## Budget

Kirtland Local (047878) - Lake County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

U.S.A.S. Fund #:

### Plus/Minus Sheet (opens new window)

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<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
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### Adjusted Allocation

- Adjusted Allocation: 0.00

### Remaining

- Remaining: -193,080.00
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: The Engaged Math Classroom Grades 5-8

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 8 you seek to achieve. Please limit your responses to no more than three sentences. We will increase student achievement, reduce costs, and leverage our resources in a more efficient way in this initiative. By purchasing classroom sets of iPads for 7 of our most productive and innovative teachers, we will give them the opportunity to design a more innovative classroom experience, and fly to greater heights in terms of the way they demonstrate, model, guide student practice, check for understanding, give feedback, and differentiate instruction. These teachers for the most part already have high-level valued added scores with their students and are already willing to take risks. They will serve as models for their colleagues and help create a culture of collective efficacy, helping others grow and take risks. We believe, and the research shows, that most classroom technology initiatives fail because they are not led by teachers.

3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   First Name, Last Name of contact for lead applicant: Stephen G. Barrett
   Organizational name of lead applicant: Kirtland Local Schools
   Unique Identifier (RN/RFed Tax ID): 047878
   Address of lead applicant: 9252 Chillicothe Road, Kirtland, Ohio 44094
   Phone Number of lead applicant: 4402563311
   Email Address of lead applicant: steve.barrett@kirtlandschools.org

5. Secondary applicant contact: - Provide the following information, if applicable:
   First Name, last Name of contact for secondary applicant: N/A
   Organizational name of secondary applicant: N/A
   Unique Identifier (RN/RFed 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.

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.

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.

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.

   Teachers involved in this project have been flipping their classrooms for nearly a year, creating videos for their students to watch for homework as they are problem solving. Classroom instruction takes place in the context of problem solving workshops, where students work in groups to solve complex problems related to the short videos they watched for homework. However, teachers have not been able to differentiate instruction in ways they would like because they currently work without much technology in their classrooms. While dynamic group work and problem solving are taking place with some degree of teacher feedback to students. Feedback and differentiation would be greatly enhanced if each student in each classroom had access to an iPad. Teachers will do the following in this initiative: flip their classrooms, differentiate learning for all students and track their progress through web sites such as Khan Academy, use the program “Schoology” to manage their classrooms, create online classroom discussions, and upload classroom notes. They will use “Explain Everything” to make videos and upload them to YouTube. They will also use the following programs and apps: Hands on Equations, Sushi Monster, Your Teacher, Math Glossary, My Script Calculator, Algebra Pro, Equivalence Tiles, XR Math, Math Zillions, The North Carolina Flip Book, and the Ohio Model Curriculum for Mathematics in grades 5-8. Teachers will also reference standards created in other states such as the Georgia Common Core Math Standards. Teachers in this project will be given a great amount of time to collaborate and plan together, and they will work with organizations such as North2 in a train the trainer model to learn more about how to use iPads. They will then increase collective efficacy in the elementary and middle school by training their colleagues in a job-embedded format, working onsite, modeling the use of technology with robust strategies.

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.

   Student achievement will increase because students will be guided and coached as they learn. Teachers who model, demonstrate, provide for guided practice, check for understanding and give feedback, and reteach when students struggle with a concept achieve a great deal, and all of the teachers involved in this project teach this way. Sometimes this model of teaching is called the "the gradual release of responsibility model." With iPads teachers will improve upon this model and allow students to "self-regulate" and develop skills when they get stuck on a problem. This will carry over to other subjects and other aspects of student's lives. Spending reductions will be realized because the school district will not be purchasing textbooks for math classrooms, which by large become obsolete very quickly. Instead
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.

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

109,080.00 * 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, RIT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (e.g. staff counts and salary/benefits, equipment to be purchased and cost, etc).

This budget captures the 5 year costs of this project. In this project, we will embrace many facets of the common core. Writing is one of the most crucial skills in the CCSS. We will purchase a keyboard for every iPad to make writing easier and to improve keyboarding skills (210 iPad Keyboards $20,790). We will purchase iPADs to increase differentiation, feedback and self-regulation (210 iPADs $79,590). We will purchase AppleCare Maintenance Contracts (Apple Care Maintenance $21,000). We will purchase iPAD Storage Carts which also charge iPADs ($16,190). Professional Development will cost $35,000 over 5 years. Technical Support ($15,000) might seem a bit low for a 5 year cost, but the district has an excellent Tech Department already in place. We have allocated $5600 for Apps and programs.

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.

10,000.00 * 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 (e.g. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

There will be recurring costs after 4 years when the AppleCare contract expires and iPADs fail and need to be replaced. We will need to renew subscriptions and purchase new Apps as they are created. There may be recurring costs in terms of professional development as new Apps or programs are developed that align to the CCSS. Technical Support Services $15,000 Apps and Programs $5600

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

99,500.00 * Specific amount of expected savings (annual)

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

The district will not purchase math textbooks, workbooks, calculators or computers for grades 5-8. It will save an estimated $84,500 over 5 years. In our research, CCSS textbooks will be approximately $150 per student. The computer savings are more difficult to estimate. However, this project will free up our current computer labs significantly. We will also save an estimated $35,000 on professional development over a 5 year period. As we leverage our own talent in these houses, these savings will see a multiplier affect. We will need less staff developers coming into our district to train our teachers, because we will be training our own people with our own teachers.

