

Budget

Poland Local (048348) - Mahoning County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (126)

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		222,000.00	0.00	0.00	4,236,740.00	0.00	0.00	4,458,740.00
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	28,550.00	0.00	0.00	0.00	28,550.00
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		222,000.00	0.00	28,550.00	4,236,740.00	0.00	0.00	4,487,290.00
Adjusted Allocation								0.00
Remaining								-4,487,290.00

Application

Poland Local (048348) - Mahoning County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (126)

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: Poland Local School District 2.0

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.

The Poland Local School District needs to implement the proposed technology innovations to improve student achievement and increase the utilization of a greater share of resources in the classroom. By working towards these important goals, we will prepare our students to become productive 21st Century problem solvers.

2200 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Patrick Williams
Organizational name of lead applicant: Poland Local School District
Unique Identifier (IRN/Fed Tax ID): 048348
Address of lead applicant: 3199 Dobbins Road Poland, Ohio 44514
Phone Number of lead applicant: 330-757-7003 ext. 37420
Email Address of lead applicant: pwilliams@polandschools.org

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

First Name, last Name of contact for secondary applicant: Rebecca Sobinovsky
Organizational name of secondary applicant: Poland Local School District
Unique Identifier (IRN/Fed Tax ID): 048348
Address of secondary applicant: 3199 Dobbins Road Poland, Ohio 44514
Phone number of secondary applicant: 330-757-7018 ext. 37383
Email address of secondary applicant: rsobinovsky@polandschools.org

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

Haley Shaffer Poland Local School District IRN: 048348 3199 Dobbins Road Poland, OH 44514 330-757-7003 ext. 37415 hshaffer@polandschools.org DeAnna Mordocco Poland Local School District IRN: 048348 3199 Dobbins Road Poland, OH 44514 330-757-7014 dmordocco@polandschools.org Kelly Antil Poland Local School District IRN: 048348 3199 Dobbins Road Poland, OH 44514 330-757-7008 kantil@polandschools.org

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 committee consisted of 11 administrators and nine teachers. Three teachers are Ohio Master Teachers and others have shared how technology has transformed their teaching practices at state and national conferences. Accomplishments of committee members include selection to the Siemens STEM Fellowship Academy, the NSTA New Science Teacher Academy, and Northeast Ohio Innovative Teacher of the Year. Members have been awarded over \$275,000 in grants including Martha Holden Jennings Grants and the Mahoning County Career and Technical Grant. In 2003, this grant was used to purchase \$250,000 worth of equipment and supplies for a new Technological Literacy program in our school district. Our Lead Applicant was responsible for creating curriculum, purchasing equipment, implementation, and maintaining the sustainability of this program. Partner 1: Oh Wow! The Roger and Gloria Jones Children's Center for Science and Technology Oh Wow!'s mission is to "...foster independent thinking and enrich the lives of all students by creating a welcoming environment where they can develop learning skills through the exploration of hands-on interactive exhibits and educational programs which are rooted in science, technology, engineering, and mathematics (STEM)." The center currently provides lessons for science and technology but is looking for a partner to help Oh Wow! align to the current standards as well as build tangible pieces teachers can implement within their classrooms and through teleconferencing. Teachers would team with Oh Wow! to build "STEM in a box" labs, traveling experiences for teachers and students in grades K-12 that incorporate real-world problem solving and project-based learning with STEM applications. Utilizing the museum's resources, our team of educators will create lesson plans, activities and assessment resources that Oh Wow! could use for school visits. The partnership will enhance Oh Wow! resources to be shared with districts throughout Northeast Ohio, strengthen the stature of STEM in our community and schools, and increase the interest in STEM for future engineers and scientists. Partner 2: Western Reserve Public Media Western Reserve Public Media Educational Services department provides 21st Century professional development for educators in counties in Northeast Ohio. In 2010, they were recognized as a Professional Development Affiliate Partner with the Partnership for 21st Century Skills. Poland teachers have participated in innovative workshops on iPads, website development, problem-based learning strategies, Google Apps for Education, and INFOhio. The goal of partnering with Western Reserve Public Media is to provide professional development to our educators through a series of technology workshops throughout the school year. Partner 3: Turning Technologies Turning Technologies is a global corporation that provides significant opportunities to increase the educational effectiveness of teaching and learning. Working collaboratively with districts, schools, and educators, they have found great success in combining real-time student response technology with high quality professional development and the ability to aggregate meaningful data. Their goals are to meet the diverse and evolving needs of students in the areas of: accountability, active learning, identification of At-Risk Students, formative and summative assessments, differentiated instruction, student engagement, and opportunities for peer instruction. Turning Technologies will provide professional development to every teacher. Workshops will prepare educators to use response systems to create formative and summative assessments to evaluate student growth.

