

Budget

Dayton City (043844) - Montgomery County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (513)

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	179,400.00	57,500.00	525,615.00	0.00	762,515.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	179,400.00	57,500.00	525,615.00	0.00	762,515.00
Adjusted Allocation								0.00
Remaining								-762,515.00

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: Click and Mortar - Place Based

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.

Place-based learning demands research and field experiences onsite and the purchase of iPads, as part of Dayton Public School district's "Click and Mortar" project, will eliminate the need for textbooks. As the district readdresses the urgency of innovative technology and empowers students to be more critical and social advocates of their environment, this iPad curricular enhancement will allow for the expansion of Place-based education to leap over the confines of traditional elementary school settings at Wogaman (5-8) and Edison (PK-8). Current partnerships will continue to link authentic educational experiences with student learning as the integral component of iPad technology is immersed within the Place-based framework.

781 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Lori Ward

Organizational name of lead applicant: Dayton Public Schools

Unique Identifier (IRN/Fed Tax ID): 048344 [REDACTED]

Address of lead applicant: 115 South Ludlow Street

Phone Number of lead applicant: 937 542-3364

Email Address of lead applicant: LWard@dps.k12.oh.us

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

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

Organizational name of secondary applicant: N/A

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

Address of secondary applicant: N/A

Phone number of secondary applicant: N/A

Email address of secondary applicant: N/A

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

N/A

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

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

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

[UploadGrantApplicationAttachment.aspx](#)

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

The Place-based implementation team will consist of Lori Ward, Superintendent of Dayton Public Schools (DPS); Lisa Minor, DPS Chief of School Improvement; David Lawrence, DPS Chief of Innovation; Marvis Meeks, DPS Director of Curriculum; Nelson Stone, DPS Principal of Wogaman Elementary School; DPS Basharus Simmons, Principal of Edison Elementary School; Vanisa Turney, Curriculum and Instruction Assessment Specialist (Science); and, members of the DPS Information Technology Department. The Central Office team has been heavily and actively involved with the School Improvement Grant Transformation of Schools Initiative for four of its high schools and seven elementary schools; the Race to the Top Grant initiative with redesign of the Curriculum department; the integrated use of data/technology across the district to inform instruction; and, the development of great teachers and leaders via a dynamic, ongoing "Tooling Up for Transformation" professional development program; and, most recently, the new conceptualization and implementation of the Dunbar High School Early College Program redesign. Current in-kind partners (the Dayton/Metro Library, Blacks in Government, and the City of Dayton) will continue their programmatic support.

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.

The technology driven instructional approach of the Dayton Public Schools' "Click and Mortar" project capitalizes on the integration of iPads into the curriculum of two elementary school Place-Based student learning environments (Wogaman & Edison). The Place-Based (PB) curriculum utilizes innovative teaching strategies, aligned to Ohio Learning Standards, to build student academic & technological proficiency. The "Click & Mortar" project Place-Based instructional model becomes more relevant & rigorous w/student use of iPads to extend the classroom experience, as they will: (1) open the door for increased personalized learning; (2) allow for video archiving of lessons for absent students(3) expand access to online student enrichment instruction (4) allow for "virtual" field trips to worldwide locations which expands instructional resources beyond the library & traditional textbooks & (5) increases student collaboration. PBE is the process of using the local community & environment as a starting point to teach concepts in language arts, mathematics, social studies, science, & other subjects. Emphasizing hands-on, real-world learning experiences this approach to education increases academic achievement, helps students develop stronger ties to their community, enhances students' appreciation for the natural world & creates a heightened commitment to serving as active, contributing citizens. Community vitality & environment quality are improved through the active engagement of local citizens, community organizations, and environmental resources in the life of the school. (Sobel 2004, 7) All students at each school, with iPad access, would be able to access textbooks online, as well as communicate with each other, as they learn about the socio-economic issues that affect their communities. The enhanced technology component of PBE will enable students' learning to be projected beyond their immediate community, city, state, and country - a true global classroom will be established. The key aspect of this iPad funding request will be students' active engagement with on-site learning. Students are expected to complete eight "excursions" per quarter. The iPads will be vital tool for researching concepts, writing responses, video recording of data collection in the field, and accessing engaging activities. 100% of Wogaman (grades 5th-8th) and Edison Elementary (PK-8) students are economically disadvantaged. PBE - experiences expose students to their "place" or community issues through on-site learning experiences, or excursions. The next steps is for students to be proactive/reactive to community problems and create a learning environment that empowers students' critical thinking and ownership. Through the use of iPad technology, the school will become student-led and will increase the students' landscape of a world view. PBE:- provides meaningful learning through a standards-aligned program in which students learn through investigating & exploring in their local community. - provides meaningful learning through a standards-aligned program in which students learn through investigating & exploring in their local community. - is an interdisciplinary & multi-disciplinary

