

Budget

Covertry Local (049999) - Summit County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (477)

U.S.A.S. Fund #:
 Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	790,400.00	20,000.00	1,620,000.00	0.00	2,430,400.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	15,000.00	0.00	0.00	0.00	15,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	154,600.00	0.00	0.00	0.00	154,600.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	960,000.00	20,000.00	1,620,000.00	0.00	2,600,000.00
Adjusted Allocation								0.00
Remaining								-2,600,000.00

Application

Coventry Local (049999) - Summit County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (477)

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:weLEAD

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.

In the Coventry Local School District (CLSD) we have a passion for implementing innovative and unique approaches to teaching and learning. Our Straight A application, titled weLEAD, outlines a district-wide transformation in using technology to prepare students for academic success, college and career readiness, and ultimately to become productive citizens in an increasingly demanding world. This application outlines an innovative, efficient, and resourceful approach that will impact every Coventry student currently enrolled, and for years to come.

2350 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Lisa Blough
Organizational name of lead applicant: Coventry Local School District
Unique Identifier (IRN/Fed Tax ID): 049999
Address of lead applicant: 2910 South Main Street, Akron, Ohio 44319
Phone Number of lead applicant: 330-644-8489
Email Address of lead applicant: lblough@coventryschools.org

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

First Name, last Name of contact for secondary applicant: Kelly Kendrick
Organizational name of secondary applicant: Coventry Local School District
Unique Identifier (IRN/Fed Tax ID): 049999
Address of secondary applicant: 2910 South Main Street, Akron, Ohio 44319
Phone number of secondary applicant: 330-644-8489
Email address of secondary applicant: kkendrick@coventryschools.org

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

N/A

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

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

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

[UploadGrantApplicationAttachment.aspx](#)

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

The team members implementing the weLEAD program include: Lisa Blough, Assistant Superintendent: After 19 years in education, Lisa has become one of the most forward-thinking individuals in the field. Lisa has a degree in Elementary Education, with a Minor in Biological Sciences and two Master's Degrees one in Instructional Technology, the second in Curriculum, Instruction, and Professional Development. Over her tenure with Coventry Schools, she has served as a High School Biology Teacher, Media Coordinator, Director of Technology, Director of Curriculum and Instruction and is currently serving as the Assistant Superintendent. Mrs. Blough serves as Coventry Local Schools' federal, state, and local grant coordinator for the school district. She manages and oversees all the funds within the CCIP program, Race to the Top, and various competitive applications. In recent years, Mrs. Blough has been awarded many competitive grants on behalf of the Coventry Local School District. Two of the biggest competitive grants include state-level Interactive Distance Learning Initiatives. Mrs. Blough will be the lead and main oversee of this project for the district. Kelly Kendrick, Director of Technology: Mrs. Kendrick has been with the CLSD for 7 years serving as the Director of Technology. Prior to Coventry, Kelly spent the majority of her time as a High School English Teacher. She has obtained several degrees, including a Bachelor's in Secondary Education, Masters in Educational Administration, and has a superintendent's licenses. As the Director of Technology, Kelly has demonstrated that she can manage multiple tasks, as well as a crew of individuals and challenges. Over the years, she has lead the district in the implementation of several innovative technology-based projects and state-level grants involving Quality Matters, ARRA Title II-D 21st Century Learning Grant, Blended Learning Grant, eTech Podcast, Early Reading Grant, and the ITSCO - Teacher Showcase Grant. The Northeast Ohio Network for Educational Technology (NEOnet) was established in 1995 and is one of twenty-two designated Information Technology Centers (ITC) in the Ohio Education Computer Network (OECN). NEOnet provides data management and computer services for member and affiliated school districts. NEOnet represents about 120,000 students and proudly serves over forty educational entities in Cuyahoga, Lake, Medina, Portage, and Summit counties. NEOnet is committed to providing services, support, and guidance to help districts administrators, teachers, and other stakeholders operate effectively as 21st century learning organizations. Matthew Godwin, has been the Executive Director of NEOnet for over 13 years. He is responsible for the oversight and day to day operations of the ITC. He has 15 years of experience providing technology oversight and support to school districts in the state of Ohio. Chris Zolla, Chief Information Officer of NEOnet, will assist in the oversight of the technical implementation of the project. He has 12 years of experience designing, implementing, and supporting large scale projects. Under his supervision the NEOnet consortium has connected over 90 school buildings to a 'gig' fiber network, installed over 5,500 VOIP telephony handsets, 2000 managed wireless access points and a consortium wide virtual server environment.

