

Budget

Celina City (043729) - Mercer County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (149)

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		495,157.00	97,845.00	270,000.00	600,000.00	2,503,277.50	0.00	3,966,279.50
Support Services		20,000.00	3,200.00	0.00	0.00	0.00	0.00	23,200.00
Governance/Admin		43,000.00	7,000.00	0.00	0.00	39,208.50	0.00	89,208.50
Prof Development		364,500.00	58,440.00	57,000.00	0.00	0.00	0.00	479,940.00
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	441,372.00	0.00	441,372.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		922,657.00	166,485.00	327,000.00	600,000.00	2,983,858.00	0.00	5,000,000.00
Adjusted Allocation								0.00
Remaining								-5,000,000.00

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: Celina City Schools: A Differentiated Education

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.

Celina City Schools will raise student achievement by moving our curriculum and learning opportunities into the 21st Century, making these items available to students anywhere and at anytime. By reducing our use of paper, printing, copying, and textbooks, Celina City Schools will reduce its expenditures and will show these reductions in our five-year forecast. Celina City Schools will utilize a greater share of resources in the classroom by providing every student, K-12, a one-to-one technology device.

2879 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Jesse D. Steiner

Organizational name of lead applicant: Celina City Schools

Unique Identifier (IRN/Fed Tax ID): 043729

Address of lead applicant: 585 East Livingston St., Celina, Ohio 45822

Phone Number of lead applicant: 419-586-8300 Ext. 1002

Email Address of lead applicant: jesse.steiner@celinaschools.org

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.

Polly Muhlenkamp, Principal Immaculate Conception School IRN: 054411 200 W. Wayne Street Celina, Ohio 45822 419-586-2379 pollymuhlenkamp@celina-ic.noacsc.org

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.

The lead implementation team for our project proposal will include Jesse Steiner (Superintendent), Jason Luebke (Curriculum Coordinator), Sue Aukerman (Grant Administrator), Keith Gudorf (Technology Coordinator), Mick Davis (Treasurer) and Polly Muhlenkamp (Immaculate Conception School Principal). This team will work together and will rely on past experiences and knowledge of change initiatives to successfully implement this grant proposal. With a wide variety of experiences and knowledge base on the initiative, we feel confident this team can demonstrate success. Jesse Steiner co-authored and implemented the RtT Early College High School Grant for Hicksville Exempted Village Schools. Additionally, he brings experience as the superintendent of a one-to-one MacBook school district. Jason Luebke researched, introduced, and implemented the trimester scheduling system at Celina High School in order to focus on student achievement by allowing more time for teachers to deepen understanding. Additionally, he co-implemented the introduction of a one-to-one netbook initiative to Celina High School for grades 9 and 10. Sue Aukerman spearheaded a grade level structure realignment initiative for Celina East Elementary and West Elementary Schools, grouping together teachers and students by grade level and creating Celina Primary School and Celina Elementary School. This initiative allows for better planning and instruction for grade level teachers, ultimately raising student achievement. Keith Gudorf co-implemented a one-to-one netbook program for grades 7-10. Additionally, he helped facilitate the introduction of iPad carts in grades K-6 and was a key leader in the initiative to put a SmartBoard in every classroom in Celina City Schools. He also organized WiFi implementation in two buildings, covering more than 1,200 students. Polly Muhlenkamp has a proven track record for leading Immaculate Conception school staff in making gains in student achievement as is evident in the ability and aptitude of their students that enter our district in the 7th grade. Additionally, Immaculate Conception staff will partner with our district during all committee work and professional development.

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.

