Budget

Franklin City (044008) - Warren County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (288)

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

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	363,597.00	0.00	4,636,403.00	0.00	5,000,000.00
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	363,597.00	0.00	4,636,403.00	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:1:World = Achievement

2.Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Our project provides differentiated, personalized, student-centered instructional practices to improve all student achievement and close achievement gaps. We will utilize Action Research plans, a Technology Coordinator, Technology Coaches, and professional development to ensure that all students are college and career ready. 1:1 devices will be utilized as primary mechanisms to give students access to a relevant 21st century education that provides them with analytical skills to be successful beyond high school.

2937 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Deborah Mears

Organizational name of lead applicant: Franklin City Schools

Unique Identifier (IRN/Fed Tax ID): 044008

Address of lead applicant: 15 East Sixth Street

Phone Number of lead applicant: 937-743-8601

Email Address of lead applicant: dmears@franklincityschools

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.

Not applicable.

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 teams that will be implementing this project are the core technology committee, technology department, curriculum and instruction department and the Superintendent. The teams have a wide variety of experiences in implementing innovative projects. The core technology team has trained staff on the use of Smartboards in all classrooms, Airliners, I-Pads, Doc-Cameras, Clickers and software such as Progressbook, Study Island, Nova Net and InfOhio. The technology department has mass purchased and installed Smartboards and software for all classrooms in the district. Both hardware and software where possible through a grant written by the technology department. The curriculum and instruction department headed the writing and implementation of the RttT grant. Quality professional development has been provided during the school year and throughout the summer. The superintendent has implemented 1:World technology in his previous district for all students. He was able to successfully provide this technology for all of the students, with no increase to the district budget.

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)

- [x] Student achievement
- [ ] Spending reductions in the five-year fiscal forecast
- [x] 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
- [x] 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.

Franklin City Schools is a district of nearly 3,000 students supporting a Kindergarten Early Childhood Center, 5 elementary schools (1-6), 1 middle school (7-8), 1 high school (9-12). Additionally, we have programs to support our Special Education program that includes18% of our population. To support these programs, FCSD employs 210 part-time and full-time teachers. In September 2013, we have 51.1% of our students receiving free and reduced lunches. Our innovative project is to provide Franklin students with the same opportunities that students in the more affluent districts in our County (Warren) and our state are afforded. Our students must compete for college and careers with students that have resources that our students have only heard about. Our students will be afforded similar opportunities by providing our teachers with the 21st century tools necessary to help our students be competitive. We will capitalize on resources that will help us implement a competitive differentiated personalized learning environment for all students by using action research also known as teacher inquiry. With this grant, students will receive 1:World digital devices in August of 2014 school year. We will provide student in kindergarten, grade one, and two with tablets. Grades three, four, five & six will be provided with mobile labs. Students in grades seven and eight will be provided with laptop computers. Students in grades nine, ten, eleven, and twelve will receive a laptop computer which they will use for the duration of their time in the building. As an incentive to graduate, they will own their laptop upon graduation. The process begins with teachers defining an inquiry question that emerges from their practices. Their Inquiry Question will encompass how to utilize technology to drive student achievement . Teachers will then implement a research plan for data collection through such tools as journals, student work, assessments, portfolios, interview with students and field notes. "Recent research shows that Action Research is a vehicle through which teachers can systematically and intentionally study the ways that technology integration affects student learning and as a lens through which teachers may experience conceptual change regarding their beliefs about technology integration practices." (Dawson, 2006, Dawson 2007, & Dana 2007) Examples of Projects might be: Will flipping the classroom increase SAT scores? Can the science content be taught by student-centered units using 1:1 technology? Will gaming oriented instruction increase literacy? Does real-time blogging of current events increase mastery of Media Literacy? The results will be annually shared district wide to replicate positive impact on student achievement. Many times we look outside for expertise in professional development when we already have the best highly qualified staff to provide the district with best practices in teaching and learning for the 21st century.

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.

ACHIEVEMENT- The district will provide time for collaboration by early releases, waiver days, and summer professional development. At a minimum, there will be 1 waiver day, 4 early release days

connected with strategies for teaching with technology. The teachers will learn about how to teach using programs, not just how to use the devises. The district will use an Instructional Technology Coordinator, who will be a liaison between Technology department and teachers. He or she will facilitate individualized instructional plan for teachers to use in the classroom. The Coordinator will assist with the implementation of Action Research. The Coordinator will be there to ensure the devises are used to maximize students' individual learning experiences. The Coordinator will be involved in classes and train Instructional Technology Coaches. The Technology Coordinator will plan to share the result of the Action Research projects. To cover the cost for the Instructional Technology Coach, we will not replace a retiring teacher and/or support with Title I funds. The Instructional Technology coaches will be in each building and are teachers who will assist other teachers implementing programs and develop effective and practical instruction. The Coaches will spend time sharing lesson plans or going to classrooms or co-teaching. To cover cost for the Coaches, we will reallocate current staff. RESOURCES Instructional Technology Coordinator Instructional Technology Coaches Digital Devices (ex. Laptops, tablets, or other) Web-based instruction for students and teachers * The district has a policy in place to cover the use of network.