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.

Today we are charged with preparing future leaders. However, educational practices and processes are antiquated and underwhelming for today's technology-minded child. The weLEAD program has been designed to transform how to prepare students for academic success, college and career readiness, and ultimately to become productive citizens. The most significant problem facing our district is how to efficiently and effectively prepare our students for the ever-changing challenges and demands of the twenty-first century. In CLS this is a particularly perplexing issue and one that is at the forefront of our minds. Trend data, comprising the 3 to 5 years, has demonstrated that our students are not college and career ready. Our district's ACT scores have consistently been below or at state average for the past five years. Coventry has one of the highest numbers of students needing remedial course in college in Summit County. In addition, our most recent local assessment data and state testing results have flat-lined and in some areas have actually decreased. Based on these results, we believe our younger students are very inadequately prepared for the upcoming Next Generation assessments. We fear the worst for our children. The weLEAD application has given us an opportunity to put in place a solution to overcome the challenges that we are facing. The weLEAD proposal will allow us to transform our

district's approach to teaching and learning through a series of integrated methodologies that are appropriately aligned to our students' learning levels, skills, and educational expectations. weLEAD is a progression of learning experiences in which every child will participate, over the course of his/her educational career in CLS. The processional stages will involve an elementary program called weLearn, an intermediate program called weExplore, a middle level program called weAchieve, and a high school program called weDetermine. This series of experiences will build from one to the next. Each level involves curricula based on Ohio's New Learning Standards, which will be delivered by innovative instructional practices and supported through a technology-rich environment. The weLEAD design and concept is innovative, efficient, and sustainable. There are 5 different components involved in the weLEAD project. The earliest level (grades K - 2) centers on introducing students to content and skill development through the use of technology. In grades 3 - 5 the program will evolve into using technology to reinforce the rigorous learning expectations of the Common Core. In grades 6 - 8 students will learn to use technology to solve problems through an inquiry methods of learning. In addition, 8th graders will all participate in flipped math classes. While at the high school students will be required to participate in a minimum of two blended-learning or distance learning courses as part of their requirements for graduation. Many technology devices are needed to implement these components. The technology needed includes computer labs, instructional devices, and a one-to-one initiative for our 8th - 12th grade students. Technology will serve as the device that connects our students to more expanded learning opportunities and innovative teaching methods. Technology is a critical component to our program, although it is not the focus. Instead, it is the vehicle that drives the innovation and allows the students to reach their ultimate potential.

