

Budget

Georgetown Exempted Village (045377) - Brown County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (95)

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

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		13,857.82	1,908.67	104,400.00	0.00	32,000.00	25,356.00	177,522.49
Governance/Admin		6,422.18	1,133.33	0.00	0.00	0.00	34,580.00	42,135.51
Prof Development		0.00	0.00	229,000.00	0.00	0.00	0.00	229,000.00
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	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		20,280.00	3,042.00	333,400.00	0.00	32,000.00	59,936.00	448,658.00
							Adjusted Allocation	0.00
							Remaining	-448,658.00

Application

Georgetown Exempted Village (045377) - Brown County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (95)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Project APPLE: Assuring Positive Professional Learning Experiences

2. Project Tweet: Please limit your responses to 140 characters.
Teachers and administrators co-create positive professional learning systems that support self-improving educators, schools and districts
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				
29 Pre-K Special Education	137 K	148 1	150 2	147 3
147 4	151 5	147 6	136 7	145 8
166 9	140 10	143 11	115 12	

Year 1				
29 Pre-K Special Education	137 K	148 1	150 2	147 3
147 4	151 5	147 6	136 7	145 8
166 9	140 10	143 11	115 12	

Year 2				
29 Pre-K Special Education	137 K	148 1	141 2	156 3
152 4	143 5	156 6	139 7	139 8
166 9	125 10	146 11	124 12	

Year 3				
29 Pre-K Special Education	137 K	148 1	141 2	147 3
161 4	148 5	148 6	148 7	142 8
160 9	125 10	131 11	127 12	

Year 4				
29 Pre-K Special Education	137 K	148 1	141 2	147 3
152 4	157 5	153 6	140 7	151 8
163 9	119 10	131 11	112 12	

Year 5				
29 Pre-K Special Education	137 K	148 1	141 2	147 3
152 4	148 5	162 6	145 7	143 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.

Over 40% of districts in Ohio have less than 1,000 students and 100 teachers. This proposed innovation is designed to help small districts create and sustain professional learning systems that are personalized, competency-based, job-embedded, and collaborative. Our theory of change is to design, test, and scale an efficient and effective process for professional learning system redesign that is aligned with the Ohio Improvement Process and can be used by districts across the state.

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

First and last name of contact for lead applicant

Chris Burrows

Organizational name of lead applicant

Georgetown Exempted Village School District

Address of lead applicant

1043 Mt. Orab Pike, Georgetown OH 45121

Phone Number of lead applicant

937-378-3730

Email Address of lead applicant

chris.burrows@gtown.k12.oh.us

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

Teachers spend 10% of their time on PD and less than half say these experiences meet their needs or fit their context (TNTP Mirage Report, 2015). Among all occupational groups, teachers are least likely to agree with the statement that their opinions count at work (Gallup, 2012). Tinkering with the current system will not change these facts. A substantial shift is needed. Most districts have little idea about the impact of their educator evaluation and improvement strategies, plans, and practices. Available evidence suggests that educators do not improve their practice substantially after engaging in PD. Even when evidence of success exists, it seldom documents what conditions and processes led to improvement. Districts in this project recognize the need to significantly improve achievement, growth, and gap-closing results through an evidence-based and integrated professional learning infrastructure that strengthens school culture, collegial trust, and educator capability.

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

A more effective professional learning system requires focused, disciplined and collaborative action between teachers, administrators and PD providers. Fortunately, the appetite for professional learning system redesign is growing-particularly from teachers and principals themselves. This Straight A project engages all educators from two rural districts, Crestview Schools in Van Wert County and Georgetown

