

Budget

Springboro Community City (050427) - Warren County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (137)

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		140,824.00	55,307.00	10,000.00	1,200.00	50,738.00	0.00	258,069.00
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	0.00	0.00	0.00	0.00	0.00
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		140,824.00	55,307.00	10,000.00	1,200.00	50,738.00	0.00	258,069.00
							Adjusted Allocation	0.00
							Remaining	-258,069.00

Application

Springboro Community City (050427) - Warren County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (137)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Springboro Panther Success Academy

2. Project Tweet: Please limit your responses to 140 characters.
Flexible learning, customized education, increased rigor, higher achievement, healthier student
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	6	7	8	
565 9	488 10	503 11	379 12		

Year 1					
Education	Pre-K Special	K	1	2	3
4	5	6	7	8	
559 9	531 10	484 11	490 12		

Year 2					
Education	Pre-K Special	K	1	2	3
4	5	6	7	8	
517 9	525 10	525 11	471 12		

Year 3					
Education	Pre-K Special	K	1	2	3
4	5	6	7	8	
525 9	489 10	518 11	510 12		

Year 4					
Education	Pre-K Special	K	1	2	3
4	5	6	7	8	
540 9	497 10	481 11	503 12		

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

Our district cherishes all 1935 high school students and recognizes that not all feel valued in spite of our current efforts. The Panther Success Academy will nurture that value through a smaller instructional setting (15 per class) and still allow students to feel a part of the high school experience. In this program, students will gain needed credits in preparation for graduation. This environment will allow students to regain the confidence, self-esteem, and pride in being able to earn an SHS diploma. Each graduating class at SHS is a family and we recognize that not all members are able to function in the same setting. Some students need extra help, including counseling, to achieve. A variety of unique situations will be addressed through the program including students with: temporary or chronic healthcare issues that preclude regular school attendance, incarceration, standardized test preparation, and course offerings that are unavailable at the high school through traditi

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

First and last name of contact for lead applicant
Andrea Cook

Organizational name of lead applicant
Springboro Community City Schools

Address of lead applicant
1685 S. Main Street

Phone Number of lead applicant
9377483960

Email Address of lead applicant
acook@springboro.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

Springboro's current offerings do not meet the needs of every student. As a result, students look for more flexibility to meet their needs, yet still desire to be a part of the SCCSD. We find that students leave due to social and emotional issues or academic credit deficiencies. Our curriculum is primarily college preparatory. With nearly 18% of students not entering college over a two year period following graduation, more needs to be done in order to expose students to nontraditional options. Panther Success Academy will target students in a safe, nurturing environment with the assistance of trained, supportive adults utilizing a flexible delivery system. We have successfully implemented an online program, and wish to expand its current utilization to capture a population we have lost either to not graduating or to other institutions such as charter schools. The Panther Success Academy will meet the academic and emotional needs of the non-traditional learner.

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

The Panther Success Academy is planned to be housed in an independent facility on the Springboro Community City Schools campus. It will use a small school setting with a maximum of 15 students per classroom to foster an educational environment that is away from the social pressures, rigid schedule, and traditional academic setting of the high school. It will connect students to a caring adult network that will help students in two major ways. Counselors and teachers help students choose classes that meet their graduation requirements and prepare them for college or careers. Counselors and teachers assist students in developing the social and emotional skills to function effectively in college or in their chosen career. Students will attend school for a shorter day of three hours and work on two subjects at a time in a blended learning environment. Over the course of the year, students will have the opportunity to gain a minimum of five credits through a customized class schedule that meets their academic requirements and interests. Through goal setting, hard work and diligence, a student may complete in excess of five credits. Students will have the assistance of licensed teachers to guide them through their lessons, provide academic support and encourage them to reach lesson goals daily. Goal setting will take place in the areas of academic achievement, employment, college applications, and career exploration. These are all a part of the weekly expectations that students will track. Each day students are required to meet daily attendance and participation expectations. Students will have the option to solely attend the Panther Success Academy, or blend their experience with attending elective courses at the high school, career center, or college setting through College Credit Plus options. Student goals will drive their outcomes and allow many avenues for learning. Students may graduate with their class upon completion of the minimum high school graduation requirements, or students will be allowed to return to the high school after getting on track from credit deficiencies to finish their graduation requirements. Counseling is required of all students on a weekly basis. This will take place both on an individual basis and within a group setting with their peers. Students will learn healthy coping strategies that will increase their emotional intelligence and develop their social skills in preparation for post-secondary aspirations. Family supports are an integral piece of success for all students. The family interview at the onset of interest in the program will be required for entrance. In addition, monthly family interactions will occur that include sharing with regards to goal setting, goal attainment, how to access the student's progress reports, and how to support the student in all aspects of their growth (academic, social and emotional, and college and career progress). Outcomes that are expected of the program include solicitation and implementation of the Panther Success Academy for students who are not succeeding in the typical classroom setting at SHS. The goal of the program is to provide a setting that will allow students who are not able to gain the credits necessary for graduation at SHS a place to participate in an alternate setting with adult supports in place to help reach goals. The overall goal is for all students at SHS to earn a diploma and graduate from high school with their peers. The measure of success includes an increase in graduation rate, and a decrease in transiency within the district to other institutions such as online schools, charter schools, schools with open enrollment, and private/parochial settings. Students will show success through credit attainment and ability to move from one grade level status to the next, and subsequently, graduate on time.

