Bright Local (047613) - Highland County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (542)

### Budget

**U.S.A.S. Fund #:**

**Plus/Minus Sheet (opens new window)**

**Bright Local (047613) - Highland County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (542)**

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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: Project Bright Future

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.

Project "Bright Future" developed by the Bright Elementary Design Team for Student Learning (DTSL) has a goal to increase student achievement through differentiated instruction, integrating technology, and promoting student leadership skills. Our foundation for learning is the common core and academic content standards which are key to increasing student achievement. We also aim to promote positive student leadership skills/anti bullying program through the Be Nice Out There (BNOT) Camp.

3. Total Students Impacted:

390

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

First Name, Last Name of contact for lead applicant: Jeri Earley
Organizational name of lead applicant: Bright Local School
Unique Identifier (RNN/Fed Tax ID): 047613
Address of lead applicant: P O Box 299, Mowrystown, Ohio 45155
Phone Number of lead applicant: 937-927-7010
Email Address of lead applicant: jeri.earley@brightlocalschools.com

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

First Name, last Name of contact for secondary applicant: Dee Wright
Organizational name of secondary applicant: Bright Local School
Unique Identifier (RNN/Fed Tax ID): 047613
Address of secondary applicant: P O Box 299, Mowrystown, Ohio 45155
Phone number of secondary applicant: 937-442-3114
Email address of secondary applicant: dee.wright@brightlocalschools.com

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 (RNN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

The Bright Elementary Design Team for Student Learning (DTSL), consisting of four teachers and principal, is eager to meet the learning goals for their students outlined in this grant. They are intent on influencing other teachers and leaders in the building to become part of a professional learning community centered on increasing student achievement. The DTSL has consistently demonstrated a commitment to life-long learning as evidenced by their commitment to their own professional education. Several team members have a Masters degree in the Art of Teaching. These teachers have received numerous honors for their quality work in education. Several members on the team are Martha Holden Jennings Scholars. This group of team members has contact with all kindergarten through 6th grade students throughout the day. The members are committed to the success of the project goals, and are eager to collaborate with one another. They embrace differentiated instruction, integration, and leadership development encouraging students to make connections across content areas. Members of the DTSL and the principal implemented a first ever BNOT Camp at an area YMCA camp this fall for all sixth grade students. Promoting positive student leadership skills/anti bullying program through the Be Nice Out There (BNOT) Camp is a key focus for the DTSL. Mark Holmes teaches 5th and 6th grade Science. Hands on learning through labs and student discovery are a daily experience for his students. Using data to differentiate instruction through science inquiry makes learning enjoyable. He also has experience as a technology instructor. Stephanie Noe teaches 6th grade Language Arts. She currently utilizes technology in her classroom: Google documents, video clips, online books, and word processing. Differentiated literature circles make learning more exciting for her student. Natasha Shelton teaches 5th and 6th grade Social Studies. Unit based instruction and student created projects are integrated into her classroom. Her lessons enhance students' ability to gather and synthesize information from a variety of sources. Terri Murphy teaches 2nd grade. Data drives her instruction as she differentiates her instruction in the areas of reading and math. Mrs. Murphy enhances student learning by applying auditory, visual and kinesthetic learning strategies. Jeri Earley is beginning her third year as principal of Bright Elementary. She has authored numerous grants. She collaborates with staff to enhance student growth and learning. While teaching in another district Mrs. Earley was a member of a four person team that received an ARRA Grant thus having experience managing a grant of this size. The DTSL have committed to being co-leaders and facilitators within their classrooms and the community at large. The team is cognizant that the shifting from the current model of instruction in education will be challenging yet the DTSL is inspired and motivated to enhance the vision of a 21st digital classroom, the importance of supporting student leadership and a building commitment to differentiated instruction. To begin the process of completing this grant application, district administrators met. Interested teachers met and the process was explained. The DTSL was formed and embarked in the process of creating the grant and garnering support from the educational community. Knowing this is an intense opportunity for teachers, it's understood additional time and support is necessary to make this a successful venture beneficial. Apart from the dedication of the DTSL, the district team director, superintendent, treasurer, are committed to enhancing achievement through differentiated instruction, integrating technology, and providing strong leadership skills to the students of Bright Elementary.

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.

Upload Grant Application Attachment.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.

