

Budget

Teays Valley Local (049098) - Pickaway County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (298)

U.S.A.S. Fund #:

[Plus/Minus Sheet \(opens new window\)](#)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	487,820.00	0.00	487,820.00
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		25,000.00	0.00	38,000.00	0.00	0.00	0.00	63,000.00
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		25,000.00	0.00	38,000.00	0.00	487,820.00	0.00	550,820.00
Adjusted Allocation								0.00
Remaining								-550,820.00

Application

Teays Valley Local (049098) - Pickaway County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (298)

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: Technology and Partnerships to Increase Student Achievement

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

Mobile technologies enable learning to continue across contexts, so a piece of work started in the classroom can be continued at home or in another setting during a student's school day. Teays Valley teachers will collaborate to learn to create engaging lessons that leverage the use of technology to increase student achievement of gifted, special education and low socioeconomic status students. The Teays Valley Local School District along with Ohio Christian University will partner to create a new system for professional development for teachers to help them deliver better quality content and make use of new models of delivery.

3387 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Beth Keplar

Organizational name of lead applicant: Teays Valley Local Schools

Unique Identifier (IRN/Fed Tax ID): 049098

Address of lead applicant: 385 Viking Way, Ashville, OH 43113

Phone Number of lead applicant: 740-983-5000 ext. 5010

Email Address of lead applicant: bkeplar@tvstd.us

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

First Name, last Name of contact for secondary applicant: Dr. Hank Kelly

Organizational name of secondary applicant: Ohio Christian University

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

Address of secondary applicant: 1476 Lancaster Pike, Circleville, OH, 43113

Phone number of secondary applicant: 740-474-8891

Email address of secondary applicant: hkelly@ohiochristian.edu

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.

NA

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.

This project will be led equitably by individuals and teams. The curriculum coordinator, building principals, technology coordinator and building-level teams will facilitate implementation, which includes Google for educator training, providing easy access to Chromebooks for educators, and ongoing embedded professional development. The District Administrative Team will work closely with the executive vice president Dr. Hank Kelly of Ohio Christian University to create the Teacher Academy for Teays Valley teachers. Matt Blackwell, District Technology Coordinator, will handle ordering the Chromebooks, setting up carts and ensuring that wireless access is widely accessible in all buildings. One component of our progress monitoring plan, class observations and walk-throughs, will be completed by building principals. Baseline data will be collected, and student progress will be measured using diagnostic assessments, MAP data, value added information and OAA scores. Building Leadership Teams, Teacher Based Teams and the District Administrative Team will spend time analyzing and reflecting on the data. Reporting and fiscal items will be handled by the district treasurer, Stacey Overly. The District Administrative Team is made up of many innovative leaders. The villages and communities that make up the school district have experienced a population expansion over the last ten years. This rapid growth presented a challenge for the Teays Valley School District to meet the educational needs of a continuously growing community and student population. Our district superintendent Jeff Sheets, assistant superintendent Kyle Wolfe, the board of education, staff and community worked together to take a proactive approach in planning the future of the rapidly growing district. For the past decade the school district has seen a great deal of construction and improvements to its facilities: additional space and upgrades at the current high school, three new elementary buildings replacing old facilities, two new middle schools, and most recently the addition of a fourth elementary school. The prudent foresight and planning on the part of district leaders made it possible for the school district to maintain a high level of excellence during the challenging period of rapid growth. This year Scioto Elementary, one of four of the district's elementary schools, was named a 2013 National Blue Ribbon School. The school will be recognized in a ceremony in November in Washington DC for leading the way to prepare students for success in college and careers. Ohio Christian University has led by innovative leaders. They have seen a rapid expansion in the last six years. There were 506 student enrolled at OCU in 2006, and there were 3,668 students enrolled at the university in 2012. OCU has an accredited teacher education program and are committed to partnering with Teays Valley to improve professional development by providing teachers with the skills they need to implement innovative models of teaching. These applications that base teaching and learning on an inquiry based approach to learning will be the focus of OCU staff, when working with Teays Valley teachers. Two (2) week long opportunities will be provided for teacher leaders to provide them with skills, to better reach our target population of gifted, special education and economically disadvantaged. Additionally, developing a partnership with Ohio Christian University allows our school district the opportunity to establish a relationship with a higher education facility in our county (Pickaway County). According to ODE, only 18% of Teays Valley's community hold a college degree. By partnering with OCU through the Straight A Fund, we feel our school district can begin to establish a relationship (with a secondary education institution) that will begin to serve our current and future students as well as their families.