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 Poland Local School District lacks access to shared classroom resources and professional development opportunities needed to implement a program the 21st century technology tools which would increase student achievement. This project will shift our district's educational philosophy from teacher-centered lessons to student-centered explorations. As John Dewey stated, "We remember what we do." Activities and learning experiences will become more meaningful to students. As a result, we will institute a district-wide project involving a major shift in school culture grounded in the following major activities: Launching a 1:1 - technology to student ratio is key in transforming our current learning environment. Students will have access to either a MacBook Air laptop or iPad tablet in each of their

classrooms, granting teachers the ability to create targeted learning experiences that cater to the diverse needs of students in each classroom. Students will use this technology, along with the Google Apps for Education programs they are currently using, for research, inquiry-based STEM projects, collaboration, presentation, content-creation, and assessment. Teachers will use websites such as Khan Academy to deliver focused student intervention and grant students access to online resource materials, previously unavailable due to cost. The Turning Technology NXT Response System, used in conjunction with Insight360, will collect data and help educators check for understanding before, during, or after a lesson, quarterly, throughout each grade level and the district. Simply buying and implementing technology does not magically result in student growth. The implementation of a 1:1 program requires regular professional development to all stakeholders in the district to achieve this goal. In the past, the district has provided a one-day, one size-fits-all workshop at the beginning of the school year. As this has not been effective, we are overhauling our professional development model. Technology Coaches in each building will provide year-round support to help train teachers, answer questions, troubleshoot problems, and research innovative educational programs. By giving teachers a support system, they will be better prepared to integrate the technology in their classroom in meaningful ways. The addition of a STEM Lab in every building in the district will provide teachers access to lab ware that will aid them in increasing math and science scores as well as raise student achievement. These labs will provide differentiated learning opportunities to all ability levels. Data collection lab equipment and STEM specific software will be available use for individualized projects and real world applications of the content. In addition, all students have the opportunity to take virtual field trips and interact remotely with experts in STEM fields through the use of interactive televisions. The STEM Lab will also serve as an area in which teachers can use the STEM in a Box activities from Oh Wow!

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.

Turning Technologies Turning Technologies NXT Response ware provides immediate feedback to educators in order to assess students and provide evidence that they have grasped concepts and can move on. Use of the NXT technology will empower educators to monitor student responses, identify needs, and develop differentiated instruction. Insight360 Software allows educators to view student responses and modify lessons based upon student performance via formative and summative assessment data collection. Apple Increasing student achievement cannot be a one-size-fits-all program. A 1:1 ratio of computing devices to students will increase achievement by providing student access to curriculum and resources. The device becomes a classroom extension, connecting students and teachers outside of the regular school day. In order to personalize the learning experience, we are purchasing iPads and MacBook Air laptops for our students. With the inclusion of the Apple Volume package, teachers will be able to purchase grade level and subject specific applications and programs to fit student needs. Access In order to use the iPads and MacBook Air Laptops, our district must have fast and reliable WiFi installed in each of our buildings. Poland's facilities are among the oldest in the state. We have watched our neighboring districts take advantage of the Facilities Commission money for state-of-the-art facilities and know that our buildings were not built with technology integrations in mind. However, access to WiFi is critical to developing a 21st century classroom. Poland Local School District Stipends Professional development opportunities will be offered to all teachers and administrators throughout the district. We feel it is appropriate that trainers be reimbursed for their commitment to ensure continued professional development. Therefore, we will be creating seven new Technology Coach positions to train staff on the technology. Through our partnership with Oh Wow!, teachers will be asked to write and submit lessons for school-based centers and "STEM in a Box" labs. Oh Wow! will use those lessons to create learning modules that will be used on site, in classrooms or via teleconferencing. STEM in a Box utilizes the STEM Learning Centers we wish to create in each of our schools. Using interactive televisions, web cams, microphones, and speakers will help create an engaging learning environment for our students. Each teacher who creates these lessons will be reimbursed for their expertise and hard work. Once this partnerships is established, Poland will have a sustained membership and unlimited access to resources and materials at the learning center. A variety of online programs allow teachers to enhance lessons and increase student achievement, but they can be extremely expensive. Connected Math (Pearson), for example, charges \$70-\$90 per student for a six year site license. We will be offering grant writing opportunities to teachers who wish to enhance their students' learning experiences by utilizing these online resources. Livescribe Pens This assistive technology is especially useful for students with learning disabilities and auditory processing problems. It grants them the ability to see and hear the words as they are being read or notes as they are being recorded in class. This removes the processing obstacle that students face and they can revisit lessons repeatedly, increasing their knowledge of complex mathematical problems or complicated chains of events in text form. Vernier Software and Technology Vernier offers high precision data collection tools and software for STEM research. This lab ware will allow for the utilization of a greater share of resources in the STEM labs as students will have access not only to devices but the ability to interpret, analyze and share data wirelessly in order to collaborate on lab assignments and projects.