Schools in Brown County, with the Ohio Federation of Teachers and Battelle for Kids. The proposed innovation will create a more positive professional learning system based on three design principles: -All participating schools have strong professional learning cultures and team structures where everybody shares responsibility for the success of all students (Fullan, Professional Capital) -All educators engage in a professional learning process that follows a cycle of continuous professional growth: use data to understand student strengths/needs and target areas for improvement; create learning experiences tied to adult needs; make shifts in instructional practice; reflect on the impact on student learning; and repeat the process as new goals are identified (TNTP Mirage Report). -Each educator experiences positive professional learning experiences that are personalized, competency-based, collaborative, and focused on reducing within-school educator effectiveness variability (Hattie, Collaborative Expertise). The three project phases are: 1) DISCOVER: From Aug-Dec 2016 each district will engage all pertinent stakeholders in mapping the current and desired states of professional learning facilitated by BFK 2) DESIGN: From Jan-June 2017 each district will engage all pertinent stakeholders in the development of a comprehensive 4-year professional learning plan 3) DELIVER: From Aug 2017-June 2022 each district will implement their homegrown and evidence-based professional learning system, guided by clear success milestones The Ohio Federation of Teachers serves as the professional association for both districts. Battelle for Kids is both a state and national resource on evidence-based professional learning in areas such as Formative Instructional Practice and Instructional Leadership. Our consortium of two small rural districts, the OFT, and BFK brings a unique set of assets for redesigning professional learning. OFT has access to substantial professional learning resources housed within the American Federation of Teachers. BFK has the capacity to connect the two districts to relevant evidence-based professional learning resources from across the state and nation. Finally, the two districts will connect through virtual peer-to-peer learning and coaching. Assuring positive professional learning experiences requires a fundamental redesign of the current PD system. Redesign starts with a full engagement planning process that takes a candid and evidence-based assessment of every aspect of the current professional learning system (e.g., learning targets, invested resources, use of time, collaboration structures, PD provider quality, etc.) in order to keep, strengthen and spread what works, stop what does not work and start new evidence-based innovations. This project will support all three phases of the innovation-DISCOVER, DESIGN and DELIVER. The result will be two related but distinct professional learning systems that are more relevant, personalized, collaborative, competency-based, and productive. Georgetown will take the lead in implementing peer-to-peer and virtual coaching (the IRIS Connect platform) as a key part of their redesigned professional learning system. Both districts are committed to a shared services approach to supporting their peer observation efforts. As part of project evaluation, BFK will document use and impact of innovations and share findings across both districts, the OFT and districts across Ohio who are part of the 125 district SOAR network.

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.

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.

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

iv. List the specific indicators that you will use to 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).

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

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

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

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

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

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

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

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

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

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

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

i. List the desired outcomes.

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

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

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

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

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

Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

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

d. Implementing a shared services delivery model

i. List the desired outcomes.

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

- Meet or exceed educator effectiveness goals identified by each district through their professional learning redesign planning process (e.g., number and % of teachers who have successfully shifted their instructional practice to standards-based and/or blended learning instruction). -Meet or exceed desired student outcomes identified by each district through their professional learning redesign process and school improvement plan (e.g., critical thinking, problem solving, self-directed learning, academic achievement, work skills). -Establish a sustainable, shared, and evidence-based professional learning delivery model that supports accountability and flexibility (e.g., cost/benefit analyses of specific innovations such as peer observation, virtual coaching, 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.

-Teachers, administrators, and PD preferred-provider partners co-design and co-own the professional learning plan and system -Small rural districts collaborate to better deliver high quality and cost effective professional learning -Feedback loops and data-driven decision making are essential to professional learning effectiveness -Teachers and principals change practice when they develop a shared understanding of high quality instruction and are provided ongoing opportunities to collectively reflect, discuss, deliberately practice, and receive coaching -Job-embedded professional learning systems are aligned with school improvement processes (e.g., OIP) Our theory of change enhances the likelihood that educators will experience positive professional learning experiences leading to substantive changes in everyday practice and desired student learning outcomes. Effective professional learning systems continuously support self-improving educators, schools, and districts.

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

As a member of the Ohio Appalachian Collaborative Georgetown has tested out several of these assumptions. As a small district, Georgetown has been able to augment the depth and breadth of available professional learning resources through its partnership with other OAC districts as well as with BFK, who manages OAC shared PD. These arrangements have been valuable in the growth and support of formative instructional practices and professional learning communities. Using regular surveys Georgetown has developed some important regular feedback loops on which PD works for which teachers in which ways. This has helped focus and improve annual professional development planning. Georgetown has experimented with the use of the IRIS Connect online personalised professional learning platform involving simple video capture tools and on-going support to see real change in educator practice. The Ohio Federation of

