

Budget

Anna Local (049759) - Shelby County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (333)

U.S.A.S. Fund #:

[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	2,500.00	344,125.00	0.00	346,625.00
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
<b>Total</b>		0.00	0.00	0.00	2,500.00	344,125.00	0.00	346,625.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-346,625.00

Application

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

**A) APPLICANT INFORMATION - General Information, Experience and Capacity**

1. Project Title: Technical Capacity to Advance Student Achievement

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

This project seeks to increase educational opportunities for our students and increase student achievement. This involves implementing a fundamental shift in our district culture to one focused primarily on utilizing data more strategically and purposefully district-wide to make curricular and instructional decisions as well as to offer more pointed opportunities for our students. The project will result in increased achievement from all students in the district.

1275 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Heather Wuebker

Organizational name of lead applicant: Anna Local Schools

Unique Identifier (IRN/Fed Tax ID): 049759

Address of lead applicant: 1 McRill Way

Phone Number of lead applicant: 937-394-2889

Email Address of lead applicant: hwuebker@anna.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: N/A

Organizational name of secondary applicant: N/A

Unique Identifier (IRN/Fed Tax ID): N/A

Address of secondary applicant: N/A

Phone number of secondary applicant: N/A

Email address of secondary applicant: N/A

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

N/A

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

\* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

\* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Andy Bixler - Superintendent (7 years), Denny Raberding - Treasurer (33 years): Currently this team is responsible for a general fund budget of over \$10 million and has successfully led several major projects over the past seven years. Heather Wuebker-Director of Student Achievement (this year) Job responsibilities include: transition to college-readiness (AP/dual-enrollment coordinator), data analysis, curriculum transition, Instructional Improvement System (IIS) implementation, district testing coordinator. Mrs. Wuebker has had past experience as a curriculum coordinator and was involved with the implementation of grants that impacted multiple school districts. She has experience as a department chair and budgeting, purchasing, and ordering. She also has experience leading district-wide curriculum initiatives, including a BYOD program and implementation of a trimester system. Brenda Littlefield-District Technology Coordinator (14 years); Mrs. Littlefield has extensive purchasing, ordering, planning and implementation experience as the district's only technology coordinator.

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

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Student achievement

Spending reductions in the five-year fiscal forecast

Utilization of a greater share of resources in the classroom

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

New - never before implemented

Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

Mixed Concept - incorporates new and existing elements

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

This project involves a fundamental, institutional shift to focus all district efforts and initiatives on increasing student achievement. Anna Schools has a history of high student achievement, but over the last several years, we've noticed a flat-line trend in several areas of achievement and some concern in sub-group value-added scores. In July 2013, we took the first step in implementing organizational change by creating a Director of Student Achievement (DOSA) position. The BOE chose to prioritize and devote funds to this position as the first step in improving student achievement. The position focuses solely on increasing student achievement by working directly with teachers to determine areas of need, current successes and innovation to provide opportunities for all students to thrive. To gain the maximum impact for this organizational change, we want to utilize the full power of the quality tools already available: the IIS, OTEs, FIP and data analysis. To make this a reality, we require major upgrades in technology, specifically hardware. We are a high-achieving district, but we recognize that we can and should make some improvements. Data shows us remaining stagnant in areas of value-added for gifted and high-achieving students, ACT scores, and course offerings. We are making an institutional shift to purposefully use data to make student decisions, seeking to make learning opportunities more meaningful to students, and offering them more choice in their learning paths. Conservative, responsible purchasing practices of equipment and instructional supplies is a limiting factor in moving our Excellent district of the past to an "A" rated district of the future. We propose to implement particular initiatives and to revamp selected current programs throughout the district. This proposal seeks funding to implement the following: 1. A new STEM lab at the MS/HS building 2. Replacement of a lab at the HS for distance-learning 3. Replacement of a lab in the MS for online textbooks, curriculum, and learning activities 4. Replacement of a lab at the Elementary with a real-time data learning lab 5. 2 new laptop labs (1 for each building) 6. 1 laptop cart to be used for teacher PD, meetings, and student use 7. Replacement of 61 staff computers to allow for systemic change to utilize student data and use the IIS as the umbrella of data management and assessment district-wide This proposal will enable us to take our performance to the next level to increase achievement in areas of identified need and offer more opportunities for all students. Each lab will also allow staff a place to assess students electronically (formatively or summatively) within the IIS to allow collection and organization of data related to specific content standards. Anna Schools will make an organizational and institutional change to not settle for achievement levels of the past that were always 'good enough' and to demand improvement of achievement for all students. Our BOE supports this change by committing to the DOSA position in the 5-year forecast. Obtaining more purposeful technology will allow us to make institutional changes in the way we think, use data and plan learning to make the change real at the student level. In the past, technology was not necessary to guarantee acceptable levels of student achievement; it is now critical to utilize the tools available to us to improve achievement for all students. We will implement systemic change by focusing more on data to inform instruction and using technology to gather that data through full commitment to the IIS, and guide student-led learning through STEM projects, online learning, and

