

Budget

Northmont City (048728) - Montgomery County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (127)

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
<b>Instruction</b>		103,156.00	15,970.00	0.00	0.00	0.00	0.00	119,126.00
<b>Support Services</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Governance/Admin</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Prof Development</b>		0.00	0.00	271,800.00	1,000.00	0.00	0.00	272,800.00
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Indirect Cost</b>							0.00	0.00
<b>Total</b>		103,156.00	15,970.00	271,800.00	1,000.00	0.00	0.00	391,926.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-391,926.00

Application

Northmont City (048728) - Montgomery County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (127)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Leveling the Playing Field Using Project Based Learning (10429)

2. Project Tweet: Please limit your responses to 140 characters.  
To meet the needs of our students in poverty, Northmont will partner with BIE to transform our district with project based learning.  
*This is an ultra-concise introduction to the project.*

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				
75 Pre-K Special Education	150 K	150 1	150 2	150 3
150 4	150 5	150 6	150 7	150 8
150 9	150 10	150 11	150 12	

Year 1				
75 Pre-K Special Education	150 K	20 1	20 2	20 3
20 4	20 5	20 6	20 7	20 8
20 9	20 10	20 11	20 12	

Year 2				
75 Pre-K Special Education	150 K	20 1	20 2	20 3
20 4	20 5	20 6	20 7	20 8
20 9	20 10	20 11	20 12	

Year 3				
75 Pre-K Special Education	150 K	20 1	20 2	20 3
20 4	20 5	20 6	20 7	20 8
20 9	20 10	20 11	20 12	

Year 4				
75 Pre-K Special Education	150 K	20 1	20 2	20 3
20 4	20 5	20 6	20 7	20 8
20 9	20 10	20 11	20 12	

Year 5				
75 Pre-K Special Education	150 K	20 1	20 2	20 3
20 4	20 5	20 6	20 7	20 8

4. Explanation of any additional students to be impacted throughout the life of the project.

*This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.*

Every student who is enrolled at Northmont will benefit from the transition to PBL. While we are creating goals for the growth of economically disadvantaged students, every student will be a part of the PBL units in each classroom. Additionally, any students who transfer from another district will benefit from this project. Each teacher in the district will begin by implementing one PBL project in the grant year, and then expand in subsequent years to reach the goal of one PBL experience per semester in every subject at every grade level.

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

First and last name of contact for lead applicant

Tony Thomas

Organizational name of lead applicant

Northmont City Schools

Address of lead applicant

4001 Old Salem Road

Phone Number of lead applicant

9378325035

Email Address of lead applicant

tthomas@northmontschools.net

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

6. Are you submitting your application as a consortium? - Select one checkbox below

Yes

No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

## **B) PROJECT DESCRIPTION - Overall description of project and alignment with goals**

8. Describe the innovative project: - Provide the following information

*The response should provide a clear and concise description of the project and its major components. The following questions will address specific outcomes and measures of success.*

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

According to Leroy & Symes (2001), poverty is considered a major risk factor for academic failure. These students tend to not complete assignments, study for tests, or even come to school prepared to learn because of the impact of poverty on the home environment. We have experienced a 220% increase in the number of students in poverty over the last 10 years. With this dramatic increase, our teachers do not have the tools to meet the needs of these students. In the year 2014-2015, the district's overall average Value Added growth score was 0.168. The economically disadvantaged students' average Value Added growth score was -0.224; a difference of 0.392. In that same year, the district's AMO for economically disadvantaged students was 71.6 in reading and 64.6 in math. In both subjects, this was the district's third worst subgroup. Between our increase in population, the growth scores, and achievement level, there is a need to find an innovative intervention for these students.

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

Through research, we have found the economically disadvantaged students need a learning experience that better meets their needs. We feel that implementing project-based learning in every classroom in our district will help to create an environment that promotes growth and