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

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

N/A

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

4,487,290.24 * 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 Poland Local School District's primary goal for the Straight-A-Fund is to increase student achievement by utilizing a greater share of resources in the classroom. Turning Technologies Turning Technologies NXT Solutions Response Systems provide immediate feedback to educators in order to assess student needs. Through the implementation of the NXT technology, educators will track student achievement and develop differentiated instruction through formative and summative assessments. Insight 360 allows educators to measure student understanding while providing the opportunity for teachers to modify lessons based upon student performance. The partnership between the Poland Local School District and Turning Technologies will provide educators with unlimited technological training at no cost to the district. Apple Apple has been an educational innovator for the last 25 years. Globally, iPads and MacBook laptops have revolutionized the way students are learning and teachers are teaching. We believe that the effective integration of technology into classroom instruction will result in higher levels of student achievement and growth. Students will not only master fundamental 21st Century technology skills but become proficient users of technology. Proper utilization of technology in schools motivates students to higher levels of achievement, decreases absenteeism, lowers the dropout rate, and motivate students to continue onto college. Livescribe Livescribe pens allow anything written with the pen to be turned into an audio file, which can then be transferred to free applications such as Google Docs, Evernote, or OneNote. Files can be saved to the cloud with 500GB of storage for each pen. Pens will be replaced using the current technology budget when they become obsolete. Access The Poland Local School District is one of the oldest school districts within the state. Our Middle School building is over 200 years old. The youngest building, Poland Seminary High School (9-12), was built in 1972. There are also four elementary buildings, three K-4 and one 5-6. The greatest obstacle in implementing a technology plan within our schools is installing WiFi access points. The buildings in our district are not conducive for wireless internet. Our solution to this problem is to have a portable WiFi access point in every classroom within our district, as well as access points in our libraries/media centers, cafeterias, and gymnasiums for large group purposes. Poland Local School District Professional development opportunities will be offered to all staff members in the district each year in which all attendees will be reimbursed. Seven paid Technology Coaching positions will be created to train and support our staff. Teachers who submit lessons to our Oh Wow! partnership will also be reimbursed for their efforts. Oh Wow! will grant Poland Local School District free membership and access to each module and supply the necessary materials for implementation. The potential for possible royalties will help sustain this initiative. Grant opportunities will also be available for teachers who write proposals for software and online subscriptions that will improve student achievement. Vernier Software and Technology Vernier products allow STEM teachers to collect and analyze data in and out of the classroom. Software upgrades and installation are free on any new laptops, iPads, and LabQuest devices we may purchase in the future. In addition, it is free to install the software onto home computers belonging to students or teachers.

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.

104,000.00 * 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.

Access Maintaining access to WiFi throughout all buildings will have a cost of \$56,000 per year in order to keep the 160 WiFi hotspots available throughout the district. Over the three year proposal, this will cost the district \$168,000, which has been calculated into our grant. Apple The AppleCare Warranty package will cover damages on all products for three years. This includes two drops for each device. Apple is leasing us the iPads and MacBook Air laptops and will buy back the products at the end the three years. Turning Technology The NXT Clickers are proven to be reliable and have an exceptional lifespan. Replacement AAA batteries will be the only recurring cost. Furthermore, the Insight 360 software package is a one time cost while the Insight 360 Web Access is a yearly subscription. A five year subscription has been written into this proposal. Poland Local School District The following will be sustained by a student technology fee: Technology Coach, Software / Online subscriptions - \$48,000. Vernier Software and Technology Software updates are free on all devices. Data collection probes are durable to the point where the occasional broken piece of equipment could be purchased through the science department's budget.

