzed, next steps, revisions of plans. Jan. 2017-June 2017 -Training and implementation of Daggett's System for Effective Instruction will be observed in classrooms. Teams meet to discuss impact to date, revise innovation plan if needed and plan PD for the 2017-2018 based on plan goals and progress to date. BM: Jan.2017: This data becomes baseline data for remainder of the year. June, 2017: Comparison data is gathered, analyzed and next steps decided. August, 2017-February, 2018- District teams along plan professional development through the district's trainer/s to implement plan. Focused PD will take place, observations and evaluations of teachers must reflect the work required in the trend and components. BM: June, 2017 Data becomes baseline data for program analysis. Jan. 2018: Comparison data is gathered, analyzed and next steps determined. Feb. 2018-June, 2018-Training and implementation of Daggett's System for Effective Instruction should be observed in classrooms. Teams meet to discuss impact to date, revise innovation plan if needed and plan PD for the 2018-2019 based on plan goals and progress to date. BM: Feb. 2018 data becomes baseline data for program analysis. June, 2018: Comparison data is gathered, analyzed and next steps decided. Note- this same structure will be in place for all 5 years through June, 2022. Support from North Point ESC will be

available to the trainers in each district. North Point will facilitate cadre networks where districts who have chosen the same trend meet twice a year (mid-fall and mid-winter) to share, collaborate and support implementation efforts.

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 partnership between North Point ESC, ICLE, and the 13 consortium districts committed to this innovation plan is based on the 5 Emerging Trends. Each district team has committed to this series of professional development and will receive ongoing training in the 2015-16 school year, with the hope of even further training in 2016-17 school year if fortunate to be awarded this grant. With the intensive training and support in the implementation year (16-17) 13 districts will be well prepared to sustain and build the future based on their work over the 7 years. Each consortium member district has been introduced to the emerging trends and have begun preliminary discussions as to which trend is essential to transform their district. The teams may have decided on the essential trend. Others are in process of making that determine. (To be determined TBD) Bellevue City Schools-TBD; Benton Carroll Salem Local Schools; Edison Local Schools -Trend#5 Using Data Analytics to Develop Growth Models. Plan Summary: To provide training on using data to develop and monitor progress with growth models. Funds from the grant will provide the training, materials, resources and data bases. EHOVE Career Center-Trend# 3 Application-Based Learning Plan Summary: EHOVE will be using the "We Surveys" from the Successful Practice Network (International Center for Leadership in Education) provide additional and ongoing professional development(in house through the train the trainer model as well as out of house) through our partnerships with North Point ESC and ICLE as well as the work of our ENT team and Career Center working teams and to acquire substitutes to make it possible for educators to attend and implement application-based learning in their classrooms. Huron Schools-Trend #5: Data Analytics to Develop Growth Models-The mission of Huron Schools is to engage, equip and empower students as global citizens to positively impact the future. The Academic and Instruction pillar goal is to provide rigorous learning opportunities and curricula that transcend State and National standards to improve the achievement of each student. New London Local. Norwalk City, Oregon City, Perkins Local, Port Clinton City, are all TBD. South Central Local Schools- Trend#5 Using Data Analytics to Develop Growth Models Plan Summary: South Central Local School District will use the Straight A funds to provide substitutes for our teachers to meet quarterly and our Teacher Leadership team to meet monthly to monitor, track, and introduce effective interventions based on the students data throughout the grant year. Vermillion Local Schools -Trend #1: The Impact of Digital Learning Plan Summary: To establish a FAB lab and provide professional development to maximize the implementation of the FAB lab. Willard City Schools and Woodmore Local Schools -TBD. In summary, as each district team works to determine the essential emerging trend, educators will gain a rich, deeper understanding of the impact of the trends on teaching and learning and use those trends to impact student achievement, school climate and culture, graduation rates will increase; students will be better prepared for college and career readiness and students will use technology to stretch their learning, thinking and problem solving in ways that will lead to success in a global economy and rapidly changing digital environment. To accomplish this, teaching and learning must be based on Rigor/Relevance; teachers need to integrate math and literacy in all content areas' decisions are made through data analysis and how to impact student achievement; building leaders and teacher leaders encourage collaboration through professional dialogue; guidance turn theory into practice.