accessing real-world, relevant data to become problem solvers.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan. The proposed grant provides the capacity for full integration of the IIS. Throughout the year, meaningful, purposeful student assessment data will be tracked relative to content standards. This allows teachers to make informed decisions about student mastery of concepts to change and guide instruction leading directly to student achievement. Student achievement will also be increased by providing more instructional options while increasing rigor and relevance of our current content. When implemented, each of the labs will also have a unique, specific purpose. 1. A new STEM lab in the MS/HS building will have 31 computers equipped with AutoDesk Inventor software and a 3D printer. This lab will be used to enhance our two existing STEM courses in the MS. At the HS level, students in Industrial Technology will benefit from the modernization of the curriculum that the lab will allow, supporting more modern applications to technology and engineering that fit our local job market. 2. Replacement lab at the HS for distance-learning will have 31 computers utilized by students to take courses (AP, dual-enrollment, other online options) not currently offered at Anna. We will maximize the options for students; our current machines being used to take distance learning courses cannot fully support all of the platforms used. This will increase the opportunity to take courses we do not currently offer, while enhancing the rigor and relevance of the courses already offered. 3. Replacement lab in the MS will have 31 computers accessible to the middle school students and courses. The district has already purchased online curriculum, ebooks, videos, and interactive labs via Discovery Ed. MS students also use on-line, self-paced learning tutorial and intervention programs to supplement classroom learning. The increased capacity supports access to tools and information to expand student-led learning practices. 4. Replacement lab at Elementary will be outfitted with 31 computers. Our elementary teachers, particularly those in science and social studies, focus instruction on real-world issues and data. Ohio's New Learning Standards demand students be able to analyze relevant data to solve problems and apply to new situations across content areas. This lab will allow students to directly access rich sources of real-time data. By utilizing relevant information in our classrooms, learning becomes more internalized and students feel empowerment over their learning. 5. 2 laptop labs (one per building) will each contain 30 laptops. This year we greatly expanded our wireless access in each building, which has significantly increased the demand for our current laptop sets. To gain the full use of these sets, we will complete the MS/HS wireless access throughout the building. These new laptops will mirror the uses we have explained related to the labs in #3-4 above, and increase student access to technology by reducing conflicts in scheduling computer labs. This will also allow students to conduct research, complete projects, or participate in student-led learning activities with access to other instructional materials housed in the classrooms. 6. Laptop cart to be used for staff PD and meetings containing 15 laptops. Due to the shifting focus on utilizing and analyzing data, the need for frequent and regular essential PD and common time to examine student assessment measures has never been greater. Having a small group of laptops available to use that does not take away from student access is essential. This set would also often be available for student use. 7. Replacement of 61 staff computers to allow for the full use of the IIS as the umbrella of data management and assessment district-wide. All new computers will also be compatible with the Next Generation Assessments to begin in 2014-2015. Every computer being replaced is incapable of supporting these assessments per current released technical specifications.