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.

Not applicatable. The Straight A Financial Impact Template is uploaded.

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 Straight A funds will be used to update our infrastructure, which will cost approximately $351,359. This amount is for Access Points and PoE Switches for all 8 buildings. Once the infrastucture is updated, we will then implement the 1:1 technology devices. We will be purchasing 218 teacher laptops, 2361 student laptops, 67 teacher tablets, 1013 student tablets and 81 mobile charging carts. We estimate the cost of the hardware devices to be $4,285,044. Software and licenses for the laptops estimate is $150,000, apps and licenses for tablets estimate is $100,000, and professional development will cost an estimated $113,597 with a total cost of approximately $363,597. Total Straight A Fund project=$5,000,000. Any additional costs for professional development will be funded by RttT.

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.

480,000.00 * 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.

After the initial purchases of the technology devices in Fiscal Year 14, we will yearly purchase new laptops for the incoming ninth graders. The annual cost will be an estimated $350,000. We plan to sustain this recurring cost by utilizing our existing Permanent Improvement fund, which is how the district has purchased capital outlay in the past. Since the cost of insurance is included in all the devices, we believe there will be limited repair costs. If there are needed repairs or replacemnts, the technology department has an existing budget appropriation for repair/replacement of technology equipment. This appropriation is sufficient to cover expenses, due to the age of our current technology.In addition, we will have recurring costs for software, apps and professional development. The annual cost for these items is estimated to be $130,000. We will sustain these costs by reducing our budget for supplies, materials and textbooks by $130,000 annually. This will be sufficient to support the recurring expenses.

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

0.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

We will be able to make reductions in the district budget and use the Permanent Improvement fund. By utilizing this method of sustainability, we will be able to break even after the grant implementation. We currently estimate no additonal general fund expense or revenue. However, there may be a possible savings if software is less expensive than new textbooks. We will not know the specific amount of savings until the curriculum adoption has been completed.

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.

Beginning in Fiscal Year 2016, the district will sustain a recurring cost to purchase incoming ninth graders new laptops. This cost is estimated to be $350,000.00 annually. The cost will be paid by our Permanent Improvement fund.Beginning in fiscal year 2015, the district will sustain a recurring cost to purchase software, applications and professional development. The cost is estimated to be $130,000 annually. By reducing the budget for supplies, materials and textbooks, we will sustain the cost for these items.

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): 01/15/2014 - 02/15/2014

* Narrative explanation

Infrastructure-Process PO for equipment Access Points-PoE Switches-Cabling.Process POs for Technology Equipment. Professional Development for Core Technology Committee - Use of devices, Pedagogy for 1:World teaching and learning, and Learning Management System (Schoology) .

Implement (MM/DD/YYYY): 03/15/2014 - 05/15/2014

* Narrative explanation

Installation of Aerohive Access APs and PoE Switches - Set up Hive Manager.Begin assignment of Inventory Tags for Technology for deployment to buildings. Professional Development for Core Technology Committee - Action Research and coaching. Revise the district professional development plan by the collaboration of the Core Technology committee and the district. Professional development committee for the district. Share with staff upcoming revised professional development opportunities.

Summative evaluation (MM/DD/YYYY): 06/01/2014 - 08/15/2014

* Narrative explanation

Test for load balance- make adjustments as needed. Deployment of Technology to all buildings. Final Round of testing for all devices. Summer Professional development offered during June, July, and August. One -two waiver days will be used to continue professional development opportunities.

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

We will all go through a productive struggle that will ultimately flourish for teaching and learning. We expect that Franklin City School students will be more prepared and on an equal to above level with all other students for college and careers. The way this will occur is through the evolution of staff to the teaching for the 21st century. School will be redefined. Bricks and mortar won't keep teaching and learning within it. Students will be able to collaborate in learning, question resources, solve problems, be creative, and learn to learn. The teachers will be filling classrooms, gaming to learn, and continually growing in the process of teaching and students achieving.

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.