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:

Dr. Gene Linton, Executive Director of Professional Development, Ashland University. 401 College Ave. Ashland, OH. 44805 Phone: 419-289-5921 or 419-305-2134 cell Email: elinton@ashland.edu Fax:419-289-5368 Gene comes to Ashland University as the as the Dean of the Founders School and Executive Director of Professional Development Services after 36 years of experience as a teacher, coach, principal and superintendent in K-12 administration. Dr. Linton holds a bachelor's degree from Kent State University in Elementary and Special Education. He completed his master and doctorate programs at Bowling Green State University. He has been an adjunct instructor in Education Administration programs for Ashland University, Bowling Green State University, Wright State University and the University of Dayton.

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

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

The evaluation plan will involve each of the 6 indicators listed in this proposal and pertinent data points as well as the goals and benchmarks in each of the 14 district ETN plans which will be developed, analyzed for probability for success and data points will be determined by each district in addition to those listed in this proposal. Data collection will be the responsibility of each component district. The evaluator will be key in confirming the data collected aligns to the activity, outcome and is measurable. The establishment of baseline measures for each of the indicators will be done by the ETN team and reviewed with members of the ICLE staff. Measurements and timeline will be defined in each plan. The evaluator will meet with ETN teams throughout the process according to timeline set in each plan. Methods of data collection will include survey data, OTES Growth Plans, state assessment data, summative assessment data, and graduation rates and other measures of

progress as defined in district plans. Research Rationale: The benchmarks for evaluation purposes are based on the following research: Paper presented at the National Invitational Conference, "Research on Teaching: Implications for Practice" (Warrenton, VA, February 25-27, 1982). Identifies the following for data collection that has implications on school practice: Academic Achievement, Educational Assessment, Educational Environment, Educational Research, Program Design, School Effectiveness, State School District Relationship, Teacher Effectiveness. Wenglinsky, H. (2002) How Schools matter: the link between teacher classroom practices and student academic performance. Education Polcy Analysis Archives, 10(12). November 28, 2009 from <http://epaa.asu.edu/epaa/v10n12> Daggett, W.R. (2005) Achieving Academic excellence through rigor and relevance. Rexford, NY: International Center for Leadership in Education.

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 likelihood of this project being successful and then expanded and scaled-up is high. Based on the levels of support from ICLE, North Point ESC and the component districts themselves. Included in this proposal is the opportunity to run a second cohort of districts to present the Emerging Trends Planning Year program to additional districts. North Point ESC is committed to this initiative for the long term thus expanding and replicating the innovative plans based on the 5 emerging trends. In addition, the focus is to insure that every educator in each consortium district is trained, comfortable and consistently implementing effective instruction based on the trend/s; is administering formative and summative assessment to monitor progress, has changed instruction to include digital technology, application-based learning, personal skills, career and college readiness and success as to this paradigm shift is monitored through the use of data. North Point ESC holds monthly network meetings with all of its service districts. As part of those networks, the Emerging Trends Straight A grant will be discussed as to what is taking place, challenges, professional development and support so that those districts who were not able to participate will have the opportunity to learn about, see the impact based on data and become a part of Cohort 2. If that is not the road a district decides on, learning the trends and the impact on teaching and learning will assist others and by exploring the trend/s and its components as a possible solution to better meet the needs of their students. Use of baseline data, progress monitoring throughout implementation and summative data results lends itself to publishing what has been learned from this 6 year initiative. This is an area that North Point ESC is willing to take on, at no cost, in their role as lead applicant of the grant. A current North Point ESC administrator will add on the duties of gathering information, writing for publication as well as local awareness in the community of the grant and the impact it is making for teachers and students.

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

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

I agree on behalf of lead applicant, North Point Educational Service Center and the 13 consortium districts that all supporting documents contain information that was provided and approved by district leaders. I agree to abide by all program assurances which have been read and understood in order to implement the Straight A Fund grant with fidelity.