Celina City Schools has been involved in the Ohio Improvement Process for several years. Our schools have struggled in meeting the needs of our students with disabilities and economically disadvantaged students. We are failing to actively engage our lowest achieving students in the learning process and to successfully meet their academic needs. We are challenged to cross the digital divide with our low income students. Ultimately, we are not closing the gap. We will achieve all three of the Straight A Fund goals and close the achievement gap between our general population and our students with disabilities and economically disadvantaged students with our Differentiated Education Project. The first phase of our project, which meets the third goal of the Straight A Fund grant, is to implement a one-to-one technology device program in grades K-12. This will place a learning device in the hands of ALL students. Students in grades K-2 will use an iPad mini, grades 3-6 will be issued an iPad, and grades 7-12 will receive a MacBook Air. All staff members will receive a device equipping them with the tools, resources, and experience required to meet the needs of the digital learner. Ultimately, we will be utilizing a greater share of resources in the classrooms. The next phase of the project will meet the first goal of the Straight A Fund grant. We will form curriculum committees to develop online learning resources and choose a vehicle by which all students can access those resources. The committees will also use the newly created curriculum maps in conjunction with teachers to take the resources they are using in the classroom and convert them to an electronic format. The committees and teachers will work to create new online learning resources. The goal for this phase of the project is for students to have access to the resources necessary for learning at all times. This will be an ongoing project after the grant period ends. We will start with Mathematics and English Language Arts and plan to have those subjects completely online by the start of school in August 2014. We plan to increase student achievement by giving students the freedom and ability to learn anywhere and at anytime. The third phase of the project will require a district wide commitment that will address the sustainability goal of the Straight A Fund grant. As we put the classroom resources online and continue to develop online course

content, we will work to go paperless. While this will not be an immediate conversion and will not completely eliminate the use of paper, we plan to take measures to drastically reduce our paper usage. The plan includes every aspect of doing business, from the treasurer's office to the classroom—all departments will develop a plan and implement resources to reduce their use of paper. As we make the shift from paper to online resources, we hope to cut our expenses for paper, printing, copying, and textbooks. The introduction of the one-to-one program will make the paperless classroom more feasible as students will have access to the online learning resources. Our choice to go with Apple products has many positive effects on this project. By replacing all of the technology in the district, we hope to see a reduction in energy usage by eliminating old, high energy consuming technology. Apple's low cost of ownership will save the district money as we plan to use the technology for four years before a refresh is necessary. The initial price tag for Apple products is high, but they keep their value longer. Schools that use Apple products are able to sell their aging machines for competitive prices. Although we will realize enough savings in our budget from reduction in paper, copying, and textbook purchases to finance a refresh, the district will generate revenue from selling outdated machines that will also help finance the refresh.

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. Differentiated Education means meeting the needs of today's students who learn in different ways and only when they are engaged. The traditional school day and direct instruction no longer provides the engagement levels or the resources necessary to meet the needs of the 21st century learner. Celina City Schools will change how and when students learn through the Straight A Fund and our Differentiated Education Project. The first phase of our plan to Differentiate Education is to utilize a greater share of resources in the classroom by providing every student, K-12, a one-to-one technology device. The only way to ensure that the students have access to curriculum anywhere and at anytime is to provide the students with the means to access online learning resources. We have chosen a combination of iPads and MacBooks as the vehicle by which to access the online learning opportunities. The second phase of our plan to Differentiate Education is to increase student achievement by effectively engaging our students and making the curriculum available to all students, anywhere and at anytime. Our paradigm shift will allow teachers to choose and create online resources for students to access, moving our traditional, paper-pencil based curriculum into the 21st Century. Celina City Schools will take advantage of online learning opportunities to more effectively engage our students. The third phase of our plan to Differentiate Education is to make the program sustainable. Technology ages and must be refreshed on a regular schedule. Celina City Schools will implement a program to go paperless. We will systematically target and reduce the use of paper, printing, copying, and textbooks. By creating online resources and utilizing online learning opportunities, Celina City Schools will reduce expenditures significantly. Replacing old technology with new, energy efficient Apple products also adds to our savings. We will be able to reduce energy consumption by eliminating old computers and computer labs. In addition to energy savings, the cost of ownership for Apple products is much lower than other brands of technology. When we combine the savings from the reduction in paper usage and the savings we will attain from purchasing Apple products, we will be able to save the money required to refresh our technology when necessary. The Differentiated Education Project is not only sustainable, it will also reduce our expenditures in the five-year forecast.

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.