scientifically research based integrated approach that encourages cooperative learning and incorporates literacy, research, technology, character development, & service-learning. is an interdisciplinary & multi-disciplinary SRB integrated approach that encourages cooperative learning & incorporates literacy, research, technology, character development, & service-learning. - uses the environment as an integrating context (EIC) across disciplines as characterized by: uses the environment as an integrating context (EIC) across disciplines as characterized by - exploration of the local community - hands-on experiences of environmental discovery problem-solving interdisciplinary curricula team teaching learning that accommodates students' individual skills and abilities.

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.

Both of the schools receive school improvement funds. School improvement goals include increase in reading and math scores, increase in parent and community engagement, decrease in suspensions and expulsions. This project will drastically increase the math and reading goals as the lessons will be designed with the rigor and relevance framework requiring the students to use the highest level of blooms taxonomy, through analysis, synthesis and applications. The connection with the community will automatically increase family and community involvement as the projects are a part of the community. Our district disciplinary data already reflects a reduction in suspensions by more than 30%. As the students receive more resources through this grant we anticipate even more engagement which will lead to less off task behaviors.

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.

To ensure sustainability support from local partnerships and organizations in the form of learning laboratories will be an integral part of the process. Students will visit local landmarks, institutions and resources and interview, observe, and interact with area business owners, police officers, politicians, and citizens to learn about various topics. These learning opportunities will serve as the foundation for a greater understanding on complex regional and global issues. As students learn about their community, they will be challenged to think about ways in which businesses, organizations, and individuals are interconnected to greater regional and global systems. Use technology, rather than traditional textbooks, for instance, students will explore and engage communities around the world in learning opportunities on how global forces influence local issues and concerns. Click and mortar is a technology driven instructional approach that using technology and the internet to help students learn to work with other within and outside of the immediate community to address global concerns and issues (ex. global trade, conflict, human rights, disease, or poverty) as a part of an ever connected global system. No longer will cultures, economics and politics outside of students' communities be studied as distant systems. Electronically connecting their community with rest of the world via virtual visits and online interviews will foster a global perspective. Students will be better situated to connect local experiences to more global events. Students will move physically thru their neighborhoods, city and state and virtually throughout the worldwide communities. Giving way to worldwide connectivity and multicultural interaction, click and mortar affords global availability for real and virtual engagement.

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

1,056,200.00 * Total project cost

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

The total cost of the project will be \$1,056,200.00 it will consist of up to \$50,000.00 in job embedded professional development for teachers and support staff paid out of Title One funds. The grant will cover the costs of the equipment. Mobile devices (IPADS) educational software, infrastructure upgrades to support the increase in wireless access. Below is a table listing the details of the equipment. It is anticipated that the new programming will attract an additional 25 students per year to each school. Equipment details: 23 at \$ 1,000 = \$ 23,000 MacBook Pro devices - 23 at \$ 8,000 = \$184,000 10 Pack iPad bundles - 46 at \$ 211,000 = \$211,600 iPad mobile carts of 30 devices - 23 at \$ 300 = \$ 6,900 Printer per cart - 100 at \$ 1,000 = \$100,000 Additional access points for classrooms- 690 at \$ 500 = \$345,000 Refresh of iPads 23 at \$ 1,000 = \$ 23,000 Refresh of Macbooks _____ \$ 893,500 1,380 at \$ 40 = \$ 55,200 Installation and configuration of hardware and software _____ 100 at \$ 5 = \$ 500 Cables 23 at \$ 1,000 = \$ 23,000 VOLUME VOUCHER 1000 for Educational Software 690 at \$ 50 = \$ 34,500 Cases to protect the devices _____ \$ 57,500 \$ 1,006,200 GRAND TOTAL

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.