achievement for our economically disadvantaged students. We have learned that "A good education is often the only means of breaking the cycle of poverty for poor children. These children need an education that is founded in high standards and high expectations for all. What occurs in our classrooms has a significant impact on student achievement. The curriculum should be challenging to prevent decreased opportunity for higher education, which translates into less opportunity in life for them. Instructional and classroom management techniques that work well with some students don't necessarily work well with poor children. If schools are going to be successful in today's learning environment, educators must reach out and embrace creative, constructivist teaching methods that will keep all types of students engaged in the classroom, keep students coming to school, and lead to improved academic success. It is up to our educational leaders and teachers to be the advocate for change in providing for the needs of our under-resourced student populations. PBL may be one tool in positive implementation of that change." (Creghan & Creghan, 2015) This research indicates that there needs to be a change in classroom instruction in our district from a procedural, skill-based approach to more experiential learning in order to reach our economically disadvantaged students. Our solution is to enter into a partnership with The Buck Institute for Education to provide training for our teachers and administrators in Project Based Learning (PBL) practices. This partnership will provide a Systemic Partnership Coach to help the district set goals, adjust policies and procedures, and evaluate progress in PBL implementation. The partnership will also provide PBL 101 Workshops where the all teachers will leave with a created unit. Also, a PBL Leadership team will be trained in order to provide ongoing training within our district. Sustained Support Visits will also be included to ensure proper implementation of the PBL units in the classroom. This proposed solution to increase our economically disadvantaged students' achievement level and growth scores through PBL practices is something that has already been proven in our district's classrooms. Through a pilot PBL program beginning in the 2013-2014 school year, we found that the results provided compelling data that PBL enhances growth and achievement. The Value Added growth for the students in this pilot on the Science AIR Assessment was an 8.4. According to Savery (2006), PBL "is an instructional (and curricular) learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem" (p. 12). Due to the very nature of PBL principles of collaboration, hands-on inquiry, and relevance to students' lives, an effectively implemented PBL environment may, based on study results, meet the personal interests and relevancy needs of the economically disadvantaged population. PBL offers students a proactive, challenging curriculum in which all students can excel. (Creghan & Creghan, 2015)

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 process. - (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.*

By then end of the 2022 school year, we want 100% of our economically disadvantaged students to show at least a year's worth of growth on both state tests and district common assessments. We believe we can accomplish this goal by engaging the Buck Institute for Education (BIE) in a systemic service partnership because they have the experience, research, and implementation strategies in place that will help us to create a culture and sustainable system within our district that supports project-based learning (PBL). We know from research and our own pilot of BIE's training that teachers using BIE's Gold Standard PBL as an instructional practice have students that are more engaged, have better attendance, and have better academic growth than those who are taught using only traditional methods of teaching. By changing the culture of our district, we change the culture of every classroom and create a rich learning environment for every economically disadvantaged student in the district.

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.*

In order to achieve this outcome, PBL must be more effective at promoting academic growth than traditional instruction, especially for economically disadvantaged students. If we are going to expect every teacher to provide their students with a PBL experience in every subject at least one time per semester, then PBL must yield more academic gains than the instructional methods our teachers are currently using. Additionally, we are assuming that the systemic services BIE will provide us, which include a systemic partnership coach, PBL 101 training for every teacher, PBL leadership development for all our administrators, and sustained support visits from BIE National Faculty members to help evaluate PBL implementation will provide our staff with the comprehensive support they need to create lasting and real instructional change in our district.

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

We have been piloting a shift to PBL instruction for two years in our elementary STEM program and gifted middle school reading classes. These four teachers have all been trained using the same workshop series from the Buck Institute (BIE) that the rest of our district teachers would participate in. All four teachers have student growth of 8.4, indicating that their students showed far more than a year's worth of academic growth. This is compared to the rest of the district, where the average teacher growth was between a -1 and 1, showing only a year's worth of growth and our economically disadvantaged students who had an average of -0.224 growth. Each of these four teachers has about 35% of their students who are considered economically disadvantaged, in keeping with the district average. We know from the extensive research that has been done about PBL that "in PBL classrooms, students demonstrate improved attitudes toward learning. They exhibit more engagement, are more self-reliant, and have better attendance than in more traditional settings." (Thomas, 2000; Walker & Leary, 2009) We also know that "within specific content areas, PBL has been shown to be more effective than traditional methods for teaching math, economics, language, science, and other disciplines." (Beckett & Miller, 2006; Boaler, 2002; Finkelstein et al., 2010; Greier et al., 2008; Mergendoller, Maxwell, & Bellisimo, 2006) And, research shows that "on high-stakes tests, PBL students perform as well or better than traditionally taught students." (Parker et al., 2011) What we are seeing in our own district confirms what the research is telling us. We believe that a shift to PBL instruction will create a learning environment that will foster growth in all our students, but especially those economically disadvantaged students who may not have the same life experiences as some of our other students. This year we have also had an additional 35 teachers in grades K to 12 trained through the Buck Institute. While we do not have student growth data for their students yet, we have survey data from them regarding their PBL experience. All 35 teachers indicated that the training from BIE was some of the most impactful training they had been a part of and that it had "significant" impact on their classroom instruction. PBL has been identified by our entire staff as their number one need for professional development for next year. We believe that the research and data

from our own district demonstrate that PBL will create a learning environment that will help us to reach our economically disadvantaged students that we are not growing academically right now.