N/A

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

5,000,000.00 * 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 Differentiated Education Project focuses its efforts on placing technology in the hands of every student in the district. In order to fulfill this mission, we feel it is imperative to put the same technology in the hands of the teachers and administration of the district. \$2,983,858 is budgeted in capital outlay for the hardware portion of the project. The \$2,503,277.50 dedicated to instruction will purchase 1,280 MacBook Airs, 650 iPad Minis, 850 iPads, 250 MacBook Pros, all ancillary items and protection plans for each device. \$39,208.50 is budgeted to provide all administrators and staff with Apple devices. \$441,372 is budgeted for facilities to add Wifi technology in each of our buildings. \$600,000 is budgeted for supplies in instruction. This money will be used to purchase online textbooks. This is an important aspect of our grant as we are using it as insurance while our teachers are writing curriculum. This amount will buy a six-year license and it is our anticipation that enough of the district-standardized curriculum will be created that we will not need to renew these licenses after six years. \$327,000 is budgeted for purchased services. The \$270,000 budgeted for instruction is a conversion of PC software to Mac friendly software. The \$57,000 budgeted for professional development includes \$17,000 for two 4-day workshops from Apple, \$20,000 for workshops performed by NWOET and \$20,000 for an ISTE workshop in Atlanta, Georgia. The final piece of the Differentiated Education Project Budget is salaries and fringe benefits. \$495,157 of salary and \$97,845 has been allocated for fringe in instruction. This includes a commitment of \$135,000/\$22,275 for twenty-seven staff members to participate on a curriculum committee. The remaining \$360,157/\$75,570 will be used to pay teachers an hourly wage to write curriculum. The district anticipates setting the wage at \$37.50/hour in the hopes that this will encourage teachers to give up valuable summer hours. \$20,000/\$3,200 has been allocated for extra district tech support that will be used after the devices arrive in order to get them prepared for district use. \$43,000/\$7,000 has been allocated in governance/admin that will cover a grant coordinator and reimburse the general fund for work on the grant provided by the superintendent and treasurer. \$364,500/\$58,440 is budgeted for professional development. This will cover teachers and staff as they are trained on the new devices. It includes all training provided by outside services and professional development in-services where Apple training is provided as well as the ISTE workshop in Atlanta, Georgia.

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.

506,000.00 * 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.

Please note that the \$506,000 annualized expense is a combination of an annualized expense of \$6,000 and a once every four year expense of \$2,500,000 which averages to \$506,000 annually over a five-year period. The Differentiated Education Project has ongoing expenditures after the grant expires. The largest of those expenditures will occur in FY18 when the district will need to refresh the technology. The amount of the refresh that we have added to the impact data sheet is \$2,500,000. The second future expenditure will be an estimated \$6,000 per year amount that will increase the district's bandwidth necessary to handle the additional devices. The total of projected future expenditures of the grant in the 5-year forecast will be \$2,530,000.

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

610,000.00 * 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 cost, etc.).

Celina City Schools is due for textbooks district-wide in all four core subject areas. The district has estimated the cost to implement each subject will be \$300,000. Without the grant, the district will have to absorb this cost annually for four years starting in FY15. The previous treasurer did not account for this action in the May forecast but I have shown it as a savings in line 3.040 for the four years stated above. I did not show any textbook savings in FY19 as the cycle would be over in FY18. By not having to replace traditional textbooks, the district would save \$1.2 million over five years. The second major savings would come from the district's current annual technology replacement budget of \$250,000. With new equipment every four years, the replacement insurance on each device and extra devices on hand that were built into the grant, there would no longer be a need to purchase new technology annually using general fund dollars. This is shown on line 3.05 for all five years on the document. The district would save \$1.25 million over the five years. It is estimated the district would save an additional \$20,000 annually by reducing the amount of technology services we currently contract. Because our buildings are older, we are spending a significant amount of dollars in order to bring this technology company to the district to add or replace infrastructure. With the capital outlay that we are proposing in the initial grant proposal, we can provide the infrastructure needed with support from the company that installed it. This would result in \$100,000 of savings over the five years. The final savings will be a reduction in the need for paper and copying services. It is estimated the district can save \$100,000 annually by becoming a near paperless environment. The treasurer has placed this savings on lines 3.03 (copier lease) and 3.04 (paper) in \$50,000 on each line. This would save the district \$500,000 over the five years. The total amount of savings for the five years would be \$3,050,000. The annualized average savings for the five-year forecast would be \$610,000.