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 weLEAD program directly impacts the achievement of all students in Coventry Local Schools. From the time students enter kindergarten until the time they graduate, they will truly be engaged in a unique learning process involving technology-rich environments that guide, teach, and inspire our students to go beyond traditional learning expectations and achieve the best they can be. weLEAD will directly impact student achievement by accomplishing two major tasks. First, the program will create the avenue for students to become college and career ready. The blended learning environment at the high school, the flipped course at the middle level, and the twenty-first century approaches to learning throughout the younger programs will give our students the knowledge they need to achieve vital skills and demonstrate readiness on college entrance exams. Second, our students will achieve high levels of success on the Next Generation Assessments. The learning at each level, of the weLEAD program centers on Ohio's New Learning Standards. However, students will also be immersed in technological skill development that will allow them to manipulate data, transfer information, and understand how to work with complex tasks. This multifaceted approach will provide our students with first-hand, inquiry-based, twenty-first century knowledge while helping develop critical skills for the Next Generation Assessments. Technology is not the focus, but certainly is the vehicle driving our students to learning success. We believe the skills need to be successful in life after high school will clearly be developed through this unique program. Using technology to complete complex task, problem solve, communicate and collaborate with those around the world will become second nature to our students. This learning experience will not be something that is considered an isolated event, yet a natural part of their daily lives. Using technology to reach higher levels of learning and understanding will certainly allow our students to be college and career ready, more prepared for college entrance exams, dramatic reduction in the need for college-level remediation, as well as accomplish great success on the Next Generation Assessments. The weLEAD program will dramatically impact Coventry Local School's five-year forecast by allowing us to reduce cost in several areas such as capital outlay, purchase services, and personnel. The initial cost involved in the project involves the purchasing of much needed devices, such as computers, laptops, projection units, Smartboards and servers. Coventry has planned to phase in this project on a much smaller scale over the next five years. The five-year forecast now reflects the savings of these needed capital outlay expenses. Straight A funds will also allow us to reduce expenses associated with purchase services within the five-year forecast. The weLEAD program will require some initial training and professional development for our teachers and technology support personnel. Coventry was recently awarded a Blended Learning grant, which has allowed us to train a team of people in Quality Matters. Our goal is to roll out this program framework, and support that roll out through the Straight A funds instead of relying on general fund. In addition, we have ongoing service and support with our data-acquisition site, NEOnet. We are looking to not only continue the current services, but clearly expand the network style, range, and capabilities. NEOnet will be able to provide us the guidance and support to ensure that the backbone of this project is sound and reliable. Lastly, the greatest impact on the five-year forecast will come from reducing spending on personnel. We are projecting that in FY16 we will be able to reduce at least one teaching position and a second position in FY17. The results of these reductions are positive. The ongoing savings in personnel will allow us to sustain the program for years to come.

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?

2,600,000.00 * 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 weLEAD budget impacts three main areas of spending. Those areas are Capital Outlay, Purchase Services, and Supplies. The majority of the Capital Outlay expenditures will involve the following purchases: 1100 laptops (cost: 1,200,000), 120 desktop computers (cost: 120,000), 6 Smartboards (cost: 10,200), 6 Elmos (cost: 3,000), 6 projection units (cost: 4,200), 6 clicker systems (cost: 15,000), 3 POE switches (cost: 13,500), and 10 Station Cisco Server Farm (cost: 350,000). The cost of the Cisco Server Farm involves the purchasing of 10 Cisco Servers with Windows 2013, power supplies for rack servers, Smartnet Maintenance, Catalyst AC front and back cooling, 4 post server racks with doors, brackets and patch cables, adaptors, batteries, backup generator, 3 Par storage machines, and the installation and setup of the system. The majority of the Purchase Services are associated with costs involving: online learning content (cost: 250,000), professional development in the area of blended learning, Quality Matters, and 21st century skills (cost: 15,000), extended warranty coverage for equipment (cost: 146,400), electrical wiring upgrades (cost: 154,600), and a consultation agreement with NEOnet (cost: 150,000). The different item involved in the consultation partnership with NEOnet includes the services associated with the setup of the Cisco Server Farm, Wireless Internet Services, and an increase in Internet Service Providing. The Supply expenditures will involve needed cables for the setup of the computer labs and networks (cost: 20,000) and for academic-related software including programs such as Microsoft Office, Snagit, Cantasia Studio 8, and a content learning management program (e.g. Cisco Webex) (cost: 244,000). The Straight A funds will not be the sole source of funding to implement the weLEAD project. Specific and ongoing professional development in the blended learning environments and 21st century skills will be needed by all educators in the district. This ongoing cost and focus will be supported through Title II-A funds and through general fund allocations. These expenses will include the cost of training and the cost associated with substitute coverage for those teachers involved in the training.

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.

55,000.00 * 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.

It has been determined that once the Straight A funds expire there will be an annual recurring cost associated with this project of approximately 55,000 dollars a year. Based on past practices within the district, CLSD replaces between 2% - 5% of the technology equipment each year due to overuse, damages, outdated technologies, and/or malfunctioning components. Therefore, a budget will be established to cover expenses related to the replacement of equipment and repairs that fall outside of warranty coverage. The amount of the recurring budget is 5% of the total amount that will be spent on the purchase of the laptops.