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).*

By the end of the 2022 school year, each Northmont teacher will implement at least two PBL units in each subject they teach. These units will be piloted and evaluated by Northmont's PBL Leadership Team and the Systemic Partnership Coach from BIE using their project based learning rubric. By the end of the 2017 school year, a PBL Instruction Flag will be created within Northmont's instructional management system to indicate if and when a student is instructed through a PBL experience. This flag will be used to analyze academic growth of our economically disadvantaged students who are being instructed using PBL. By the end of the 2018 school year, the PBL Leadership Team and the BIE's Systemic Partnership Coach will use the growth of economically disadvantaged students to adjust district professional development for PBL and provide additional support for teachers who are not achieving a year's worth of growth with their economically disadvantaged students.

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

We will be using student growth on district common assessments to measure the effectiveness of PBL instruction for our economically disadvantaged students. Right now, our economically disadvantaged students showed growth of  $-0.224$  on state tests and our first year for common assessments is the 2016-2017 school year. The PBL Instruction Flag in our instructional management system will enable us to compare the growth of economically disadvantaged students in PBL experiences to their growth during traditional instruction. We will also use a district developed PBL linking calculation to determine what percentage of instruction for each economically disadvantaged student is a PBL experience. By analyzing the percentage of PBL instruction and student growth on state tests, we can determine more specifically the correlation between PBL and student growth for our economically disadvantaged students. There is no baseline data for this calculation.

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

In the year of implementation and a second year of evaluation, we will have the support of the Systemic Partnership Coach from BIE to offer suggestions for improvement and adjustments should we find that our PBL units are not creating growth for our economically disadvantaged students. The Buck Institute for Education (BIE) describes their systemic partnership as such: "PBL is most successful when the appropriate culture and structures are in place to support it. Our systemic partnerships vary in size and scope but are always aligned with existing strategic plans and innovation goals. Our proprietary planning model results in a two-year PBL initiative that has as its goal the sustainable implementation of PBL across a system. The plan generates a flexible but structured rollout of professional development. It outlines benchmarks and goals. It allows development of local PBL capacity among teachers, site leaders, and district administrators. This work occurs under the guidance of our systemic partnership coaches, who have extensive experience helping systems go to scale with complex initiatives." The systemic partnership is designed to help districts make adjustments if the PBL implementation is not meeting district initiatives. After the 2017-2018 school year, the PBL Leadership Team will be trained by BIE to provide the same kind of support. Through analysis of the data points listed above, the leadership team can determine where breakdowns may be occurring and make adjustments through targeted professional development and coaching for individual teachers.

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.*

Northmont City Schools will reduce curriculum and textbook costs by \$150,000 each year after the grant year. We will accomplish this through extensive training in project-based learning unit development by the Buck Institute for Education. Teachers will share developed units through a searchable database, thus reducing our need to purchase curriculum materials or textbooks. Northmont City Schools will reduce the cost of providing high-quality project-based learning training by \$315 per teacher for each year after the grant year. Because a systemic partnership with BIE includes a "train the trainer" component, Northmont's PBL Leadership Team will be certified by BIE to provide the same high-quality PBL training, creating a sustainable, low-cost means of training all our new staff members moving forward.

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.*

In order to realize these cost savings, the PBL database must be able to replace the need for new textbooks and curriculum materials. We know that "As Expeditionary Learning Director of Instruction Ron Berger puts it [with traditional teaching], the teacher covers the main course of study in the usual way, and then a short "project" is served up for dessert. In 21st Century Project Based Learning it is the project that is the main course-it contains and frames curriculum and instruction." (Larmer & Mergendoller, 2010) Based on the structure of PBL, we feel transitioning to this style of instruction will greatly reduce the need for pre-packaged curricular materials.