### C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

subsubsection b is applicable

14. What is the total cost for implementing the innovative project?

346,625.00 \* Total project cost

\* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

The total cost of the project is \$346,625. The rationale and evidence for many of the budget items have been discussed throughout the grant application and are itemized in the uploaded budget. Each lab will be equipped with 30 student computers and one instructor computer. Two of the labs will require renovations to the electrical wiring and new furniture. Electricity in these labs will be hardwired to the workstations. The STEM lab will have a 3D printer and specific software, Autodesk Inventor. With this software, we can upgrade to a 2014 version with a permanent license. With each of the laptop sets we will require a cart. Additionally, we are budgeting for 22 new wireless access points that will complete the wi-fi infrastructure of our MS/HS building. The maintenance staff of the Anna Schools pulled the wiring for the entire building last summer when we installed our existing access points anticipating that we would expand this system in the future.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

0.00 \* Specific amount of new/recurring cost (annual cost after project is implemented)

\* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

There are no new/recurring costs associated with this innovative project. We are requesting a permanent license with the Autodesk software to eliminate the need for expenses in future years. The instructor professional development related to implementation of this software is something that we have participated in annually and will continue to do so. Other district wide licenses associated with the operating system and other software are already budgeted and will not change if we are awarded this grant. The supplies that will be used with the 3D printer will be needed in the years after the grant has expired. However, these new supplies will simply replace the current outdated and less effective supplies that the district and students currently purchase. To summarize, there are no new/recurring costs associated with this grant. As explained above, these new supplies and programs simply supplant existing out of date or less effective items that are already budgeted.

16. Are there expected savings that may result from the implementation of the innovative project?

0.00 \* Specific amount of expected savings (annual)

\* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

N/A

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The project is self-sustaining because there are no recurring costs beyond those already budgeted for the programs we are supplanting with this innovative program. The computers and related items purchased are all capital expenses, which are long-lived costs, with an expectancy of many years of use.

### D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

#### \* Proposal Timeline Dates

Plan (MM/DD/YYYY): 07/01/2013

#### \* Narrative explanation

Began July 2013 (with DOSA position) and will continue until February 2014-During this time, we will identify specific computers, furniture, etc. to be purchased and installed; make sure they are compatible with each other and with IIS; obtain competitive pricing; purchase by March 2014. Intradistrict Communication: The DOSA will act as the lead of the project. The application process occurred in September and October 2013. The admin team worked on the application in conjunction with several teachers from each building. The DOSA and building principals communicated to the teachers the parameters of the grant and sought teacher input on what our biggest needs are district-wide (this communication has been occurring within the district since Spring 2013, even before the grant was announced). Several teachers were involved in the writing of the grant proposal.

Implement (MM/DD/YYYY): 06/30/2014

#### \* Narrative explanation

February 2014: train staff on IIS (Feb/March); administer SLO post-assessments as able in April 2014 through IIS; Replace/update computer labs beginning in April 2014 to be completed by June 30, 2014 Research/market online AP, Dual-enrollment courses in March-students enrolled in courses beginning August 2014 Training of STEM teachers-Summer 2014 Begin using labs with students-August 2014 Communication: Grant awardees are to be notified in December 2013. If our proposal is funded, the Superintendent and DOSA will make an announcement to the staff through email. In January, building level meetings will be held to communicate the specifics and to answer any questions staff have at that time. A time line of implementation, including estimated training windows will be shared at these meetings. The DOSA will act as the lead facilitator in training the staff on the IIS and the new technology; the teacher-driven IIS training team will set up trainings and communicate to the staff how to sign up for those trainings. Teacher-based-team meetings will continue as they currently do within the district. Some of these meetings in the Spring will be used to

discuss with each individual team the technologies that will be available to them and allow them to begin to plan how they will utilize them with their students.

