

Budget

Springfield City School District (044818) - Clark County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (120)

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		0.00	0.00	10,000.00	0.00	0.00	0.00	10,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	420,000.00	0.00	0.00	0.00	420,000.00
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		0.00	0.00	430,000.00	0.00	0.00	0.00	430,000.00
							Adjusted Allocation	0.00
							Remaining	-430,000.00

Application

Springfield City School District (044818) - Clark County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (120)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
SCSD Deeper Learning-Improving Student Outcomes for College and Career Readiness

2. Project Tweet: Please limit your responses to 140 characters.
Partnering with Dayton Regional Stem School, WSU and Battelle Education, SCSD will blend PBL, LDC & MDC to improve student outcomes.
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				
133 Pre-K Special Education	694 K	739 1	713 2	637 3
583 4	512 5	555 6	538 7	578 8
621 9	525 10	455 11	402 12	

Year 1				
143 Pre-K Special Education	704 K	749 1	723 2	647 3
594 4	612 5	565 6	548 7	8
631 9	535 10	465 11	412 12	

Year 2				
153 Pre-K Special Education	714 K	759 1	733 2	657 3
604 4	622 5	575 6	558 7	8
641 9	545 10	475 11	422 12	

Year 3				
163 Pre-K Special Education	724 K	769 1	743 2	667 3
614 4	632 5	585 6	568 7	8
651 9	555 10	485 11	432 12	

Year 4				
173 Pre-K Special Education	734 K	779 1	753 2	677 3
624 4	642 5	595 6	578 7	8
661 9	565 10	495 11	442 12	

Year 5				
183 Pre-K Special Education	744 K	789 1	763 2	687 3
634 4	652 5	605 6	588 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.

In the Implementation year the PBL Teacher Credential will be created and will be replicated by other Districts in the state. The potential for impact on other students is unknown and will depend upon the rate of teachers completing the credential.

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

First and last name of contact for lead applicant

Emily Jablonka

Organizational name of lead applicant

Director of Teaching, Learning and Professional Development, Springfield City School District (SCSD)

Address of lead applicant

1500 W. Jefferson Street, Springfield, Ohio 45506

Phone Number of lead applicant

(937)505-2949

Email Address of lead applicant

jablonkaec@spr.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

8. SCSD is a high poverty urban district serving students with low educational attainment. Our students present problems such as poverty, limited English proficiency, family instability, frequent rates of mobility, moderate racial and ethnic diversity, poor health and low student performance. The challenges of educating our students are daunting. As evidenced through our resident educator program, 20% of our current staff are first, second or third year teachers. Many lack the knowledge, skills and dispositions required to work effectively in an urban setting. Extensive research has demonstrated that teachers have a significant impact on student achievement with a key indicator of teacher experience being related to student performance (Goldhaber, et al. 2007). It is paramount that we provide our young educators, as well as our experienced staff, with the tools to meet the needs of all learners.

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

b. Deep Dive for Teachers & Learners: SCSD recognizes the important implications of the need to reorganize teaching and learning to facilitate deeper learning and development of 21st century skills. However, deeper learning and development of 21st century skills do not happen separately from learning academic content. Deeper Learning is the process of learning for transfer. It enables an individual to take what was learned in one situation and apply it to new situations. This transferable knowledge reflects 21st century competencies that include skills and knowledge. (Education for Life & Work, 2012). We will provide our teaching staff professional development to strengthen their

