## Budget

**Greeneview Local (047266) - Greene County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (213)**

**U.S.A.S. Fund #:** [Plus/Minus Sheet](#)

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<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
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<th>Capital Outlay 600</th>
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**Adjusted Allocation** 0.00

**Remaining** -214,865.00
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: CA3P: Core Alignment, Application, & Assessment Program

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.

3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   - First Name, Last Name of contact for lead applicant: Brian Masser
   - Organizational name of lead applicant: Greeneview High School
   - Unique Identifier (RN/Fed Tax ID): 014498
   - Address of lead applicant: 4710 Cottonville Road, Jamestown, OH 45335
   - Phone Number of lead applicant: 937-675-9711
   - Email Address of lead applicant: brian.masser@gvlsd.org

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, Last Name of contact for secondary applicant: Beverly Walkiden
   - Organizational name of secondary applicant: Greeneview Local Schools
   - Unique Identifier (RN/Fed Tax ID): 047266
   - Address of secondary applicant: 4 S Charleston Road, Jamestown, OH 45335
   - Phone number of secondary applicant: 937-675-2728
   - Email address of secondary applicant: BWalkiden@GreeneESC.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 (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

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 research-based - never implemented in your district or community school but proven successful in other educational environments
   - Mixed concept - incorporates new and existing elements
   - Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

CA3P seeks to transform the timeless principles of curriculum alignment, delivery, and assessment into the language of the 21st century using a 1:1 technology adoption. CA3P recognizes the deficiencies of many 1:1 adoption programs that fund devices in isolation without attention to how they will be utilized as vehicles for improving instruction. In CA3P's implementation, each high school student will be provided a Google Chromebook. Each subsequent year after the initial implementation, incoming freshmen will be given Chromebooks or comparable devices. Students will earn ownership of the devices by reaching academic, behavior, and attendance benchmarks throughout their high school career. In order to prepare middle school students, three mobile acclimation carts equipped with 30 Chromebooks apiece, one cart for each middle school grade, will be purchased. The first foundational element of the CA3P program is an emphasis on providing curriculum aligned to the most current standards. Our district will create curriculum materials aligned to the common core and new learning standards using open educational resources (OERs) such as ck-12, NetTexts or Khan Academy, readily available on the Internet. Utilizing OERs will ensure that the content remains current and interactive. The second element of the CA3P program is a focus on application-based learning experiences. Learning will become both more rigorous and more relevant as it is contextualized into application-based learning experiences that force students to utilize thinking skills higher on Bloom's Taxonomy. For instance, students in a biology class might work collaboratively on a Prezi to address a threat to the aquatic ecosystem in our local lake. Or, students in a social studies class might research local artifacts of historical significance in conjunction with the historical society and create a local eMuseum. Third, CA3P will utilize web-based evaluative tools for formative and summative assessments of student learning. For some teachers, this will involve using a learning management system such as Schoology to assess student mastery via an online quiz or test, or to gauge student understanding through discussion threads. For others, it might mean using a tool such as Quizlet to enable students to check their own understanding. Collectively, these online assessments tools will help prepare students for the new web-based PARCC assessments. In preparation for the CA3P roll out, a five-day technology camp will be held preceding the start of the 2014-2015 school year. The Technology Coach will lead this camp. The technology coach will make teachers more familiar with the Google platform and how it can be used to carry out the foundational elements of CA3P. Throughout the school year, the district's
12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/supplement, include a brief explanation of how this project will advance the improvement plan.

13. 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.

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

15. Are there new/recurring costs at the expected amount. The 5-year forecast has also allocated $120,000 each year for technology upgrades. The district's plan to adopt Chromebooks is a major shift from our previous purchasing patterns. 214,865.00 * Total project cost

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

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.

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 communications that occurred as the application was developed.

D) IMPLEMENTATION - Timeline, communication and contingency planning

19. Planning timeline includes the time period prior to award of grant through the final month of expenditures and beyond through the summative evaluation. In order for a successful grant application and program implementation, all components and stakeholders need to be on board and ready to start immediately at time of award notification. Planning is ongoing throughout the program implementation as we prepare for the next stage of each part of C3AP. Barriers include preparing the district infrastructure to handle the new technology. Other barriers that must be addressed in the planning include district policies that include acceptable use policies and plans for student replacements. Intensive planning with all stakeholders including students, teachers and community members will be ongoing. Stakeholders involved in the planning include (but may not be limited to) the Superintendent, High School Principal, Curriculum Director, Technology Coordinator, and Maintenance Supervisor. After implementation, the Technology Coach will be included in all planning activities. Communication through emails, phone calls and meetings will assist in preparing all stakeholders for the next step in each phase of implementation.