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 Differentiated Education Project has ongoing expenditures after the grant expires. The largest of those expenditures will occur in FY18 when the district will need to refresh the technology. The amount of the refresh that we have added to the impact data sheet is \$2,500,000. This amount is actually less than the original outlay in the grant budget. The district treasurer has accounted for inflation in this number while at the same time realizing that computer technology costs stay relatively flat or become cheaper over time. The district's ADM projects to decrease over this time period that will result in a less expensive refresh. The final factor that drives this number will be that the district has already purchased most of the ancillary items necessary with the initial grant funds. The second future expenditure will be an estimated \$6,000 per year amount that will increase the district's bandwidth necessary to handle the additional devices. The total of projected future expenditures of the grant in the 5-year forecast will be \$2,530,000. Celina City Schools projects savings in several areas that will make this project sustainable. The district is due for textbooks district-wide in all four core subject areas. The district has estimated the cost to implement each subject will be \$300,000. Without the grant, the district will have to absorb this cost annually for four years starting in FY15. The previous treasurer did not account for this action in the May forecast but I have shown it as a savings in line 3.040 for the four years stated above. I did not show any textbook savings in FY19 as the cycle would be over in FY18. By not having to replace traditional textbooks, the district would save \$1.2 million over five years. The second major savings would come from the district's current annual technology replacement budget of \$250,000. With new equipment every four years, the replacement insurance on each device and extra devices on hand that were built into the grant, there would no longer be a need to purchase new technology annually using general fund dollars. This is shown on line 3.05 for all five years on the document. The district would save \$1.25 million over the five years. It is estimated the district would save an additional \$20,000 annually by reducing the amount of technology services we currently contract. Because our buildings are older, we are spending a significant amount of dollars in order to bring this technology company to the district to add or replace infrastructure. With the capital outlay that we are proposing in the initial grant proposal, we can provide the infrastructure needed with support from the company that installed it. This would result in \$100,000 of savings over the five years. The final savings will be a reduction in the need for paper and copying services. It is estimated the district can save \$100,000 annually by becoming a near paperless environment. The treasurer has placed this savings on lines 3.03 (copier lease) and 3.04 (paper) in \$50,000 on each line. This would save the district \$500,000 over the five

years. The total amount of savings for the five years would be \$3,050,000. In addition to the savings noted above, it is important to note that there will be revenue earned during the five years that is not detailed in the financial impact document. We chose the Apple devices for many reasons but one of the major considerations was because of their ability to maintain value. The district is confident that the devices will retain at least twenty percent of their value over the four years we intend to employ them. If this were the case, assuming we return \$2 million worth of equipment, it would produce a conservative estimated revenue of \$400,000. It would also be the district's intention to remove textbook/workbook fees and replace them with a technology fee that would be substantial enough to cover the \$6000 increase in bandwidth expense that would be incurred.