Teachers and the American Federation of Teachers have developed many online tools and resources that help teachers and principals develop a collective understanding of high quality instruction and collectively reflect, discuss, deliberately practice, and receive coaching to adjust practice. OFT is committed to helping educators come together around their own practice, to be supported in uniquely tailored ways, and to engage in shared professional learning and development that continuously advances positive student outcomes. Battelle for Kids has applied several of these assumptions through the facilitation of rural-based teacher practice networks across the country; the evidence of success is substantial. Participating educators report they have seen a significant decrease in their sense of geographic and/or professional isolation since participating in cross-district teacher practice networks. BFK's support of the implementation of formative instructional practices particularly in Ohio through districts that comprise the SOAR network has helped increase student growth and performance index measures. BFK has worked with numerous struggling schools around the country to more tightly align their professional learning plans and systems with their school improvement plans. There is solid evidence that such efforts have contributed to improved student outcomes. BFK has studied a high number of teachers across Ohio that have consistently produced high student growth measures across all quintiles. In the 2014 BFK book *The Best Teacher in You* research is presented that one of the key characteristics of self-improving teachers is the capacity to give and receive constructive feedback. Evidence to support every one of these assumptions is widely and easily available in the research literature. -Co-designing and co-owning professional learning system. Brain McNulty, *Lead and Learn*, 2011. -Cross district professional learning networks and online platforms. Anthony Bryk, *Networked Improvement Communities*, 2010. -High quality feedback. John Hattie, *Collaborative Expertise*, 2015. -Collective understanding of high quality instruction and peer to peer support. Andy Hargreaves and Michael Fullan, *Professional Capital*, 2012; John Hattie, *Micro Teaching*. -Alignment of professional learning and school improvement processes. Linda Darling-Hammond, 2010. The TNTP report, *The Mirage*, provides the most recent meta-analysis support of these 5 assumptions. These assumptions also are supported by national standards in professional learning as well as professional associations such as ASCD, NEA, AFT, and AASA. One of the valuable outcomes of this project will be to design, deliver, and validate a productive way to implement these assumptions in small rural districts that often lack sufficient time and resources.

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.

Progress Measures -Annual surveys that assess educator understanding, commitment, and expressed value of the redesigned professional learning system -Annual peer observation data to assess implementation fidelity of professional learning plans and goals - Annual review of readily accessible student performance data such as school report cards and local assessments Evaluation Plan Success Indicators: - Educator effectiveness goals reached based on multiple measures (e.g., number and % of teachers who have successfully shifted their instructional practice to standards-based and/or blended learning instruction). -Student goals reached based on multiple measures that are locally determined (e.g., OIP targets). -Establishment of a sustainable, shared, and evidence-based professional learning delivery model that supports accountability and flexibility (e.g., cost/benefit analyses of specific services such as virtual coaching or professional learning communities).

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.

The qualitative framework for this evaluation will employ a single case study design with multiple and embedded units of analysis (Yin, 1994). The project can be defined as a single case because the two participating districts have similar conditions (e.g. shared size, rural context, demographics). The qualitative data will be collected through ongoing document reviews, periodic semi-structured interviews and surveys with school district personnel, students, parents, and project partners. The case study will provide a rich description of the shared planning and service approach to redesigning professional learning systems in small districts. Examples of pertinent data points for the case study include: a) the number of cross district professional learning experiences; b) scope and quality of use of IRIS connect virtual coaching tools; c) time spent in peer-to-peer professional learning; and, d) change in out-of-school PD and travel costs.

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

Project governed by 9 person implementation team composed of 1 administrator from each district, 2 teachers from each district (1 elementary, 1 secondary), the treasurer from the lead district, 1 PD expert from OFT and 1 PD system design expert from BFK. Evaluation plan includes progress feedback. -Teachers, administrators, and PD partners co-design and co-own professional learning plan. RISK: Original designers leave project. MITIGATION: District plans approved in first year will guide the entire process. Implementation team will orient new members. -Small districts collaborate around shared high quality professional learning. RISK: Distance between Crestview and Georgetown (Van Wert and Brown counties) may unduly inhibit collaboration. MITIGATION: Plan includes at least 2 face-to-face implementation team meetings (alternating sites). BFK connects the districts at many levels of participation from teacher to superintendent. -Feedback loops and data driven decision making are essential. RISK: Small districts not able to carry burdens associated with data collection. MITIGATION: BFK will develop a simple dashboard based on district professional learning plans and existing databases and information resources. -Teachers and principals change practice when they have a shared understanding of high quality instruction and collectively reflect, discuss, deliberately practice, and receive coaching. RISK: New accountability plans and measures tied to recently authorized Every Student Succeeds Act may distract and/or confuse districts. MITIGATION: As design and planning work is conducted in first year of project, implementation team will ensure alignment with ESSA-related accountability. -Job-embedded professional learning system tightly aligned with school improvement process. RISK: District leadership not committed to school improvement processes. MITIGATION: Implementation team will assure alignment.

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.

448,658.00 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.