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

67,200.00 * 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.)

Successful implementation of this project will result in the reduced use of supplies throughout the district. Paper and ink usage will decrease as well as the need for textbooks and some software licensing fees. All students and staff throughout the district are currently being trained on the use Google Apps for Education, a collection of productivity programs, offered by Google which is a free alternative to the Microsoft Office Suite. These apps will allow students to easily share their assignments with their teachers and collaborate on projects (in fact, this proposal was written utilizing the collaborative feature of Google Documents). With the use of these web based tools, the Poland Local School District has reduced the need to purchase yearly upgrades to the Microsoft Word, Excel, and PowerPoint. Teachers and students will use their iPads and laptops and to submit, collaborate, and grade these assignments, reducing the amount of supplies used in the district. Over the next two years, our teachers and administrators will develop common grade and subject level assessments to measure student growth and achievement. When our program is implemented, students and teachers will utilize the NXT Response System to administer and grade assessments, and then break down the data into specific demographic groups. Since all of the tests will be taken online, the district will save money on printing costs and teachers will save time analyzing the data. This will allow teachers to quickly determine the needs of specific students and modify their instruction accordingly. Our grade level and subject teams are now collaborating, forming lessons online, generating assessment surveys using Google Drive, and building databases of hands-on activities, projects, differentiated worksheets, and assessments with rubrics. With district-wide implementation of 1:1 devices, we will be able to virtually eliminate the need for paper textbooks. With an average cost of textbook assumed to be \$80 at present, and assuming each of our 2,100 students need 4 textbooks, the amount to provide up-to-date (currently our newest edition is from 2008) texts would run in the neighborhood of \$672,000. While some of this savings would be used for apps and subscriptions, the cost would be far less, and the information would be keeping pace with current trends and data.

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.

Sustainability is a key component to the implementation of this project. If ongoing costs are not taken into account, the goals and objectives of this endeavor cannot be fully realized. The Poland Local School District will utilize the following resources to sustain the continued use of this program. Currently, students are charged a general fee for the district. This accounts for paper, general classroom materials, and supplies. Starting next year, we will be assessing a Technology Fee to cover any recurring technology costs to the district. This \$50 fee will generate over \$100,000 annually, depending on yearly changing enrollment, and will cover the following once the Straight A Fund money has been exhausted. This fund will cover the following: Access: WiFi Hardware and Accessibility \$56,000 / year - 3 year commitment. Poland Local School District: Technology Coach: \$7,000 / year. Software / Online subscription Grants: \$2,000 / year. Professional development will take place during Staff Waiver Days and CEU's will be given to staff members in lieu of payment. Apple: Purchase new and relevant apps for the iPads. Other recurring costs include: Turning Technology Software Online Software Fee \$99 / year, waived by Turning Technology Oh Wow!: No Recurring Costs \$0.00 / year Oh Wow! will pay transportation costs for visiting their Learning Center. Oh Wow! will pay royalties on any of our created lessons that are sold to other school districts. Western Reserve Media: \$0.00 / year Technology Coaches will continue to receive professional development after the first year of this proposal. The cost will be picked up by the Poland Local School District as it has been for the last 10 years. Apple We will be purchasing the AppleCare Warranty add on for each iPad and Laptop. This protects all equipment for three years, including two accidental drops on each device. Apple offers a Leasing / Buyback program where they give up to half of the original price of the equipment when they become obsolete. We plan on selling our equipment back to Apple after three years and reevaluating where these products are best being utilized throughout the district. Any additional equipment that is needed will be taken out of the District's technology budget and eRate money.

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): 12/18/2013

* Narrative explanation

December 17th, 2013: Straight A Fund Award Letter January 2014: Submit all purchase orders for proposed materials.