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

79,000.00 * 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.)

The Straight A funds will allow the weLEAD project to initially save Coventry Local Schools approximately 82,500 dollars in FY14 for instructional technology and professional development services. In FY 15, the project will reduce the general fund spending by 633,500 dollars for additional instructional technology services, professional development, technology support services, electrical upgrades, and the cost of equipment. These expenses will no longer be a burden on the general fund budget. As the weLEAD program continues to roll out, CLSD will eventually save 134,000 on an annual basis in personnel savings. With a movement toward more online learning options and programs for students, we will be able to reduce our teaching staff by a minimum of two positions by FY17. With this reduction in personnel, the breakdown of the costs reflects average salaries of 45,000 dollars per position and an average cost of 22,000 dollars for benefits per position. The total savings in personnel will be 134,000 dollars per year, plus compounding factors. The total expected savings for the district is equal to 79,000 dollars per year. This is the difference between the savings in personnel and the recurring cost to maintain the weLEAD program.

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 weLEAD project is 100% self-sustaining. There may be an assumption that with a program of this magnitude there will be a need to add personnel. However, no new staff will need to be added to implement this project. The curriculum and instructional focus of our current teaching staff will need to transform to sustain the depth and breadth of the weLEAD program's goals and learning expectations. This will take place through ongoing support and professional development. Funds from Title II-A will be utilized to ensure that ongoing professional support is in place beyond the life of the grant. The recurring cost associated with this project will be offset by the recurring and compounding savings in personnel that will take place with the weLEAD program. As the weLEAD program continues to roll out, CLSD will eventually save 134,000 dollars on an annual basis in personnel savings. With a movement toward more online learning options and programs for students, we will be able to reduce our teaching staff by a minimum of two positions by FY17. With this reduction in personnel, the breakdown of the costs reflects average salaries of 45,000 dollars per position and an average cost of 22,000 dollars for benefits per position. The total savings in personnel will be 134,000 dollars per year, plus compounding factors. The total expected savings for the district is equal to 79,000 dollars per year. This is the difference between the savings in personnel and the recurring cost to maintain the weLEAD program.

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): 01/01/2014

*** Narrative explanation**

During the planning stage of the weLEAD project the team will determine the specific actions and steps that will take place for the successful execution of the grant. Communication will be a vital aspect of all phases of the grant implementation. During the planning stage, the project team will need to communicate with all stakeholders throughout the district and community. This will involve informing students and parents about the transition to the new courses and learning environments, getting board approval for the changes in graduation requirements, and keeping all educators within the district informed about the project and the execution of the steps. Ongoing communication will be accomplished through the establishment of a project website, regularly scheduled stakeholder meetings, print materials, and a project listserv. The weLEAD program impacts several operational areas throughout the district. Those areas include: curriculum and instruction, course development and scheduling, network establishment, technology procurement, and professional development. During the planning phase of the project, the project lead will meet with the appropriate stakeholders involved in each operation, to outline the specifics steps needed to ensure that everyone is prepared and ready to execute the program at the start of the 2014 - 2015 school year. Planning for each area will involve adjustments to courses of study, alignment of professional development to key stakeholders in the grant, establishment of the final layout of the virtual network, and the procurement of the technology associated with the program. The project lead will meet with the appropriate stakeholders of each operational area to determine a successful transition process for reaching the goals of the aggressive project timeline. The stakeholders involved with the curriculum and instruction and professional development component of the program involve the teachers directly impacted by the project, principals, technology support specialist and the curriculum department. The stakeholders involved in course development and scheduling will include the building guidance counselors, principals, and curriculum department. Key stakeholders involved in the technology component of the grant will include the Director of Technology, technology specialists, and the NEOnet team. The largest barrier to effectively and efficiently completing the planning phase is the aggressive timeline of the grant. The planning phase will take place starting January 1 through May 1, 2014. To mitigate such a short timeframe for planning, the weLEAD project will become the Assistant Superintendent's main focus and priority. The project lead will set aside two full days a week to focus on working with the various stakeholders involved in the project. That set aside time will also be utilized to complete all the necessary tasks associated with the project. Since this will become the major focus for the Assistant Superintendent, some of the Assistant Superintendent's current responsibilities will be delegated to the building principals and overseen by the district's Instructional Assessment and Accountability Coordinator.