Summative evaluation (MM/DD/YYYY): 06/01/2015

\* Narrative explanation

May 2015-1st summative evaluation (will continue quarterly evaluations of our initiatives beyond this date, with a summative evaluation occurring in June of each school year); specific details of types of data to be analyzed are in later sections of the proposal; team to conduct evaluation will be the District Leadership Team; results will determine continued program uses and changes or additions to the initiatives. Communication plan: Quarterly evaluations will be held with the Building Leadership Teams (comprised of teachers and building admin, the superintendent, technology coordinator, and DOSA) on the effectiveness, limitations, challenges, and ideas for future expansion and uses of the labs; these evaluations will always involve a discussion of student achievement and growth data. Communication with Other Stakeholders: Announcements will be made with the local community via the local newspaper and mailed district newsletter; once implemented, the various uses of the labs will be spotlighted in each quarterly district newsletter and highlighted on the district website, describing the way students are using the labs or showing projects being conducted. Student achievement data (OAA, OGT, ACT, etc.) will continue to be publicized in the local paper and district newsletter. Potential Barriers: The biggest potential barriers relate to time. First, time will be required for training of staff on the IIS. Teachers, who have so much else going on already, particularly in the spring, will be offered training in several different format options-during school with a sub provided, before and after school, during plan periods and team time, and evenings. Teachers will be allowed to choose when they attend. Having the DOSA position dedicated solely to student achievement and support of teachers allows us the flexibility to offer trainings in this way; the DOSA will be able to devote the time to these trainings with minimal other interruptions to her work. Another time barrier involves the potential of being behind-schedule with installation of computers and related hardware. To avoid interrupting student learning in the fall of 2014, we have set a goal to have all labs replaced prior to June 30, 2014. With that goal, if unforeseen delays occur, we still have two months to work with before students return to school in the fall and begin using the labs. Current district technology staff cannot do the installation themselves, so the district plans to use additional staff and community members to help with installation. The Anna Education Foundation, our academic support group has pledged to ensure that the installation of the labs meets our timeline. A final barrier relates to the reluctance and uncertainty some staff members have related to applying data to inform instruction. To overcome this, the DOSA has already been working closely with each staff member/department this year in analyzing their pre-test data related to their SLOs for the year. Doing item analyses together, looking at pacing guides as related to standards students have or have not mastered according to test results, and discussing the intentional use of purposeful assessment has helped alleviate anxiety and show staff members the profound effects these small changes can have on student achievement. Work on this is on-going, both with the DOSA, and in teacher-based-teams.

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

Upon reflection of our program proposal the following is a list of expected changes to instructional and organizational practices at the Anna Schools: --culture shift to purposeful analysis of data to inform and guide instruction --instructional choices, pacing of courses, interventions, and re-teaching of concepts based on quantifiable student achievement data district-wide --increased opportunity for cross-curriculum learning as technical capacity is increased --incorporation of more rigor and relevance in curriculum and assessment --more focused teacher-based-team meetings, with emphasis on discussing formative and summative assessment data and using that data to improve instruction and learning for our students --systematic use of the IIS as an assessment platform and data analysis tool --increased efficiency of staff as they use technology that is up-to-date --increased the frequency of effective student use of technology --a conscientious movement to making all decisions based first on how it will impact student achievement/growth --increased opportunities for our students, more college ready course offerings, engineering/STEM lab --increased internalization and empowerment of students as they become more invested in their learning, whether it be by using more real-world data & real-life situations, more individualized instructional choices via distance learning options, creative options allowed in STEM lab, etc. We are aware that there will be additional opportunities for, and needs of our students that currently do not exist; increasing our technology infrastructure to be more up-to-date will put us in a position to be able to support those needs and opportunities as they arise. Rather than technology being a barrier as it currently is, it will serve as a crucial tool and provider of opportunity. All of this, in conjunction with our communication plan described in #18, will improve upon and rely upon effective communication, honest dialogue, and continued analysis of the program by all stakeholders-teachers, admin, and students. The fundamental result of this program will be increased student achievement.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