Explanation for projected expenses is organized around the seven core activities of the project. 1. Cross district implementation team leadership for coordination the work of each district in the discovery phase (mapping current and desired state) and design phase (producing district professional learning plans). The Georgetown Implementation Team expenses include: a total of \$4,392.00 for Leadership (Discovery = \$2,196 and Design = \$2,196) and a total of \$6,383 for teachers (Discovery = \$2,616.50 and Design = \$3,766.50.) The Crestview Implementation Team includes the following costs: total of \$2,196 for leadership (Discovery = \$1,098 and Design = \$1,098) and a total of \$6,383 for teachers (Discovery = \$2,616.50 and Design = \$3,766.50.) 2. Within district professional learning planning and design team costs for Georgetown is \$6,588 for leadership and \$12,766 for teachers and Crestview is \$8,784.00 for leadership and \$12,766 for teachers. 3. Project success management costs include: \$20,000 for BFK Project Management, \$5,400 for collaboration platform, and \$34,000 for BFK to facilitate and support Discovery and Design phases. 4. \$229,000 for 5 year technical assistance contracts to build staff capacity around personalized, competency based, peer to peer and job embedded PD 5. \$32,000 for IRIS connect platform for documenting and coaching professional practice within and across both districts 6. \$45,000 to cover process and outcome evaluation to support both R&D work and project success 7. \$23,000 for the Fiscal Agent/Georgetown This budget is designed to support two desired results at the end of this project: a) both districts have redesigned and coordinated professional learning plans and systems that are job embedded, personalized, competency-based and productive; and, b) successful demonstration of a shared services professional learning planning, design and delivery process that is efficient and effective.

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.

20,535.00 a. Sustainability Year 1

20,535.00 b. Sustainability Year 2

20,535.00 c. Sustainability Year 3

20,535.00 d. Sustainability Year 4

20,535.00 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.

Georgetown: There are two costs associated with the \$12,850.00 per year salaries and wages sustainability cost. First, \$5,850.00 will cover a substitute for one day of professional development and/or observation for every teacher in the district (65). Second, \$7,000 per year will provide a \$175 stipend for 40 lead/core teachers to attend seven monthly one-hour program meetings each year. Likewise, there are two costs associated with the \$2,120 per year fringe benefits sustainability cost. First, \$965.00 will cover a substitute for one day of professional development and/or observation for every teacher in the district (65). Second, \$1,155 per year will provide a \$28.88 in fringe benefits associated with the \$175 per year stipend for 40 lead/core teachers to attend eight monthly one hour program meetings each year. Crestview: One component of the new professional development system is additional peer observation. Each year, the district plans to spend \$3,520 dollars paying for salary for half a day of sub pay for each teacher (64) in the district. Likewise, each year the district plans to spend \$545 paying for benefits for that half day of sub pay for each teacher (64) in the district. Additionally, the district projects to spend \$1,000 per year on maintenance of the PD LMS platform and \$500 per year to create/maintain a data dashboard to see the impact of the changes.

88.00 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.

Georgetown: Two employees work with at-risk students in the areas of Math and Reading. They come in on a regularly every week and are compensated with sub pay. They pull students in small groups and work with them on specific skills during the school day. We annually set aside \$10,000 for these services. As teacher practices improve, we hope to see this number decrease by 20% over the next 5 years. Crestview: Currently, two teachers teach three periods of CARE (Credit Recovery Program.) As the quality of teaching increases due to the new professional learning program, the number of students requiring credit recovery should decrease. They are assuming the following reduction in teacher salary and benefits to cover the classes: FY17 no change, FY18, no change, FY19 reduce to two classes, FY20 holds at two classes, FY21 reduced to one class, and FY22 reduced to one class. Additionally, the district expects the number of students who attend summer school to decrease during the sustainability period at the following rate: 40% in FY19, 45% in FY20, 50% in FY21, 55% in FY21, and 60% in FY22, which will reduce the amount spent on online program fees.

12.00 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.

Georgetown: Each year \$14,000 that was previously budgeted for professional development will be reallocated to cover the sustainability costs. Additionally, \$16,000 budgeted for IRIS Connect license renewal will be covered as part of the grant period. Crestview: Each year \$960 in salaries and \$140 in fringe benefits to pay substitutes to cover ten days for teachers to attend conferences will be reallocated to cover the costs associated with the new professional development system. Additionally, \$3,000 a year previously allocated to pay teachers/administrators to attend conferences and \$1,500 to hire outside professional development providers will be reallocated to cover the costs associated with the new professional development system.

