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Adjusted Allocation: 0.00

Remaining: -346,625.00
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 creates educational opportunities for our students and increases 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 (RN/Fed Tax ID): 049759
Address of lead applicant: 1 McRill Way
Phone Number of lead applicant: 937-394-2899
Email Address of lead applicant: hweubker@anna.k12.oh.us

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

First Name, Last Name of contact for secondary applicant: NiA
Organizational name of secondary applicant: N/A
Unique Identifier (RN/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 (RN/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.

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 district’s culture 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 in their fostering of 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...
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 through 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 around hands-on, inquiry-based learning. 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 personalized and students feel empowered over their learning. 5. Laptop (or per one 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 Justified 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, include the five-year forecasts of each school district, community school or STEM school member for review.

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, RIT money, local funding, foundation support, etc.), and provide details on the costs 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 budgeted spreadsheet. 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 wireless access points that will complete the wifi infrastructure of our MS/HS building. The maintenance staff of the Anna Schools Pulse 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 costs 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 at that equal to at least a portion of the 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 supplementing 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.)

* 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 and print for dual-enrollment courses in March; enrolled students in courses beginning August 2014 Training of STEM teachers-Summer 2014 Begin using labs with students. August 2014: Communication: Grant awardees are notified by 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 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-team-based meetings will continue as they currently do within the district. Some of these meetings in the Spring will be used to...
May 15-16: The evaluation will continue with qualitative 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 collected are in later sections of the proposal. Team to conduct evaluation will be the District Leadership Team results will determine continued program uses or 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, limits, 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 in 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 in student achievement and growth data.

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

20. Describe the rationale, research or past successes that support the innovative project and its impact on student achievement, spending reduction in the five instructional strategies.

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

22. If so, how?

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 variability; the ultimate goal is to increase student achievement in all areas. We want to enhance the opportunities for teachable moments that are currently missed due to the incorrect use of data. The project seeks to improve the quantity and quality of student achievement data, the quality and reliability of student achievement and growth data. We have an understanding that the increase in data usage is the key to improved student achievement.

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 that may achieve that are not as easily quantified.


4. Increase the number of students using the IIS for teaching and learning: 2013-2014 school year (current number): 3 2014-2015 (1 year benchmark goal): 200 (This benchmark was established by expecting 75% of 250 core area area teachers using it once per month of the school year); 2018-2019 (5 year benchmark goal): 576 (The 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: 2014- 2015 school year report card released in Fall 2014): 2.0 2018-2019 (5 year benchmark goal): 2.5 (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 released in Fall 2015): 108.3 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 teams 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.

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