Budget

Whitehall City (045070) - Franklin County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (9)

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

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	0.00	5,814.18	0.00	5,814.18
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	21,000.00	0.00	0.00	0.00	21,000.00
Prof Development	0.00	0.00	45,500.00	0.00	67,588.60	0.00	113,088.60
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	250.00	2,500.00	0.00	2,750.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	0.00	0.00	66,500.00	250.00	75,902.78	0.00	142,652.78
						Adjusted Allocation	0.00
						Remaining	-142,652.78

Application

Whitehall City (045070) - Franklin County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (9)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Walter Armes Center for Learning and Innnovation

2. Project Summary: Please limit your responses to no more than three sentences.
This project would provide for the creation of a centralized professional development space and building-level model classrooms where new, i

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

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

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

Grant Year				
Pre-K Special Education	25 K	1	25 2	3
25 4	5	6	100 7	8
125 9	10	11	12	

Year 1				
25 Pre-K Special Education	50 K	25 1	50 2	25 3
50 4	25 5	30 6	200 7	30 8
200 9	150 10	50 11	50 12	

Year 2				
125 Pre-K Special Education	125 K	125 1	125 2	125 3
150 4	125 5	120 6	200 7	120 8
250 9	200 10	100 11	100 12	

Year 3				
200 Pre-K Special Education	300 K	225 1	225 2	225 3
200 4	225 5	220 6	275 7	220 8
300 9	225 10	130 11	130 12	

Year 4				
220 Pre-K Special Education	330 K	325 1	325 2	325 3
245 4	245 5	275 6	275 7	275 8
325 9	225 10	150 11	150 12	

Year 5				
220 Pre-K Special Education	330 K	325 1	325 2	325 3
245 4	245 5	275 6	275 7	275 8

325 9	225 10	150 11	150 12

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

The impact of this project will quickly reach every student in the district as their teachers have access to quality professional development and technologies that are road-tested and determined to be successful with our students.

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

First and last name of contact for lead applicant
Kristin E. Barker, PhD.

Organizational name of lead applicant
Director of Secondary Education, Whitheall City Schools

Address of lead applicant
625 S. Yearling Rd.

Phone Number of lead applicant
614.417.5016

Email Address of lead applicant
barkerk@wcsrams.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

Whitehall City Schools is an urban district with over 60% of its students identified as minority and over 75% living in poverty. In fact, between 2006 and 2010 more than 112,000 students dropped out of Ohio high schools. While urban districts account for less than 8% of traditional public schools in the state, they account for more than 37% of all dropouts. The reasons vary, but data indicates that the ABCs - attendance, behavior, and course completion - are the main factors (Hansen, 2014). The data in Whitehall City Schools clearly supports the findings of this research. Whitehall is in the bottom quarter of its similar districts in terms of 4-year graduation rate, 5-year graduation rate, poverty, and attendance. Whitehall is also in the bottom half of similar districts in percentage of students earning dual credit or industry credentials. Many Whitehall students demonstrate achievement gaps as reflected on the district report card for 2013-14 where they received an F in Annual Measurable Objectives (41.8%) and an F in Indicators Met (37.5%). ndEven with all of the challenges, Whitehall is trying to make great strides in these areas. Last year the district engaged in an Instructional Audit which identified areas of opportunity and need for the district. The resulting Achieve 2020 plan was created based on these findings, and strategies were created to strengthen these areas and improve district-wide student achievement. One of the identified areas was a need to improve rigor and relevance in the classroom, and thus the idea for the Walter Armes Learning Center for Innovation was born. Because the audit and the strategic plan were developed in conjunction with input from staff and students, the district is fully ready to engage on this journey of self-improvement and change.