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 7-12/2016

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

This planning phase will be used to lay implementation groundwork by establishing the necessary infrastructure; including the 9-person cross-district implementation team and establishing the evaluation plan so that baseline data can be collected. This time also will be used to map current and desired states of professional learning systems in each district, organized around the five assumptions identified in section 9ii of this proposal. 7-8/2016: BFK gathers baseline data on current professional learning system in both districts (e.g., PLC/TBT structure) 8/16 Project description, timeline and ways to engage shared through multiple channels (e.g., back to school invocation, school staff meetings, formal district communications, social media) BFK will work with each district to develop and implement an ongoing project communications strategy that builds maximum buy-in of key stakeholder 8/2016: BFK develops project management dashboard implementation team will use to track progress 8/2016: Kick off project Implementation Team meeting in Georgetown (Bfk facilitates) 8/2016: Kick off professional learning design team meeting in each district (Bfk facilitates) 9/2016: Staff survey on current and desired state (Bfk facilitates) 9/2016: Current state mapping session/each district (Bfk facilitates) 10/2016: Desired state mapping session/each district (Bfk facilitates) 11/2016: Implementation Team meeting in Crestview (compare and contrast current/desired state mapping) 11-12/2016: Get feedback of current/desired state mapping from all leadership and staff from both district 12/2017: District Professional Learning Design Team selected and trained (Bfk) 12/2016: Finalize current/desired state mapping with design teachers from each district (Bfk facilitates) To avoid confusion, the project implementation team coordinates project work across both districts and a separate design team in each district oversees the design and implementation of the personalized learning plan.

22. Implementation(grant funded start-up activities)

a. Date Range 1/2017-6/2022

b. Scope of activities - include all specific completion benchmarks

In this phase of implementation, each district will produce a professional learning plan that will be implemented over the life of the project organized around four professional learning plan implementation milestones: personalized PD, peer observation and coaching, competency-based PD, and job embedded PD. A PL design team will be established within each district composed of staff and administration to oversee the development of the PL strategic plan as well as its implementation over the course of the project. At the end of this project both districts will have an evidence based and cost effective professional learning system that supports self-improving educators, schools and systems.

1/2017: Assessment of the state of formative instructional practice in each district 1/2017: Establish virtual cross-district principal and teacher leadership PLCs (BFK facilitates) 1/2017: Establish professional learning plan design team within each district (BFK facilitates) 1/2017: Virtual Implementation Team meeting (BFK facilitates) 2-5/2017: Assess IRIS Connect implementation in Georgetown (BFK) 2/2017: Virtual Implementation Team meeting (BFK facilitates) 2/2017: Kick off Professional Learning Strategic Planning in each district (BFK facilitates) 3/2017: Virtual Implementation Team meeting (BFK facilitates) 3/2017: First draft of Professional Learning Plan reviewed by PL design team (BFK) 4/2017: Virtual Implementation Team meeting (BFK facilitates) 4/2017: Second draft of Professional Learning Plan reviewed by PL design team (BFK) 4/2017: Staff survey of draft professional learning plan elements (BFK) 5/2017: Virtual Implementation Team meeting to compare and contrast professional learning strategic plans (BFK facilitates) 5/2017: Professional Learning Plan finalized by PL design team 6/2017: Face-to-face Implementation Team meeting (site to be determined) 6/2017: PL design team meeting 6/2017: Five-year PD service contracts determined aligned with PL plans

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

a. Date Range 7/2017-6/2022

b. Scope of activities - include all specific completion benchmarks

Regular meetings and refinement are the keys to sustaining this program. It will be imperative that the professional learning design team properly manage the implementation of the plan in each district and that the project implementation team properly manages sharing lessons and services, where appropriate, across both districts. The implementation of the 5-year Professional Learning System (design and approval completed by end of planning year), and the beginning of implementation year will follow four phases: a) personalization; b) peer observation and coaching; c) competency-based; and, d) job-embedded. By the end of this project, these two districts will have a coordinated professional learning system that simultaneously advances their individual plans and collective ambitions in a cost effective way. The aim is for this project to evolve into a state and national model for next generation professional learning. The partnership with the OFT will help immensely.

Communication The key to effective implementation is persistent communication. BFK will work with both the cross-district Implementation Team and the district PL Design Team to assure full and transparent communication throughout the project. A variety of channels will be used including formal communications in each district, a project webpage, a collaborative shareware (e.g., Basecamp) and social media. The annual progress reports from the evaluator will be widely disseminated and inform the deliberations of both the Implementation Team and district design teams. Budget includes resources for internal and external branding of professional learning plans to build awareness and support. Coordination The project implementation and district PL design teams will be coordinated through BFK with a focus on minimizing time spent in meetings and maximizing coordination of effort. The project implementation dashboard will help keep things on track.