understanding of the subject matter they teach, their knowledge of how students learn, and their awareness of students' common misconceptions about the subject matter. (Bellanca, 2015). We will accomplish this paradigm shift in education through the creation of curriculum aligned to Common Core Standards and Ohio's New Learning Standards through the lens of Project Based Learning. The focus of professional development will be the essential elements of deeper learning: mastery of core academic content; critical thinking and problem solving; collaboration; communication in writing and speaking; self-directed learning; and, academic mindset. We will form two partnerships to achieve this goal. Dayton Regional Stem School will provide 16 professional development opportunities each year. These opportunities will vary according to academic content and the relative PBL experience of teachers and will include site visits. Together, we will develop a teacher PBL credential program. Teachers who complete the program will receive one graduate credit hour from Wright State University. This will recognize teachers and school leaders for the quality of their practice in PBL. It will be a voluntary process developed by experienced teachers, school leaders, and other stakeholders to validate educators who have met challenging professional expectations in PBL as evidenced by the credential assessment rubrics. All teachers who receive the credential will participate with their students in a group exhibition of student projects once per year. Our goal is to create a network of PBL teachers across the Miami Valley, the State of Ohio, and the nation. We will build an online PBL resource bank that will house PBL units, accessible to all teachers. We will also partner with Battelle Education to create opportunities for teachers to collaborate and grow in their PBL instructional practices, including strong formative assessment lessons. We have selected two collaboration opportunities that align with our strategic priorities: 1) a multi-step, multi-year collaboration between our organizations that will develop disciplinary literacy strategies that engage students. Teachers will collaborate with each other to create authentic engaging literacy experiences for their students through tasks of the Literacy Design Collaborative (LDC) across the curriculum. According to a recent AIR Brief (2015) there are five strategies that are perfect settings for LDC tasks: project-based learning, collaborative group work, internships, a portfolio assessment system, and structures that support deeper learning. Some of the schools and networks referenced in the study use LDC tools or are LDC partners. 2) we will shift math instruction to improve student learning and performance through the Mathematics Design Collaborative (MDC). MDC instructional tools are designed to deepen students' understanding of mathematical concepts and develop their ability to apply that knowledge to non-routine problems. A key element of the lessons is the students working together to examine the student work sample. This is a very beneficial step in establishing long-term understanding of the course material and, in turn, the Common Core. (Lawson, 2012).

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.

Postsecondary outcomes for high school students will improve as a result of students moving through the grade levels with a PBL focus. Students will develop 21st century competencies through deeper learning. There will be a shift from traditional modes of instruction to PBL approaches, which will more effectively cultivate student engagement. Projects will be a primary structure for in-school learning, teaching core skills and content through classroom lessons, discussions, labs, and work sessions, as well as through student research and fieldwork. Literacy and mathematics instruction will be rigorous and CCSS and OLN aligned. Teacher capacity to implement with fidelity will improve. There will be an approach to implementing college and career readiness standards that holds at its core student engagement and growth as foundational. The expertise of teachers in understanding and using the CCSS in their classrooms will grow. Teachers will be provided with online tools.

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

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

There is an expanding body of research (Farrington, et. al.) that indicates that several identifiable and observable teacher behaviors and classroom practices have a direct effect as prerequisites for student engagement and learning. Teacher behaviors and classroom practices supporting student-self efficacy, belonging, and the connection of instruction to student futures have a significant effect on student academic performance. Further, student behaviors associated with PBL (participation, motivation, delay of gratification, organization, time management, self-monitoring and belonging) are critical elements in supporting student engagement and, consequently, improved academic and non-cognitive performance. One assumption associated with this outcome is that, through grant activities, teacher instructional practices and classroom design will be designed to support these research findings.

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

PBL was implemented in a consortium through a Straight A Grant two years ago. In the four consortium districts, over 100 teachers have been trained. More detailed analysis of our PBL progress will occur as grant activities are implemented. SCSD teachers completed FIP modules and will grow with the formative assessment tools of LCD and MCD. The following literature serves as a foundation to this project. Beckett, G.H. (2002). Teacher and student evaluations of project-based instruction. *TESL Canada Journal* 19(2), 52-66 Teachers and students are surveyed to respond to pros and cons. Bitter, C. Taylor, J., Zeiser, K., & Rickles, J. (2014) Providing opportunities for deeper learning. Washington D.C.:American Institutes for Research-Defines deeper learning as a set of competencies students must master in order to develop a keen understanding of the academic content and apply their knowledge to problems in the classroom and job. Condiffe, Barbara, Ph.D ProjectBased Learning: A Literature Review (Working Paper) Prepared for Lucas Education Research, A Division of the George Lucas Educational Foundation-This review concludes that due in part to the backlash against the test prep curricula of the No Child Left Behind era, and concern that the emphasis on cognitive competencies assessed through standardized tests has not produced its intended effects, the education reform movement seems to be shifting toward an emphasis on deeper learning and other 21st century competencies which aligns well with the goals of a PBL approach. Levin, S. and Poglianco, S. "Scale-Up and Sustainability Study of the LDC and MDC Initiatives" Philadelphia:Research for Action(. September 2013:p.21. This executive summary presents findings from the third year of research of the implementation, scaleup and sustainability of the LDC and MDC Initiatives. Findings presented in this report are primarily based on surveys with teachers, principals, and district administrators involved in the LDC and MDC initiatives. The overall picture is encouraging. Supports for successful implementation are more firmly established and the tools continue to be embraced by teachers, even as new schools and districts continue to be brought on board at an impressive rate. Rivet, A.E., & Krajcik, J.S. (2004) Achieving standards in urban systemic reform: An example of a sixth grade project-based science curriculum. *Journal of Research in Science*