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

Whitehall is a small urban district with the same challenges of larger urban schools. They have done more with less for many years, but now that minimalist existence is taking its toll. Students are not graduating at acceptable rates. Attendance is low and behavior issues are high, creating more issues for educators who are overwhelmed by the challenges. Students at the elementaries struggle to obtain basic skills of literacy and number sense. Middle and high school students score low on standardized tests, and the opportunity to earn remedial or accelerated credit while in high school is minimal. The Walter Armes Learning Center for Innovation allows us to address all of these concerns. This dedicated space for professional development will eliminate the need to repurpose common areas of school buildings that are not well-suited for this type of deep exploration and learning. Model classrooms will be identified in each of our five school buildings where these innovative ideas will be explored with our own students, providing immediate feedback as to whether they are effective. This center and the model classrooms will be fully equipped with technologies and resources that allow teachers to explore and discover what works with their students instead of the past-practice of ordering expensive systems and programs that we hoped would improve student achievement. Once a program is explored at the center, teachers will pilot the programs and/or technologies in model classrooms, allowing for real-time exploration and growth to determine strengths and weakness of the products before large investments are made. Fellow teachers will be able to visit the model classrooms to see the innovations in action, learning from their colleagues and collaborating as effective practices are shared. The identification of model classrooms will also be fluid depending on teacher strength and interest, possibly allowing for multiple models to be embedded in a single school. Overall, professional development becomes job-embedded and shifts from administrative office-led to a blended, project-based learning model that engages teachers and encourages them to grow along with their students. To accomplish this, facility improvements and initial investments in technology will be made to prepare for this innovative model. Strategic plan work was conducted last year as a result of an Instructional Audit, and our subsequent Achieve 2020 plan has outlined the steps we need to take on our road to achievement. Professional development in project-based learning, blended learning, and differentiation has been determined to be a priority in order to improve student growth, engagement, and achievement. A data dashboard will be explored and utilized to provide teachers with efficiency in identifying student strengths and weaknesses, allowing them to more quickly remediate and accelerate their students. A digital learning academy will provide credit-deficient students opportunities to graduate on time and provide accelerated students opportunities to quickly advance to college-level programming. Adding opportunities to earn college credit while in high school will better prepare our students for college and career readiness. Through the use of model classrooms, Whitehall will use the train-the-trainer model to create "experts" in these areas who can train others, thereby reducing future professional development costs. Additionally, these sessions will be videoed and shared in an online professional development space, allowing access to all staff and to other districts interested in replicating this model.

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

☑ a. Student achievement

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

Project Outcome 1: Student achievement will increase as opportunities for learning and engagement increases. Specifically, increases in achievement will be seen ain the Early Literacy indicator, grade 8 science, American History, and Government. Additional benchmarks may be included as they become available from the state. We will also expect to see fewer courses failed by students, fewer students failing their freshman year in high school, and more students enrolled in advanced standing programs.

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.

There are several assumptions that much be true in order for this outcome to be realized. First, students learn best from teachers who are well-versed in innovative, engaging, and rigorous pedagogy. Second, the assumption must be made that teachers would welcome the opportunity to take learn new techniques and pedagogies and then utilize those techniques in their classrooms. Third, there is an assumption that teachers would be willing to serve as leaders of model classrooms that would allow for colleagues to learn from them. Finally, the assumption that after the PBL, blended learning, and differentiation initiatives are deployed, that the center will continue to serve as a hub for the creation and development of innovative ideas and in-depth pedagogical study.

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

Overall, research provides strong evidence that Whitehall's plan to incorporate a project-based, blended learning model is extremely likely to provide Whitehall students the support and skills necessary to improve academically. Project-based learning, particularly when linked with technology in a blended learning environment, has been shown to positively impact student achievement (Ayas & Zeniuk, 2001; Boss & Krauss, 2008). Additionally, self-paced, digitized coursework allows for the development of self-regulation skills that are predictive of academic success and often utilized in job settings (Lynch & Dembo, 2004; Plummer, 2012). Finally, adult learning theory indicates that teachers need self-directed instruction that is job-embedded, collaborative, and draws on their own experiences, which is exactly what the Walter Armes Learning Center for Innovation and the model classrooms provide (Knowles, 1980; TEAL Center, 2011) Research is also clear that providing engaging opportunities for students, earning college credits in high school significantly increases the likelihood that students will pursue post-secondary educational opportunities (Bailey & Karp, 2003; Struhl & Vargus, 2012), especially for populations such as minority and economically disadvantaged which are historically underrepresented in colleges (Lynch & Hill, 2008). However, simply providing the opportunity is not enough; we must better prepare our students to succeed academically. Our project addresses that concern and more. In fact, this project tackles the challenges facing many urban schools from multiple sides, and our success could easily become the success model for others. Locally, we have already tested many of these assumptions through our work with the Instructional Audit and subsequent work in creating the Achieve 2020 plan. Teachers were consulted in both projects, so they fully understand the issues we face and the steps we are taking to address them. Several have already offered to serve as model classrooms for various initiatives, and dozens of others are clamoring for professional development in our identified areas of need. They see the connection between the audit, the strategic plan, and the goals of this grant, and they cannot wait to get started. What we are proposing is based entirely on the needs of our teachers, our students, and our district as identified through research and planning that has already occurred. This grant opportunity allows us to move more quickly into deploying the needed professional development and technologies, and it is a