Implement (MM/DD/YYYY): 05/01/2014

*** Narrative explanation**

There are multiple tiers within the implementation phase of the weLEAD project. There will be three implementation tiers. The first tier involves a heavy focus on the logistical aspects of technology. The initial steps within the technology tier will focus on establishing the networks to support the initiative and ensuring the technology is ready to be utilized. One aspect of this focus will involve the setup of the new Cisco Server Farm. The project team will rely heavily on the experts at NEOnet, the grant partners, for the successful setup of the new virtualized network. Another critical aspect of the implementation phase will be to ensure that every device, the student laptops and desktop computers, are imaged with the proper academic software. In addition, the computer labs will need to be set up at each building, along with all the computer lab devices associated with project. The second tier within the implementation phase of this project has a focus on professional development. CLSD will roll out the professional development opportunities associated with this program. For the elementary, intermediate, and middle level teachers they will participate in training that emphasizes 21st century learning skills and the integration of technology as a successful instructional tool. The teachers involved in the flipped classroom aspect will take part in training on how to establish and effectively teach using that type of model. We currently have on staff a few teachers trained on blended learning and in Quality Matters. These same teachers will continue their work in this area and serve as our project experts for the high school's blended learning and one-to-one initiative. The third tier of the implementation phase of the weLEAD project will focus on student participation and learning. Students at the elementary school, intermediate building, and middle school will be scheduled respectfully into one of the weLEAD courses. Each student will be introduced to the technology, the program goals, and participate in a diagnostic assessment. The diagnostic assessment will allow the educators to determine each child's level of technological skills, as well as their prior understanding of the content being introduced in the program. Once each child's knowledge and skills are known by the instructors, they will begin the programs. Within each level's program, teachers will differentiate the teaching to meet the needs of each student. At the end of the implementation a summative assessment will be used to determine each child's academic growth, knowledge, and technical ability. The implementation phase of the flipped classroom and high school program will involve the students being properly scheduled into the courses, being assigned a laptop, introduced to the basic functions of the machine, and learning to access and utilize the learning management software. The largest barrier that we will face during the implementation of the weLEAD project will involve supporting students in the one-to-one initiative at the high school level. It is vital to the success of the program that the students have a support system that easily accessible and addresses any issues they encounter. Over the last several years, CLSD has offered online learning modules to high school student who needs options for credit recovery. Over this time, we have discovered that the students need a mentor to support them through the process. This is someone who can serve as a resource, provides guidance, and support. Since the one-to-one initiative is a building-wide program, we have tentatively decided that each high school teacher will be assigned a group of students to support and mentor through the project. Thus, the students will know who to contact for help and guidance throughout their online learning experiences.

Summative evaluation (MM/DD/YYYY): 12/30/2014

*** Narrative explanation**

In accordance with the guidelines of the Straight A funds, CLSD will complete a formal summative evaluation by the end of the grant timeframe. Each aspect of the weLEAD program will be evaluated through formative and summative measures. The ultimate success of the project will be measured through both quantitative and qualitative data. Quantitative data will be collected through statistical comparisons involving grades, class participation, attendance rates, and ultimately successful completion of courses. In addition, a statistical study will be conducted comparing our students' results on local and national exams and next generation assessments. Qualitative data will be collected through unstructured interviews, participate observations, and stakeholder surveys. Surveys, interviews, and observations will take place throughout the duration of the program and in accordance with the grant timelines, requirements, and throughout the duration of the project.

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

The weLEAD project will have a major impact on Coventry's student achievement and five-year forecast. In regards to student achievement, the immediate impact will involve our students having access to current technology devices and engaging educational settings. Teachers will become more driven to provide students with information through relevant and innovative methods. As an immediate result, the students of Coventry Local Schools will be engaged, motivated, and active participants in their learning. Student achievement will positively change as students gain a progression of skills and abilities through the new instructional approaches and program. The long term impact will include an increase in student test scores, decrease in the number of students needing remediation courses, and a high level of student success on the state's Next Generation Assessments. The positive impact that the weLEAD program will have on the district's five-year forecast is a savings to the overall general fund balance. A second change will be how we determine spending in the district; we will shift from worrying about personnel spending to a focus of allocating resources that directly support and impact student learning, achievement, and success.