368,000.00 * 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.

In order to sustain the project we will need to refresh technology equipment at an estimated cost of \$368,000.00, which is included in the table above. Our district professional development department will provide training to teachers new to the district and follow up training as needed. Stipends paid to teachers at a rate of \$15.00 per hour will approximately \$5000.00 per year. This will be paid out of Title II professional development funds.

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

856,000.00 * 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.)

Place base curriculum requires a full inclusion setting. This will allow the district to reduce the number of teachers required to provide instruction. We anticipate a reduction in staff of 4 teachers and 3 paraprofessionals. Total cost savings to the district will be approximately \$409,000.00 dollars out of the general fund. The cost savings on textbooks would be \$207,000.00, the replacement costs on textbooks is \$40,000.00 per year. It is recommended that we purchase a new adoption of textbooks every five years which would be approximately \$200,000.00. This adds up to a total of \$856,000.00.

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 ongoing costs of the project will include the refresh of the IPAD devices and ongoing professional development. This total cost will be a sum of \$373,000.00. The savings will include reduction in staff, costs of textbook purchases, full adoptions and replacement adding up to a total of \$856,000.00.

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

In order to ensure proper implementation of Place-based Education at Wogaman and Edison, technical support will be provided by the Office of Teaching and Learning at Dayton Public Schools. Curriculum and Instruction Assessment Specialists will continue offer technical assistance in content areas. To proactively reduce barriers in implementation of iPads distribution and usage the educational technology department will embed in the district technology plan for board approval the necessary policies surrounding iPad equipment loss, breakage or repair.

Implement (MM/DD/YYYY): 02/01/2014

* Narrative explanation

January-February 2014: Implementation team will consult with Educational and Information Technology Department to design building support plans for iPads. Implementation team will purchase technology for all students at Wogaman and Edison Elementary. Meet with business partners to share the technology plan for Wogaman and Edison. Provide iPad training for teachers and students. Based on the results of the support plans the Educational Technology Department will train building principals/teachers on iPad usage. Letters mailed out to community and families with information on new technology focus in buildings. February-March 2014: Educational Technology department will distribute iPads to students and re-establish technology agreement with parents. March-May 2014: Teachers will continue to collaborate to infuse technology within excursion plan or field studies. Meet regarding impact of technology to instruction May2014-August2014: Continue professional development of iPad usage August 2014-June 2018: Implementation team will monitor student and teacher iPad usage. Continue embedded teacher professional development and incorporate student-led assignments throughout instructional planning. Team will also convene on a quarterly basis to evaluate effectiveness of iPads in instruction and student learning.

Summative evaluation (MM/DD/YYYY): 06/01/2018

* Narrative explanation

August 2014-June 2018: Implementation team will monitor student and teacher iPad usage. Continue embedded teacher professional development and incorporate student-led assignments throughout instructional planning. Team will also convene on a quarterly basis to evaluate effectiveness of iPads in instruction and student learning.

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

Place-based Education that includes an embedded technology tool, such as the iPad, will allow for the new vision of a "click and mortar" global strategy. A strategy which employs the use of local contexts and international landscapes, in order to teach all school subjects in a way that delivers results for all students. Moving beyond the traditional "brick and mortar" paradigm to encompass "click and mortar" place-based learning, connects students' knowledge to the relevance of their lives and enables them to move from their school, to their neighborhood, into their community, pass their city, state and nation into worlds beyond their country. The following critical instructional and organizational changes that are anticipated as a result of this technology initiative: increased student achievement; reduction in ninth grade attrition; increased student engagement with learning; improvement in curriculum authenticity; transformation of the teacher-student relationship from a hierarchical structure to one of collaboration. These changes will, in turn, affect student growth, improve graduation scores, and retention of highly motivated, highly effective teachers. Place-based learning demands research and field experiences will be onsite and the purchase of iPads, as part of Dayton Public School district's "Click and Mortar" project, will eliminate the need for textbooks. As the district re-addresses the urgency of innovative technology and empowers students to be more critical and social advocates of their environment, this iPad curricular enhancement will allow for the expansion of Place-based education to leap over the confines of traditional elementary school settings at Wogaman (5-8) and Edison (PK-8).