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 notion of what it means to be college and career ready has been reshaped by a world in which access and connectivity are becoming ubiquitous. Seamless learning (connecting learning experiences across locations, times, technologies or social settings) is a powerful way to maximize student learning. Mobile technologies enable learning to continue across contexts, so a piece of work started in the classroom can be continued at home or in another setting during a student's school day. The Teays Valley District has seen little to no academic improvement for several years in meeting the needs of our

special education, economically disadvantaged and gifted students. We recognize that our current system is not meeting the needs of these three subgroups. District leaders are committed to leading a culture of innovation in order to transform our current system. If this grant is funded, teachers will have increased access to technology in order to increase the achievement of our three subgroups. Teachers will also have increased job embedded professional development to assist them in meeting the needs of these populations. There are 3,887 students enrolled in the Teays Valley Local School District. The district consists of one high school, two middle schools and four elementary schools. There are 11 traditional computer labs to meet student needs. Technology use must be a scheduled event due to limited resources. Teays Valley will use funds from this grant to purchase Chromebook carts for each building so economically disadvantaged, special education and gifted students will have increased access to connected devices. Many low-income students miss out on opportunities to benefit from technology because their families cannot afford devices or Internet access. With this grant, economically disadvantaged students would have greater access to devices during their school day and at home so the district can close the digital divide that exists between students who have access to technology at home and those who do not. Students would have access to content so they could work collaboratively and participate in thoughtful exchange between teachers and other students outside of the school day. Teays Valley received a grade of F on the Gifted measure of the 2013 Ohio Department of Education report card. With funding, a flipped classroom model which involves seamless learning will be implemented with our gifted population. There will be a focus on inquiry-based learning where students will practice evidence-finding, thoughtful exchange, and creative design outside of the classroom walls and without a teacher physically with them. The Chromebook carts would also serve a second purpose. 35% of students in the Teays Valley School District are considered economically disadvantaged. South Bloomfield Elementary is over 50% poverty, with Ashville Elementary, Teays Valley East Middle School and Teays Valley West Middle School are close to 40% poverty. This presents a challenge for parents who cannot afford or do not have access to the Internet or the ability to purchase technology (such as Chromebooks). With funding, Chromebooks with 3G access will be made available for student checkout. The middle schools are currently implementing a new totally online math curriculum that provides scaffolded lessons and homework that is individualize to student needs. Digits provides resources that allow teachers to address the learning needs of every student in and out of the classroom. Currently, middle schools are keeping their computer labs open after hours so students who do not have computers can stay at school to complete assignments. While this is a positive step, we are challenged with students who lack transportation. Students who do not have access to a computer at home do not have access to the scaffolded lessons and homework support Digits provides.

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.
The grant would meet the goal of decreased spending in the five year forecast. Money has been budgeted to purchase additional computers in preparation for PARCC online testing during the 2013-2014 school year. If this grant were funded, there would be a reduction in the amount of money spent on purchasing computers. Because of the increased number of gifted students in the Teays Valley School District, the district is considering adding an additional gifted intervention specialist at the elementary level. Using the model that we are proposing a gifted intervention specialist would have greater impact on a larger number of students and there would be no need to hire an additional GIS. That would reflect an additional savings in the 5 year forecast. If this grant is funded, a greater share of resources would be utilized in the classroom. Chromebooks require much less labor to deploy and support. Less money would need to be spent on Technical Support to reimage them and keep them updated. They would not require the district to purchase a larger server because they are cloud-based. Less money would be used to support infrastructure and would be put into the classroom.

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.
Has been uploaded.