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.

In order to prepare students for the demands of an increasingly technological world, integrated technology must be embedded into the academic curriculum. Research indicates that in high performing schools, technology is used on a regular basis. Students access Internet resources, use online tutorials when they need extra help, and communicate with teachers both synchronously and asynchronously (Moore, 2009). According to Borko, Whitman, and Liston (2009), "Technology, in its broadest sense, is the knowledge, creation, and use of tools and techniques to control and adapt to our environment". Koehler and Mishra (2008) refer to using new technologies in teaching and learning as a "wicked problem" due to the ever increasing demand for teachers to embed technology into their daily teaching and learning in environments that are not equipped with the necessary infrastructure or tools to support their needs. Unfortunately it is much more common to find technology taught as a stand-alone course or courses, rather than infused and integrated into the course sequence of education programs focusing on authentic learning experiences (Wentworth, Earle, & Connell, 2004). Thus, CLSD has begun to take a closer look the existing use and access of technology in our courses. According to the CLSD 2012-13 eTech Speak Up survey, teachers embed technology into their lessons less than 50% of the time due to limited access to tools. Research shows that infusion of technology should be the goal of institutions (Abdal-Haq, 1995; Borko et al, 2009; Northrup & Little, 1996). Thus, the driving question for our district to address the "wicked problem" is: What is the most effective method to infuse and integrate technology into existing course curriculum within the education courses to promote authentic teaching and learning? In order to best develop and sustain a rigorous high-tech school, professional development is essential. Being uncomfortable with technology, lack of time to experiment with software and tools and knowledge of how to effectively integrate technology to meet teaching and learning objectives are common concerns of our faculty (CLSD eTech Speak Up survey, 2012-13). According to ISTE CEO: Teachers must become comfortable as co-learners with their students and with colleagues around the world. Today is less about staying ahead and more about moving ahead as members of dynamic learning communities. The digital-age teaching professional must demonstrate a vision of technology infusion and develop the technology skill of others. These are hallmarks of the new education leader. (ISTE, 2008a). Research also indicates there is difference between learning technology skills and learning how to integrate technology into the classroom (Wentworth et al, 2004). In 2008, ISTE released the next generation of NETS for Teachers, which focuses on using technology to teach and learn (ISTE, 2008). According to the NETS for Teachers, Effective teachers model and apply the National Technology Standards for students as they design, implement, and assess learning to engage students to improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. Given the fiscal crunch, states and school districts are under increasing pressure to reduce education costs without sacrificing student learning. Studies that examine the costs of online learning opportunities for students in grades K-12 in comparison with full face-to-face instruction have consistently found savings associated with online learning. According to a comparative study on per pupil spending completed by Bakia, et al., US Dept. of Education, Jan 2012, Ohio schools that implemented online courses saw a 28% reduction in costs. Online models for courses allows schools to expand enrollment without an increase in personnel or space, a major savings relative to what schools would have to spend to serve the same number of students in a traditional setting.

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

Yes

No

22. If so, how?

The WeLEAD initiative is a transformational effort that has far reaching potential beyond the CLSD. Although the basic foundational concept is simple, the strength of the initiative lies within its ability to be replicated in any environment. At the heart of the concept, which focuses on a strong sense of scope and sequence, is the 4-stages of development which allows districts to implement the process in stages and at their own pace. In addition, the model can be modified to suite each district's unique environment because the plan is not technology device or software program specific. It also creates a train-the-trainer model which moves teachers away from the traditional setting which requires every teacher to be the lone expert in their field. Thus, a collaborative network is established where teachers can share their knowledge and advice with others. In addition, the initiative creates a pathway for students to extend their learning networks beyond the brick and mortar settings thus bringing opportunities to students who might not otherwise have access.