Research shows that focusing efforts on a limited number of targeted initiatives and putting student learning at the forefront are keys to a highly successful school. We have taken the first step in focusing our efforts by creating the DOSA position to be the leader of these efforts. A recent publication from Battelle for Kids, a Global Education Study entitled "Six Drivers of Student Success" (2012), highlights common factors found in 5 high-performing schools around the world. Several of these are pieces that we are seeking to improve in our school through this proposal: personalization & multiple pathways for student success (our distance-learning lab at the HS); a focus on learning (embedding formative assessment and making instructional decisions based on this, teaching less and learning more, increasing effectiveness and efficiency); maintaining focus and minimizing distraction. Additionally listed are using test results and performance evaluations to guide what we do-NOT as the sole measure of success of our students, but as a tool to help us decide what is working and what is not, while keeping multiple opportunities for our students at the forefront; providing the students rich learning experiences with deep meaning; and ongoing assessment for learning (students assess their own learning, teachers use assessment data to adapt instruction). Research also shows that limiting goals and initiatives to focus on student learning is a pathway to a high-growth school (Battelle for Kids, 2013). Our innovation of implementing a DOSA position has ensured efficient, effective management of this work. The DOSA is able to help the district do this by making initiatives and mandates from the state easily understandable to the teaching staff and working with them to decide how to carry them out while making them useful tools for our school and productive ways to improve student learning. This same study shows that empowering teachers and developing leaders system-wide are essential to increase growth as well. We seek to do this by empowering the teachers with increased tools to use in their already established teacher-based-teams. Simply increasing efficiency and capacity of these teams to use the data available to them purposefully will result in increased student achievement.

21. Is this project able to be replicated in other districts in Ohio?

Yes

No

22. If so, how?

This approach can definitely be replicated in other districts; our approach is foremost a culture change-increased emphasis on putting student achievement, growth and opportunities as our primary focus. While this grant would enable us to now quickly and efficiently work on the areas we've pinpointed as our highest needs, all districts could mimic our model. They could create a DOSA position and/or realign current staffing and administrative positions to devote a person or persons to focus on student achievement and all the related facets. While one person in this position is appropriate for a district our size, larger districts may choose to dedicate a person per building or the equivalent. Smaller districts might be able to share a person between two different districts or partner with an ESC. Once a person/people are designated to lead the culture change, the next step is to do as we've done and identify areas where student opportunities for learning can be increased and, most importantly, begin the culture shift to one of using student data to make decisions, change and guide instruction, and measure learning outcomes. Each of our designated labs serves a specific purpose or need within our district; we are not seeking to overhaul everything we are currently doing, but rather have spent time studying our greatest areas of need and are targeting our resources at these areas, while keeping all the other effective things we are doing district-wide intact. Outline of how other districts could mimic our proposal: --Identify person(s) to lead district to increased student achievement (We chose to implement the Director of Student Achievement position; others may already have existing personnel in place to lead change and/or could realign current duties to allow person(s) the time/focus to do so.) --Work with District/Building Leadership teams to pinpoint areas of desired improvement, based on available student achievement data. (We chose to focus on increasing value-added scores and achievement/ACT scores for our gifted and high-level students, and to begin increasing achievement scores for other students as well, after flat-line trends were noticed.) --Work with Building Leadership Teams to pinpoint specific strategies to increase those identified areas of need. (We are proposing to implement the learning labs and opportunities outlined in this proposal.) --Work with ALL staff on becoming more aware of data, its uses, and how to effectively analyze it to make curriculum and instructional decisions and changes to improve student learning and achievement. (We chose to do this by training a team of teachers to use the IIS and to use that team, with the DOSA, to train the rest of the staff. The IIS serves as a starting point for those teachers who currently do not regularly collect and use assessment data and as an easy-to-use online assessment platform for all teachers, even those already purposefully using data.) --Most crucial will be the continued, ongoing communication within our district. Teacher-based-teams will continue to meet and discuss student data and instructional strategies that work within their classes. Uses of the learning labs to increase student achievement and monitor progress will be discussed, evaluated, and refined at regular intervals. As promising practices emerge from our staff, those will be shared with the rest of the district.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