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

In our elementary STEM program and middle school gifted reading class, which have been teaching exclusively through PBL for the past two years, there are no textbooks. The PBL units have been created by the teachers and are shared through Google Drive. Teachers help find resources to support the student-led learning that happens during each PBL unit, but those resources are designed to meet the specific needs of the students they are teaching and the direction those students have taken the project. In these classes, which serve over 400 students, including a significant number of economically disadvantaged students, student growth on state assessments is higher than the rest of the district. Students report a high level of engagement and there are currently no students with chronic absence issues. We feel that, with high-quality professional development and support from BIE, the PBL units our teachers create and share will provide the district with superior curricular materials at a fraction of the cost.

701510 iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

Northmont Schools will save \$40,000 a year because we will not have to budget money to contract with the Buck Institute for Education to provide training for project-based learning to our entire staff. Right now we have budgeted to train our staff through BIE over the next six years. This grant would reduce the amount of money our district needs to allocate to professional development and enabled our PBL Leadership Team to become BIE certified trainers, creating a sustainable model for PBL professional development. Northmont Schools will save \$150,000 a year in reduced textbook costs. The PBL searchable database will enable all teachers to access fully developed, piloted units of study that are designed to teach grade level content standards through project-based learning experiences. Teachers will collaborate to generate and refine their own PBL units each year, creating a sustainable model for the evolution of curriculum materials that is not reliant on expensive adoptions.

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

The Systemic Partnership with BIE will give us a coach for the amount of time we contract with BIE. This coach will "provide onsite and virtual support to site leadership, schedule BIE staff and National Faculty for services, arrange logistics of BIE's professional development events, review/create budgets, generate reports, meet weekly (by phone) with the district PBL leadership team, tailor service components, and more." (bie.org) Having this kind of support from BIE to launch our initiative will give us a guide to address challenges and alter the implementation plan as necessary. Contracting for a systemic partnership with BIE will give us an expert who can help us to change the culture within our district and align our district structures and systems with the goals for the project. If teachers are being provided with high-quality, responsive professional development over time, the transition away from traditional textbooks will be supported. Subjects or grade levels who are struggling to make the transition can be given targeted professional development and support to address their concerns and specifically help them develop PBL units that are effective as a replacement for traditional textbooks.

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.*

By the 2021-2022 school year, Northmont Schools will have a 25% reduction in office referrals for disciplinary purposes as a result of the increased student engagement from PBL instruction. This reduction will enable school administrators to spend more time in classrooms, observing teaching and learning, and acting as instructional leaders. By the 2021-2022 school year, Northmont will reduce the amount of time needed by administrators to address chronic absences. This will also enable administrators to increase the amount of time they spend supporting teaching and learning in the classrooms. By the 2017-2018 school year, all Northmont administrators will be trained by BIE to be instructional leaders of PBL, will assist the district PBL Leadership Team in the evaluation of PBL instruction, and the development of a PBL professional development action plan for the district in each subsequent year after BIE has completed their training.

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.*

These outcomes are dependent on the assumptions that PBL instruction increases student engagement which decreases significant discipline issues and will decrease chronic or significant absences. Based on these assumptions, we believe our administrators will realize an increase in the time they have to engage with students and teachers in the classroom. Also, the Systemic Partnership with BIE includes a PBL Leadership Development Series, which will "equip instructional leaders with the skills and knowledge needed to create the systemic supports necessary for successful and sustainable PBL implementation...The series includes modules on key protocols, collegial conversations, analysis of student work, instructional rounds, walkthroughs, data analysis, etc." (bie.org) This training will allow leadership in the district to act as instructional leaders and support for classroom teachers.

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

After the first year of implementation of PBL in our elementary STEM classes and gifted reading class, we administered a student engagement survey to every student. We used the results of this survey to help us determine whether we should expand our PBL training for a second year. What we found from the survey of over 350 students is that 89% of the students said the classes were "significantly" more interesting than a traditional science or reading class. 77% of students also indicated they were willing to work harder in these classes because they liked the projects. We feel this is a compelling evidence that PBL increases engagement. Coupled with that data related to student engagement in those classes, those four teachers have had only 3 office referrals collectively in the past 2 years. This is significantly less than the average teacher in our district. Research also tells us that "While students in poverty may come to school with a different set of learning experiences than those students coming from more affluent households, schools have a moral imperative to meet the needs of every child. Due to the very nature of PBL principles of collaboration, hands-on inquiry, and relevance to students' lives, an effectively implemented PBL environment may, based on study results, meet the personal interests and relevancy needs of the economically disadvantaged population, therefore leading to increased attendance." (Creghan, 2015).