natural progression toward the achievement of our already defined goals.

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).

Both quantitative and qualitative measures will be used, including course failure rates, student failure rates, teacher failure rates, AIR test results, student experience surveys, and teacher experience surveys. Additionally, a Gantt chart may be used to illustrate the start and end dates of the project, allowing for visual representation of the work breakdown within the project and the rate of completion of the tasks.

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: 580 courses were failed by students in school year 2014-15, requiring credit recovery in many cases; 35% reduction in number of courses failed school year 2016-17; 50% reduction in number of credit recovery courses offered in school year 2019-20. Baseline: 83 freshmen failed their freshmen year in 2014-15 and required one of more credit recovery courses in 2015-16; 10% decrease in total number of freshmen students who require 1 or more credit recovery courses in 2016-17; 50% decrease in total number of students who require 1 or more credit recovery courses in 2019-20. Baseline: Early Literacy indicator: 45% of students were moved from not on track to on track in 2015; increase to 60% in 2017; increase to 75% by 2019-2020. Baseline: Grade 8 AIR Science test results: 31% proficient in 2015; increase to 38% in 2016; increase to 45% in 2017; increase to 60% by 2019-2020. Baseline: American History AIR test results: 60% proficient in 2015; increase to 65% in 2016; increase to 70% in 2017; increase to 80% by 2019-2020. Baseline: Government AIR test results: 45% proficient in 2015; increase to 50% in 2016; increase to 55% in 2017; increase to 70% by 2019-2020. Baseline: 1.8% of students are enrolled in dual enrollment opportunities; increase to 5% in 2016; increase to 10% in 2017; increase to 20% by 2019-2020

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

We are prepared to alter the course of our project by anticipating barriers and putting steps in place to overcome them. For example, a possible barrier is Whitehall's capacity to collect/report data necessary to effectively assess outcomes. A solution is Whitehall will contract with Advantacore to provide a Project Evaluator that assists in developing progress monitoring tools to track completion of the project activities as well as staff participation in PD. These tools will be refined over time so they provide high quality, useful data in real time. Another possible barrier is Whitehall's ability to assess changes in student achievement within the grant timeline. The solution is that Whitehall realizes that the initial changes in student achievement data will not be seen immediately and will not be based solely on project activities. Therefore, project evaluation will monitor both formative and summative data as well as quantitative and qualitative data. Additional baseline data and benchmarks could be set once the 2014-15 report card is released. Project outcomes are built around significantly improving the quality of overall instruction for all students, and adjustments will be made quickly if those outcomes are not realized or our assumptions prove false. For instance, teachers will be selected for model classrooms based on their interests and talents; should we struggle to find willing teachers who are willing to serve in this capacity, incentives could be offered such as pro-grow credit or opportunities to present at state and national conferences. Additionally, walk-throughs will be used to ensure that the strategies learned by teachers are actually utilized in the classroom. Finally, should the initial programs implement not result in student achievement improvement, additional strategies will be researched, developed, and practiced in model classrooms.

☑ 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.

Overall operating costs will decrease due to cost savings in personnel as more students pass their courses and engage in advanced standing programs that require them to be off-site.

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.