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): 10/15/2013 - 06/15/2014

* Narrative explanation

The Celina City Schools: A Differentiated Education Project is bold and will take careful planning and implementation. The timetable of the grant creates barriers right out of the gate. To help solve some of the timetable issues, planning has already begun. October 2013: Implementing a one-to-one program throughout the district will require a major upgrade of the district's network and WiFi systems. A company has been identified and quotes have been secured for the upgrades. In addition, a plan for the purchase of the one-to-one devices is being created. Apple has evaluated the technology needs of the district and we have discussed our needs, created a technology integration plan, and were given a quote for the necessary technology. Regardless of the Straight A Fund grant, our district is in need of an evaluation of curricular resources in English Language Arts and Mathematics from a K-12 perspective. The ground work for developing Curriculum Committees to evaluate and inspect these needs has been started by the Curriculum Coordinator through the recruitment of teacher participants. November 2013: A committee will be created to look at the process of going paperless in the district. This committee will look at each department in the district and determine the appropriate software and tools necessary for that department to go paperless. Textbook adoption and pricing as well as contracts for paper, printing, and copiers will be reviewed and appropriate cuts will be made where possible. The curriculum committee will also begin looking at Learning Management Systems that will serve as the learning hub for our online curriculum K-12 and student data collection methods. Immaculate Conception School staff will have representation on these various committees as they will have access to all of the technology and professional development that is offered to Celina City Schools employees through this project. December 2013: After the grant is awarded, the district will need to move quickly in the upgrades to the network and the purchasing of the new technology. Most importantly, the company that will upgrade our network and WiFi will need to begin immediately as the new technology will not work without the appropriate infrastructure. The order for the new devices will need to be placed as soon as the money is available. Because this is a complete replacement of the technology in the district, extra personnel will be added to prepare the new devices for distribution. Traditionally, we hire additional summer technology positions -- we will need to bring in this help as soon as the devices arrive. January 2014: The curriculum committee will choose the Learning Management System and the data collection methods. The committee will then begin working on setting the curriculum for English Language Arts and Mathematics. The paperless committee should also begin selecting different software options to aid in the reduction of paper usage and deploy a plan for implementation with staff and students. In addition, a core professional development team will be created. This team of teachers and administrators will set the course for the necessary professional development to aid in the implementation of the one-to-one initiative, 21st Century skills, and the paperless initiative. March 2014: The English Language Arts and Mathematics curriculum resources and online components will be chosen by the end of March. June 2014: The last part of planning will happen in July. The administration and technology staff will develop a plan to train parents and students for the distribution and appropriate use of technology in the one-to-one program.

Implement (MM/DD/YYYY): 12/18/2013 - 9/30/2014

* Narrative explanation

Our implementation timeline is also very aggressive. December 2013: A community newsletter will be sent out to inform the public about the grant and project proposal. The network and WiFi upgrades will begin over Christmas break. January 2014: We will hire additional technology staff to help prepare for technology distribution. Because our network and devices will not all be ready immediately, we will use a gradual distribution of technology over a 5 month period of time. The first group to receive their devices will be the curriculum and professional development committees so that they can begin investigating Learning Management Systems and other curricular resources. These committees will also be the first group to receive professional development. Because we want the transition to the new devices and platform to be seamless and flawless, we will not give all of the teachers their devices until the network is ready and we are able to begin offering quality professional development. February 2014: The completion of the network and WiFi upgrade will be complete. Further distribution of teacher computers will be implemented along with a second round of technology professional development. Professional development will begin for the implementation of the paperless project. A data recording software will be identified and purchased. March 2014: The next community newsletter updating the public will be sent out. Professional development for the Learning Management System will begin. Teachers should be able to begin placing curriculum resources online. The English Language Arts and Mathematics curricular resources will be chosen by the end of March. Data recording software training available. April 2014: Teacher professional development continues. Staff members will begin using new software to go paperless. The first area that we will concentrate on is paperless purchase orders, beginning with the supply orders for the next school year. The goal is that by the end of the fiscal year, all new purchase orders will be done completely online. Teacher training will begin on the new curricular resources. Data recording software training available. May 2014: Teacher professional development continues. One of our biggest barriers in the implementation of this project will be ensuring that teachers still have access to all of their necessary computer programs, software, and grades. Before teachers leave for the summer, we will ensure we have a plan in place to secure these resources. Staff will continue to put curriculum resources online. June 2014: All staff members will have their new devices and all staff members will be trained on how to use the new technology and the Learning Management System. All funds will be encumbered by June 30. Staff member will continue to place curriculum resources online. Data recording software training available. July 2014: All curriculum resources will be online and accessible through the Learning Management System. August 2014: Student and parent training and device distribution will occur throughout the month. Students and parents need to know and understand acceptable use of the technology and the responsibilities of both parties. The student one-to-one program is under way! September 2014: All encumbered funds are spent. All students will have technology training and will have received their one-to-one device. All parents will have had training on acceptable use of technology. All Staff members will have curriculum resources online. All staff members will use the Learning Management System to provide online learning opportunities. All staff members will use data recording methods/software to progress monitor student growth. All staff members will use the appropriate software to reduce the use of paper, printing, copying, and textbooks. All staff members will use technology to enhance student learning.