Consortium

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Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Catherine	Puster	419-499-3000	cputer@edisonchargers.org	Edison Local (formerly Berlin-Milan)	046789	140 Main St S, Milan, OH, 44846-9735	
Guy	Parmigian	419-898-6210	gparmigian@bcssd.com	Benton Carroll Salem Local	048926	11685 W State Route 163, Oak Harbor, OH, 43449-1278	
Martha	Hasselbusch	419-752-3815	mhasselbusch	South Central Local	047738	3305 Greenwich Angling Rd, Greenwich, OH, 44837-9443	
Kim	Swartz	419-484-5000	kimberly.swartz@bellevueschools.org	Bellevue City	043596	125 North St, Bellevue, OH, 44811-1423	
Brad	Romano	419-929-1586	bromano@newlondon.k12.ohio	New London Local	047720	2 Wildcat Dr, New London, OH, 44851-9262	
Jennifer	Conkle	419-693-0661	JConkle@oregonc.org	Oregon City	044602	5721 Seaman St, Oregon, OH, 43616-2631	
Jenni	Smith	419-935-1541	smith.jenni@willardschools.org	Willard City	045096	110 S Myrtle Ave, Willard, OH, 44890-1425	
Gary	Haas	419-862-1710	ghaas@woodmoreschools.org	Woodmore Local	049577	349 Rice St, Elmore, OH, 43416-9404	
Dennis	Muratori	419-433-1234	dmuratori@huron-city.k12.oh.us	Huron City Schools	044131	712 Cleveland Rd E, Huron, OH, 44839-1871	
Lindsey	Holeman	419-625-0484	lholeman@perkinsschools.org	Perkins Local	046813	3714 Campbell St Ste B, Sandusky, OH, 44870-7232	
Viki	Kaszonyi	419-627-3900	vkaszonyi	EHOVE Career Center	051029	316 Mason Rd W, Milan, OH, 44846-9500	
Carrie	Sanchez	419-734-4448	csanchez@pccsd-k12.net	Port Clinton City	044651	811 Jefferson St, Port Clinton, OH, 43452-2415	

Partnerships

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Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Bill	Daggett	518-723-2048	leastman@leadered.com	International Center for Leadership in Education		1587 Route 146, , Rexford, New York, 12148	
Dr. Eugene	Linton	419-289-5921	elinton@ashland.edu	Ashland University	062794	401 College Ave, Ashland, OH, 44805- 3702	

Implementation Team

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Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Andrea	Smith	Assistant Superintendent,, North Point ESC	Andrea will supervise the Grant Coach from North Point ESC and will be responsible for insuring that the grant is administered with fidelity. This will include the professional development series, working with the grant coordinator, project manager and support coach; working with both North Point ESC and ICLE to insure continuity, reporting and progress monitoring is begin done in compliance with time lines and data points as defined in this proposal.	Masters of Education in Reading (K-12), Elementary Principal, K-6; 18 years of administrative experience (10 years as a building principal, 4 years as Director of Curriculum & Instruction and 4 years as Regional Director/Assistant Superintendent of ESC)	Wrote, received and administered large scale grants including Ohio Reads, Comprehensive School Reform and Race to the Top grants	Bowling Green State University, Bachelor and Master degrees	10	
Kathryn	Hott	Grant Coordinator, North Point ESC	I will be responsible for insuring that the grant is administered with fidelity. This will include the professional development series, working with the project manager and support coach; working with both North Point ESC and ICLE to insure continuity, reporting and progress monitoring is begin done in compliance with timelines and data points as defined in this proposal.	I have 33 years in public education over which I was an elementary principal, middle school principal, Director of Curriculum and Instruction, Assistant Superintendent and Superintendent and then retired from Springfield Schools. I am now employed by North Point ESC as Grant Coordinator.	While in Springfield I wrote and/or was a member of the writing teams and was successful in receiving an Ohio Reads Grant, Race to the Top Grant, Straight A Grant, Round 1 and other grants. I was responsible for the Implementation and accountability for these grants. As grant coordinator at NPESC I have written numerous grants which were awarded (2 Community Connectors Grants, Ohio Math Science Partnership Grant, 2 Martha Holden Jennings Grants and more. I serve on 3 boards all of which	University of Toledo: Bachelor Degree, K-8 Educator; Master Degree, Ed. Administration University of Findlay: Superintendent's license	20	