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.*

In the 2014-2015 school year, Northmont spent 72.3% of our funds on classroom instruction. Compared to the 49 other districts of similar size, we rank 9th in classroom instruction. We are above both the state average and comparison group averages for classroom spending. However, we are not in the 20% of public districts with the highest academic performance index scores. We feel that if we can shift our percent of funds spent in the classroom to over 75%, with the bulk of that difference coming from increased involvement of administrators as instructional leaders and active participants in classroom activities/events, we can improve both our classroom spending percentage and our academic performance, especially for economically disadvantaged students.

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.*

We will track the following for our economically disadvantaged students: - Attendance - Number of discipline referrals - Student

## Engagement Surveys

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

If we do not see an increase in student engagement and a decrease in discipline and attendance problems for our economically disadvantaged students, we will use the student engagement survey system to try and diagnose where the breakdown is occurring. This can be done under to guide of the Systemic Partnership Coach from BIE or the PBL Leadership Team. This data should reveal if the engagement problem is district wide, or isolated to a building or group of teachers. From here, the PBL Leadership team or Systemic Partnership Coach can observe in the classrooms, meet with teachers, and determine a plan to increase engagement. These adjustments need to be specific to what the data shows us is actually creating the problem. We also need to be deliberate in our efforts to include parents and community groups in our PBL units. A Gold-Standard PBL unit requires a public product. BIE states "Finally, making student work public is an effective way to communicate with parents, community members, and the wider world about what PBL is and what it does for students. When a classroom, school, or district opens itself up to public scrutiny, the message is, "Here's what our students can do - we're about more than test scores." (bie.org). The Systemic Partnership Coach from BIE can assist our teachers in developing units that involve parents and the community. We believe this is crucial for economically disadvantaged students and can impact their engagement, attendance, and behavior in the class.

d. Implementing a shared services delivery model

i. List the desired outcomes.

*Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.*

ii. What assumptions must be true for this outcome to be realized?

*Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.*

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

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

*These should be measurable changes, not the accomplishment of tasks.*

*Example: consolidation of transportation services between two districts.*

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

*Example: change in the number of school buses or miles travelled.*

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

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

a. New - Never before implemented

b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

c. Replication - Expansion or new implementation of a previous Straight A Project

d. Mixed Concept - Incorporates new and existing elements

e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

## C) BUDGET AND SUSTAINABILITY

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

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

[Enter Budget](#)

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

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

[Upload Documents](#)

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

391,926.00 12. What is the amount of this grant request?

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

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

The overall budget for this project is being used to contract with the Buck Institute for Education (BIE) to for a systemic partnership that will allow us to train every teacher and administrator in our district in project-based learning. BIE is a non-profit organization that has been providing high-quality professional development in PBL across the nation for 25 years. This partnership is a comprehensive program that supports the district in every aspect of the transition. BIE begins with a PBL Implementation planning workshop that will assist district leadership in setting goals for implementation, a timeline for training, and examining the district's systems to make sure they support PBL. The cost of this workshop is included in the systemic partnership facilitation fees. The bulk of the budget is dedicated to the PBL 101 workshops for 310 teachers that guide teachers through the development of a PBL unit and the sub costs associated with the teachers attending those sessions. There is a small amount also budgeted for supplies needed during the PBL 101 sessions to facilitate the teacher feedback protocols. There are also funds budgeted for administrator training from the Buck Institute and for six members of the PBL Leadership Team to complete BIE's apprenticeship program to become BIE certified trainers. Both the administrator training and the apprenticeship program are vital to the sustainability of the program. The final item in the budget is the cost of sustained support visits from BIE during the second year of implementation. These visits are also crucial to the success of the project. They are designed to evaluate the effectiveness of PBL implementation, provide support and additional training, and help the PBL Leadership Team address changes that need to be made.

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.

49,698.00 a. Sustainability Year 1

49,698.00 b. Sustainability Year 2

49,698.00 c. Sustainability Year 3

49,698.00 d. Sustainability Year 4

49,698.00 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 bulk of the sustainability costs will come from the cost of subs needed to allow teachers time to collaborate, refine PBL units, and analyze the growth data being collected related to the growth of economically disadvantaged students. These sub costs will also cover the time the PBL Leadership Team needs to provide ongoing professional development about PBL to support the initiative and make adjustments if there are teachers or buildings who need more intensive supports. The cost for these subs has been calculated using the daily sub rate and is based on the assumption that teachers will need five days per year to participate in collaboration and professional development sessions. There are also some costs for supplies and materials needed during collaboration time. This might include resources teachers need as they develop units, supplies for collegial feedback sessions, such as chart paper or post-it notes, and technology maintenance. This figure is based on the current average district costs for supplies and materials during professional development time.