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.

Place-based Education (PBE) invests students with a sense of agency; acknowledges their ability to produce knowledge rather than just being consumers of knowledge; enriches their education through hands-on, community-engaged learning; provides them with relevant knowledge and experiences to actively participate in and devise solutions for in their community. In the wake of widespread student alienation and disengagement from schooling, PBE is a natural alternative to improve student engagement and participation as it helps to create a sense of belonging while reducing feelings of isolation and despair. The adoption of PBE in challenging communities helps to create opportunities for students to learn about and care for the social wellbeing of the communities as well as connect the schools with communities as part of a concerted effort to improve student achievement. PBE offers a progressive alternative to the school curriculum that is particularly alienating for many students. This is achieved by providing locally produced knowledge via an integrated transforming curriculum that brings in their communities and extends to a global landscape. Students learn they can become valued members of society, engage in worthwhile learning experiences and contribute to the betterment of their communities. PBE has been found not only increases student agency but to also: -Increase academic achievement (Sobel, 2005) -help students develop stronger ties to their community -promote heightened commitment to civic engagement, -encourages students to tap into the great spectrum of differences in their community -ensure an intellectually challenging education that meets Ohio Learning Standard (Gibbs & Howley, 2000; Smith, 2002a; Sobel, 2005; Wood, 1992). -strengthen community ties (Thomson, 2006) -provide an authentic context for developing literacy practices in low socio-economic communities (Comber, et al., 2006) -show a reduction in attrition & student disengagement in disadvantaged schools (Smyth, Angus, Down, & McInerney, 2008) -significantly improves achievement for students at-risk of dropping out of school (Marcus, 1998) -elevate students' quality of life through fostering relationships within their community and environment Nachtigal (1998) -intensify students' awareness of what is worth preserving in their local community (Smith, 2007) -show gains in students' confidence, academic skills & connection with the community (Takano, Higgins & McLaughlin, 2009) -can increase student engagement, make the curriculum more authentic and relevant for students, & help make a difference in communities (Promise of Place, 2010; PBEC, 2007; Lieberman & Hoddy, 1998; Duffin, Murphy, & Johnson, 2008) -transform the teacher-student relationship from a hierarchical structure to one of collaboration -improve students standardized math scores in a Wisconsin high school by four grade levels in a single year (Lewicki, 2000). Data from 800 adult interviews, more than 200 student interviews, more than 750 educator surveys & over 2,000 student surveys, revealed that students are more engaged & excited when interacting with place-based curriculum (PBEC, 2007). One study of schools, researchers found that PBE resulted in better overall student performance on standardized exam measures in social studies, math, reading, science & writing (Lieberman & Hoddy, 1998). In addition to improving student engagement & performance, PBE produced significant results for communities (Duffin, Murphy & Johnson, 2008; Bartsch, 2008), for which the communities in which PBE will be implemented are in dire need. During a 2007-2008, researchers found the PBE did indeed bettered the community (Duffin et al, 2005) & fostered an important citizen-to-community connection (Noddings, 2005). PBE encourages students to connect local issues to global environmental, financial & social concerns (ex. social justice, climate change, poverty, capitalism and oppression).

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

Yes

No

22. If so, how?

Place-based can be replicated by establishing protocols for Place-based, which is the cornerstone of the project. Student-led, inquiry-based instruction is utilized by the use of technology. The concept of Place-based is steeped with research on based practices and is defined by students' own surroundings. The cost to build capacity for Place-based lies in professional development and field experiences or excursions. The iPads serve as a tool for students to enhance learning and make current information easily accessible.

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

Students who participate in the Place Base curriculum will develop a sense of pride, ownership, justice, and belief in their communities. It is the role of schools to develop young people who grow up to be responsible citizens and contributors to society. This project will not only significantly raise student achievement and prepare these students for the common core, it will also guarantee that they will be College and Career ready as their daily work will be immersed in real life scenario's and work opportunities. Students will not only learn the content standards they will know how to apply them to daily research and project work. Students who learn in this environment will also have strong interpersonal and team work skills since they will also be required to work in groups.

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.