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.

i. List the desired outcomes (1000 characters). Increased graduation rate; Increase social and emotional coping skills that address anxiety, depression and drug/alcohol usage; Increase proficiency rate in all content areas; Decrease student rates of withdrawal to other institutions

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.

A lower student to caring teacher ratio will create a positive impact on student achievement A lower teacher to student ratio will increase attendance through positive one-on-one interactions that strengthen academic relationships Counseling will provide a means to improve coping skills in school and community pressures Counseling will improve student academic attitudes through identification of why the student was not previously successful Counseling will increase student ownership of academics, ie personal responsibility through goal setting Blended learning environment will customize instructional pacing by allowing students to pre-test for knowledge already gained Blended learning environment will increase academic rigor by setting minimum scores necessary for students to move to subsequent lessons A caring flexible staff manages the program Partnership with Premier Health to acquire space and services

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

In the spring of 2015, SHS instituted a Credit Recovery (CR) pilot program that operated in SHS after school hours. The focus of this program was to assist students in completing failed classes, and thus not gained credits necessary for graduation. Students in this program took a variety of core classes and received services from a core teacher at least once a week. This pilot program allowed SHS to raise its graduation rate by 1% in its initial semester of implementation. Several seniors were provided the opportunity to complete required graduation credits that allowed them to receive their diplomas. Their success is attributed to the smaller group setting and intensive interactions with the adults advising and teaching them in the program. Due to the success of the pilot program, a continuation and expansion of services was implemented in the 2015-16 school year. This program provided services to students who were deficient in credits, incarcerated, or otherwise were unable to attend school all day for health reasons. The program has once again proven to be valuable to our educational community. At present, it is unable to expand and meet a growing need due to the lack of finances and a lack of flexibility that exists in the traditional school setting. Our desire to expand our program is supported by recent research. In 2007, a study from the Center for Social Organization of Schools and Johns Hopkins University "identified four categories under which nearly all reasons for students dropping out fit": life events (pregnancy, arrest, need to work for family) , fade outs (usually promoted but become bored or frustrated in school), push outs (students perceived to be difficult or even dangerous to school), and failing to succeed (unmet academic or social-emotional needs). Springboro has pockets of these students and wants to utilize the Apex Learning online curriculum to support these students in a smaller, alternative setting with direct and individualized interventions. For example, The CSD of Albany, NY experienced success by removing students from the traditional school day schedule, and placed them in their Saturday Academy. They expanded their "credit recovery program the following year to include after school study" (Apex Learning, Inc. 2013). The result was a 4% increase in graduation rate. Other schools have had success using a similar model. The Anaheim HS Independent Learning Center

launched in 2011. They report that 72 percent of the participants "had either graduated, completed their coursework, or were continuing their work in the center for a later graduation date" (ILC Evaluation, 2013). For Anaheim ILC, 97 percent of participants reported a "good experience with the program" with reasons including "accessibility, the ability to work at their own pace, and the ability to replay instruction over again until they fully grasped the material." Springboro CCSD plans to address these challenges through a holistic approach that employs best practices from districts like those in Hartford, CT and Westerville, OH. We will create a student-centered learning environment that accommodates the needs of each student based on their skill level. Students are engaged in the program as the teachers serve as coaches rather than lecturers. They monitor student performance, they tailor instruction as full class, small group, and 1-1 (Apex Learning, Inc. 2014). Springboro CCSD administrators have looked at the example of the Westerville CSD alternative high school Educational Options for Success. We will model the program's use of student assessment, education, accountability, counseling, and parental involvement. According to Dr. Ebbrecht, Dir. of Alt. Ed. and Assessment for Westerville City Schools, nearly 89 percent of EOS students earn credit or graduate, and the district "went from graduating 13.5 percent of a defined disenfranchised student population to now consistently graduating nearly 75 percent" (eSchool News,

