

Budget

Brecksville-Broadview Heights City (043646) - Cuyahoga County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (101)

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

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	650,000.00	0.00	0.00	650,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	200,000.00	50,000.00	0.00	0.00	250,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	100,000.00	0.00	0.00	100,000.00
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	200,000.00	800,000.00	0.00	0.00	1,000,000.00
							Adjusted Allocation	0.00
							Remaining	-1,000,000.00

Application

Brecksville-Broadview Heights City (043646) - Cuyahoga County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (101)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
4C

2. Project Tweet: Please limit your responses to 140 characters.

4C the future of @BBHCSD technology integration & instruction with communication, collaboration, creation, & critical thinking. #4C

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					
Education	Pre-K Special	K	1	2	3
4	5	270 6	331 7	329 8	
306 9	377 10	311 11	360 12		

Year 1					
Education	Pre-K Special	K	1	2	3
4	5	266 6	270 7	331 8	
329 9	306 10	377 11	311 12		

Year 2					
Education	Pre-K Special	K	1	2	3
4	5	263 6	266 7	270 8	
331 9	329 10	306 11	377 12		

Year 3					
Education	Pre-K Special	K	1	2	3
4	5	265 6	263 7	266 8	
270 9	331 10	329 11	306 12		

Year 4					
Education	Pre-K Special	K	1	2	3
4	5	265 6	265 7	263 8	
266 9	270 10	331 11	329 12		

Year 5					
Education	Pre-K Special	K	1	2	3
4	5	265 6	265 7	265 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.

As the formation of the initial grant moves forward we anticipate a redesign of our K-5 focus on design learning. Additionally, we would like to partner with area districts and community out-reach groups to help provide vitality to this process through-out Northeast Ohio.

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

First and last name of contact for lead applicant

Maggie Niedzwiecki

Organizational name of lead applicant

Brecksville-Broadview Heights

Address of lead applicant

6638 Mill Road

Phone Number of lead applicant

4407404028

Email Address of lead applicant

niedzwieckim@bbhcsd.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

There is as sense of urgency that schools are not preparing students for highly technical jobs that require skills in math, science, technology, and engineering, but also in communication, collaboration, and real life problem solving. "The innovators of the future will need to be equipped with more than just specialization skills. Specifically, innovations in the future will come from teams of collaborators who can bring together multiple skills and perspectives" (Babco, p.7, 2004). A paradigm shift is imperative in education.

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

The shift away from content specific teaching and learning from grades 6-12, to an integrated, transdisciplinary learning approach that allows students to collaborate, communicate, solving personal, family, community, national, and global real life problems. To do this, students have access to a variety of tools (technological and mechanical) and materials. Students will learn the content and skills needed to succeed in school and beyond through collaboration, communication, critical thinking, and using creative means. Teachers and students are immersed in design thinking and project/problem based learning. For teachers, design thinking offers paths to flexible and iterative pedagogy needed to meet the student's cognitive, social, and emotional needs. For students, design thinking allows them to identify solutions, build models, test solutions, get feedback, and design new iterations from feedback. Students learn how to think flexibly, adapt to new stimuli, gather, understand and manipulate data meanwhile building 21st Century skills. Design thinking, integrated and collaborative work, and 21st

Century skills becomes "how we do things around here." The physical classroom layout becomes flexible allowing for quick reconfiguration for whole group, small group, or individual work. Modern furniture and lighting dominates the landscape of each classroom creating engaging learning spaces. Students learn in multi-modal ways solving real life problems and communicating solutions to authentic audiences locally, nationally, and globally. The proposed innovative solution is to initiate a cultural and pedagogical shift from content specific learning and assessment to project/problem based learning integrating all content areas. Coupled with this is the implementation of design thinking as a new flexible pedagogical model to create a new educational culture. Learning becomes solving complex problems instead of learning content specific skills. Learning shifts away from what is known as an individual to a collaborative open model, and community based not limited to the physical location of a school. Students interact with mentor teachers, each other, and the local, state, national, and global community to vet and iterate solutions to complex problems. Design thinking offers flexible and iterative thinking for teachers and students to design learning and solutions meeting the needs of the community affected. To accomplish this, 6-12 teachers will design interdisciplinary units and engage students in project/problem based learning. High school students have two choices. In both cases, a student works with a mentor teacher. The first option is identify internship with local companies based on their career interests. The second is to design a year long capstone project. In both options, students identify areas of career interests and then work with a mentor teacher to enact a plan. The final step is to present their experience and/or findings. In both schools, students will learn and use a variety of technology and mechanical tools such as 3D printers, CNC machines, wide format printers, and video/audio recording to produce solutions to problems. The innovation is to shift the culture of learning to collaborative work for teachers and students at the middle school and high school using a variety of tools. Classrooms become places to meet, communicate, and share ideas within the larger context of learning. In essence, these places become flex spaces where students go to get expert help from content experts vs. arriving at a place to learn only one thing. Professional development will be ongoing continuously building pedagogical and technical capacity in teachers. PD will come from a variety of sources both internal and external depending on needs. If the learning paradigm is to be shifted then sufficient professional learning is needed to support teachers.