			Reporting, sustaining and impact will also be a part of my duties.		offer grant opportunities and I am a grant evaluator for all 3 boards' grant process.			
Kimberly	Swartz	Director of Curriculum, Bellevue City Schools	I will serve as the district contact person for this grant. It will be my responsibility to ensure grant funds are distributed throughout the district, the initiatives are sustained and progress toward goals is monitored.	Participation on the leadership team, planning and goal setting, implementation and outcomes data analysis and assessment. This will include project management of any professional development that will introduce, support and continue any initiatives that will be implemented base on the district innovation plan and the support of North Point ESC, and ICLE.	I attended BGSU to earn my Bachelor's Degree in Secondary education, Marygrove College for my Master's degree in teaching and the University of Findlay to earn my administrator's license. I have spent 19 years teaching high school English an one year as high school principal for grades 7-12 prior to	I attended BGSU to earn my Bachelor's Degree in Secondary education, Marygrove College for my Master's degree in teaching and leadership	5	
Dennis	Muratori	Superintendent, Huron City Schools	As Superintendent I will facilitate the implementation and evaluation of "Emerging Trends Professional Development" with the administrative team and will coordinate any overarching professional development with staff with the Curriculum Director and the Professional Development Committee, I will facilitate its sustainability in the future.	As District Administrator I am responsible for professional growth of administrative team with the focus being on improving student learning.	Superintendent of Huron City Schools	.ED. In educational administration	4	
Lindsey	Holeman	Special Education Coordinator, Perkins Schools	-To facilitate and guide building leadership, teaches and technical staff on grant information and processes. -To assist in the implementation of emerging technology with	-5 years teaching experience -1 year as Special Education Coordinator	-One to One Macbook initiative grade 3-12 - District wide goal of being able to integrate more technology into daily teaching and learning -Making our Students College and Career ready with the integration of 21st century learning skills	-Bachelor's degree from Bowling Green State University - Mild/Moderate Intervention Specialist K-12 - Masters (August, 2016) from B	5	

			a hands-on approach. -To assist the integration of 3-d technology with core academic knowledge in Science, Technology, Engineering, Arts and Math (STEAM) -To promote 21st century learning skills -To assist students being involved in relevant learning opportunities that encourage problem solving, collaboration, communication and critical thinking.					
Jennifer	Conkle	Principal, Curr. Director, Oregon City Schools	I have experience both at the building and district leading school improvement initiatives to positively impact student achievement. I have experience with grant writing and administration of grants.	I have served as a member of the grant writing review committee and Starr Elementary is a comparison school. Year 1 of the Ohio Math Science Partnership Grant. I will be responsible to serve as the contact person for the Straight A grant. In doing so I will oversee that the plans, action steps, benchmarks and data are followed and used to revise and change plans in order to achieve the goals for students.	I have experience leading the change model in the middle school. I have written and been awarded grants for both my school and district. I am involved in the district leadership meetings for school improvement. Ed	: Bachelor of Music Education, Ohio Northern University; Master of Educational Administration and Leadership, Bowling Green State	5	
Guy	Parmigian	Superintendent, Benton Carroll Schools	I will be responsible for implementing and administering this project and will be accountable for managing the project per grant assurances and Board policy.	I have had 10 years of successful experience in implementing grant projects that have led to positive, sustainable and measurable outcomes that improve student learning	My experience as a curriculum director and district superintendent together with my educational background (Ph.D. and M.ED.) in educational administration is highly relevant to the administration of this project.	Ph.D. and M.ED. In educational administration	5	