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

by completing a minimum of five credits. Increased attendance. Students will be expected to maintain a 95% attendance rate. Participation in counseling. All students will be expected to maintain a working relationship with a counselor. Weekly participation will be required of all participants. Student attitude toward school (survey). Students will be given a pre-test and a post-test to gain an overall picture of their attitudes toward school. Participation in after school activities. Students will be exposed to a number of activities to become involved with others. Participation in serving the community. Students will have a community service component to complete weekly. This can be done as a full class activity or as an individual choice item. We have a community assistance center on grounds with a food pantry which would be an area that students could focus on community service.

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

Pre and post Credit evaluation: To be completed by the student's school counselor
Pre and post Attendance evaluation: To be completed by the school counselor
Counseling evaluation: to be completed by Premier Student academic attitude survey
Student personal goal setting and achievement tracking
Students will complete pre and post assessments for all content areas.

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

In an effort to pinpoint the reason the project assumptions and/or outcomes prove false, a thorough investigation will be necessary. Student surveys will be a component to know what issues have interfered with the expected positive outcomes of the program. Survey questions will include the following items: Attendance: does the time of the day effect regular and predictable attendance by all students? If not, we will attempt to change the time of day to hold the program's sessions in a more convenient time table. Does the staff provide reliability with regards to attendance, nurturing of students while holding students accountable, and creating an environment that motivates students to learn? Staffing changes might need to be made if these questions result in a negative response. Is the provided counseling allowing for students to achieve in all aspects of the program (attendance, academics, growth of mindset)? Does it create an environment that facilitates trust? If these things are not happening, it is necessary to change counseling focus/delivery, as this aspect of the program is integral for the overall success.

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.

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

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

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

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

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

Example: consolidation of transportation services between two districts.

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

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

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

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

a. New - Never before implemented

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

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

d. Mixed Concept - Incorporates new and existing elements

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

C) BUDGET AND SUSTAINABILITY

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

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

Enter Budget

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

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

Upload Documents

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

258,069.00 12. What is the amount of this grant request?

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

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

The overall costs below will be needed for starting the program. These costs include chromebooks \$10,500, printers \$1000, docks \$400, access points \$2000, network switch \$10,000, installation of network \$2500, interactive boards \$3500, message board \$500, classroom and common area furnishings (tables, chairs, file cabinets, teacher desks, tables/stools, trash cans, club chairs, laptop stands, round tables, bookcases (\$20,338), software subscriptions and professional development \$10,000, supplies and materials \$1200 and personnel salaries \$140,824 and fringe benefits \$55,307, for an overall total of \$258,069. It is the goal of this program to grow from its initial start of two teachers (four @ part-time), a part-time academic counselor, and part-time administrator serving 30 students to a program that can facilitate a total of 60 students. The costs listed are to outfit a space that covers approximately 4000 square feet with an open classroom environment servicing two learning areas for 15 students each. There will be a common area between the two classrooms for small group work and lounge space for student collaboration and collegiality. There will be an office space that allows for discussions that involve student confidentiality and counseling. The curriculum delivery requires students to access curriculum online necessitating each student have access via a chromebook. Network access is necessary and requires cabling, access points and a switch, The current space is unoccupied and unfurnished. Furniture from the ground up is a necessity. A staff of six includes four part time teachers (2 FTE's), a part-time counselor and a part-time administrator.

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.

207,331.00 a. Sustainability Year 1

207,331.00 b. Sustainability Year 2

217,831.00 c. Sustainability Year 3

207,331.00 d. Sustainability Year 4

207,331.00 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.