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

The long-term value of the WeLEAD initiative is the impact it will have on each individual learner. Learners will no longer be faced with barriers such as skill level, device access, time, limited course offerings and money. The WeLEAD initiative creates an even playing field for all students to become college and career ready, and therefore reduces the percentage of students who must take college level remedial classes -- an area of concern in the district. Students will carry the skills learned through the WeLEAD process with them beyond high school, thus instilling a stronger commitment to complete their college course work and completing their degree. Many of the benefits in online learning are based on the flexibility and convenience of anywhere and anytime delivery (Carnevale, 2000; Dutton et al., 2002). Therefore, learning is not restricted to time and space and opens up opportunities for our students to take enrichment courses that are not currently offered in our district. As part of our Ohio Improvement Plan, increasing student attendance and retention are also valuable outcomes of the initiative. Last year collectively students in the CLSD reported approximately 20,000 absences, which equates to 9.1 absences per student per school year (CLSD EMIS data, 2012-13). Teachers also benefit from the initiative. Online and blended classrooms allows existing teachers to offer students more one-on-one help where needed while others complete work at their own pace. No longer is access to students limited to a certain time of day. Teachers can freely communicate with students anytime/anywhere. This immediate access creates a positive impact on students' retention and learning achievement. Online learners allows teachers to have more frequent opportunities to ask higher order thinking questions which allow students to analyze, synthesize and evaluate instead of just recall. Also as forums are in writing, the teacher can review answers to interject even higher-order thinking questions.

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 weLEAD project will impact student achievement and the five year forecast. Specific benchmarks have been established to determine the level and quality of impact of the weLEAD project. After the first year of involvement in the program, the average ACT score of all students will increase by 3 points. From that point forward we will see an upward trend in our students' average ACT scores at a rate of 2 points per year. In addition, we will see a decrease in the number of students needing remedial math and English at the college level by 10% per year after the implementation of the project. Student achievement at the younger grades will be demonstrated through successful completion of the Next Generation Assessments. Success will be measured through a comparison study by our students scoring at the top of spectrum when compared to similar districts across the state. After five years, all student groups within the district, including economically disadvantaged students, the lowest 20% population, and students with disabilities will be performing at the top of the spectrum when compared to similar districts. Spending reductions, due to infrastructure redesign and the procurement of desperately need technology through the grant funds will have an immediate positive impact on the district's five-year forecast. After 5 years, the impact on the five-year forecast will be so abundant that Coventry Local Schools will be removed from the State's Fiscal Watch list. (Coventry has been in fiscal watch for almost two decades. Coventry's standing in Fiscal Watch is the longest in Ohio's history.)

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 evaluation of the success of our goals will be measured by the overall accomplishments and the specifics of the implementation plan. By using various assessment measures, we will be able to quickly and seamlessly assess our benchmark checkpoints. The evaluation will encompass the systematic acquisition of information of the advancement of the grant project in order to provide useful feedback to the district. The information that will be gathered at the various intervals of the project will be both formative-an on-going grant process--as well as summative-- on a yearly basis. Student data will be collected in alignment with district reporting schedules concerning grades and standardized tests. Spending data will be collected quarterly and compared to grant projections. Stakeholders will be surveyed midway through the grant and following completion of grant funded activities. The analysis of the information and data gathered will enable informed decisions to be made of the benchmarks set forth in question 24. If adjustments need to be made, the project team will oversee the process. The evaluation process will use the following methodology: 1) Both formative and summative methods used for data gathering including standardized tests, student grades, and attainment of course credits; 2) Baseline and comparative data gathering on each area listed in question 24 in regard to district focused student growth of groups and individuals; 3) Surveys collected among and between staff and students in regard to the initiative's usefulness; 4) collection of process data, especially around the installation, implementation, and use of the proposed IT infrastructure and equipment as well as the learning management system; and, 5) monitoring of the process of the program for the ability to replicate the weLEAD initiative to other districts throughout the state, regardless of student population in regard to numbers, prior rated ability level or faculty previous training.

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 Lisa Blough Assistant Superintendent Coventry Local School District 10/25/2013