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

* Narrative explanation

February 2014: Applications for Technology Coach Problem solving common computer problems Ability to learn how to use technology quickly Teaching/training peers Receive materials. Obstacle 1: Storage Solution 1: Central Receiving - Poland Middle School Obstacle 2: Workers to unload trucks, unpack boxes, inventory Solution 2: Straight A Fund Committee, Technology Coaches, Teacher and Parent volunteers Technology Coordinator training (Apple products) Setup server and begin to load software onto MacBook Air Laptops and iPads. --- March 2014: Select Technology Coaches: Two High School One Middle School Four Elementary School Apple Training Sessions (Apple) Google Training (Western Reserve Media) Turning Technologies Training (Turning Technologies) Start setting up STEM Labs Distribute MacBook Air to Teachers, Training Obstacle: Time Solution: After School - \$50 Stipend --- April 2014: Distribute iPads to Teachers, Training Obstacle: Time Solution: After School \$50 Stipend Student and Teacher Apps Setup STEM Labs Distribute Carts to schools Obstacle: Delivery of Carts Solution: Technology Coaches, Straight A Fund Committee, Teacher and Parent Volunteers --- May 2014: Insight 360 Training Obstacle: Time Solution: After School \$50 Stipend Install Apple TV Individual Teacher Training Take recommendations for iPad apps. Load apps onto iPads Teacher training Software/Online Subscription Grant Applications Introduction of Oh Wow! STEM Learning Opportunities. --- June 2014: Deliver MacBook Air to Carts Deliver iPads to Carts Obstacle: Delivery Solution: Technology Coaches, Straight A Fund Committee, Teacher and Parent Volunteers --- August 2014: Reinforcement training on all devices. Obstacle: Time Solution: In Service and Waiver Day --- September 2014: Full District Implementation

Summative evaluation (MM/DD/YYYY): 06/11/2013

* Narrative explanation

Committee and Technology Coaches will have met at the end of each nine weeks in order to make changes to curriculum and identify what professional development is needed to achieve student growth.

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

The goal of this proposal is to increase student growth and achievement and allow for a greater amount of resources in individual classrooms. In order to raise achievement, our teachers and administrators must work in collaboration across the district to make common grade level assessments. Having district wide assessments in place allows for continuity across grade levels, regardless of the building in which a student is being taught. Along with breaking down barriers within schools and within the district, teachers must also change classroom practices. Educators acknowledge that students today learn differently than they did even five years ago. There is a willingness to challenge the status quo in order to grow students. Learners need to feel engaged in lessons and experiment with digital resources and media to show us what they know. Lessons need to be tailored to individual student needs. We will not tell students to make a Prezi or a YouTube video. Instead, we will tell them what standard they must master, and allow them to have choice in the tools and product they create. A digital portfolio of student work will follow them throughout their entire educational career. We wish to create a culture that cultivates continuous learning that empowers students to think critically and problem solve. This system wide shift of classroom practices and resources will necessitate a new support system to help guide the teachers and administrators in our district throughout this process. Technology coaches will be put in place to help bring technology to the forefront of growing students. It is important to note that these positions will be filled by current classroom teachers who have an in-depth understanding of what is needed to enrich the educational process. These coaches will meet quarterly to discuss new trends and special needs throughout the district. Their professional development is key to keeping with the technology and education progressions.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

In the past, the Poland Schools have used the Turning Technologies response clickers in select classrooms throughout the district. Instructional time is more efficiently spent on concepts that are not mastered and teachers have more data to support student progress. On a national scale, schools utilizing Turning Technology Response Systems have seen an increase in their achievement scores. Sixth Street Prep School in California noticed that Math achievement scores increased from 30% to 97%, Reading, from 17% to 89.6%, and Science, from 14% to 96.4%. Wake County Middle School in North Carolina observed a 15% increase in overall student achievement and Lakeland Hills Elementary in Washington state saw an average 12% increase in Math and Reading scores in both 3rd and 5th grades. We anticipate similar increases in achievement. As CNN Tech reported, schools such as the KIPP Academy in Houston Texas showed the percentage of students who rated either proficient or advanced was 49% higher using iPads than in the traditional classrooms with no iPads. In a study conducted by Houghton Mifflin Harcourt, California students using iPads in the classroom saw their math achievement scores increase 20% in one year as compared to student using traditional textbooks. According to a study conducted by the Oklahoma State University News, 75% of the incoming freshman agreed that iPads and laptops enhanced their learning experience at the high school level and helped them use their study time more effectively. Finally, The Minnesota Star Tribune reported that iPads and laptops in the classroom let to increased engagement among disabled students and have accelerated and improved their learning and comprehension. Although the Poland Local School District does not have many computer labs, the ones we have are constantly in use. Whether collaborating across school districts in Google Documents, conducting research for reports, viewing Book Talk YouTube videos, or creating their own media, students are ready to use technology, when they are provided access. Students who use technology to learn not only enjoy the lessons more, but retain the information longer and tend to perform better on exams.