For overall operating costs to decrease, the assumption must be true that improved classroom instruction will result in fewer students failing courses. It also must be true that as more students are prepared for and access advanced standing and internship opportunities, the need for additional staff will decrease.

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

Research is clear that improving rigor, relevance, and overall instruction results in students who are more engaged and less likely to fail (Bhatia, 2014; Brewster & Fager, 2000; Taylor & Parsons, 2011). Fewer resources are needed then for remediation and credit recovery, resulting in less cost in educating a student. Whitehall statistics reveal that 580 courses were failed by high school students in 2014-15 and 83 students failed their freshman year. Additionally, in 2014-15 only 1.8% of Whitehall students entered into dual enrollment courses. Common sense dictates that if fewer students failed courses, fewer teachers will be needed for remediation. If more students pursued post-secondary opportunities while in high school, fewer teachers would be needed to educate students in their junior and senior years. Whitehall has recently tested this assumption in the development of a digital learning academy which allows for online credit recovery. While the academy is in its infancy, early statistics reveal great success with its limited number of students. The overall impact of the academy has been that class sizes have been reduced in those areas where students have failed. However, district leaders understand that this digital academy is a reactive measure. The goal of this grant is to incorporate proactive strategies that prevent students from ever failing a course. If students are successful, then the need to retake courses or enter into the digital academy is eliminated. Additionally, successful students will be more likely to pursue post-secondary options which will result in fewer students on campus in their junior and senior years. All of this results in a better use of resources and a reduction in the costs of educating our students.

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).

In order to reduce spending in the five year forecast, we will be monitoring the number of teachers we employ and the total expenditures on personnel. As you know, class sizes drive staffing which drives expenditures. As our class sizes go down due to fewer student failures and to increased numbers of students accessing post-secondary opportunities, there will be a need for fewer staff members. Although our current forecast reflects a district growth of 3 FTEs per year, this number is expected to decrease by .5 FTE per year as the outcomes of our grant are realized.

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

Baseline: Number of current classroom teacher FTEs in the district is 201.6. Although we are estimating that will add 3 teachers a years due to district growth, this grant could result in our district coming in below this number at approximately .5 per year. This would mean a total FTE increase to 203.1 in 2017-18; 205.6 in 2018-19; and 208.1 in 2019-2020.

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

If students continue to fail courses at high numbers, we will re-evaluate the nature of the professional development we are offering and the evaluative measures we are using to ensure its implementation. If we find that students are not prepared to engage in post-secondary opportunities during their junior and senior year, we will again evaluate the professional development offered and its implementation in the classrooms. We will also seek out additional opportunities for students to engage in internships and other means of receiving work-based skills that will prepare them for life after graduation. Additionally, we would also look to utilize digital learning to a greater degree in order to remediate deficiencies and accelerate the earning of high school and/or college credit.

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

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

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

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

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

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

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

☐ d. Implementing a shared services delivery model

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

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

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

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

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

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

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

- [x] 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.

142,652.78 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.

In order to bring the Walter Armes Learning Center for Innovation to life, there are some facility and technological needs that would have to be fulfilled. In order to prepare the actual Professional Development space, we would need $250 for paint and spackling plus $2500 for new carpet. To secure any supplies and other needed materials in the professional development space, a locking file cabinet would be purchased for approximately $350. The room has already been equipped for wireless access, but we would need to secure wireless speakers at $1,485. Video cameras with tripods would be purchased for the PD room and the model classrooms in order to film the professional development sessions; these sessions will be posted on the website and in Google classrooms for future use. The total cost for this equipment is $12,225. Additionally, last year we purchased tablets for many of our elementary classrooms; however, in order to teachers to use them in professional development activities in the space, we need a set plus a cart for $7,092. This space would also need chromebooks and carts in addition to the carts for each of the model classrooms for a total cost of $46,436.60. A final purchase would be 3-D printers for use in our Project Lead the Way classrooms in order to facilitate both the project based learning model and blended classroom environment in those settings; six 3-D printers will cost a total of $5,814.18. Other costs for purchased services would be incurred to provide the professional development needed to change teaching practices and increase student achievement. Metasolutions will provide professional development in blended learning by using a project-based approach with our teachers, further deepening their understanding of both concepts. The total cost of this summer training is $27,000; this breaks down to $675 per person per day in 4 person teams for $2700 for one day of training. In order to fully accomplish our intended goals with the PD, we would need 2 days of training for $5400 in each of our five buildings. The Educational Service Center of Central Ohio will provide training in project-based learning by using a blended learning approach with our teaching, further deepening their understanding of both concepts. The total cost for this summer training is $18,500; this breaks down to $925 per person per day in 2 person teams for $1850 for one day of training. In order to fully accomplish our goals with the PD, we would need 2 days of training for $3700 in each of our five buildings. Advantacore will provide grant evaluation services to us for a total of $21,000. This work will include the development of data tracking systems and tools that allow us to better analyze the data collected with regard to grant effectiveness. This will also cover on-site visits, phone conversations, meetings with district staff and principals, and any additional systems or tools that are required should the anticipated means of evaluation prove to be ineffective.