Teaching, (41)7, 669-692 . The Big Things project provides an example to the educational reform community for a means to achieve science standards in urban environments, and can be used as a model for future curriculum development as part of science education reform. Wren, Douglas G. Ed.D (2008). Research Brief: Using Formative Assessment to Increase Learning-This report summarizes recent educational research, which concluded that educators can improve achievement for all students through the correct application of formative assessment. The above cited literature supports our creative solutions, creating a climate for innovation, and becoming a school district where others can learn from our work.

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).

There will be rubric data analyzed by frequency distribution reflecting change over time and analyzed significance. Formative assessment records will be analyzed with basic descriptive statistics. Observation protocols rubrics will be developed and analyzed. Teacher observations of student interactions will be recorded in reflection journals and analyzed. The teacher credentialing will designed to measure instructional progress toward PBL competence.

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

High stakes assessment scores in reading and mathematics will be analyzed for statistical significance, and, if warranted, we will forecast future scores based on previous data. We will analyze post-graduate data from Jobs & Family Services, ACT scores in OERC data. Student PhotoVoice data will be collected and summarized.

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

Data collection and analysis will inform course correction to the original grant implementation plan. Progress metrics, aligned with the objectives and activities in the grant, will be collected and analyzed on an on-going basis by the grant management team. Unexpected results and unintended consequences will be identified and grant activities will be adjusted in response. For example, we are prepared to alter the course of the project if during the six years we find we need more teachers trained who are receiving intense PBL coaching from Dayton Regional Stem School Training Center. We believe we will need less support at the beginning of the grant and more support during the last years of the grant. If this assumption appears to be false, we will alter training as needed. We expect the credential planning to occur during the implementation year with credentials offered in 2017-2018. However, if the planning does not take an entire year, we will begin to offer credentials in Spring 2017. We will be flexible with formative assessment training, if necessary.

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.

430,000.00 12. What is the amount of this grant request?

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

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

1. \$90,000, five-year discounted contract with Dayton Regional Stem School Training Center to partner with SCSD to create a PBL Credential. DRSSSTC will also provide support for PBL educators with on-site visits to develop project sharing protocols for evaluation of projects to develop a culture of improving projects throughout the life of the grant. 2. \$30,000 for travel and meeting expense to attend PBL conferences (Deep Dive High Tech High, PBL World, etc.) to send staff to visit exemplar PBL sites and to present at state and local conferences. Staff will also present at local workshops to share deep dive with other educators. 3. \$300,000 Battelle Education for a three-year multi-step, multi-year contract for collaboration to support formative assessment practices through LDC and MDC. 4. \$2,000 for costs to disseminate and share the PBL credential state and nationally. 5. \$8,000 External Evaluator.

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.

42,000.00 a. Sustainability Year 1

10,000.00 b. Sustainability Year 2

10,000.00 c. Sustainability Year 3

10,000.00 d. Sustainability Year 4

10,000.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

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

We will provide for each year of the grant \$8,000 for the external evaluator. We are planning to publicize the PBL Credential opportunity throughout the state and to universities. We have budgeted \$2,000 for printed materials and other forms of advertisements for each year of the grant.

5.00 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.