Summative evaluation (MM/DD/YYYY): 09/01/2014 - 6/30/2015

* Narrative explanation

Summative evaluation will take place in several areas and times. Getting the resources in the hands of the students will happen by the end of the grant period. Going paperless will be ongoing process and will be something that our district will need to work on and improve upon each year. Raising student achievement will be monitored throughout the year with final evaluation occurring in the summer of 2015. September 2014: The evaluation process of getting resources in the hands of the students begins in September of 2014 when the one-to-one program begins. A successful start to the program would have every teacher and every student trained and using a one-to-one device at the start of the school year. June 2015: The full impact of going paperless will not be completely realized until the end of the next fiscal year. The Purchase Order process should be completely paperless and most classroom and curricular resources should be online. Celina City Schools has its own print shop. The measure of effectiveness for the paperless program could also be reflected in the operating expenses of the print shop as we should see a reduction in the cost to run the shop and allow the school to reduce staff in the print shop. Academic achievement will also take a full year to evaluate and will be an ongoing process. Formative assessment will occur throughout the year. When the state achievement test scores are returned late next school year and during the summer, we will use them as the summative evaluation tool. We will look specifically at the gap between our students with disabilities and our economically disadvantaged students compared with our general population, as this is a primary focus in our district and through this project proposal.

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

There are several expected changes in instructional and organizational practices. The first change will occur in how we communicate with students and parents. The expectation is that teachers will use email to communicate with both the students and the parents. Every classroom will have an online presence and students and parents will know how and where they can find important information online. Resources and instruction will be available anywhere and at anytime. Forms and workflow will also be available online. This grant will change how the school communicates and how business is done. Through the Differentiated Education Project, we plan to revolutionize our approach in the classroom. Eventually, our intent is to no longer rely on the traditional 'textbook' for the delivery of our curriculum. To do so, we plan to offer a robust and varied professional development program for our teachers that will sustain this initiative long after the money has been used. We will gear our professional development toward the implementation of 21st Century Skills into the classroom. We intend to recreate our approach to teaching and learning, therefore, our approach to professional development will be reflective of this goal. A blended approach to Professional Development will be implemented, allowing teachers to learn at their own pace, on their own time, and in their specific area of need, all the while offering very specific and common face-to-face Professional Development. Ultimately, these changes and resources will have a lasting institutional impact.

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.

Students learn best when they are engaged in the content. Lecturing and the traditional classroom structure no longer serve our students and are not best practice. Schools must find ways to meet the need of their diverse populations. Taking cues from Mooresville Graded School District in North Carolina, Celina City Schools wants to offer students a 21st Century education. Mark Edwards, Superintendent of Mooresville, was named AASA's Superintendent of the year and led his district through a digital revolution. Under his leadership, Mooresville implemented a district wide one-to-one MacBook program. Now the district offers dozens of interactive learning platforms instead of textbooks. Students work in groups and teachers act more as facilitators of learning rather than lecturers spouting the fountain of knowledge. Students take more ownership over their own learning. Student achievement is up in Mooresville and it is considered one of the top schools in the nation.

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

Yes

No

22. If so, how?

This project would be easily replicated in other districts. Districts would be able to model a change in technology and curriculum based upon our plan. The greatest barrier to implementing a program of this magnitude for another district would be the sizable financial burden up front. However, if a district were willing and able to spend the money on the technology and professional development up front, our model is easily replicated and certainly sustainable. By creating curriculum and professional development committees to support the efforts of the district, we give ownership to the teachers. Sustaining the initiative for another district that wanted to implement a similar project would be similar to our sustainability model. Reducing paper costs and eliminating the need for textbook purchases is a major component of our sustainability initiative and falls in line with our educational objectives.