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.

As a result of redesigning the school experience for students, one goal is to increase engagement in learning and achievement. Ownership of learning improves through the design process because students determine their own learning needs leading to deeper learning of standards. These data points will be measured by a student survey that will be completed each year of the project. Finally, student achievement and growth is paramount. Student in grades 6-10 will increase achievement scores on the ELA Ohio Online Assessment by 20%. Establishing deeper teacher collaboration and design of interdisciplinary units that move learning away from one content at a time, to learning that is integrated between content areas is another main goal of this grant. The design process will allow teachers to design flexible learning experiences. Measurement of these teaching outcomes will be monitored by teacher surveys, creation of interdisciplinary units, professional development training and PLC data.

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.

Assumptions made include: Collaboration leads to greater learning as a result of discussion and group work. Teachers will accept shifts in instructional practices that deviate from traditional teaching methods. Reallocation of time to flexible learning time is important to continuous learning. Redesign of classrooms will create engaging learning environments. Project/problem based learning results in higher student achievement and engagement. Interdisciplinary unit design replaces traditional unit design. Students may not buy into owning their own learning, working as learning teams, or the intrinsic desire to learn deeply.

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

Teachers at the middle school work as teams to design differentiated learning experiences with students using a concept called unit pages. In the unit page, students work at their own pace to master standards at their own pace. Teachers have caused students to own their learning by keeping track of their progress. Students are mastering standards in less time with deeper learning. Additionally, BBHCSD began a 1:1 initiative by providing students with their own devices in the 2015-2016 school year. This step has allowed teachers to design learning experiences that are more engaging and personalized.

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).

Teachers from each of the different content areas will collaborate to design and implement interdisciplinary units based on themes. They will use project/problem based learning to structure these units while employing principles of design thinking as an approach to teaching and learning. Students will be placed into learning teams to foster 21st Century skills. Assessment will take on two dimensions: presentations and authentic products produced, and traditional computer based or paper/pencil tests. Both assessment types are needed. Presentation and authentic products allows teachers and students to assess the quality of real life work in comparison to the problem to be solved. Students will also have to take a state test to determine their growth as a learner. To leave out the latter assessment piece is to deny the reality of state mandated tests.

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

Three types of data will be collected: content specific pre and post assessment data, state test data, and student survey data. Content specific pre and post assessment will be collected longitudinally to determine to what depth students learning content specific skills. State data will be used to a guidepost to determine strengths and deficiencies lie, and then use this information tweak instructional unit design. The final set of data will come from a survey students will receive multiple times in the school year. The survey will probe student's

perception of learning in teams, teachers as mentors, ownership of learning, and depth of learning. This qualitative data will help teacher and administrators iterate learning experiences using the design thinking process.

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

Our grants scope of work is built on developing a learning model for which students need to assess and problem solve. We understand that along with any design process, goals and initiatives need to be monitored and evaluated. Our goals are fluid and will allow our progress toward these goals to be challenged and changed with research and best practices. Our Advisory Committee will guide this process.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

The districts desired outcome is to provide 21st Century learning and therefore move from traditional textbook purchases to utilizing digital open education resources. Textbooks lend learning to be content specific and take away from the grant goals of interdisciplinary learning.

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.

An assumption we are making, is that our textbook purchases cost will go down as we will continue to utilize less expensive or free online teaching and learning tools. This will allow us to reallocate funding towards professional development, purchase of materials, and new technology in the future.

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

The 1:1 initiative at the Middle School is an example of an early effort reduce the cost textbook purchases, going paperless, while providing high quality online free resources for students to use. As a district we have also employed 2 1/2 Learning Coaches. One of our part-time coaches jobs is to help imbed the state sciences curriculum as articulated in the new standards.