As part of the plan to develop a PBL Credential WSU is waiving \$404 for the graduate credit for the credential. The credential will be developed with SCSD and Dayton Regional Stem School Training School, but when development is completed it will be available to teachers in other districts for a graduate credit cost of \$200.

95.00 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.

SCSD developed a strategic plan during FY17. Included in the plan was the redesign of Springfield High School. The high school had a campus director and five academy principals. As a cost savings the position of campus director has been eliminated and the oversight of PBL implementation will now be a responsibility of each academy principal with the support of the Director of Teaching, Learning and Professional Development and the PBL Specialist for the District.

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: June 2013 - 2016

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

SPSC has conducted activities related to the purpose of this grant since 2013. PBL training began with a small group of teachers (5 total) through WSU. As the training center at Dayton Regional Stem School grew, training was subsequently moved to that location. It was a great summer PBL experience for the handful of teachers that attended the summers of 2013 and 2014. During FY15, we received a Straight A Consortium grant with PBL being one of the professional opportunities for teachers and administrators. We contracted with DRSSTC to continue the Professional Development opportunities. We created a Schoology account for teachers to access PBL units of study. We now have 97 SCSD teachers trained who have visited DRSSTC. Through this grant, our teachers will continue to be trained each summer through 2020. During the implementation time we also engaged in activities for developing and implementing college and career readiness activities. Through these activities, we reviewed our literacy and math data throughout a five-year period. Drilling deeply in the data, we discovered that our students were not mastering standards. We spent 2015-2016 deconstructing standards with teachers, administrators, instructional coaches, and other stakeholders. We are now poised to take this to the next level with LDC and MDC providing teachers the supports they need to be successful with formative assessment. We have been in discussion with Battelle Education and they have created a professional development plan that aligns with our strategic plan.

22. Implementation (grant funded start-up activities)

a. Date Range: FY17

b. Scope of activities - include all specific completion benchmarks

During the summer of 2016, we will send teams of teachers and administrators to national conferences to investigate PBL approaches used in other districts. Upon their return, we will hold a series of workshops for the teachers and administrators to share their deep dive experiences. During the implementation year, we will begin our PBL work with DRSSTC to create a PBL Teacher Credential. Once created, WSU will place this in their graduate catalog. Teachers that sign up for the credential will be eligible to receive one hour of graduate credit upon completion of the assessments embedded within the credential. Battelle Education will begin the LDC framework during the implementation year. During the implementation year, the 50 pilot K-12 educators across all schools will experience face-to-face and virtual professional development from Battelle Education LDC. During year one of the grant, 100 additional educators will receive the training and Cohort 1 will receive continued support. In year two, sustainability will begin with on-site Battelle coaches will continue with the train-the-trainer model with our Instructional Coaches and our Coordinator of Curriculum and Professional Development. MDC framework will begin with a pilot of 15-20 6th-12th math educators during the implementation year, Year 1. 20-40 math educators will be trained and the second year (beginning sustainability) all math educators will be trained and follow the same training in subsequent years outlined in MDC.

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

a. Date Range: 2018-2023

b. Scope of activities - include all specific completion benchmarks

We will continue PBL training and follow-up of trained teachers with our PBL Specialist and Instructional Coaches, supporting their efforts to create engaging experiences for our students through train-the-trainer model and professional development provided by Buck Institute. Our untrained PBL teachers will receive training as follows: Year 1, 10%; Year 2, 10%; Year 3, 10%; Year 4, 10%; and, year 5 and beyond, 10%. Our expectation is that, as teachers are trained each year, we will experience 10% growth per year in the number of PBL lessons being taught at each grade level and in each subject area. In years 1 - 5, we will have onsite visits by DRSSTC coaches to provide job-embedded professional development to build the capacity of our teachers to develop protocols for their PBL lessons. We will follow data for our teachers that desire a PBL Credential, and support them as they develop exemplar lessons to the district. Battelle Education, during Year 1 for LDC, will train an additional 100 K-12 educators across all schools. This second phase includes professional development and coaching for new educators as well as continued support for cohort 1 teachers. During this phase of the implementation, coaches in training are identified from the pilot phase. Year 2 will be the scaling up to all educators and Battelle will provide on-site coaches for consultation as needed. During Year 1 for MDC, an additional 20-40 6-12 math educators will receive professional development; continued support for pilot teachers will be provided. During Year 2, all math educators 6-12 will be trained and Battelle will provide on-site coaches for consultation, as needed.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the

removal of redundant processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