14. What is the total cost for implementing the innovative project?
558,020.00 * Total project cost
* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)
By leveraging the capabilities of mobile devices, teachers can support their students in creating a personalized learning environment. In order for this forward-thinking approach to work, students will need easy access to technology. Chromebook carts will be purchased so that each grade level team and department will have access. Teays Valley Local Schools would purchase 45 Chromebook carts. Each cart would contain 32 Chromebooks. The cost per cart is \$9,000. Total cost would be \$405,000. In order for students to borrow Chromebooks to extend the learning day, protective cases as well as additional power cords would need to be purchased. Chromebook cases are \$30 each and additional power cords are \$35. Sixty-four sets of cases and power cords will be purchased for each building at a cost of \$29,120. To support our students who do not have access to the Internet, 30 Chromebooks in each building (60 at the high school) will be equipped with 3G service at a one time cost of \$80 per Chromebook. Total cost to add 3G service to Chromebooks will be \$19,200. Currently, our high school and two of the four elementaries do not have the infrastructure to support the number of wireless devices this grant would provide. Additional wireless access points would need to be added to those three buildings at an additional cost of \$34,500. One teacher leader from each building will receive Google Certification Training in order to provide job-embedded professional training and on-site support to teachers. The total cost for training teachers will be \$14,000. These Google Certified teachers would lead professional development and provide job embedded support. A \$1,000 stipend would be provided for them to lead training and provide support for classroom teachers throughout the school year. ITSCO would provide Edmodo (Learning Management System) training and help teachers set up classes at a one time cost of \$3,000. Finally, a \$100 per day stipend will be provided for 40 teacher leaders from Teays Valley who take part in a three day Teacher Academy at Ohio Christian University, taught by OCU staff. The cost to pay OCU faculty to work with Teays Valley teachers is \$21,000. The following local funds are already dedicated to support this concept: local funding will continue to be used to purchase the Digits online math curriculum and MAP for progress monitoring. Money from the General Fund will also be used to support ongoing professional development. The Teays Valley Education Foundation would support this initiative by providing teachers with classroom grants to support their focus on student centered teaching. The foundation has set aside \$21,000 that will be distributed to classroom teachers and schools during the 2013-2014 school year to help them launch their innovative ideas and approaches to teaching.

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.
5,000.00 * 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.
Chromebooks will need to be replaced after 4-5 years of use. Each unit comes with a 1-year warranty. When the warranty expires, there will be some damaged units that will need to be replaced or repaired. Districts currently using Chromebooks report about 5% of Chromebooks were damaged or needed full replacement in the first year of use. Common necessary repairs after the warranty period expires include replacing cracked screens (\$45), keyboards (\$30) and replacing lost power adapters (\$35). Google Apps for Educators and Edmodo are free services and have no recurring cost. Digits, the middle school math curriculum, and MAP will continue to be purchased from the general fund as it was before and during the grant funding period. Because we anticipate a decreased need for intense technical support after the first year, but will continue professional development, the Google Certified teacher's stipend will decrease to \$500 per year.

16. Are there expected savings that may result from the implementation of the innovative project?
126,000.00 * Specific amount of expected savings (annual)
* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)
Chromebooks are computers designed specifically to access the rich educational and collaborative resources of the Internet, and at a lower overall cost than traditional PCs. IDC conducted detailed research with 12, K-12 school systems that implemented Chromebooks for student access to the Internet and to educational resources and tools. This research led to the following conclusions: a) Chromebooks reduce the need for additional IT staff to support their deployments, requiring 69% less labor to deploy and 92% less labor to support than desktop PCs, or netbooks. Chromebooks' high reliability increased actual teaching and educational administration time by reducing the time lost in managing desktop PCs, laptop PCs, or netbooks by 82%. Deployment of Chromebooks eliminated the need for system re-imaging and lost file recovery in school systems. Multiple respondents in the interviews reported zero help desk tickets for their installed Chromebooks. The cost for the device and management combined is \$279. A standard computer in a computer lab cost \$700 plus an additional \$100 in furniture. In addition, in order to meet the needs of our growing gifted population, Teays Valley is projecting that an additional gifted intervention specialist would need to be hired. If this grant is funded, using mobile technology our current staff could meet the needs of our gifted students eliminating the need for an additional GIS.

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.
Teays Valley Local Schools ensures the sustainability of this project. Teacher training with regard to meeting the needs of diverse learners, a district focus on inquiry-based learning, and using Learning Management Systems to extend the school day will continue after the funding period ends. Google Certified Teacher trainers will continue to provide professional development through teacher-based teams, and they will help teachers integrate technology into their lessons. This concept is built on a foundation of sound professional development to create a network of trained educators. Chromebooks are durable and usable for five years or more. Additional Chromebooks will be added as needed. While there will be costs to replace or repair Chromebooks the money that we will save by not purchasing traditional PCs make up of the cost to repair Chromebooks. Professional development will increase human capital. The partnership between Ohio Christian University and Teays Valley will continue so that teachers in our district have local access to quality, innovative professional development.

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): 09/15/2013

* Narrative explanation

Teays Valley School District leaders received report cards. District realized that three of their subgroups - gifted, low socioeconomic status and special education students have shown little improvement. District leaders, who realized that changes needed to be made to our current delivery system, began to discuss opportunities to increase student achievement, where all students make expected academic gains. District leaders met with OCU leaders to discuss ways each school organization could support the other. When the Straight A fund was announced, both entities felt it was the time to push the partnership forward and create the innovative solution that Ohio is looking for to better prepare our students and have more impact on their academic achievement. With more student achievement, we also have a better opportunity of sending more students to college and improve our community's degreed population.