500000 iv. Please enter the Net Cost Savings from your FIT.

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

\$500,000 saving over the course of five years will be saved in curricular purchases.

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

Our grants scope of work is built on developing a learning model for which students need to assess and problem solve. We understand that along with any design process, goals and initiatives need to be monitored and evaluated. Our goals are fluid and will allow our progress toward these goals to be challenged and changed with research and best practices. Our Advisory Committee will guide this process.

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

i. List the desired outcomes.

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

This initiative calls for a reworking and redesign of several spaces at both the Middle and High schools. These common lab spaces will be available to all teachers and students. There will be professional development offered to educate all teachers on how to use and best implement the technologies into their units. As an innovative solution to get more technology and supplies into the classrooms. Carts will be created by the Middle and High school leaders that include equipment needed for students to begin designing in the classrooms. This will allow even greater access to the common spaces.

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.

It is assumed that the spaces will be available to teachers and students as they need them. With this new design we will need to assume the need to engage teachers on how best to utilize these open areas. Another assumption is that teacher will begin to collaborate together and more interdisciplinary project-based initiatives will be developed.

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

Currently the middle school has a dedicated STEM space filled with technology and mechanical tools. It is open to teachers to use, but is very restricted because classes are currently being taught here. Presently there is an elective wheel offered of STEM, computers and art. These teachers have begun planning interdisciplinary project based units. The high school tech education space is also open to teachers to bring classes down, but is restricted at times because classes are being held there regularly. Currently, the art and music teachers have begun to initiate projects that incorporate machinery and technology only found in a tech-ed room.

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.

71.2%. We do not anticipate any change as \$100,000 annual reduction in expenditures as it is only .2% of our general fund budget.

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.

One outcome would be to have teachers use the design lab spaces at least once a semester. Teachers will receive professional development on all of the new pieces of equipment and how to integrate them into interdisciplinary project/problem based unit designs. Students will use the majority of the tools. Teachers will rate their comfort level of use as a school progresses, and reflect on how they have integrated the tools in the lab into units. Students will rate their comfort level of use and mastery of the tools at the beginning, middle, and end of the school year.

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

Our grants scope of work is built on developing a learning model for which students need to assess and problem solve. We understand that along with any design process, goals and initiatives need to be monitored and evaluated. Our goals are fluid and will allow our progress toward these goals to be challenged and changed with research and best practices. Our Advisory Committee will guide this process.

d. Implementing a shared services delivery model

i. List the desired outcomes.

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

Enhancements to our teachers, course offerings, and community collaboration will occur through the implementation of this grant. Professional development will be provided for designing interdisciplinary units, collaboration time, and learning new technology. Collaborations between teachers is key to providing students with rich and authentic learning experiences. These will result in courses that integrate the need for design thinking in problem based units. The Middle school and High school will coordinate high school students to mentor the middle school students with technology and design skills. Partnering with the community is an important component of this initiative. The schools will connect with community businesses for internship and ongoing discussions about needs for jobs, employment, and 21st century skills. At the Middle School, students will be introduced to a variety of available careers. Academic internship will be offered to all high school students.

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.

Teachers willing to work collaboratively to design integrated interdisciplinary units. Another assumption is their belief that this redesign of learning will be beneficial for students. Coupled with this is the idea that this type of learning will raise test scores adding to their value added data for each student. Teachers may prefer traditional teaching environments and methods. There is the assumption that the businesses within the community will want to collaborate taking on high school students for internship. It is assumed that students will want to embark on an internship with a local company to gain workforce experience. Students may not want to complete the internship.

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.

Teachers at the Middle School have had professional development for 1:1 focused on designing differentiated learning for all students. They will have redesigned at least one unit integrating technology and strategies for differentiation. This year there is a special wheel to integrate technology, arts, and STEM. Students at the high school have opportunity to complete an internship. At the end of the 2016 school year, 43 out of 365 seniors (11%) took part in an internship. This is an increase from 8% the year prior.

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.

Tracking the use of the design labs by using a Google Calendar to have teams sign up at the Middle School and High School. All teachers and students at the Middle School will be in an interdisciplinary team at the end of the five years. Increase the percentage of high school students completing internships.

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.

Data points include the number of times the design labs are signed out. The number interdisciplinary teaching teams. The number of interdisciplinary units designed. And, the number of internships completed by high school seniors.