SCSD will, through the PBL credentialing process, develop curriculum that will meet the needs of all learners. Teachers, employers, universities and communities will understand our students' full potential through their authentic real world presentations. Individualized and personalized learning will support student needs. Policies and procedures will be developed throughout the process. PBL and career exploration activities will be developed and used by SCSD schools as well as schools throughout the state. PBL will encourage teachers to work collaboratively on designing interdisciplinary lessons, demonstrating for students the interconnected nature of learning.

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:

Yoko Miura, Ed.D Associate Professor, Educational Leadership & Research Department of Leadership Studies in Education & Organizations College of Education and Human Services Wright State University 453 Allyn Hall 3640 Colonel Glenn Hwy Dayton, Ohio 45435-0001 Voice: 937 -775-3282 Fax: 937 -775-2405 Office Hour: TBA yoko.miura@wright.edu

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 ultimate objective of this evaluation plan is to gauge Learning (PBL) classrooms. It also time emerging and unintended outcomes, to generate real-time feedback (Patton, takes developmental approach to work collaboratively with key stakeholders, being cognizant of real-2015). While the primary purpose of evaluation is to make summative decisions, the evaluator also aims to inform formative decisions by gathering progress evidence towards the short-term objectives (U.S. Department of Education, 2014). The methodology employed in this proposal is mixed methods. The evaluator will gather and inductively analyze various quantitative and/qualitative data to triangulate (Yin, 1994), and synthesize lessons learned to contribute to meeting the stated outcomes and to further guide deeper learning of teachers and students based using PBL. Table 1 summarizes measures, data collection plan, and methods of analysis to achieve our objectives. the impact of Springfield City School District (SCSD) Deeper Learning: Improving Student Outcomes for College and Career Readiness, and to forecast student performance in reading and mathematics in Project Based Learning. Measures--IC-PBL , Rubric Subject (reading & math) competency perception survey, PBL based, formative assessments on student reading and math performance, Rubric of classroom observation, Protocols, Number of PBL certificates, Student Photo Voice, Teacher observations of student interactions recorded in reflection journals, High stakes assessment scores in reading and mathematics], Jobs & Family Services Data and ACT scores in OERC dataset with tracking, Data Analysis Methods-- Rubric data analyzed by frequency distribution: change over time analyzed by statistical significance, Rubric data analyzed by frequency distribution: change over time analyzed by statistical significance, Teacher survey analyzed with descriptive statistics; open ended items summarized, and if warranted, analyzed for themes, Formative assessment records analyzed with basic descriptive statistics; qualitatively summarized, and if warranted, analyzed for themes, Observation Protocol Rubric analyzed with descriptive statistics; change over time analyzed by open ended items summarized, and if warranted, analyzed for themes, Number of PBL certificates analyzed with basic descriptive statistics, Student Photo Voice summarized, and if warranted, analyzed for themes, Statistical analysis of Post-graduates data from Jobs & Family Services Data, and ACT scores in OERC data; if warranted, produce predictive equation using multiple regression after controlling for gender, SES, mobility, and race, High stakes assessment scores in reading and mathematics analyzed for statistical significance; if warranted, forecasting of scores based on the previous data Teacher observations of student interactions recorded in reflection journals summarized, and if warranted, analyzed for themes. Patton, M. Q. (2015). Qualitative research and evaluation methods: Integrating theory and practice, (4th ed.). Los Angeles, CA: Sage. Yin, R.K. (1994). Case study research: Design and methods (2nd ed.). Thousand Oaks, CA: Sage. Evaluation matters: Getting the you need from your evaluation. Retrieved from <http://www2.ed.gov/about/offices/list/oese/sst/evaluationmatters.pdf>

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.