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

This project has great potential. Celina City Schools has work to do in closing the achievement gap between our students with disabilities and economically disadvantaged students and our regular education students. This project will help close this gap by providing curriculum resource to all students anywhere and at anytime. We will close the digital divide and provide a different method for students to get classroom instruction -- ultimately allowing us to differentiate instruction for all learners. We will challenge the traditional methods of instructing students. This project will provide lasting results because students will have access to these resources long after the grant cycle is complete. Our professional development model will give teachers the appropriate skill set to continue to develop their online curriculum and resources and to train new teachers on an annual basis. Additionally, the one-to-one program is sustainable so students will have access to the technology for years to come.

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 first benchmark is for sustainability. Many schools across the nation have implemented one-to-one programs that are sustainable. The key to sustainability with a one-to-one program is finding ways to save money using the device (i.e. electronic forms and resources). For Celina City Schools, if we reduce our expenditures for paper, printing, copying, textbooks, and energy use, we can combine those savings with monies already budgeted for technology in order to not only make the one-to-one program sustainable, but save money as well. The next benchmark is the student use of technology. It is one thing to implement a one-to-one program, but it is another to ensure that learning happens differently. Making sure that we are utilizing a greater share of resources in the classroom is more than just putting a device in the hands of every student. For us, it will be all about making sure that the teachers are using the devices to engage students and provide different learning opportunities. We will benchmark this by looking at how technology is used in the district. Dr. Ruban Puentedura is a lifetime study agent of technology in the classroom and how to use it as a transformative tool instead of a substitution tool. For example, simply using the iPad for reading is only a substitutive approach -- a new way of doing the same thing. A transformative approach would have the child listen with headphones and then record themselves with the camera reading something back, working on pronouncing key words correctly. This immediately qualifies as "redefinition" in changing the way we teach and kids learn. We will benchmark this goal of changing the teaching and learning landscape through principal observations, walkthroughs, and teacher reports. The third benchmark will be for increasing student achievement. We will use value added data and student growth measures to ensure that students are learning and growing academically. Celina City Schools takes part in the Ohio Improvement Process. We are working on ways to close the achievement gap and will know when we have hit this benchmark through the evaluation of test scores.

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.

Celina City Schools will use several methods to measure student achievement. The first way of measuring success in student achievement is using data recording techniques and student growth measures to track student academic growth. All of our teachers have created Student Learning Objectives (SLOs) and have pretested their students. Additionally, all of our teachers are currently monitoring the progress of their students. We will continue to track the data and the SLOs to determine student academic growth. For this evaluation tool, we will monitor growth throughout the year and at the end of the school year. We will use our Closing the Gap reporting scores as a summative evaluation tool. Using progress monitoring and SLO data, we will look for students to make growth in all academic areas. For the summative evaluation, our goal is to meet the growth needed in each targeted area. The gap ranges from 2.3% to as high as 27.6% depending on the content area and subgroup identified. Each building will focus on their specific areas of need. Utilizing a greater share of the resources is more easily quantified in regards to simple implementation. The summative evaluation consists of a completion of training for students, staff, and parents. 100% of the students, staff and parents will need to be trained on acceptable use of the technology along with how the equipment operates. We would also look at the number of staff and students who have the devices. 100% of the students and staff should have access to the new technology. The true test of successfully utilizing a greater share of resources would measure how many students and how many staff use the technology in the classroom. It is our goal to have 100% of the students and teachers using technology in some way during the learning process on a daily basis. Summative evaluation on sustainability is controlled by effective budgeting and purchasing. We will build into our budget the appropriate reductions in spending so that we can reallocate the money to refresh the technology. We plan to cut our paper consumption, printing, and copying in half and save \$100,000. We will not be purchasing traditional textbooks, saving our district \$300,000 annually. We will also take the money that we have previously allocated for the purchase of new technology, \$250,000, and put it in the fund to refresh the technology. Our annual savings will be more than enough to sustain the grant. The challenges in this area will be planning for and implementing the paper reduction plan. The summative evaluation of savings and sustainability will be the savings reflected in the year-end budget reported.

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 Jesse D. Steiner Superintendent Celina City Schools Friday, October 25, 2013