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.

Northmont has budgeted \$150,000 a year to update curriculum materials and textbooks. Because the partnership with BIE will provide teachers with high quality, on-going professional development and support, our teachers will be able to create PBL units that can replace the need for textbooks in the classroom. These units will be added to a searchable PBL unit database that will be available for every teacher in our district. Our expectation is that every teacher will be using PBL in every class they teach. This expectation, training to support it will impact all of the money we have set aside for textbooks. Two years ago Northmont also began budgeting money to support the PBL initiative in our district. Each year we have spent money to have teachers trained in PBL. Our budget limitations, however, have made the transition slow. In the first year, we had five teachers trained. This year we will have 42 teachers trained. PBL professional development has been budgeted for each year. This grant funding will allow us to save the money we budgeted for PBL training and create a sustainable model for training in the future. Part of the grant program is a "train the trainer" model. Our PBL Leadership team will become BIE certified trainers, with access to all their training materials and support. This allows the district to continue to train newly hired teachers and sustain our PBL initiative with no additional costs to the district for professional development.

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 of the costs to maintain the program will be met through the cost savings documented in questions 16 and 17. Money spent on subs to allow teachers collaboration time will be funded with the savings of not purchasing textbooks and other curricular materials.

#### 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 Team Key Personnel information by clicking the link below:

[Add Implementation Team](#)

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 August 2016 to September 2016

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

PBL Implementation Planning Workshop: A full day onsite workshop is the first step of systemic PBL implementation supported by BIE. This is a planning workshop where all members of the site-based leadership team work collaboratively with the BIE director of implementation and the BIE systemic partnership coach to design a specific plan for PBL implementation in Northmont. During the session, BIE will use their model to design a plan that has, as its central goal, the sustainable implementation of PBL. Plans take into account the needs of all stakeholders in the organization and leverage existing initiatives. From this workshop, BIE designs an action plan for the district, which is completed within 10 days of the initial meeting. Development of the PBL "Flag" in the instructional management system: Working with On Hand Schools, who we contract with for our instructional management system, the Northmont PBL Leadership Team will design a PBL "flag" in the system that will allow us to track the growth of our economically disadvantaged students on district common assessments, state tests, and benchmarking tests.

22. Implementation (grant funded start-up activities)

a. Date Range September 2016- May 2017

b. Scope of activities - include all specific completion benchmarks

The first people to be trained in the district as a part of PBL implementation are the administrators. This training will enable them to act as instructional leaders within their building as the project is developed. The PBL Leadership Development Workshop Series equips instructional leaders with the skills and knowledge needed to create the systemic supports necessary for successful and sustainable PBL implementation. The series includes modules on key protocols, collegial conversations, analysis of student work, instructional rounds, walkthroughs, and data analysis. At the end of this series, district leadership will set district and building goals for PBL implementation and the growth of economically disadvantaged students. With the help of the systemic partnership coach, Northmont will set a schedule of PBL 101 workshops. These PBL workshops are the foundational three-day onsite training for teachers. Based on BIE's model of Gold Standard PBL, the workshop provides participants with the skills and knowledge needed to design, assess and manage a rigorous, relevant, and standards-based project. Participants are actively engaged in project design, with the expectation that every teacher or teaching team will generate a project plan that receives formative feedback from both participants and BIE National Faculty. A schedule of PBL 101 sessions will be created to ensure that all teachers in the district have completed a PBL 101 session by the end of the 2016-2017 school year. The PBL Leadership Team will work through a structured apprenticeship that will prepare them to facilitate their own PBL workshops based on BIE's model. This program builds organizational capacity for PBL. Each member of the leadership team will be assigned one or more National Faculty members to guide him or her through the 4-6 month program. Graduates of the program will receive access to and will be trained on BIE's latest content, tools and techniques for the duration of the partnership.