The project seeks to implement a new systematic and inherent value on data usage and availability; the ultimate goal is to increase student achievement in all areas. We want to enhance the opportunities for and success of all students. We want to prepare our students for college and challenge them by creating opportunities for them to take AP/dual enrollment courses we are not currently able to offer; we want to increase interest in STEM related disciplines by providing the students with a state-of-the-art lab to learn and create in and offer courses to guide their learning; we want students to understand how to find and use real-world data and experiences to make learning more meaningful and longer lasting; rigor and relevance will be institutional and evident in everything we do. The project goal of increasing student achievement will be attained because of the increased focus on the purposeful use of data, the increased opportunities for students, and the increased technical capacity to make it all happen. Quantifiable measures of the grant outcomes include: 1. enrollment count in AP, dual enrollment and distance learning courses 2. the number of AP, dual enrollment, and distance learning courses offered 3. percent of staff utilizing the IIS for testing and/or data tracking. 4. frequency of occurrences that the IIS is used for formative assessment 5. value-added results 6. state achievement test results 7. ACT scores After the grant period has expired, in June 2014, our work really begins. We will have the labs and technical hardware in place to continue our work. Our purposeful use of data will continue to grow over time. We will begin to use the IIS to assess students and organize and analyze data, as well as meet in teacher-based-teams to continue to analyze other sources of data and discuss effective instructional strategies. Teachers will continue to make sure learning opportunities are rigorous and relevant. We will utilize our Director of Student Achievement to monitor progress toward our goals, analyze student achievement and growth data with the teachers and administrators, and identify new areas of strengths and challenges as time goes on. What is so powerful about our proposal is that it is completely sustainable after the funding is gone; we have already begun to implement several of the changes we have proposed, and our work will continue every quarter, every semester, and every school year.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

1. Increase the enrollment count in AP, dual enrollment and distance learning courses. 2013-2014 school year (current number): 77 2014-2015 (1 year benchmark goal): 120 2018-2019 (5 year benchmark goal): 300 2. Increase the number of AP, dual enrollment, and distance learning courses offered. 2013-2014 school year (current number): 6 2014-2015 (1 year benchmark goal): 12 2018-2019 (5 year benchmark goal): 20 3. Increase percent of staff utilizing the IIS for testing and/or data tracking. 2013-2014 school year (current number): 0 2014-2015 (1 year benchmark goal): 75% 2018-2019 (5 year benchmark goal): 100% 4. Increase frequency of occurrences that the IIS is used for formative assessment by core subject area teachers in grades 3-10. 2013-2014 school year (current number): 0 2014-2015 (1 year benchmark goal): 216 (This benchmark was established by expecting 75% of 32 core area teachers using it once per month of the school year.) 2018-2019 (5 year benchmark goal): 576 (This benchmark was established by expecting 100% of our 32 core area teachers to use it twice per month of the school year.) 5. Improve value-added results 2013-2014 school year (current number from 2012-