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

Our grants scope of work is built on developing a learning model for which students need to assess and problem solve. We understand that along with any design process, goals and initiatives need to be monitored and evaluated. Our goals are fluid and will allow our progress toward these goals to be challenged and changed with research and best practices. Our Advisory Committee will guide this process.

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.

1,000,000.00 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.

Visionary thinking and design requires inspirational learning environments, technologies, and professional development on the design process. To provide students with an innovative 4C Lab, remodeling of the Middle and High School will be necessary: Middle School (\$160,000) and High School (\$150,000). These cost include creating open, flexible, and creative spaces. A variety of equipment will be necessary to furnish the labs with all the necessary tools to foster design thinking and problem solving: Middle School (\$160,000) and High School (\$330,000). It is anticipated that the equipment will have minimal maintenance, repair, and replacement costs, which are reflected in the anticipated recurring costs portion of the financial document. In order to prepare for successful implementation of this project, we must train all of our teachers on integration of units, the design process, and technology (\$200,000).

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

6,000.00 a. Sustainability Year 1

6,000.00 b. Sustainability Year 2

6,000.00 c. Sustainability Year 3

6,000.00 d. Sustainability Year 4

6,000.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

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

The recurring costs associated with the project past the grant period are minimal. It is anticipated that there will be a need for approximately \$3,000 per building for maintenance, repair, and replacement of some 4C Lab equipment. As teams of teachers begin to integrate the curriculum, there will be a reallocation among funds across the curricular departments to cover the annual maintenance of the labs.

94.00 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.

A cost saving of \$100,000 per year in books and other supplies is estimated with the integration of the curriculum. With an approximate yearly cost of \$3,000 per lab, a 94% savings a year. ($\$3,000 \times 2 / \$100,000$)

6.00 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.

Reallocations of these funds will come from the districts instruction and curriculum budget. With the change from isolated learning of content areas, there will not be a need to purchase mass or whole sale adoptions of textbooks. We are looking to provide guidance to our teacher on how to prepare unit designs, wrapped around standards that utilize multiple educational tools. In addition we will first utilize the wealth of online resources afforded to us via the web prior to looking for purchased 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 July 2016 - October 2016

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

According to the Straight A Grant timeline, grants are to be approved on 6/20/2016. Immediately following award notification, our implementation team will begin meeting to finalize design, construction and professional development. An advisory board of parents, teachers, and community members will meet with the implementation team during the planning phase. The rooms that will be transformed to the 4C Labs will get cleaned out and the team will work through September 2016 collecting construction bids. Professional Development will begin for teachers before the start of the 2016-2017 school year. This will allow teachers to begin working together on interdisciplinary units. As soon as funds are received (October 2016), scheduling for construction will begin. Construction of the 4C labs will conclude in January 2017.

22. Implementation (grant funded start-up activities)

a. Date Range July 2016 - May 2021

b. Scope of activities - include all specific completion benchmarks

2016-2017 School Year: Preparing and Training August 2016-Project Implementation Team meets and begins plans and ordering for 2016-2017 school year. August 2016-Advisory Board created. Members include parents, students and educational/business leaders. August 2016-2017 Small pilot team of teachers at the Middle School and High School would be formed. August 2016-June 2017 Teacher PD on design thinking, creation of interdisciplinary units and technology/machine training. January 2017-Grand Opening - 4C Lab spaces June 2017-Evaluation of implementation and projects. 2017-2018 School Year: Implementation, Training and Analysis August 2017 - June 2018 Middle School Sixth grade team completely immersed in interdisciplinary curriculum design using project/problem based learning. August 2017-June 2018 High School Technology Education, Business, Art and WBEE-TV departments will create a seamless curriculum for the development of "Shark Tank" themed class. Ongoing PD. June 2018 Evaluation of Implementation and Projects 2018-2019 School Year: Implementation, Training, Analysis, Refining and Sharing August 2018 - June 2019 Neighboring districts will be invited to continuing PD opportunities August 2018-June 2019 Teacher PD on design thinking, creation of interdisciplinary units and technology/machine training August 2018 - June 2019 Middle School Learning best practice from the pilot interdisciplinary teams, a full team of teachers and students per grade level will be implemented. August 2017- June 2018 High School Implementation of "Shark Tank" class where community members, local businesses are the sharks and the students individual or group projects will be presented for evaluation. Use of 4C Lab mobile computer cart will be utilized. 2019-2021 School Years: Training, Analysis, Refining and Creating Community Partnerships Continued analysis and refining, with guidance from Advisory Board and Implementation Team Strategize curricular improvements.