We will implement Action Research, which is when teachers reflect on their own practices and share their findings, as our method of differentiating instruction, driving student achievement, and closing achievement gaps within the student population. 1:1 devices will be the primary tool used to facilitate action research. Below is pertinent information on Action Research from a literature review done by Janis Koch and M. David Burghardt, from the Journal of Technology Education, which we are utilizing: Action research leads to a better understanding of the process of teaching "What we have learned is that the very process of implementing a project-based unit, gathering data about it, and reporting their findings has had a profound impact on the teachers. This is consistent with the research on teacher inquiry or 'action research' which reveals that the teacher-researcher transforms herself as she knows and better understands her classroom and the process of teaching by inquiring into them." (Koch, and Burghardt 21-33) Creates reflective practitioners In another article, by Kara Dawson regarding Action Research, we learn the following: "Outcomes that teachers reported fell into three main categories: student learning, conditions that lead to learning, and instructional benefits of using technology." -For example, students using "digital cameras and presentation software would improve [her] students' knowledge of geometric terms. Pre-assessment showed only 3 out of 18 students were proficient with geometric terms. Students then worked in cooperative groups to find examples of geometric terms around the school campus, take digital pictures, insert them into presentation software, and add labels and audio. After completing this project, all 18 students demonstrated proficiency with geometric terms on a traditional test." (Dawson, 120) This is a great example of how 1:1 computing can successfully provide personalized, differentiated, student centered instruction which we plan to replicate in our district. Following are hypothetical research questions teachers may pose as they embark on their Action Research: What changes, if any, did classroom teachers find in their students' attitudes towards math, science, and technology etc. What changes were noticeable in their own practice? What emerged from the teachers' analysis that could be useful for informing future practice? Koch and Burghardt conclude that "through Action Research, the teachers views of themselves has changed from being someone who delivers instruction to someone who acts as facilitator of students' developing knowledge," as well as "students became active-learners, assuming responsibility for their own learning where the teacher was a guide but no longer the sole resource." (Koch, and Burghardt 21-33) In short, we will prove what is working within our district in different grades and subjects. This information will be available to other teachers within the district and beyond our school by participating in sharing presentations at professional conferences. Given our unique barriers to implementing digital learning, we are in a position to help other low income districts institute similar programs such as 1:1 computing. As a low-income district, we will provide invaluable knowledge to other low-income districts as they embark on similar journeys to provide 21st Century learning to their students. By allowing differentiated technology integration, we allow ourselves the flexibility to utilize AR by using what works best in individual grades and subjects. We know that the flipped class has some benefits, we know that making student work public (ie blogs) students spend more time and put more effort into their work leading to increased productivity and quality. By allowing for all these different paths we can show these two things as examples of what we will encourage teachers to do. (Fulton 12-17) (Kitchakam)

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

☑ Yes ☐ No

22. If so, how?

We will make available completed Franklin City Schools AR findings for other districts and educational professionals to utilize to drive student achievement across Ohio. Some options for sharing are online blogs, district website or requests to our district. We will host onsite visits, professional development or provide printed materials as requested. As a low-income, rural district, we are in a unique position to offer insights and proven techniques to streamline other similar districts with limited resources in their 1:1 experiences.

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

Based on empirical evidence, our initiative will increase student engagement, decrease student behavior issues and drop-out rates. Studies have shown that low-income districts, when provided with 1:1 devices, become as proficient in technology skills as their middle-class counterparts. This grant will provide our students the opportunity to achieve 21st century skills to be successful beyond high school. Schoology article Silvernail, David L. "A Middle School 1:1 Laptop Program: The Maine Experience." (August 2011): n. page. Print. Sauers, Nick, and Scott McLeod. What Does the Research Say About School One-to-One Computing Initiatives?. UCEA Center for the Advanced Study of Technology Leadership in Education, University of Kentucky, 2012. Web. . Herbert, Marion. "The Advantages of Properly Implemented One-to-One Technology." District Administration. Professional Media Group, n.d. Web. 25 Oct 2013. .

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.

With the standardized assessments as mandated by the state of Ohio, we will have baseline tests. Students will be taking the test for the first time in a new format; therefore, we will have new baseline data. We will improve: Performance Index School attendance Graduation rate Standardized test scores Other mechanisms for tracking student progress are: Teacher opinions on 1:1 project affects on classroom performance Stakeholder and participant opinions (survey) about project benefit and quality We will decrease: Number and severity of disciplinary actions The first year, we will have 1/3 of our teachers using Action Research in their daily classroom practices. By year two, half of the teachers will be using Action Research. At the end of year four, all Franklin City School district teachers will be using an Action Research method.

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.

Grades K-8 will utilize research based assessment data to measure short-term progress. For other students and long-term progress, standardized tests will show progress, including tests such as Performance Indexes, ACT and SAT scores, Ohio Department of Education report cards, OGT, OAA, Iowa CoGat tests, and other standardized tests. Graduation rates will improve over time. The Technology Coordinator will be collecting, analyzing and monitoring data listed above, as well as tracking the effectiveness of implemented AR plans. Tech Coordinator will conduct surveys on: Baseline of what teachers, students, parents know about how to use the equipment and strategies for learning. Apply data from periodic surveys to assess areas in which technology and instructional practices are being successfully utilized to increase student performance. Technology Coordinator, Technology Coaches, and Core Technology Committee will use the collected information to make data-driven decisions on district-level technology initiatives. These initiatives include, but are not limited to, replicating successful AR projects in additional classroom settings, collaborating with teachers to reformulate AR plans, and implementing new AR plans. Kern, Todd, and Adam Rubin. "2Revolutions." . N.p., n.d. Web. 25 Oct 2013. .

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.

Deborah S. Mears Assistant Superintendent