Our plan to implement our project in other districts in Ohio is informed by a scale-up model from Community Psychology by Adelman & Taylor. It identifies four phases: 1) creating readiness by enhancing a climate/culture for change; 2) initial implementation, whereby replication is carried out in stages using well-designed guidance and support mechanisms; 3) institutionalization, accomplished by ensuring there are mechanisms to maintain and enhance productive changes; and 4) ongoing evolution through use of mechanisms to improve quality and provide continuing support. We will be mindful as we move through each stage, as we expand our programming, and as we facilitate replication in other communities. We will schedule Deep Dive workshops for our teachers, as well as for teachers from other districts. The current body of research of replication of educational programming indicates that funding is the primary reason replication efforts fail. As this project was developed through the train-the-trainer model, we will provide numerous examples for other districts to consider and adapt. It is important that others that choose to replicate our model have a keen understanding of the strategies for enhancing a climate for change and

an institutional culture in which all stakeholders continue to learn and evolve. Our PBL credential rubrics and assessments will be shared with ODE to develop a state PBL credential. To communicate with others, we will use a combination of print, video, and social media communications. Districts interested in replication should be mindful of the planning time required. We will welcome visitors to SCSD who desire to be part of our Deep Dive of Teaching and Learning.

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

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

I Accept: Dr. Robert Hill, Superintendent Springfield City School District May 6, 2016

Consortium Contacts

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

Partnerships

Springfield City School District (044818) - Clark 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
Brian	Boyd	(937)775-3275	brian.boyd@wright.edu	Dayton Regional STEM School	011506	1724 Woodman Dr, Kettering, OH, 45420-3662	
Yoko	Miura	(937)775-3282	yoko.miura@wright.edu	Wright State University	063123	3640 Colonel Glenn Hwy, Dayton, OH, 45435-0001	
Aimee	Kennedy	(800)201-2011	www.BattelleEd.org	Battelle Education		505 King Ave., , Columbus, Ohio, 43201	

Implementation Team

Springfield City School District (044818) - Clark 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
Susan	McLaughlin	NBCT College & Career Readiness Coordinator	Provide professional development for College & Career Readiness for teachers and students.	National Board Certified Teacher, Middle Childhood Generalist, Lead Professional License, Administrative Licenses, Ohio Master Teacher, Marth Holden Jennings Master Teacher Award, Department of Defense Dependent Schools, Japan Woman of the Year.	Five years with the United States Marine Corps as a career counselor, taught graduate-level career counseling courses as University of Dayton adjunct faculty, Director of Teaching and Learning, Millennium Community School, Director of Curriculum and Instruction, Licking Heights Local School District, Literacy Coach, Delaware City Schools, 15 years teaching with Hilliard City School District, 11 years as adjunct faculty, Ohio Regional Director and Candidate Subsidy Administrator for National University Graduate School of Education NBCT program, RESA and edTPA-trained assessor.	MEd in Counseling University of Maryland, College Park, BA in Elementary Education, Ohio Wesleyan University	5	
Karen	Elder	PBL Specialist	Coordinate the Teacher Credential through Dayton Regional Stem School Training Center. Provide PBL professional development. Support teacher PBL practices.	Received numerous hours of PBL training through WSU, Antioch McGregor and Buck Institute.	4.5 Years Curriculum Coordinator/RttT Coordinator Co-Author of \$11.3 million Straight A Grant FY15 2 Years Literacy Specialist 2.5 Years Instructional Coach 15 years classroom teacher	BA Wright State University, Ms.Ed University of Dayton, Administrative License Antioch McGregor, Superintendent's License Un. of Dayton-BASA	40	
Emily	Jablonka	Director of Teaching, Learning & Professional Development	Grant Lead	Experience in PBL training with Buck Institute trainer, participation in three-day training in MDC	1 year as Director of Teaching, Learning, and Professional Development, 8 years as Assistant Principal and	BA Capital University, M.Ed University of Dayton, Ohio, Principal License, Ed.D Ashland University (In Process)	20	

practices with teachers in former district, participation in three-day training in LDC practices with teachers in former district, responsible for the selection and implementation of curriculum and professional development for the district

Principal, 8 years as a teacher