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

a. Date Range June 2017- June 2022

b. Scope of activities - include all specific completion benchmarks

For the 2017-2018 school year, BIE will continue to provide sustained support visits from the systemic partnership coach or a BIE National Faculty member. The purpose of these visits is to provide differentiated support to evaluate and address areas of need that the district, buildings, or individual teachers discover as they fully adopt PBL practices. Prior to each visit, BIE will conduct a survey of participating teachers and administrators and use that data to develop a tailored session to support teachers in areas related to project design, assessment, and management. These sessions are required for districts who partner with BIE, as multiple studies have indicated the importance of ongoing support as a feature of successful professional development and transformation in teacher practice. By the end of the 2017-2018 school year, each teacher will have added at least two fully developed and piloted PBL units to the PBL database. This database serves as a key resource for teachers to expand their PBL instruction and is instrumental to reducing textbook and curricular costs for the district. This database will be expanded each year as more units are developed. From the start of the 2017-2018 school year, the PBL Leadership Team will meet three times a year to analyze the impact of PBL instruction on the growth of our economically disadvantaged students. The Leadership Team will evaluate the progress of the district, buildings, and teachers toward the goals set with the systemic partnership coach in the grant year and continue to update action steps to ensure that all economically disadvantaged students are participating in a rich experiential learning environment that will promote academic growth.

**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:

Typically when you walk into one of our district's classroom, you can expect to find teachers using a procedural, skill-based approach to instruction that is supported by traditional textbooks and curricular materials. To meet the needs of our economically disadvantaged students and promote academic growth, student engagement, and a reduced reliance on traditional textbooks, we will shift to project-based learning. In order to accomplish this, teachers will be expected to create at least one PBL experience in each classroom per semester. This will provide a rich learning environment focused on deep learning of content standards and 21st-century skills that will even the playing field for students coming from economically disadvantaged families who might not have had the same opportunities/experiences outside of school. Students will have an experiential classroom that emphasizes collaboration and communication in learning- strengthening verbal skills that students from poverty often lack. None of the instructional changes can happen without changes in organizational practices. Administrators will have a greater role as instructional leaders, not managers as a result of fewer absence/discipline issues and in-depth training from BIE. A focus on collaboration between teachers of all grade levels with dedicated time to plan, reflect, and give collegial feedback. A shift in resources from prescribed programs to vetted, piloted, and supported units developed around the needs and interests of the students, school, and community. This all will also create increased community/parent involvement.

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:

First two years of implementation: Buck Institute for Education Systemic Partnership Coach Jennifer Cruz 18 Commercial Blvd. Novato, CA 94949 jennifer@bie.org Grant Year and following five years: Northmont PBL Leadership Team: Tony Thomas Kristy Geiger Jessie Zink 4001 Old Salem Rd. Englewood, OH 45322 937-832-5000 tthomas@northmontschools.net

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 of our project will include multiple layers. We need to evaluate the effectiveness of the training, the effective implementation of the PBL units in the classroom as a replacement for traditional teaching and curricular materials, and the effectiveness of those units on promoting the achievement and growth of our economically disadvantaged students. The effectiveness of the training will be evaluated pretest and a post-test model. Participating teachers will participate in a PBL Leadership Team created pretest to determine their knowledge of PBL practices before the training starts. Once the training has ended, they will take the post-test. Participants will also utilize BIE rubrics and collegial feedback on the development of their units. Ongoing evaluation will take place during the Sustained Support Visits. This will happen through observations, collaborative conversations, and BIE surveys. The implementation of the PBL units will be evaluated by the building administrators. Teachers will be asked to implement a PBL unit one time each semester. The building administrator will use OTES, Ohio Teacher Evaluation System, to monitor this implementation. Collegiate conversations will happen as a part of their pre and post conferences and walk throughs will also serve as evidence of the implementation. The PBL Leadership Team will also create student engagement surveys that will be administered by the building administrators. Building administrators will also collect discipline and attendance data. Our administrators will work with our PBL Leadership Team to analyze how effectively each teacher is implementing PBL, how engaged students are in the units, and how well each teacher is transitioning from their traditional textbook to PBL instruction. The impact on student learning will be evaluated using both Formative Instructional Practices and summative assessment data. Formative

assessments will include teacher observations, exit tickets, gallery walks, pre-tests, etc. Summative assessments will include growth on common assessments and state assessments where Value Added and Annual Measurable Objectives will be analyzed. To help with data analysis, the PBL Leadership Team will utilize an instructional management system to generate analysis reports, address areas of need, and set goals. All components of this evaluation will take place all five years of the project implementation. The analysis of the successes and needs of the project will be shared at quarterly Regional Curriculum Directors meetings. It will also be shared by presenting at conferences, holding student PBL Expos, and collaborating with community groups and leaders.