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:

This project particularly emphasizes one of the 5 assumptions identified in section 9---Teachers and principals change practice when they develop a shared understanding of high quality instruction and are provided ongoing opportunities to collectively reflect, discuss, deliberately practice, and receive coaching. However, all five assumptions provide the desired changes this project wants to support in terms of instructional and organizational practices. For a new professional learning system to meet all 5 assumptions, the following organizational changes and instructional practices must occur. -OTES, OPES and OIP are seen as aligned and positive tools for self-, school- and system-improvement -PD time, team time and professional learning time are better aligned and more productively used -Principals and teacher leaders are prime implementation drivers of professional learning plans -Evidence of PD effectiveness is constantly used to inform professional learning planning and decision making -Peer observation and coaching become normative and regularly occurring through face-to-face and technological platforms (e.g., IRIS Connects) -Collegial relationships and "professional capital" are nurtured within and across borders of both districts -Robust, regular and transparent communications to all stakeholders -Project evaluation data openly shared and used to make good professional learning system adjustments -Personalized professional learning plans grounded in competency-based PD -Hassle free PD: better use of time, more opportunities for blended face-to-face and online PD

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:

Battelle for Kids 1160 Dublin Road Columbus, Ohio 43215 614.481.3141

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.

BFK will manage the evaluation plan with assistance from the OU Voinovich School of Leadership and Public Affairs. BFK will maintain regular consultation with the Implementation Team composed of a representative from the OFT and two teachers, one administrator from each of the two districts. The evaluation plan requires both process and outcome measures. Outcome components will track and report the effectiveness of the project related to desired goals. Process components will document the implementation of the project, fidelity to project design, and any mid-project changes made. We will utilize a mixed-methods approach. The qualitative framework for this evaluation will employ a single case study design with multiple, embedded units of analysis (Yin, 1994). The project can be defined as a single case because the two districts have similar conditions (e.g. shared size, rural context and demographic profile). The qualitative data will be collected through ongoing document reviews, and periodic semi-structured interviews with school district personnel, students, parents, and project partners. The case study will provide a rich description of the implementation and success of key aspects of the project such as personalized, job embedded, competency-base and collaborative PD. The quantitative component will deploy a time series design using 2 years of baseline data on goal indicators as well as outcome indicators, and tracking these indicators across the life of the project. Both quantitative and qualitative methods will be used to assess progress and measure overall impact. First, surveys will be administered over each year of the project to a random sample of participating teachers and administrators to assess understanding and commitment to the redesigned professional learning system. Second, one site visit of districts will be conducted at the end of the first, third and fifth years to assess implementation progress. Third, data from existing databases will be reviewed across years to explore changes and trends in educator performance and development. Where appropriate data will be disaggregated. Fourth, at the start and close of each project year top leadership of the project will be surveyed and participate in one focus group to assess implementation progress. Quantitative and qualitative data will be triangulated and presented in annual progress report and one final impact report at the close of the project. There are three major research questions: -What is the impact of the redesigned professional learning system on educator perspectives of value, relevance, and use in practice? -What are the key supports and hindrances to moving to a redesigned professional learning system? -How do peer-to-peer coaching platforms such as IRIS Connect both reduce geographic and professional isolation and build professional capital both within and across schools and districts? Summary Evaluation Milestones Timeline: Yr 1: Professional Learning (PL) Plan Report; Baseline data; Surveys; Focus Groups Site Visits, Communication Audit Yr 2: PL Plan Progress Report; Performance Data; Surveys; Focus Groups, Communication Audit Yr 3: PL Plan Progress Report; Performance Data; Surveys; Focus Groups; Site Visits, Communication Audit Yr 4: PL Plan Progress Report; Performance Data; Surveys; Focus Groups, Communication Audit Yr 5: PL Plan Progress Report; Performance Data; Surveys; Focus Groups; Site Visits, Communication Audit Yr 6: Final Evaluation Report To better assure stakeholder engagement, BFK will conduct yearly communications audits to make sure essential communications are happening at the right time in the right ways. These audits will be shared with both the project implementation team and each district's PL design team so that adjustments to communications can be made in an appropriate fashion.

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 current and desired mapping and related strategic planning process will be documented through project evaluation and this information will be made available without cost to all of Ohio's school districts through the BFK Ohio portal website. Lessons learned will be shared through a variety of state and national platforms: OFT and AFT conferences and publications; BFK's Educators Connect for Success Conference in June of each year (over 1000 attendees mostly from Ohio); and the Rural Education National Forum in October of each year (500 attendees); the National Rural Education Association's national convening (300 attendees); rural teacher practice networks across Ohio (Ohio Appalachian Collaborative) and the country (rural collaboratives in 16 states that are affiliated with BFK rural work); and national professional learning redesign organizations, such as Learning Forward. The project is designed to be efficiently and effectively scaled up in districts, particularly small districts, with special attention on minimizing teacher time out of the classroom and principal time out of the school. This project is basically composed of key elements that can be readily scaled. First, a simple PL design team infrastructure (cross and within district) that promotes current/desired state mapping, constructs outcomes-based five-year professional learning plans, and builds and teacher leadership commitment and capacity to implement the plan. Second, design professional learning around an evidence-based approach to personalized, competency-based, and job-embedded PD with peer observation and coaching as the most essential dynamic. Third, connect professional learning system with school improvement process (e.g., OIP). The proposed innovation will be very helpful to Ohio districts as they efficiently and effectively implement any policy and accountability imperatives connected to the newly authorized Every Student Succeeds Act.