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

Yes

No

22. If so, how?

While our committee feels that this initiative can be replicated in other school districts, it is also important to remember that what works for us may not work for someone else. Our approach to improving student achievement and utilizing a greater amount of resources is founded in three major factors: infrastructure that allows for the infusion of a 1:1 program, appropriate resources, and a high-quality professional development model. Our school district is lagging behind when it comes to technology, and there are infrastructure obstacles that needed to be addressed. From electrical to asbestos issues, the six schools in our district were not designed with technology upgrades in mind. If a school has similar issues, the first item to address is both electrical and network wiring. Without these two components, any other innovations proposed in this project would be impossible to implement. Once that issue is resolved, school districts would need to tackle the issue of connectivity. Districts can either go wireless, leading to a mobile lab / computer cart concept, or a wired, stationary lab concept. If they choose wireless, WiFi access points will need to be purchased so students and staff can access online programs. If a stationary lab is more beneficial, servers must be purchased and there must be enough power in the control center to run all of the equipment. The conversion to a 1:1 student to technology ratio will allow students to achieve growth while utilizing the latest technology. Identifying which grade levels and subject areas would benefit from tablets and which would benefit from laptops was our first step. Our committee sent out a Google Form Survey to all of the administrators and teachers to help identify grade level and subject specific needs. After analyzing the results from the survey, we decided to use tablets in grades K-3, Math classes in grades 5-12, and in our electives (7-12). History, Language Arts, and Science classes, it was determined, would benefit from laptops. Once we decided how to best utilize the available technology, we realized that we would need a way to efficiently collect student assessment data. We have used Turning Technologies products to assess data in the past and have had success in identifying student learning needs, but only on an extremely limited basis. Data can be aggregated by standard, student demographics, classroom, school, grade-level, or district. With common assessments in place, this data becomes valid, and can be analyzed to determine the areas in which to improve. Once collected, teachers can adjust instruction to systematically

align with the standards and individual needs. When these needs are identified, teachers will utilize the technology available to create high interest, student centered lessons. After the infrastructure has been established and equipment has been purchased, professional development needs must be determined. If teachers and students are not trained on how to use the technology, it will sit in the corner of the room and collect dust. Communicating our common vision, increasing student achievement, must be at the root of everything we do. Teachers will set goals and the Technology Coach will help them work towards meeting these goals. Through co-teaching, coaches will model how to effectively use the resources. Workshops will be held to encourage teachers to share how they are using the technology. The professional development opportunities cannot be few and far between. Teachers must feel supported in this endeavor, and their needs will drive the professional development we offer. Innovative teaching will be rewarded through the grants referenced earlier. We expect teachers to try lessons and fail-in fact, this is when they will learn the most. From looking at infrastructure and deciding on appropriate resources, to providing high-quality professional development, a successful 1:1 initiative requires careful planning.

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

Our proposal states that a greater utilization of resources in the classroom (1:1 ratio of technology to student) will help increase student growth and achievement. We carefully considered our technology needs, based upon teacher and administration input, that would be best aligned with the developmental stages of our students at each grade level in our district. Students will have the opportunity to work in a state of the art STEM learning center in each school. Our partnership with the Oh Wow! Museum will foster effective use of our STEM centers, and one of our committee members, along with parent support is in the process of starting a STEM club at our middle school. This will eventually be extended to our elementary buildings. The hands-on, problem based, learning opportunities provided to our students at these centers will reach all students and provide targeted enrichment for students who display a greater interest in, and talent for science, technology, engineering, and math. The clubs will continue year after year with older students taking on leadership roles, mentoring younger students, under the guidance of our middle school coach. The majority of our students are already adept in using technology. The opportunity to use it at school for learning will provide additional motivation for students who are reluctant to write or attempt problem solving tasks. The use of technology will even out the playing field for struggling students as they become more engaged in their learning and have tools to accommodate their learning styles. Lessons can be taught and retaught according to data collected using the Turning Technologies NXT Response Systems for instant feedback, thus providing intervention and remediation in a timely manner. As teachers collaborate to create common assessments, guided by standards and student needs, our achievement gap will close. This focused use of resources will also allow teachers to provide differentiation to meet the needs of those students who need more support along with those who need additional enrichment. We have chosen to use Apple products because they were the only company willing to lease their laptops and iPads to us, making our investment more practical in the long run. Because the Apple products are under warranty for three years, by the time the lease is up, we will trade them in and receive a percentage of the purchasing price to be used on brand new equipment, sustaining our investment. Throughout the next five years, we will continue to evaluate this initiative and modify our specific district goals as it relates to student growth. After our three year leasing program with Apple is up, we will determine whether or not we should redistribute, eliminate, or add technology.