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

a. Date Range 2021 and beyond

b. Scope of activities - include all specific completion benchmarks

2021 - 2022 Grades 6-12: Continued support from the project team. Grades 4-5: Present the methodology and theory behind teacher teams, interdisciplinary unit design, differentiation, design thinking, and technology integration. Design and assembly of mobile design labs. PD for interdisciplinary unit design, design thinking, and technical skills. One interdisciplinary unit designed. Grades K-3: Presentation of the grant, its goals and outcomes, and how it has furthered learning in grades 6-12. 2022-2023 Grades 6-12: Continued support from the project team. Grades 4-5: Implementation of the first interdisciplinary unit. Reflect and refine the first unit. Design of two interdisciplinary units using

project/problem based learning. Continued PD on unit design, differentiation, design thinking, and technology. Grades K-3: Design and assembly of mobile design labs. PD for interdisciplinary unit design, design thinking, and technical skills to operate technology. One interdisciplinary unit designed. 2023 - 2024: Grades 6-12: Continued support from the project team. 4th/5th grades: Implementation of the two new interdisciplinary units. Reflect and refine the three units now in place. Design of two interdisciplinary units. PD as needed. Grades K-3: Implement the interdisciplinary unit. Reflect upon and refine the unit after completion. Design of two interdisciplinary units. PD for interdisciplinary unit design, design thinking, and technical skills to operate technology. 2024 - 2025: Grades 6-12: Continued support from the project team. 4th/5th grades: Implementation of the two new interdisciplinary units. Reflect and refine the four units now in place. Design of one interdisciplinary units. PD as needed. Grades K-3: Implement the interdisciplinary unit. Reflect upon and refine the unit after completion. Design of two interdisciplinary units. PD as needed.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. Describe the expected changes to the instructional and/or organizational practices in your institution.

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The critical instructional shifts are varied. One instructional shift will be a move away from teachers designing learning as individuals to instructional design as a team. Teacher teams will design integrated interdisciplinary learning experiences using project/problem based learning. A second shift is the move from traditional learning design to project/problem based learning. Additionally we will learn to utilize design thinking in education where teachers use this process to redesign learning experiences and spaces. Teachers will become comfortable about leaving the role as the giver of knowledge to mentor/coach/facilitator learning alongside students. Finally, a seamless integration of available of the available technology in design labs into all content areas.

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:

Project evaluation will be ongoing and performed and monitored by the Advisory Committee. Contact information is: Maggie Niedzwiecki
Phone 440-740-4028

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.

Our evaluation plan includes formative and summative evaluation throughout the implementation timeline, as well as providing the project implementation team with real time assessments to support desired outcomes. Information from formative evaluation will be shared through a final published report available online and through presentations at Advisory Board meetings. Interim evaluation reports will be created and shared in September of each project year. The project implementation team will manage a mixed -methods approach combining both qualitative and quantitative analyses. Formative evaluation will rely structured observations and focus group analysis to capture the views of stakeholders who play a project role. Pre- and post- surveys will be used with participating teachers to track engagement, satisfaction and implementation concerns. Quarterly meetings will be held to review data and analysis. We will track and report the effectiveness of the project related to all the outcome goals identified. Multiply evaluation measures have been identified. The following will be used but not limited to: student survey, teacher survey, parent survey, state growth and achievement data, the number of integrated unit designs, creation of a new schedule, professional development, and tracking the use of design labs at the Middle School and High School.

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 4C model can be replicated and scaled up not only within our district but in other districts. The implementation time depends on whether districts have certain cultural aspects in place. For instance, the current Middle School STEM classes were established prior to expansion of the proposed design labs. Further, the Middle School has initiated a 1:1 program that has built capacity in teachers to use new pedagogical methods that include differentiation strategies and blended learning. At the High School, students have access to technology education that includes robotics, programming, CAD, and woods immersed in project/problem based learning. It is likely another district can replicate the 4C model. Replication can take place at the elementary schools creating mobile design labs for teachers and students. The mobile design lab would be a series of carts fitted with technology and materials that students use to design solutions to authentic problems. Teachers

could work in teams to design integrated interdisciplinary units. Other districts will find this model useful because it models how to create a new, or further, an existing culture of teaching and learning that strives to deeply engage all students. Replication of the design labs can start small where schools begin with carts filled with materials students use to design solutions to problems. Tools and materials can be added to design labs at the middle school and high school levels over time. It brings together personnel, technology, design thinking, and project/problem based learning in ways that cause students to own their own learning. This model, because of its focus on student centered learning, offers districts a tangible method for shifting the education paradigm. Publications can include print media distributed to the community, local businesses, and other school districts. Creating and maintaining a website/blog will make resources and ideas available 24/7.