Gary	Haas	Elementary Principal, Woodmore Local Schools	I will serve as the district contact person for this grant. It will be my responsibility to ensure grant funds are distributed throughout the district, the initiatives are sustained and progress toward goals is monitored.	As an elementary principal I feel I am qualified to lead this grant to enhance the educational opportunities available for our students through professional development to enhance teaching and learning.	As an elementary principal I feel I am qualified to lead this grant to enhance the educational opportunities available for our students through professional development to enhance teaching and learning.	M.ED. In educational administration	5	
Martha	Hasselbusch	Superintendent, South Central Local Schools	I will facilitate all aspects of the implementation of this grant at South Central.	BME, MED, Ph.D, Superintendent of South Central Schools	I have prior experience in grant administration and evaluation.	BME, MED, Ph.D.	10	
Lisa	Deliz	Assistant Principal Vermillion City Schools	Gathering appropriate data and information for the grant. Attending ETN Leadership Series and facilitating the implementation of the grant, programing and evaluation.	I have assisted in writing a Straight A grant before - not funded. I have a clear understanding of the district's vision and mission.	M.ED; General Education Teacher in Math and Science; Intervention Specialist - NBCT; Administration	M.ED; General Education Teacher in Math and Science; Intervention Specialist -	5	
Viki	Kaszonyi	Curriculum Coordinator, EHOVE Career Center	Assist with the development and implementation of curriculum related professional development sessions for instructional staff. Develop curriculum related resources for staff to share instructional methods, resources and successes. Support staff in the use of these resources and professional development through on-on-one, small group and large group training sessions.	33 years of teaching and administrative experience. Master degree in school counseling, including curriculum and instruction and administration leadership graduate work.	Curriculum Coordinator for EHOVE Career Center for past 3 years during which I have developed and implemented many hours of professional development for instructional staff on a variety of curriculum related topics.	M.ED	5	
Catherine	Puster	Director of Curroculum Edison Local Schools	Responsible for planning and scheduling all PD in the	Master's Degree in Administration and Supervision. Post graduate	Regional trainer for Ohio's New Learning Standards- Math; OTES; SGM/SLO,	Master's Degree in Administration and Supervision. Post graduate	5	

			District. I would also be responsible for facilitating a train-the-trainer models. I would be the trainer. I am also responsible for state and federal grants.	work in Professional Learning and Evaluation.	OPES, Formative/Summative Assessment trainer, OIP facilitator	work in Professional Learning and Evaluation.		
Jenni	Smith	Director of Curriculum, Willard City Schools	I will be the team leader of the Emerging Trends Network for Willard City Schools. Participating in the professional development opportunities along with myself is our Superintendent, Jeff Ritz, building Principals Chris Schaaf, Kathryn Allen and Tracy Stephens, High School assistant principal, Mandy Polachek and our director of Technology Mark White. As the team leader I will arrange for discussions on plans for focus, action steps to carry out our selected trend and organization of support and follow up activities to ensure implementation with fidelity.	Our administrative team is ready for change! We work well together and see the need for improvement in our district. Our district has 63% of students on free and reduced lunch. We have taken a vow to revisit the Ohio Improvement Process and to utilize our DLT, BLTs and TBTs for the advancement of student achievement in our schools and close the achievement gap.	Some of our administrators have attended The Model Schools Conference which is put on by the International Center for Leadership in Education, Some have also heard Dr. Daggett when he was brought to Norwalk as guest speaker a few years ago. This information can be shared systemically with our DLT, BLTs, TBTS. It can be used to make decisions, goals and action sets for improving our future!	Master in Ed. Administration	5	
Carrie	Sanchez	Principal, Port Clinton City Schools	I serve as a member of the grant writing review committee. I will be responsible to serve as the contact person for the Straight A grant, In doing so I will oversee that the plans, action steps, benchmarks and data are followed and use to revise and change	Principal of Port Clinton Middle School which was awarded 2014 High Progress School of Honor. 13 years teaching experience, 7 years administrative experience.	I have experience leading the change model in the middle school. I have written and been awarded grants for both my school and district. I am involve in the district leadership meetings for school improvement,.	Bachelor of Music Education, Ohio Northern University; Master of Educational Administration and Leadership, Bowling Green State Univ.	5	

			plans in order to achieve the goals for Port Clinton students.					
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