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.

49,410.00 a. Sustainability Year 1

49,410.00 b. Sustainability Year 2

49,410.00 c. Sustainability Year 3

49,410.00 d. Sustainability Year 4

49,410.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.
Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

The initial professional development sessions will be offered to staff during a summer academy. Teachers are paid a stipend of $100 per day, and it is anticipated that 75 staff members will attend these sessions for 4 total days at a cost of $30,000 each summer. When adding benefits and equipment ukeep and replacement costs (based on a 5-yr life expectancy), the total comes to $49,410 per year.

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

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

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

The financial goal of this innovative grant is to reduce the total number of FTEs required to teach students, which will ultimately result in a reduction of 2 total FTEs through the course of the grant. The savings realized will be $177,302 in FY18, $179,074 in FY19, $180,865 in FY20, and $182,673 in FY21.

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.

We are meeting this through cost savings achieved through implementation of the program.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Key Personnel information by clicking the link below:

Add Implementation - Key Personnel

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

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

21. Planning

a. Date Range2/16-5/16

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

Planning milestones: Feb - create a Project Leadership Team (PLT) consisting of the Project Director, Project Manager, treasurer, technology administrator, building principals and select teacher representatives. The Project Director and Project Manager will meet twice monthly to coordinate project activities and develop strategies to address problems as they arise. The PLT will meet monthly to review progress, adjust scope of work/timelines, and plan for the next steps. Feb/March- communicate grant information with stakeholders and media; review/revise budget; finalize provider contract details; refine technology purchase plans; coordinate facility planning/ infrastructure updates with all departments. March - gain board approval of grant and all contracts; draft project communication plans; finalize timeline/scope of work; schedule professional development with the ESC and Meta Solutions; finalize technical assistance from providers; finalize communication plans for implementation; create and communicate planning and implementation schedule; finalize project evaluation processes with

Advantacore including project monitoring rubrics/spreadsheets. March/April - principals will communicate with educational personnel in their buildings regarding all activities; PLT will begin presenting monthly reports to the board of education; monthly website progress updates; Project Manager begins individual work with vendors and aspects of the building enhancement project. March/May - Project Director will manage the budget and ensure project activities maintain alignment with overall goals and state/federal mandates; Project Director will update the school board, students, and families through meetings, newsletters, social media, and school events; the Project Manager becomes the liaison among the community, district, partners/vendors, and ODE; monthly PLT meetings

22. Implementation(grant funded start-up activities)

a. Date Range6/16-6/17

b. Scope of activities - include all specific completion benchmarks

June-July: Summer professional development sessions are deployed August- data collection by PLT begins including walk-through, MAP, remediation, attendance, and achievement data; development of shared expectations and outcomes for personalized, rigorous blended learning courses; support staff efforts to effectively use technology-based resources; utilize "experts" to assist teachers who need further support in technology utilization and/or blended learning techniques; remediation platform utilization; progress monitoring in blended classrooms. Quarterly: consult with Advantacore (grant evaluator) to establish baseline and growth measures. Semi-annually: community engagement events to update families/ community on project activities; refine tools used in remediation process; celebrate facility enhancement completion and share project updates; evaluate furniture and technology purchases; deploy the teacher and student experience surveys; develop summer institutes and professional development opportunities to deepen the understanding and implementation of project-based learning, blended learning, and differentiation models.