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

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

I accept PJoseph Madak, Interim Superintendent, Brecksville-Broadview Heights City Schools May 6, 2016, I accept Richard Berdine, Brecksville-Broadview Heights City Schools May 6, 2016 I accept Maggie Niedzwiecki, Director of Curriculum and Instruction, Brecksville-Broadview Heights Schools May 6, 2016

Consortium

Brecksville-Broadview Heights City (043646) - Cuyahoga County - 2017 - 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

Brecksville-Broadview Heights City (043646) - Cuyahoga County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Partnerships

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

Implementation Team

Brecksville-Broadview Heights City (043646) - Cuyahoga County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Maggie	Niedzwiecki	Director of Curriculum and Instruction and Grant Manager	As the Director of Curriculum and Instruction and Grant Manager, Maggie will ensure the vision and implementation of the grant continues to meet the districts goals. She will develop a Grant Advisory board to help provide coherence and guidance to the Implementation Team. She will be responsible for relationship management between our schools and building community partnerships in the future.	Maggie has not only been an educator within multiple districts she has also, worked at the Ohio Department of Education. She understands the need to reinvent and invigorate education for all learners. Her work at all levels has been wrapped around the understanding "All Students Can Learn"! With that said, she knows that we need to develop opportunities for all students to be able to show us their best. She has provided many learning and training opportunities through-out the state to build capacity for 21st Century Learning.	Maggie was the Director of Race to the Top for the State of Ohio. She understands the purpose of developing and implementing innovative educational opportunities for students that accelerate achievement and growth for all students. She knows how to work collaboratively with multiple stakeholders to build consensus for innovation. Maggie understands how to develop and monitor scopes of work that are aligned to measurable goals,	BA John Carroll University MA Cleveland State University Administration and Superintendent Licensure JCU and Kent State University	20	
Vanessa	Russell	STEM Teacher	Vanessa is a core member of the grant writing team. She will be our lead teacher for the grant at Brecksville-Broadview Heights Middle School. (BBHMS) She will be in-charge of working collaboratively with our BBHMS Redesign Team. These team members were part of our planning for the writing and are our teachers in the classroom designing the learning for our students.	Vanessa has been a Middle School teacher for ten years. She is BBHMS STEM Team Leader. Her visioning and ingenuity for redesigning what education looks like during the school day will be essential to our success.	Since Vanessa started in at Brecksville-Broadview Heights Middle School, she has written over 10 grants for an overall award winnings that exceeds \$70,000. She is highly qualified at leading this endeavor with our middle school teachers, in collaboration with BBHMS administration.	BS in Biology from The Ohio State University MEd Education from The Ohio State University EdS Teacher Leadership Walden	100	
Scott	Kinkoph	Brecksville-Broadview Heights K-12 Instructional	Professional development Sustaining the vision Technology integration	Technology consulting for school districts in Ohio Keynote speaker for the	Professional development at the state and local level for project based learning,	Bachelor of Arts in Elementary Education Masters in Instructional	20	

		Coach		future of schools Grant writing	technology, and 1:1 Instructional technology coaching Instructional coach	Technology		
Craig	Kowatch	Technology Education Teacher, Technology Dept. Chair, Robotics Club Advisor	Craig is a core member of the grant writing team. He will be our lead teacher for the grant at Brecksville-Broadview Heights High School. (BBHHS) He will be in-charge of working collaboratively with our BBHHS Redesign Team. These team members were part of our planning for the writing and are our teachers in the classroom designing the learning for our students.	Craig is a Team Leader at BBHCSD and has been teaching technology education for the past 20 years. Craig is a member of the Northeast Ohio Technolgy Teachers Association and Northeast Ohio VEX Partners.	Craig has written multiple grants for his technology and robotics classes and clubs.	BA Technology Education from Kent State University Masters Degree in Teaching from Marygrove College	100	