20. Describe 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 (M/DD/YYYY): 10/01/2013

* Narrative explanation

* 31,280.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Each year, Greeneview will need to purchase 115 new Chromebooks ($242 each for the device and $30 for the management suite) for the incoming freshmen class in order to continue to offer CA3P on an ongoing basis. In addition to that cost, the Google Management Suite offers a 36 month service, so at the end of year 3 we will incur an additional recurring cost of $3,450. This cost reflects a $30 charge for 115 licenses annually. This cost will continue to cover the cost of computer repairs for the next 4 years of school. The Financial Impact Template shows a $31,280 cost for the first 3 years and then a $34,730 cost in all subsequent years.

* 73,333.00 * Specific amount of expected savings (annual)

* Narrative explanation/narrative: Please provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

* 214,865.00 * Total project cost

* 33,333.33 * Specific amount of expected savings (annual)

* Narrative explanation/narrative: Please 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.

* A) INNOVATION - Overview of the project, strategy, and implementation

* B) ORGANIZATIONAL DEVELOPMENT - Background of the school, district and community

* C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

* Narrative explanation/narrative: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.) If there are no new/recurring costs, please explain why.

* 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 communications that occurred as the application was developed.

* 33,333.33 * Specific amount of budgeted savings but we anticipate the actual savings to be greater than our expected amount. The 5-year forecast has also allocated $120,000 each year for technology upgrades. The district’s plan to adopt Chromebooks is a major shift from our previous purchasing patterns.

* The Board of Education, teachers, and Superintendent have allocated $100,000 each year in the 5-year forecast for purchasing textbooks for our K-12 classrooms. We anticipate this C3AP adoption will save the district from purchasing textbooks for our 9-12 classrooms as we move towards open educational resources available online. We have estimated this annual savings to be $33,333. We believe this is a conservative estimate for a high school adoption. We chose this amount because our high school makes up one-third of our student enrollment. We did a 1/3 reduction of the $100,000. Traditionally, high school adoptions have cost the district over $50,000 for a subject area adoption. 33,333 is our budgeted savings but we anticipate the actual savings to be greater than our expected amount.
Implement (MM/DD/YYYY): 12/18/2013

**Narrative explanation**

Implementation of the program will begin immediately upon notification of award. The short turn around time between award and expenditure deadlines is the most significant barrier that could impact the success of the program. In order to mitigate the impact of this barrier, the district will continue to plan for implementation prior to award notification. Clear communication of the plan shared with all stakeholders throughout each implementation stage is imperative. The early building blocks for success hinge on teachers having access to the hardware as soon as possible and beginning professional development early in the program. Continuous communication with staff through emails, weekly newsletters and staff meetings will assist in mitigating this barrier. At the point of implementation, teachers become significant stakeholders in the process. Clear communication of expectations and professional development will ensure successful implementation and mitigate unforeseen barriers beyond those identified.

Summative evaluation (MM/DD/YYYY): 06/30/2019

**Narrative explanation**

Formative program evaluation is continuous throughout implementation. The most significant barrier to summative evaluation could be a lack of quantitative trend data that yields definitive results. During this time span, additional initiatives will be introduced and new assessments will be developed. These initiatives will obviously produce other variables that will need to be accounted for in summative evaluations. Assessment is a three-phase process. For each phase, these variables are mitigated through the use of both a qualitative and quantitative measures. The district will respond to new initiatives by using the CA3P framework to address barriers as they arise.

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

Institutional and organizational changes center around the three foundational elements of the CA3P program: 1) curriculum alignment; 2) application-based learning; and 3) assessment. First, the CA3P Program provides rubrics and implementation checklists that enable the district to implement and transition from paper-based to digital technology. Second, curriculum alignments will be designed to meet the minimum standards and are also aligned to the common core state standards. Lastly, summative assessment practices will change significantly. Instead of relying primarily on informal, in