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

a. Date Range6/17-6/21

b. Scope of activities - include all specific completion benchmarks

In the sustainability phase, the evaluation tools created in coordination with Advantacore will continue to be utilized to track project outcomes. The Project Manager will meet with the Project Director quarterly to coordinate data collection/evaluation and develop strategies to address problems as they arise. PLT will review data and make adjustments as needed. Monthly: data collection for process/ outcomes evaluation; staff feedback. Quarterly: process/ outcomes reports to project leadership team and stakeholders; Achievement monitoring: baseline assessments with MAP, progress monitoring tool tracks completion of project activities and staff PD participation. Cost reduction monitoring: Project Director reports quarterly to the board of education and PLT. Achievement monitoring, progress toward student goals; monitor data tracked on baseline assessments and state mandated assessments, progress monitoring tool tracks project activity completion and staff development participation. Cost reduction monitoring - Project Director reports quarterly to board, treasurer and the PLT. Final project evaluation reports to ODE, fiscal reports to stakeholders and ODE.

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:

Instructionally, Whitehall practices will change to focus on a project-based, blended learning framework that moves into a more rigorous and relevant instructional model; this model incorporates the best of digital and face-to-face learning with a qualified instructor. As a result of this shift, student learning outcomes will be personalized to meet specific needs rather than students being subjected to a one-size-fits-all format. Remediation will be also delivered in a blended learning environment that is student-directed and self-paced. This remediation process will occur parallel to new learning and can be completed anywhere/anytime. The ESCCO and Meta Solutions will provide professional development support to assist staff in becoming more proficient at working with students within this PBL, blended learning framework, further deepening instructional changes. These sessions will be videoed to allow sharing with staff members and other districts. A train-the-trainer model which utilizes model classrooms will also be employed to allow staff experts to train other staff, thereby reducing future costs. Currently, 580 courses were failed by Whitehall students in 2014-15 and 83 students failed their freshman year. Additionally, in 2014-15 only 1.8% of Whitehall students enter into dual enrollment courses. These new approaches will result in students mastering new content more efficiently, resulting in students passing their classes, moving into the next grade level, and accessing post-secondary courses and to master new content more efficiently. More students will then have the skills to graduate college and/or career ready. Over time, Whitehall will be able to shift how it uses its instructional dollars because fewer staff will be needed for remediation of students and for students in their junior and senior years as those students will be taking increased or full college schedules. We have learned, and research confirms, that in order to impact student achievement, we must impact teacher behaviors. We have also learned that innovation is the result of best practice. We have to start with data and build a strong foundation that will lead to innovation. Our goal is that the Walter Armes Center for Learning and Innovation and the model classrooms that stem from it will drive this movement in our district, improving teacher pedagogy and student achievement at every level.

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:

Advantacore School Improvement Solutions Linda Romano, linda.romano@advantacore.org 5155 Stratford Avenue Powell, Ohio 43065 1-888-879-1460

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.

Advantacore will work with the district to create the tools necessary to monitor and evaluate progress of the grant. These may include a Gantt chart, rubrics, spreadsheets, surveys, and other tools. Because Advantacore conducted Whitehall's Instructional Audit in the winter of 2014-15, they are very familiar with the district and its needs. Utilizing their services as the grant evaluator allows for a thorough, insightful process that is enhanced by their familiarity with the district. The evaluation plan includes current benchmarks in student achievement provided by state testing as well as local measures which indicate that number of courses failed at the high school level. The benchmarks will be evaluated and charted after each testing cycle. Additionally, the plan will include monitoring the percentage of students who take advantage of dual enrollment and other advanced standing programs; this benchmark will be summatively evaluated once a year when the state report cards are issued, although formative measures will be in place to monitor the number of student requests for college credit-bearing opportunities and the number of students enrolled each semester. Finally, qualitative measures will be used in surveying teachers regarding the teaching practices they have changed as a result of the professional development and in surveying students regarding their experiences with the improved teaching practices and renewed focus on student success. Teachers and students will be surveyed at the beginning of the project to provide baseline data and then again following each year of the grant cycle.