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 Poland Local School District historically shows outstanding achievement, but moderate to low student growth. For example, our district report card this year showed an overall rating of an "A" for achievement, but our student growth indicators registered "D's" and "F's" throughout the district. Our teachers are constantly analyzing their students' achievement, using the standardized test Value Added data and classroom formative and summative assessments. They design lessons and activities specifically geared to the needs of students performing on level, above level, and below level. Teachers also collaborate on common assessments in each grade level and subject area, working diligently to close the achievement gap within our district by finding appropriate entry levels for every individual student and providing instruction and opportunities for successful practice. By utilizing a greater share of resources in our classrooms, we will increase student growth, both day-to-day and long term. Responding to individual needs as they are made evident through the NXT Response System and providing immediate intervention will help to promote growth for all students. In the short term, teachers will use quarterly common assessments to track growth and needs, aligning all assessments to the new learning standards. Assessment and growth measures will be revised each year as we examine the performance of current groups of students to determine their needs and the success of the implementation of our proposed project, in response to the data collected for each successive year. After this program is implemented, and baseline data has been determined, success will be determined when the district receives a rating of a "B" or higher on all growth measure indicators on the State Report Card.

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.

Historically, we are a high-achieving district; however, we are not growing students. Our school district has been labeled "Excellent," or "Excellent with Distinction" since the designations began. Unfortunately, with the new report card data, we found that our Gifted, our lowest 20%, and our Special Needs students were not growing as much as the rest of the students in our district or statewide. We feel the proposal we are submitting will help bridge the gap between students in these targeted learning groups and raise the achievement of the entire district. As with all districts throughout the state of Ohio, we are constantly analyzing available assessment data on our students. These include both state and teacher created assessments. Like most districts, we are also modifying our curriculum to address individual student needs according to the new Common Core, Science, and Social Studies standards in each subject and grade level. Our district has been granted staff Waiver Days in which available data has historically been analyzed. The district will now utilize these days to come up with common assessments, analyze district assessment data, and redesign lessons to prepare students for state assessments. Our county ESC consultants are providing onsite assistance to help us interpret our data and find resources to meet these growth needs. At the building level, we are forming cohorts to develop lessons, notes, hands-on activities, homework, reviews, and formative as well as summative assessments all aligned to the Common Core and new standards in Science and Social Studies. Our weekly grade level, subject-, and team- meetings enable us to create and analyze our common assessments and to share instructional strategies and to brainstorm methods to meet individual student needs. As a district community, an advisory committee will be formed that consists of administrators, teachers, parents, and community members. They will help determine the success of the initiative that may not be visible on a state test. This committee will meet once in January and once again in June of the same school year, to provide feedback on budgetary issues, complete surveys about the initiative, and suggest new strategies. A student advisory panel will meet quarterly to have conversations about how the new technology is being used in their classes. Several Poland Local School District teachers, including members of our committee, have shared their expertise and talents over the past several years at regional, state and national conferences and we intend to continue sharing our experiences and the benefits we realize through implementation of this grant. The culture shift proposed by this grant will extend beyond these five years. We will continue to closely examine all available data and draw conclusions about our students' growth, using their scores on both district and state-mandated tests. We will look specifically at the various subgroups to insure that we are teaching in such ways as to provide growth for all, closing the achievement gap in our district. We anticipate students meeting or exceeding their expected growth as predicted in the Battelle student growth projections.

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 Patrick Williams Teacher / Lead Applicant Poland Local School District 10/24/2013