DPS identified quantifiable measures of short- and long- term objectives that will be tracked are based upon recommendations by Adams and Chung, iPad study, Sacramento State University conducted in 2012, studying Western Placer Unified School District, as follows: (1) Standardized pre-tests and post-tests (summative assessments) will be administered, scored, and analyzed to determine the extent of the impact the iPad had on student achievement; (2) Corresponding data will also be collected from the same time period the previous year for both the scores for the current 5th graders in their 4th grade year without iPads and the previous year's 5th graders without iPads; and, (3) comparison data will provide a baseline for analysis using the introduction of the iPad as the experimental application. There will be qualitative analysis performed on a questionnaire given to the teacher and principal of the iPad classroom, as well as surveys given to the students to collect data in order to gauge student and faculty opinions and engagement regarding the introduction of the iPad. Questionnaires to gauge student response, parent reaction and personal experience with the transition to a one-to-one iPad classroom will also be utilized. The source of benchmark comparative data points are based upon the grade level OAA scores of the students pre- and post from application of the iPad into the classroom. ELA and math scores will be benchmarked and tracked. Formative assessments will also be used. Preliminary qualitative success points that will be used to validate successful implementation of the project are: high levels of student engagement; high levels of student collaboration; classroom environment; maximization of student learning time; and increased student time on task. There will be qualitative analysis performed on a questionnaire given to the teacher and principal of the iPad classroom, as well as surveys given to the students to collect data in order to gauge student and faculty opinions and engagement regarding the introduction of the iPad. Questionnaires to gauge student response, parent reaction and personal experience with the transition to a one-to-one iPad classroom will also be utilized. The source of benchmark comparative data points are based upon the grade level OAA scores of the students pre- and post from application of the iPad into the classroom. ELA and math scores will be benchmarked and tracked. Formative assessments will also be used. Preliminary qualitative success points that will be used to validate successful implementation of the project are: high levels of student engagement; high levels of student collaboration; classroom environment; maximization of student learning time; and increased student time on task.

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 findings and recommendations for evaluating the impact of the Straight A funding on DPS "Click and Mortar" classrooms will be based upon a mixed methods approach to data collection. Observational data will be collected between February 2013 and June 2013, at the school level and aggregated. This approach is based upon the one used by Henrico County Public Schools in Virginia (2012). This timeline annually for the duration of the five year fiscal period. Perceptions will be captured through a survey of all grade level teachers (with a particular focus on the fifth grade), and will be analyzed to identify strengths and opportunities for improvement. In addition, teacher feedback will be obtained from staff training module evaluations for relevance, effectiveness, and/or participation levels. Data and observational reports will be obtained from all grade level teachers involved at the two schools regarding: (1) the number of different programs (Apps) used; (2) uses of the iPad, including type of instructional settings; (3) teachers' perceived impact on student learning, including differentiation and engagement; and, (4) the helpfulness of the iPad trainings offered. Evaluation Timeline : Collect observation data from kindergarten and first grade observations (February through April 2014); collect survey data from kindergarten and first grade teachers (last two weeks of April 2014); analyze data and prepare report (end of April through May 31, 2014); final report presented to district's leadership team (known as the Transformation Leadership Team) (June 2014); and a final report presented to School Board (July 2014). This timeline annually for the duration of the five year fiscal period. As indicated in question 24, the source of benchmark comparative data points are based upon the grade level OAA scores of the students pre- and post from application of the iPad into the classroom. ELA and math scores will be benchmarked and tracked. Formative assessments will also be used. Preliminary qualitative success points that will be used to validate successful implementation of the project are: high levels of student engagement; high levels of student collaboration; classroom environment; maximization of student learning time; and increased student time on task. The utilization of the Ohio Teacher Evaluation System tool results will also be study to observe and collect data on: content focus; what the teacher was doing; what the students were doing; what apps the students were using; and, how the students were using the iPad apps. It is projected that the summary of the findings will be provided in five sections. The sections will include: (1) iPad usage, (2) training, (3) perceptions of the iPad as a teaching/learning tool, (4) impact on student learning and engagement, and (5) ancillary findings. Lessons learned and findings will be shared with other educators at various ODE sponsored education conferences and workshops, at relevant ESC trainings, and by communication with district stakeholders.

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.

Lori Ward, Superintendent, Dayton Public Schools 10/25/13