2013 school year report card): 1.1 (This score is the absolute value-added progress score for all tested grades according to the state report card.) 2014-2015 (1 year benchmark goal-will come from 2013-2014 school year report card released in Fall 2014); 2.0 2018-2019 (5 year benchmark goal): 2.0 (2.0 means two standard deviations above the expected growth measure and results in a report grade of an "A"). 6. Improve state achievement test results Benchmark 1: Indicators Met: We have consistently met all state indicators in achievement; with the future changes to the Next Generation Assessments, our goal is to continue to meet all state indicators. Benchmark 2: Performance Index: 2012-2013 school year (most recent report card available): 106.3 2014-2015 school year (report card score released in Fall 2015): 108 2018-2019 school year: goal to be established; with the change to Next Generation Assessments, we are uncertain where to set our benchmark at this point in time 7. Increase ACT scores Our most recent results reflect the graduating class of 2013. Average Composite: 22.4 Benchmark for the graduating class of 2015 (first class to benefit from the grant): 22.6 5-year benchmark (results of the graduating class of 2019): 23.0 Several intended outcomes of this proposal are not as easy to benchmark. We hope to develop life-long learners who are successful in their future careers. We will produce problem-solvers, students who are adept at using technology to find and utilize information, and spark interest and excitement in STEM and increase the students pursuing direct occupations in or otherwise furthering their future study of Science, Technology, Engineering and Mathematics. We also hope to be able to attract the absolute best and brightest professional staff by being a recognized as a high performing and innovative school system.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

\* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

\* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

The overall effectiveness of the impact of the Technical Capacity to Advance Student Achievement grant will be measured by the success of the benchmarks and goals. Data will be gathered for the goals in the following ways: 1. Increase enrollment count in AP, dual enrollment and distance learning courses-The total enrollment in these courses will be counted each semester. The HS guidance counselor will report these to the Director of Student Achievement. 2. Increase the number of AP, dual enrollment, and distance learning courses offered-The total number of courses offered will be counted each semester by the HS guidance counselor and reported to the DOSA. 3. Increase percent of staff utilizing the IIS for testing and/or data tracking-The DOSA will run reports within the IIS system that will show how many staff are using the IIS and what assessments they have administered. 4. Increase the frequency of occurrences that the IIS is used for formative assessment-The DOSA will run reports within the IIS system to show how many staff are using the IIS for designated formative assessments and how frequently they are administering them through the system. 5. Improve value-added results-The DOSA will analyze the results from the state-issued district report card each fall. 6. Improve state achievement test results-The DOSA will analyze the results from the state-issued district report card each fall. 7. ACT scores-The HS Principal will provide the DOSA with the College Readiness Letter from ACT that is sent each summer. The DOSA will provide annual reports to the District Leadership Team and the Board of Education and communicate on-going progress to the community. The Building Leadership Teams and the IIS implementation team will meet quarterly for the purpose of evaluating progress. IIS implementation reports will be run monthly and analyzed to determine the level of ongoing training required for successful implementation. This will be especially important in the spring of 2014 and throughout the 2014-2015 school year, when the IIS is first introduced and used by staff. The Building Leadership Teams and IIS implementation teams will be responsible for gathering feedback from teachers in each building on the progress of implementation. If further professional development, training or opportunities to meet are needed, those needs will be shared through the quarterly meetings and the DOSA will be responsible for redirecting efforts or arranging additional training opportunities and support using data. The DOSA will work directly with each Building Leadership Team to make changes, if needed, at the building levels. We recognize that there are needs and opportunities that will arise that may not even exist right now; building our institutional and technical capacity through the dedication of a DOSA position and attainment of this grant proposal ensure that we are prepared for them when they do surface. This grant application is about capacity-the capacity to maximize the opportunities to increase student achievement. This is only going to be fully effective with stakeholder buy-in and communication. Our innovation of implementing the Director of Student Achievement position ensures that buy-in and constant communication by serving as a professional development facilitator, working constantly and directly with the staff and administration, providing open, two-way communication about what progress is being made and what struggles and successes exist during implementation of the programs, and providing the support needed to use more data purposefully district-wide. This is the catalyst to ensure effective change. The position was created to focus on the changes occurring in education today and to help our district go from good to great. Funding of this proposal, which would increase our technological capacity, is what we need to go from an Excellent district of the past to an "A" rated district of the future.

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I Accept Andrew Bixler Superintendent Anna Local Schools 10/25/13