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).

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.

Consortium

Georgetown Exempted Village (045377) - Brown County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Chris	Burrows	937-378-3730	chris.burrows@gtown.k12.oh.us	Georgetown Exempted Village	045377	1043 Mount Orab Pike, Georgetown, OH, 45121-8440	
Trent	Kreischer	419-749-9100	Kreischer.trent@crestviewknights.com	Crestview Local	050351	531 E Tully St, Convoy, OH, 45832-8864	

Partnerships

Georgetown Exempted Village (045377) - Brown County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Melissa	Cropper	614-258-3240	mcropper@off-aft.org	Ohio Federation of Teachers, AFT, AFL-CIO		1251 E. Broad Street, , Columbus, OH, 43205-1487	
Brad	Mitchell	614-488-5437	bmitchell@bfk.org	Battelle for Kids	008228	1160 Dublin Rd, Columbus, OH, 43215-1052	

Implementation Team

Georgetown Exempted Village (045377) - Brown 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
Chris	Burrows	Superintendent	Chris will serve as the Professional Learning System Design lead for his district. In this role, he will select and support the implementation team to ensure they conduct current mapping and establish a design process for the first year as well as serve on the nine person implementation team governing group who will meet regularly throughout the project.	5 years as superintendent in Rural and Appalachian districts. Have led a 1:1 district wide initiative to ensure all students, regardless of economic status has access to technology for learning. Taught as an adjunct for Ohio Dominican (Teacher Leadership Courses)	Helped to facilitate one of the first BIG Straight A Grants with the Ohio Appalachian Collaborative. Served on a superintendent advisory board to Gov. Kasich in the last 2 budget cycles as well as Dr. Ross's advisory council. Currently serve the Ohio Appalachian Collaborative as a member of the Steering Committee and the designee to advocate for CCP on behalf of Rural Districts in Ohio.	Bachelors of Science from Wright State University, Masters of Educational Leadership from University of Dayton, Superintendent Coursework th	5	
Tuesday	Nichols	Elementary Teacher	Tuesday Nichols will serve as the elementary teacher lead on the professional learning system design team as well as one of the members of the nine team implementation governing group who will meet regularly throughout the project.	Tuesday is our ES union rep. She has high achievement and growth scores with her students regardless of the grade level she teaches. She knows the pulse of the building and is not afraid to lead. She has a lead teacher endorsement as well as a Reading endorsement. Her teacher certification is K-8	Tuesday has served on the Building Leadership Team for several years. She most recently volunteered to move to the 3rd grade because she wanted to ensure ALL our students were reading at grade level by the time they left her classroom.	Bachelors Degree k-8 education, Masters in Educational Leadership, Teacher Leader Endorsement, Reading Endorsement	3	
Eric	Toole	Treasurer	Eric will serve as one of the members of the nine team implementation governing group who will meet regularly throughout the	12 years as a school district Treasurer, including the last 9 at Georgetown. Eric is a certified public accountant (CPA). Prior to becoming a school district treasurer, Eric worked for the State Auditor's Office for 7 years in the roles of Assistant Auditor, Audit	Accounted for numerous grants for the school district, including Teacher Incentive Fund (TIF), Straight A (through OAC	Bachelors of Science in Accounting and has been a CPA for 19 years.	2	