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 or potential student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The foundation of the CA3P framework mirrors three core, research-based principles presented in Jane Pollock’s Improving Student Learning: One Teacher at a Time: 1) use a well-articulated curriculum, 2) plan for delivery; 3) vary assessment; and 4) provide criterion-based feedback. Pollock states that her “Big Four” are a contemporary interpretation of the “well-known triad of curriculum, instruction, and assessment.” Thus, the research supporting CA3P centers on its three foundational elements: curriculum alignment to standards, application-based learning, and quality assessments. 1) Curriculum alignment Pollock states “the teacher’s curriculum is a link in a chain connected by standards.” In other words, curriculum aligned to standards is critical because it sequences learning and ensures that students receive a consistent, gap-free education when transitioning from teacher to teacher and school to school. In a 2013 articl from Scholastic Administrator, Jennifer Fink cites “aligning your language arts and math curricula to the Common Core Standards” as the four first necessary steps to “Conquer the Four.” Unfortunately, in her presentation Leadership Necessary to Implement the Common Core, Dr. Judy Carr, an ASCD faculty member, commented that it typically takes six years to write a textbook. Consequently, few textbooks are legitimately aligned to the new Common Core State Standards, much less Ohio’s New Learning Standards. Fortunately, a growing cadre of open educational resources (OERs), such as ck-12, NetTexts, Khan Academy, and others have made it possible for educators to recreate their own curriculum aligned to the most current standards. 2) Application-Based Learning A meta-analysis prepared for the U.S. Department of Education in 2009 revealed that blended application-based learning (B-AL) is roughly twice as effective as traditional instruction in certain areas of instruction. In essence, this instructional model outperforms the traditional instruction by 1) increasing student engagement; 2) increasing student performance; 3) increasing efficiency; 4) creating an environment that supports self-regulated learning; 5) promoting students’ ability to work in teams; 6) improving the focus of students on homework and studies; 7) increasing motivation; 8) increasing student self-esteem; 9) making the classroom environment a more comfortable place, and 10) helping students to achieve more. 3) Formative Assessment As noted in the previous paragraph are evidence. The early building blocks for success hinge on teachers having access to the hardware as soon as possible and beginning professional development early in the program. Continuous communication with staff through emails, weekly newsletters and staff meetings will assist in mitigating this barrier. At the point of implementation, teachers become significant stakeholders in the process. Clear communication of expectations and professional development will ensure successful implementation and mitigate unforeseen barriers beyond those identified.

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

Yes

22. If so, how?

This project is easy to replicate for precisely the same reasons this team believes its implementation in the Greenview Local School District makes sense. CA3P takes existing, research-based practices and combines them to form a whole that is greater than the sum of the parts. Many schools, for instance, have implemented 1:1 technology programs, textbook adoptions, curriculum alignments, and assessment programs. CA3P simply utilizes the technology platform of a 1:1 program to accomplish the other proven practices in an efficient, effective way that makes more financial sense than pursuing programs independently. Utilizing this platform also allows districts to overcome the many prohibitive hurdles inherent in the aforementioned programs. For example, project based learning is often difficult or impossible to implement because students are required to work with other students. In a high school, this may not be possible. However, with CA3P, project based learning programs, textbook adoptions, curriculum alignments, and assessment programs are easily integrated. In addition, by utilizing a 1:1 model, teachers are able to provide immediate feedback to students. This allows teachers to be more effective in diagnosing student needs and meet them where they are. In order to provide guidance evidence of the program’s impact in the qualitative areas described above, the district will conduct several different metrics. First, student engagement will be evaluated using attendance and graduation rates as reported on the annual report card. Student engagement will also be evaluated through an exit survey. A question will be included to measure student engagement and satisfaction with application-based learning experiences relative to other traditional learning experiences. Second, higher level thinking skills and student exposure to content that matters will be measured through achievement scores on the new PARCC assessments, ACT and PSAT scores, and AP scores. These tests will be used to measure the impact of the program. For example, students may be less likely to use instructor provided content and more likely to use the technology to complete assignments. Performance on previous years’ tests is likely to improve as a result of the new program. By using a new technology platform, teachers are also able to provide immediate feedback to students.