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 beauty of this innovative project is that it can be easily replicated in other districts. While Whitehall is fortunate to have a space that can be completely dedicated to developing teachers and innovative ideas, the space itself is not as important as the idea and its execution. Allowing teachers the freedom to explore innovative ideas and then pilot those programs through model classrooms is an easy way to road-test innovations before investing valuable time and resources into something you 'hope' will work. This particular project is testing current models for Project Based Learning and Blended Learning to determine what works for our students, but the models could change depending on the needs of other districts. What is constant, however, is the focus on instruction and providing the time needed to research, explore, and develop programs based on actual use, results, and feedback. It is time to end the top-down driven focus of the past and instead utilize the expertise of our teachers with proven results to drive district initiatives and reform. This project will be well documented through our website and social media. Additionally, Dr. Barker is an ASCD published author who is committed to further utilizing those resources to document the successes and learning curves with this project. Finally, as a member of Pathways to Prosperity Network, SREB, and the Ohio School Improvement network, there are many other avenues for sharing information regarding this project. Whitehall staff have presented at state and national conferences in the past, and we plan to continue to do so in the future with regard to this project.

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

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

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Consortium

Whitehall City (045070) - Franklin County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts

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

Partnerships

Whitehall City (045070) - Franklin County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships							
First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Linda	Romano	1-888-879-1460	linda.romano@advantacore.org	Advantacore School Improvement Solutions		5155 Stratford Avenue, , Powell, Ohio, 43065	
Tom	Reed, Phd.	614-445-3750	tom.reed@fcesc.org	Educational Service Center of Central Ohio		2080 Citygate Drive, , Columbus, Ohio, 43219	
Tad	Douce	17403984798	tdouce@metasolutions.net	Meta Solutions		100 Executve Drive, , Marion, Ohio , 43302	

Implementation Team

Whitehall City (045070) - Franklin County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Kristin	Barker	Director of Secondary Education	Dr. Barker will serve as the Project Manager for this grant project. Among her responsibilities will be to organize and schedule the professional development opportunities for staff, deploy the needed technologies to the professional development space and to the model classrooms, collaborate with Advantacore to create the grant evaluation systems and tools, instruct principals in how to monitor progress at the building level, and many others.	Dr. Barker serves as an adjunct professor for both Wittenberg University and Wright State University in their graduate programs for principal licensure and teacher leader. Additionally, Dr. Barker has written of her experiences in education for various ASCD publications, including ASCD Express and Education Update.	Dr. Barker has 24 years of experience in public education with 17 years in urban environments. Currently, she serves as the Director of Secondary Education for Whitehall City Schools, where she is turning the student achievement tide for their middle and high school buildings. Throughout her career she has served as Student Services Director, Compliance Officer, and High School Principal.	Dr. Barker has a Master's Degree from Wright State University and a doctorate in Educational Leadership from the University of Dayton.	75	
Brian	Hamler	Superintendent, Whitehall City Schools	Mr. Hamler will serve as the Project Director for this grant project. Among his responsibilities will be to oversee the project, report progress and other information to the board of education, and communicate information regarding the grant to stakeholders and other community members.	Mr. Hamler's administrative career includes time in the Westerville City Schools and South-Western City Schools. Throughout his career he has served as Personnel Director, Safety Director, Grievance Chair, and Business Manager. He is a former member of the Metropolitan Educational Council (MEC) and currently serves on the board of directors for the newly formed MetaSolutions.	Mr. Hamler guided the district through a curriculum audit with outside evaluator Advantacore which revealed several areas of challenge for the district, and since that time he has made it his mission to target those areas and improve student achievement. The resulting Achieve 2020 plan has focused those efforts, and this innovative grant was born as a result of this work.	BSEd from Capital University and a Master's Degree in Educational Policy and Leadership from The Ohio State University	10	