Sustainability costs are the same for years 1, 2, 4, and 5 in the amount of \$207,331 to cover salaries and fringe benefits for four part time teachers, one part time counselor 2 hours of custodial work and one part time administrator (\$196,131), software and professional development (\$10,000), and supplies and materials (\$1200). With an expectation of a three year life cycle for a chromebook, year 3 shows a replacement of all chromebooks at \$10,500 (30 @ \$350). The remainder of costs are the same as those in years 1, 2, 4, and 5 in the amount of \$207,331 to cover salaries and fringe benefits for four part time teachers, one part time counselor 2 hours of custodial work and one part time administrator (\$196,131), software and professional development (\$10,000), and supplies and materials (\$1200).

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

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

17. Please explain how these cost savings will be derived from the program.

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

The financial savings that will be derived from this project is mainly that of cost recovery of students who currently and/or plan to attend community online schools (\$154,480), are incarcerated, or receive services through alternative school or incarceration education. We would have, in place, supports to move our students currently at the county alternative school back to a Springboro setting (\$54,000). We have students who are incarcerated whom receive assignments and oversight from our educational service center which would be saved through an online delivery program (\$21,000). We would expect to lessen our home instruction hours by 1000 per year at \$32.04 (\$32,040). The culmination of all of these programs' savings equates to \$261,520. This is an overall savings, over a five year period, of \$307,320.

0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table

Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

There is no reallocation of funds

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 May 2016 to June 2016

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

Scope of activities for the Panther Success Academy (PSA) Begin meeting with Premier Health Care and the Springboro Community Assistance Center to develop the layout of the academic and counseling space. Completion of the plan will be by May 25, 2016. Set up temporary implementation space. Completion: July 31, 2016 Begin process to approve and finish the permanent space for the PSA. Completion: July 2017. Meet with school technology officials to assess and develop the technology installation plan for temporary space and permanent space. Completion of the plan will be by May 20, 2017 Install and prepare networking capabilities of PSA temporary space. Completion: May 31, 2017 Finish the temporary space to be utilized by the PSA in the Educare building. Completion: July 31, 2016 Develop Student surveys. Completion: July 31, 2016 Develop the parent meeting Agendas Identify staff to teach, counsel and oversee. Completion June 30, 2016 Order equipment, furniture, and supplies. Completion June 30, 2016 Integrate PSA into the master schedule. June 30, 2016

22. Implementation (grant funded start-up activities)

a. Date Range May 2016 to May 2017

b. Scope of activities - include all specific completion benchmarks

Scope of Activities Identify and enroll at-risk students to be a part of the program. Completion June 30, 2016. Purchase equipment, furniture, supplies and materials. Completion June 30, 2016. Hire staff to teach, counsel and oversee the program. Completion July 31, 2016 Install equipment and furniture. Completion July 31, 2016 Stock PSA temporary space with supplies and materials. Completion August 8, 2016. Parent/Student Orientation. Completion: August 8, 2016 Community communication meetings (Chamber of Commerce, Parent meetings, staff meetings). Completion: Monthly from August to June.

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

a. Date Range School year 2017-2021

b. Scope of activities - include all specific completion benchmarks

The success of this program will be determined by the following: Successful completion of coursework by each student, Increased graduation rates, Student attendance, Student's attitudes toward learning Student attitudes toward school The ways these data points will be measured: Passing grades in assigned classes Graduation rates of enrolled Seniors. Additionally, we will track underclassmen as they matriculate to graduation status. Student attendance and program access will be closely monitored. Students will be given a survey that assess their attitude towards learning. Students will be given a survey that assess their attitudes towards school. The results of the program will be presented to the School Board, school personnel, community leaders, and to local business leaders.

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:

It is the expectation that the major change produced from this project will be the increased recognition of meeting the needs of the individual student. Administration and staff will have the additional flexibility to look at individual cases in which students have specific needs in the areas of academics, social interactions, physical and mental health. This program will provide a means for each student to be treated as an individual. The high school will be able to be proactive in making adjustments to student's emotional and academic needs. Students whose behavior may interfere with their own learning and that of others, will have a place to learn that meets them where they are academically, socially, and mentally. Their behaviors that interfere with learning will be addressed through intense counseling and a small staff to teacher ratio. This system provides an online curriculum delivery that allows each individual to work at his/her pace in order to be successful. Students who once chose to attend an online community school due to their inability to handle large class sizes in a large high school, will have another choice. This choice will allow the opportunity to continue their education in a setting that is comfortable, yet still allows them to engage face to face with their teachers and peers and gain personal and employability skills through counseling. Upon completion of credits necessary for graduation, the student will have earned a Springboro High School diploma. Through guidance and advisement, students will have opportunities that are not afforded with online community schools and connections for further education, military service, or entry into the job force.