The Bright Elementary Design Team for Student Learning (DTSL), consisting of four teachers and principal, is eager to meet the learning goals for their students outlined in this grant. They are intent on influencing other teachers and leaders in the building to become part of a professional learning community centered on increasing student achievement. The DTSL has consistently demonstrated a commitment to life-long learning as evidenced by their commitment to their own professional education. Several team members have a Masters degree in the Art of Teaching. These teachers have received numerous honors for their quality work in education. Several members on the team are Martha Holden Jennings Scholars. This group of team members has contact with all kindergarten through 6th grade students throughout the day. The members are committed to the success of the project goals, and are eager to collaborate with one another. They embrace differentiated instruction, integration, and leadership development encouraging students to make connections across content areas. Members of the DTSL and the principal implemented a first ever BNOT Camp at an area YMCA camp this fall for all sixth grade students. Promoting positive student leadership skills/anti bullying program through the Be Nice Out There (BNOT) Camp is a key focus for the DTSL. Mark Holmes teaches 5th and 6th grade Science. Hands on learning through labs and student discovery are a daily experience for his students. Using data to differentiate instruction through science inquiry makes learning enjoyable. He also has experience as a technology instructor. Stephanie Noe teaches 6th grade Language Arts. She currently utilizes technology in her classroom: Google documents, video clips, online books, and word processing. Differentiated literature circles make learning more exciting for her student. Natasha Shelton teaches 5th and 6th grade Social Studies. Unit based instruction and student created projects are integrated into her classroom. Her lessons enhance students' ability to gather and synthesize information from a variety of sources. Terri Murphy teaches 2nd grade. Data drives her instruction as she differentiates her instruction in the areas of reading and math. Mrs. Murphy enhances student learning by applying auditory, visual and kinesthetic learning strategies. Jeri Earley is beginning her third year as principal of Bright Elementary. She has authored numerous grants. She collaborates with staff to enhance student growth and learning. While teaching in another district Mrs. Earley was a member of a four person team that received an ARRA Grant thus having experience managing a grant of this size. The DTSL have committed to being co-leaders and facilitators within their classrooms and the community at large. The team is cognizant that the shifting from the current model of instruction in education will be challenging yet the DTSL is inspired and motivated to enhance the vision of a 21st digital classroom, the importance of supporting student leadership and a building commitment to differentiated instruction. To begin the process of completing this grant application, district administrators met. Interested teachers met and the process was explained. The DTSL was formed and embarked in the process of creating the grant and garnering support from the educational community. Knowing this is an intense opportunity for teachers, it's understood additional time and support is necessary to make this a successful venture beneficial. Apart from the dedication of the DTSL, the district team director, superintendent, treasurer, are committed to enhancing achievement through differentiated instruction, integrating technology, and providing strong leadership skills to the students of Bright Elementary.

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

9. Which of the stated Straight A Fund goals does the project 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 research-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.
leadership skills. Focusing on the common core and academic content standards are key to increasing student achievement. A "Bright Future" coach will be hired to provide guidance and support as the grant begins. For the months, December through April the coach will be in attendance three days out of the week providing guidance, support and planning as teachers create differentiated instruction and integrate technology into their lessons. During the months of May, June, July, and August the coach will be in attendance twice a week giving feedback and reinforcement to teachers as they acquire knowledge and skill in their instructional practices. As the "Bright Future" coach enters the months of September and October teachers demonstrate their grasp of the concepts and instruction thus the coach is only needed one day a week. The months of November and December the coach will certify that each teacher has mastered the essentials for technology and differentiated instruction including the concepts covered in the Spring and Summer sessions. It is important to note that both the "Bright Future" coach and the ITSCO staff will attend the orientation session in June to help with smooth transition of teachers. The instructional need that Bright Elementary has identified in one or more content areas is that students in the school have demonstrated a lack of background knowledge and the ability to critically analyze information. Students struggle to effectively communicate their ideas in written and verbal contexts. Teachers feel this creates the low achievement in both math and reading scores, and contributes to the widening gap of students who struggle. Coaches attribute this to a number of reasons that may include (but are not limited to) a high unemployment rate in the community, limited leisure activities to access locally, and an insular view of the world rather than a global view. In addition, higher order thinking and sound reasoning are strategies that teachers must use and teach in order for students to make connections between stored background knowledge and experiences they can use to build upon and create deeper levels of understanding. differentiated instruction provides a means for students to gain a more personal and individualized understanding of the curriculum in a manner that engages all students and closes the achievement gap for students. Teachers can differentiate the content, process, and product based on the student’s readiness, interest, and learning profile. In addition, through the use of integrated technology and interactive communication, students will expand their world to include the global world rather than just their local world. Promoting positive leadership skills are key opportunities to increase social and personal skills within their classroom community. As the DTSL makes a shift to increase student achievement through differentiated instruction, promoting student leadership skills, and integrating technology, they expect to use data to drive instruction, innovate using 21st century strategies and integrate technology to address these needs. The DTSL is eager to use critical thinking and problem solving strategies that will prepare their students for the world beyond the classroom.