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 to offset 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 Kirtland Local Schools have reduced costs in the past 3 years by about 4% per year. When there is a resignation or retirement occurs, we ask ourselves a simple question, "Do we need to fill this position or can we leverage our current talent to replace it?" Most of our reductions have been in the area of administration. We are trying to focus as many dollars as we can into the classroom. To that end, we have entered 3 shared services agreements. We share a transportation supervisor, a treasurer and another school district does maintenance on our buses. We have saved a great deal of money over the past 3 years. We will continue to look for ways to balance our budget. The classroom is our sacred cow. All else is ancillary.

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): January 14-30, 2014

* Narrative explanation

The district has held 6 community meetings, including one at the local PBS affiliate on the CCSS. We have talked to our parents and stakeholders about the importance of change in the classroom.

We have described our vision for teaching the CCSS and trained our teachers in content-based literacy strategies, problem-solving, problem-based learning, and in the basic instructional paradigm of modeling, guided practice, checking for understanding, giving feedback, re-teaching and independent practice. Should this grant be awarded to us the superintendent/curriculum director will work with the 7 teachers involved to do a number of community presentations, showing parents and stakeholders how we will use iPADs in our classrooms. The vision is to make these presentations hands-on experiences. We will have parents and stakeholders fill out exit slips and give us feedback on what they experienced. In recent surveys in Education Week, it is regrettable that 60% of public school parents do not know about the CCSS. We will accomplish a twofold purpose in these presentations, informing our community about the CCSS and showing them how we are adapting to change and using technology to accomplish our goals.

Implement (MM/DD/YYYY): January 6, 2014

* Narrative explanation

We will start our implementation process on January 6, 2013 training teachers on the how to make videos with iPADs. We will train them on Apps, put the technology infrastructure in place, and bring in coaches to help teachers acclimate to a new teaching regimen. Coaches will give them feedback and help them navigate through the change process. Our teachers will need a little bit of coaching just in classroom management with the new technology, but we are confident that the teachers we have chosen to work on this project will acclimate very well and very quickly. Teachers will use Schoology to create online discussions and help one another. By the summer of 2014, teachers participating in this project will run workshops for teachers not involved in it. This job embedded professional development will be delivered in an ongoing way. If a critical mass of teachers embrace teaching with iPADs in the classroom, we will look into a Bring Your Own Device Policy for our classrooms district-wide.

Summative evaluation (MM/DD/YYYY): January 4, 2015

* Narrative explanation

We will formatively assess this project on an ongoing basis. When there are glitches, we will troubleshoot and fix them. Teachers will need ongoing support. The biggest barriers for teachers are learning as they teach. In a sense they will be building the plane as they fly it. Our teachers know how to teach with one iPad, and the adjustment will be how to teach when there is 25 or more in the room. Supporting them early with coaches is the key. Also building an ethos of risk-taking and tolerance when things do not go well is very important. A year from the implementation date, we expect that students will have developed a greater ability to self-regulate, greater ability to persevere and they will have more grit. Our teachers will feel great about their ability to help students individually and in groups, differentiating instruction. We expect that they will be amazed at student growth measures. We expect that our value-added measures will climb higher as well. We will look at OAA data and value added measures in 2014, and we will use vendor assessments such as NWEA/MAP to monitor progress. We will also help students build problem solving skills and get ready for PARCC Assessments in 2015. We also intend to use programs such as Khan Academy and Study Island to track student data, to monitor growth.
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

This is a mixed concept application. We have selected skilled teachers who want to take greater risks and grow. They are teachers, but they are also adaptive leaders who will help principals build collective efficacy in their schools. We will use these teachers to coach and motivate their colleagues in a robust job-embedded professional development program. We will build capacity and create more skilled teachers, more teachers embracing innovative instruction.

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.

Many classrooms are filled with teacher talk, lectures, and very little student thinking. The teachers involved in this project coach their students one on one and in groups. They push cognition to their students, and you can see visible learning happening in there classrooms (Hattie). These teachers embrace the Frey and Fisher model of releasing responsibility to their students as they demonstrate/model, provide for guided practice, check for understanding, give feedback, and make adjustments and re-teach when they see students are not understanding things. These teachers have also created their own videos, much like Khan Academy videos. They want to support learning where students regulate themselves and get help when they need it. Most of all they want to teach students to learn how to learn. As we monitor our teachers growth and have them work with their colleagues, we will see a lasting impact across our district.

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

[ ] Yes  [ ] No

22. If so, how?

Math is poorly taught across the country and across Ohio. The plug and chug model by and large still reigns supreme. Stigler’s book The Teaching Gap captured this many years ago and little has changed since. Many districts could replicate the release of responsibility model, using Ipads, apps, and make learning richer and more dynamic. They could also implement job-embedded professional development to train teachers in a more robust way.

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

We want our teachers to be coach students in math, to differentiate for each of their abilities and to keep rich data on their progress. We want our teachers to help students build grit, perseverance, and self-regulation. We want our students to wrestle with tough problems and not shut down just because they are faced with something difficult. If we teach math in this way, we will impact students for the rest of their lives.

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 majority of our teachers will be skilled or accomplished under OTES, if this project does what we think it will do, taking highly skilled teachers and giving them the room to grow. We will then use their growth to create growth among others and collective efficacy (Moran).

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.

We will collect OAA and value-added data and look for the impact the project has on both. We will track student progress on Khan Academy’s measures of progress, which will allow us to chart both progress and the need for remediation. We will track teacher performance on OTES, walkthroughs and formal observations. We will track the job-embedded professional development we do and measure its impact on instruction. We will progress monitor students on NWEA/MAP. We will also use benchmark assessments from Measured Progress to measure progress and inform instruction.

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.

Accept Stephen G. Barrett Kirtland Local Schools Superintendent October 25, 2013