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:

Andrea Cook Secondary Curriculum Director (937) 748-6006 acook@springboro.org Michael Myers High School Assistant Principal (937) 748-6022 mmyers@springboro.org

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

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

The success of this program will be determined by the following: Successful completion of coursework by each student, Increased graduation rates, Student attendance, Student's attitudes toward learning Student attitudes toward school The ways these data points will be measured: Passing grades in assigned classes Graduation rates of enrolled Seniors. Additionally, we will track underclassmen as they matriculate to graduation status. Student attendance and program access will be closely monitored. Students will be given a survey that assess their attitude towards learning. Students will be given a survey that assess their attitudes towards school. The results of the program will be presented to the School Board, school personnel, community leaders, and to local business leaders. The initial phase of our program is to identify at-risk students to be a part of the program. These students will be referred to the program as a result of their needs as learners. These needs include the following: social-emotional needs, credit deficient status, at-risk behaviors, and health impairments. Students identified as candidates will apply to the program. The Panther Success Academy will educate them on their current student status and provide them with their options. Students will be educated at their present level and prepare them for graduation and beyond. 2. Enrollment and orientation. As a part of the enrollment process, each student and their parents will meet with the program's counselor and review the credit status. A plan of completion and a student contract will be drawn up that outlines specific goals that will be set by the team (parents, teacher, student, counselor and administrator). The initial parent meeting will cover student and parent expectations, instruction on how to read weekly progress reports, disciplinary expectations along with progress expectations. Students will complete an attitude survey that will be used to collect entry data to be used in conjunction with the exit survey. 3. Intervention implementation. After enrollment and orientation, students will embark on the education pathway using the Blended learning model. StudentSchool year 2017-2021 s will have access to instruction, academic counseling, and mental health counseling. Students will set weekly goals to assist them in completing their course requirements. This is the longest phase of the program and will include monthly parent meetings. PSA will also provide community reports to the following entities: School Staff, Business community members, and Parents. 4. Program completion. As each student completes their course of study and meets the program's expectations, they will complete an Exit survey, conduct a credit audit, and discuss future planning. Students will have the opportunity to consider the next phase of their education, whether it is to return to the traditional school setting, continue in the blended learning setting or focus on a career. Regardless of a student's future plans, when they have completed their entry goals we will celebrate their success. Final Phase. This is actually a misnomer. We do not believe that there is a Final Phase. Rather we believe we are constantly in the Identification Stage when working with students. We are a creative team looking for ways to excite the learning process in each individual by making each student feel wanted, needed and cared for. In the process, they will gain a hunger to learn and be life-long learners themselves.

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.

It is our expectation that this program will be successful. After proving so, it can be scaled up to service quadruple the amount of students to 120. This will include four full-time teachers to run four full-time classrooms that service each core content area. Additionally, a full time counselor and full-time administrator would need to be employed to support the growth of the program. An accounting of the program and its growth and success will be presented at monthly parent meetings, school board meetings community business leaders, and colleagues in education through county meetings, administrative classes through universities and to colleagues within educational networks such as High Schools That Work at the local, state and national levels. We will continue to foster our relationship with APEX to open our doors to other institutions who are looking to develop similar programs and we will continue to visit programs that are more established than our program. To date, we have shared our success story at a Blended Learning Conference held at the Montgomery County ESC on 4/20/16. We also anticipate that this particular program will grow to include students who wish to accelerate their learning and graduate early. Students wishing to take courses that are not offered at the traditional school building will be able to access desired content through our program, the Panther Success Academy.

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

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

I agree with the program assurances as do each person involved in the grant application

Sections 

Consortium Contacts

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

Partnerships

Springboro Community City (050427) - Warren 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