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.*

We have already formed a committed partnership with 8 other districts, who have approximately 35,695 economically disadvantaged students, to support each other in PBL initiatives. With a trained PBL Leadership Team who is certified by BIE, Northmont can provide training opportunities for other districts in the partnership, offer PBL Summer Institutes with PD sessions done from teachers in all districts using PBL, set up collaborations between our teachers and other teachers in the partnership to plan and implement PBL units together, and sponsor a PBL Expo where students from all districts in the partnership can display their work and talk about what they've learned. Because we have an established partnership with a group of districts who are already committed to expanding PBL within their districts, we feel confident that our PBL initiative can begin to expand to the partnership by the 2017-2018 school year. The PBL searchable database can be expanded to include piloted units from all teachers within the partnership and be a resource to any teacher looking for a place to start with PBL. This resources will be available to all teachers within the partnership by the 2017-2018 school year as well. This established partnership can also provide a vehicle to share data about the impact of PBL instruction for students in poverty. By expanding the number of economically disadvantaged students that are participating in PBL experiences, the data we gather related to student growth and engagement will be more reliable and our instructional modifications that we make based on that data should become more effective. A partnership with districts who have been working with a greater percentage of economically disadvantaged students for longer than our district also allows our teachers and administrators to gain valuable insight into strategies that might help to enhance our PBL initiative for those 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).

Northmont City School District will abide by the information above.

Save And Go To 

**Consortium Contacts**

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

Partnerships

Northmont City (048728) - Montgomery County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Jennifer	Cruz	4158830122	jennifer@bie.org	Buck Institute for Education		18 Commercial Blvd., , Novato, CA, 94949	

Implementation Team

Northmont City (048728) - Montgomery County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Kristy	Geiger	Curriculum Specialist	Collaborate with the systemic partnership coach from BIE; Organize all events that must take place with the project; assist in collecting data to ensure the success of the implementation of the project; attend all events involved in the project; member of the District PBL Leadership Team; Lead administrators in goal setting for PBL; Lead professional development for the district related to PBL	Kristy has worked in education for 16 years. She is a Nationally Board Certified Teacher. For the past five years, she has served as a curriculum specialist for the district. In this capacity, she provides professional development for teachers in grades 4 to 6, leads the Resident Educator program, coordinates the rollout of FIP within the district, and is the district Value Added leader.	Prior experience as a classroom teacher; provides professional development to teachers in the district; attended past PBL trainings; co-facilitator of the district's Resident Educator Program	Master's Degree in Teacher Leadership	25	
Tony	Thomas	Assistant Superintendent	Helping with the implementation of training the administrators; in charge of the financial support of the project; assisting with organizing and details of the project; oversees the proper implementation of the project; member of the District PBL Leadership Team	Tony has 17 years of educational administrative experience. He has been the district's assistant superintendent in charge of curriculum, instruction, and technology for the past three years. Has served as a building principal, Curriculum Specialist, and Superintendent in other districts prior to coming to Northmont.	Prior experience as a classroom teacher, building principal, and superintendent; an integral role in the role out of PBL in district of previous employment.	Master's Degree in Curriculum and Instruction	10	
Jessie	Zink	Gifted Coordinator	Collaborate with the systemic partnership coach from BIE; Organize all events that must take place with the project; assist in collecting data to ensure the success of the implementation of the project; attend all events involved in the project; member of the District PBL Leadership Team; Lead administrators in goal setting for PBL; Lead professional development for the district related to PBL	Jessie has worked in education for 13 years. She holds a PK-3 teaching license, 4-9 Middle Grades: reading and science license, K-12 Gifted endorsement, and 4-6 generalist endorsement. For the past three years, Jessie has led the district's gifted department. Over those years, she has completely transformed gifted instruction in the district for grades K to 12. She has transitioned all gifted instruction to include PBL practices, led PBL training sessions for the district and the regional gifted community, and secured	Prior experience as a classroom teacher; provides professional development to teachers in the district; attended past PBL trainings; successfully created the district's STEM program and middle school gifted reading class, which are currently taught exclusively through PBL.	Master's Degree in Teacher Leadership and Gifted Education	25	

			grant funding to expand PBL training to 35 more teachers within the district.					
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