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

The purpose of this project is to ensure all students are engaged, are learning higher order thinking skills, and are being exposed to the content that really matters. Collectively, these “soft outcomes” should lead to increased student achievement. The district believes that these outcomes will be accomplished through a successful implementation of the three foundational elements of the CA3P program: 1) curriculum alignment; 2) application-based learning; and 3) assessment. First, aligning curriculum materials to the Common Core State Standards and Ohio’s New Learning Standards will ensure that students are actually exposed to the most important concepts in each grade level. Second, implementing application-based learning experiences will lead to higher student engagement and more authentic and relevant. Application-based learning also forces students to apply thinking skills higher on Bloom’s taxonomy. Third, utilizing online formative and summative assessment tools will also lead to greater student engagement, as teachers are able to more effectively and efficiently diagnose student learning needs and meet them where they are. In order to provide guidance evidence of the program’s impact in the qualitative areas described above, the district will conduct several different metrics. First, student engagement will be evaluated using attendance and graduation rates as reported on the annual report card. Student engagement will also be evaluated through an exit survey. A question will be included to measure student engagement and satisfaction with application-based learning experiences relative to other traditional learning experiences. Second, higher level thinking skills and student exposure to content that matters will be measured through achievement scores on the new PARCC assessments, ACT and PSAT scores, and AP scores. These tests will be used to measure the impact of the program. For example, students may be less likely to use instructor provided content and more likely to use the technology to complete assignments. Performance on previous years’ tests is likely to improve as a result of the new program. By using a new technology platform, teachers are also able to provide immediate feedback to students.

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 focus of this year will be on learning the new technology infrastructure and developing the foundational elements of the CA3P program: 1) curriculum material aligned to the Common Core State Standards and Ohio’s New Learning Standards; 2) application-based online learning experiences; and 3) web-based formative and summative assessments. By the end of the first year, 100% of high school teachers will have implemented at least one application based learning experience and utilized at least one web-based formative and summative assessment. Accomplishing these three things will define success in the first year. Additionally, the district will begin collecting baseline data to establish trend data in the following areas: attendance rate, graduation rate, degree of satisfaction/engagement and PARCC/ACT/SAT/PSAT/AP scores. This data will be used to evaluate program success in future years as described below. In years two and three, the focus will shift to reflection and refinement. Professional development will be dedicated to improving upon and extending the application-based learning experiences, and formative and summative assessments implemented in the first year.
However, the only measure that will be considered in the second and third year is the degree of student satisfaction and engagement relative to traditional teaching methods as reported by seniors on their exit survey. In year four, the district expects to begin seeing a quantifiable improvement in areas of student engagement and achievement. Specifically, success in year four will be measured by an overall improved school attendance rate and higher ACT, SAT, PSAT, AP, and PARCC school averages. Finally, in year five, the district anticipates a higher graduation rate. Because graduation rate is always reported a year late, year five represents the graduation rate of the first graduating class to begin their high school career with CA3P. All of the measures introduced in the preceding implementation years will continue to be assessed annually.

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.

In year one, data will be gathered through teacher self-audits. Teachers will be given a form or access to a shared Google Doc to document application-based learning experiences, and formative and summative online evaluation tool. In year one, the district will begin collecting and recording attendance rate and graduation rate as reported on the annual report card, and PARCC/ACT/SAT/PSAT/AP school averages but these measures will not be evaluated to determine program success in year one. In years two and three, seniors will be asked to evaluate their engagement and satisfaction with application-based learning experiences relative to traditional learning experiences via an anonymous, electronic senior exit survey. The survey items will be structured such that they will yield a quantifiable measure of engagement and satisfaction. In year four, the data pertaining to attendance and PARCC/ACT/SAT/PSAT/AP school averages will be evaluated to determine program success. Success will be measured by considering four years worth of data. In order to account for potential anomalies, data from the two most current years will be averaged and compared to the average of the two preceding years. Finally, in year five, the final year of the grant, the graduation rate will be compared to the average graduation rate of the two preceding years. In every subsequent year, the average of the graduation rate for the two most current years will be compared to the average of the two preceding years. After five years of implementation, the CA3P program, data, and lessons learned will be shared with other education providers at the annual eTech Ohio conference hosted by ODE. If measured progress reveals that program objectives have not been met then the first step will be to assess whether the three foundational elements of the CA3P program have been implemented with fidelity. If they have not, then relevant professional development will be created and assigned to assure that accurate implementation will occur. If the team believes the foundational elements have been carried out with integrity then we will research potential changes to the core elements to see if there are necessary changes. If there are, once again, professional development will be created and provided in order to implement these changes. If the program has been carried out with fidelity and research into potential changes have returned with no useful course corrections then the program will be discontinued and the results will still be reported at the eTech Ohio Conference so other Educational Institutions can benefit from our experiences.

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 Isaac Seevers Superintendent Greenview Local Schools October 25, 2013