			project as well as be the fiscal officer for the lead district to oversee and administer the fiscal operation of the grant.	Manager, and Senior Audit Manager.	consortium), Race to the Top, as well as Title and IDEA-B.			
Racheal	Osman	Secondary Teacher	Racheal Osman will serve as the secondary teacher lead on the professional learning system design team as well as serve as one of the members of the nine team implementation governing group who will meet regularly throughout the project.	Racheal is our union president. She currently teaches 8th grade Science. This past year her student achievement scores were among the top 5% in the state. Regardless of what she teaches her students excel. She is currently leading an initiative to align all of the districts professional development with individual teacher needs.	Racheal has served on our BLT and our DLT for several years. She has great results in the classroom and has done well leading her peers as the union president.	Bachelors Degree and certified to teach science, history and math. Masters in Educational Leadership with a Teacher Leadership Endorsement.	3	
Trent	Kreischer	Curriculum Coordinator	Trent will serve as the Professional Learning System Design lead for his district. In this role, he will select and support the implementation team to ensure they conduct current mapping and establish a design process for the first year as well as serve on the nine person implementation team governing group who will meet regularly throughout the project.	Trent was a classroom teacher in the elementary and middle school for 15 years where he served on the District Level and technology teams, and was the district value-added specialist. For the past 3 years he has served as the PD/Curriculum/Assessment Coordinator. where he has co-authored grants totaling over 1 million dollars. Trent is also skilled in blended learning and technology integration.	Co-coordinated and planned district 1:1 initiative, co-coordinator of Technology Summit of Northwest Ohio, co-authored previous state local grants totaling over 1 million dollars, presented at numerous educational technology trainings and workshops. He also has served as the DLT and PD facilitator for the district.	Bachelor's Degree in 1-8 Elementary Education, Master's in Educational Leadership, principal licensure (elementary through high school)	5	
Deb	Tully	Director of Professional Issues, OFT	Serve as one of the members of the nine team implementation governing group who will meet regularly throughout the project.	Deb has 39 years of experience in education in the following areas: 20 years in the classroom at both the early childhood and middle levels; 19 years working for the Ohio Federation of Teachers, 3 spent as a field staff working with locals and their administrations and 16 as the OFT Director of Professional issues, working with policy leaders, the state board of education, other education organizations and the legislature to advocate for	Facilitating collaboration in OFT locals to team with administration in supporting student learning; delivering training in the use of data and student learning objectives; delivering training in	BA in Psychology and Sociology from Boston College (1974), MS in Early Childhood Education from Wheelock College (Boston, Massachusetts,	2	

				<p>policies that support educators in the classroom to benefit students; 19 years working with the American Federation of Teachers in the area of educational issues, including developing training for teachers and delivering the training in areas that support classroom instruction.</p>	<p>teacher leadership; working in a collaborative fashion with other educator stakeholder groups and the Ohio Department of Education.</p>			
Brad	Mitchell	<p>Managing Director, Innovation, Battelle for Kids</p>	<p>Brad will serve as the Professional Learning System Design Expert. In this role, he will facilitate the implementation team to ensure they conduct current mapping and establish a design process for the first year.</p>	<p>Brad has 35 years of experience in educational policy and innovation, in the following roles: Professor of educational administration, The Ohio State University; Chief policy analyst, two governors; Policy analyst, US Secretary for education; CEO, Educational non-profit, and managing director of Innovation for Battelle for Kids.</p>	<p>In his role with Battelle for Kids, Brad has led multi-million dollar grant-funded projects to lead innovation and educational development across rural networks, nationwide. Brad established the professional development system of support for the Ohio Appalachian Collaborative, for rural districts in Ohio, and currently leads the Blended Learning Teacher Practice Network and Teacher Practice Network, which span across Ohio, Tennessee, and Colorado. These Networks allow for online professional development for teachers working to enhance student learning in 21st century classrooms.</p>	<p>Ph.D, Educational Administration - Univ. of Utah (1985), MPA - University of Utah (1983), University of Utah - BA Political Science (1978)</p>	10	
Lori	Waltz	<p>Third Grade Teacher</p>	<p>Lori will serve as the elementary teacher lead on the professional learning system design team as well as one of</p>	<p>Lori has 14 years of teaching experience as a classroom teacher in first and third grade. She has also served as a Title I teacher and coordinator. She is experienced in team</p>	<p>Lori co-authored a teacher-based grant and has coordinated phonics training for primary</p>	<p>Lori has her Bachelor's in Elementary Education and Master's degree in Learning and Curriculum.</p>	3	

			the members of the nine team implementation governing group who will meet regularly throughout the project.	teaching and differentiation.	grade teachers. She also serves on the elementary Building Level Team.	She also has a K-12 Reading Endorsement.		
Jason	Cross	Seventh Grade Teacher, Crestview	Jason will serve as the secondary teacher lead on the professional learning system design team as well as serve as one of the members of the nine team implementation governing group who will meet regularly throughout the project.	Jason has been a social studies teacher for 15 years at the middle school level. He is skilled in technology integration within instruction and assessment.	Jason has been a member of the technology team, District Level Team where school climate and student achievement were areas of focus.	Bachelor's degree in Elementary Education and Master's degree in Curriculum and Instruction, Principal's license (elementary-high school)	3	