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 "Bright Future" project is an enhancement of our current strategies and practices. The awarding of this grant would provide the additional resources that would enable us to provide a higher level of quality professional development opportunities. The DTSL and Apple Company would provide the equipment and resources to ensure that our teachers receive a robust level of professional development. The professional development would provide a valuable resource for our staff to grow and progress. The DTSL would have the opportunity to try new things and develop opportunities for students to engage in the learning process. This level of professional development would also provide very knowledgeable instructors designing coursework for teachers in the area of technology integration and differentiated instruction that would be first rate for our staff and students. This year we participated in an outstanding student leadership program, Be Nice Out There (BNOT). The Ohio Improvement Plan reading and math goals include improving performance on district-developed common assessments state diagnostics, and increase proficiency rates on the OAA by 5% each year. Teacher teams meet regularly to take a close look at the data and develop next steps based on this information. The Ohio Improvement Plan attention goal states that the district will increase the percentage of student achievement by at least 1% each school year, with an emphasis on students with disabilities and economic 1% disadvantage. In addition, the district has committed to job training and development. In integrated technology and other research-based strategies to engage students and make learning meaningful. The "Bright Future" project goal of increasing student achievement supports the Ohio Improvement Plan goals. The awarding of the Straight A Grant would enhance the opportunities for both teachers and students to interact with the district's high-yield instructional strategies through three areas of focus, differentiated instruction, integrating technology, and promoting student leadership skills in student achievement.

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.

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

$70,404.00 * 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, RTT 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 costs, etc.).

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

$6,350.00 * 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 costs, etc.) If there are no new/recurring costs, please explain why.

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

$2,000.00 * 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 costs, etc.) expected savings (project "expected savings"") project membres. If the project involves the use of less paper copies or tear copies made by teachers. With teachers activities are working more and online and collaborating on projects a paperless classroom could become a reality.

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 "Bright Future" project will be a self-sustaining endeavor. With the initial purchase of the equipment through grant funding; replacements due to breakages and loss will be sustained from the district general fund for a cost of $6000.00 per year because of the durability of Apple products. The coaching will not need to be sustained as certified teachers will become coaches for new staff members and existing staff. The ITSCO staff would provide a valuable resource for our school district.

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 of the timeline, 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 areas.)

* Proposal Timeline Dates
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.

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

   Yes
   No

22. If so, how?

The "Bright Future" project will increase student achievement through differentiated instruction, integrating technology, and promoting student leadership. The project allows all students to show growth and be successful. Having students, staff, and parents work together to increase student achievement is a great community building experience. I have worked in other school districts where we promoted student leadership skills and stressed differentiated instruction. Students, parents, and staff collaborated and made the gains in student achievement. Integrating technology is such an engaging way to increase student achievement. Learning becomes so exciting and meaningful for students so achievement increases.

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

The "Bright Future" project will increase student achievement through differentiated instruction, integrating technology, and promoting student leadership. The project allows all students to show growth and be successful. Having students, staff, and parents work together to increase student achievement is a great community building experience. I have worked in other school districts where we promoted student leadership skills and stressed differentiated instruction. Students, parents, and staff collaborated and made the gains in student achievement. Integrating technology is such an engaging way to increase student achievement. Learning becomes so exciting and meaningful for students so achievement increases.

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.

The "Bright Future" project will increase student achievement through differentiated instruction, integrating technology, and promoting student leadership. The project will also be positive experience for the Bright Elementary community. Students, staff, and community members will enjoy the opportunity of learning new ideas and reflecting on new thoughts and ideas. The community, staff, parents, and students will be proud of the equipment and respect the amazing opportunity that this Straight A Grant provides. With the wonderful opportunity comes tremendous responsibility and dedication to meet the goal of the project. Our students, staff, parents and community are dedicated to the success of the project and the wonderful opportunity that is available to Bright Elementary community.

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 "Bright Future" project will increase student achievement through differentiated instruction, integrating technology, and promoting student leadership. The benchmarks throughout the project will be increased MAP assessments in the fall, winter, and spring, formative and summative assessments, OAA assessments, collaboration on projects, communicating learning goals and projects, using critical thinking strategies and problem solving to evaluate problems and projects, using creativity as students and staff create projects and design materials and instruction. Students and staff will also be self-assessing and setting goals throughout the project. The lessons learned will be shared with other educational institutions and personnel through networking, blogs, presentations, and collaborative experiences. Students and staff will also journal and make reflections throughout the project "Bright 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 "Accept" and indicate your name, title, agency/organization and today's date.

I accept.” Jen Earley, Principal Bright Elementary, Bright Local School District, October 25, 2013