Springboro Community City (050427) - Warren 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
Andrea	Cook	Secondary Curriculum Director	Andrea Cook Secondary Curriculum Director Manage the implementation of the grant and the program; Monitor the grant implementation; assist Principals, teachers with resources; Report program data to the ODE compliance system; provide operations information to identify areas of growth and improvement; maintain communication with all stakeholders; assist in sustaining the grant over the 5 years of implementation	14 yrs of Administrative Experience Former Teacher, High School Assistant Principal and Junior High Principal, Secondary Curriculum director.	Former Teacher, High School Assistant Principal and Junior High Principal, Secondary Curriculum director.	Masters in Ed, Presently working on Superintendent licensure and doctorate. .	5	
Beth	Andrews	Science Teacher	Beth Andrews Science Teacher 11 years teaching experience Classroom Teacher (Physical Science, Biology): Building Technology Liaison; Blended Learning Teacher with Credit Recovery, BS in Earth and Life Sciences Adolescent Education	Science Teacher 11 years teaching experience Classroom Teacher (Physical Science, Biology): Building Technology Liaison; Blended Learning Teacher with Credit Recovery,	Science Teacher 11 years teaching experience Classroom Teacher (Physical Science, Biology): Building Technology Liaison; Blended Learning Teacher with Credit Recovery,	BS in Earth and Life Sciences Adolescent Education	50	
Wendy	Ford	District Crisis Intervention Coordinator	Wendy Ford District Crisis Intervention Coordinator Counseling services coordinator, Liaison to Premier Partners	23 yrs of Social Work Experience CSB, Court Diversion services, District Crisis Intervention Coordinator Bachelors in Counseling 25%	23 yrs of Social Work Experience CSB, Court Diversion services, District Crisis Intervention Coordinator	Bachelors in Counseling	25	
Nathaniel	Heading	Math Teacher, Program Lead Teacher	Nathaniel Heading Math Teacher; Program Lead Teacher 3 years of teaching experience Classroom Teacher (Algebra I and II, Precalculus); Lead Teacher with Blended Learning associated with Credit Recovery Master in Ed 50%	3 years of teaching experience Classroom Teacher (Algebra I and II, Precalculus); Lead Teacher with Blended Learning associated with Credit Recovery	3 years of teaching experience Classroom Teacher (Algebra I and II, Precalculus); Lead Teacher with Blended Learning associated with Credit Recovery	Master in Ed	50	

Kelsie	Andrews	Social Studies Teacher	Kelsie Andrews Social Studies Teacher 1 year teaching experience Blended Learning Teacher for Credit Recovery; Classroom teacher (US History, Government) Masters in Ed	1 year teaching experience Blended Learning Teacher for Credit Recovery; Classroom teacher (US History, Government) Masters in Ed	1 year teaching experience Blended Learning Teacher for Credit Recovery; Classroom teacher (US History, Government) Masters in Ed	Masters in Ed	50	
David	Eby	English Teacher	David Eby English Teacher 1 year teaching experience Classroom Teacher (English 9 and 10); Blended Learning teacher for Credit Recovery	English Teacher 1 year teaching experience Classroom Teacher (English 9 and 10); Blended Learning teacher for Credit Recovery	English Teacher 1 year teaching experience Classroom Teacher (English 9 and 10); Blended Learning teacher for Credit Recovery	Masters in Ed	50	
Jen	Bohinc	Guidance Counselor	Guidance Counselor	Guidance Counselor 8 yrs counseling experience Guidance Counselor	Guidance Counselor 8 yrs counseling experience Guidance Counselor	Masters in Ed	10	
Terrah	Floyd	Treasurer/CFO	Will provide fiscal oversight and ensure fiscal accountability and transparency	District Treasurer	Straight A Grant Scorer	BS in Accounting Master in Business Administration (MBA)	5	
Emily	Geisel	Network Specialist	Purchasing and vendor sourcing of technology; Coordinate design and implementation of network infrastructure; Site survey; oversight of system maintenance;	8 yrs experience with educational technology; District tech coordinator. Oversight of District network upgrades over the last 3 years. Associates Degree in Network Administration	8 yrs experience with educational technology; District tech coordinator. Oversight of District network upgrades over the last 3 years.	Associates Degree in Network Administration	5	
Michael	Myers	High School Assistant Principal	Michael Myers High School Assistant Principal Assist in program Compliance; Manage Teacher and Student performance; Monitor Program integrity; Assist in managing budgetary components of program; Integration of program into the Master Schedule. 9 yrs of Administrative Experience APEX instructor, Assistant Principal; Adjunct Professor for Sinclair; Summer school program director;	9 yrs of Administrative Experience APEX instructor, Assistant Principal; Adjunct Professor for Sinclair; Summer school program director; Masters ETL, Principal Licensure	9 yrs of Administrative Experience APEX instructor, Assistant Principal; Adjunct Professor for Sinclair; Summer school program director; Masters ETL, Principal Licensure	Masters ETL, Principal Licensure	20	