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

* Narrative explanation

As soon as the grant is awarded, high quality professional development for all teachers will be planned by the curriculum director, administrators, Google Certified Teachers, ITSCO and the district technology coordinator. The grant will develop a community of educators who share instructional practices, plan instruction, assess, monitor and reflect. A home to school support program will be established to bridge the connection between parents and teachers. Implementation across various grade levels and subjects will require focused planning and innovative ways of shared collaboration time to build a seamless learning model that is sustainable. A grant team will meet three times a year after district benchmarking data is collected to exam the effectiveness of the program and to plan for mid course correction. Barriers to this may be issues related to our technological infrastructure. We plan to add a wireless system to the high school, but there may be connectivity issues related to access points. The largest barrier that could derail planning would be changing teacher pedagogy. On-going PD will be embedded in the school day as teachers study and implement research based strategies that are proven to increase the achievement of gifted, special education and low socioeconomic status students.

Summative evaluation (MM/DD/YYYY): 09/01/2014

* Narrative explanation

Value Added results from Ohio's Next Generation of Assessments and diagnostic data will be used to evaluate this innovative idea. District leaders and Building Leadership Teams will examine value added results of each sub group. The MAP assessment is given three times a year at the elementary level and those results will be used to determine the success of our initiative. District leaders will consult with parents groups to determine the impact of the initiative at their level.

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

In the world of contemporary technology, one key factor is connectivity. Teachers and students have access to Google Hangout, Tweet, Edmodo, Skype and Facebook outside the boundaries of a traditional school day. Students have more opportunities to find resources, explore expertise, share ideas, ask questions and engage in research. Those opportunities allow new pathways for learners to sustain curiosity, creativity, passion and enthusiasm for their own learning. Currently there are a limited number of gifted intervention specialists and honors courses to meet the needs of gifted students. In addition, many teachers have not had the needed professional development to ensure they are meeting the needs of this population effectively. In some cases, educators feel that higher performing students will pass state tests without added intervention. This often results in teachers spending more time assisting those students who do not 'get it' the first time. Chromebooks will help to provide self directed learning opportunities so that gifted students have additional opportunities to access an enriched curriculum, more challenging projects and coursework. With funding, students and teachers will work together to create content in ways not witnessed in the past and offer products and solutions in ways not conceived before. Students will connect with others and develop Learning Networks. As a result, students will develop key 21st Century Skills and be prepared to compete in a global economy that demands innovation. Problem solving will become a collaborative endeavor in which students must work effectively in teams/groups to realize a solution. Students will tackle complex problems and use the research processes to gather evidence needed to make informed decisions. Students and teachers will communicate ideas to both local and global audiences. Teachers will engage in the study of research-based instruction skills to provide quality instruction by observing/ interpreting students' learning behaviors, then translating that knowledge into a problem-solving model affording teachers the ability to adjust instruction based on learner needs; in essence, learning to follow the child.

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.

The unique learning style preferences of gifted students, combined with their academic competence and rapid rate of cognitive development, provide a strong rationale for a seamless learning model and a model which meets the gifted learner where they are --- not where the entire class begins (or ends). For special education students, leveraging mobile learning to address each student's particular needs and helping them overcome hurdles to achievement has a proven success rate. In addition, Mills (2003) studied the personality-based learning styles of gifted students and concluded that gifted children have a greater ability to understand complex interconnections of ideas, to enjoy theory and to learn by insight. Dunn et al. (2010) found that gifted students were highly responsible for and committed to their learning and were independent learners who did not need structure and organization. The flipped classroom provides an opportunity for gifted students to utilize their talents in an environment that is free from the restrictions of a traditional classroom setting. When participating in this model, gifted students would have increased exposure to content beyond their grade level, keeping them challenged and interested in the learning process.

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

Yes

No

22. If so, how?

To help others replicate the concept, Teays Valley Schools and Ohio Christian University will share their process which includes how to develop and implement innovative professional development, acquire Chromebooks, provide intervention, assess students, and determine next steps for instruction. Teays Valley will share its system for building collegial collaboration and establishing a commitment to fidelity of practice.

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

Efforts to improve the quality of curriculum and instruction are good for every student. We know that there are many students who are not challenged and there are some that fail to have their needs met. While programs and support for gifted, economically disadvantaged and special education students have their place, all students will benefit from more enriching and rigorous educational experiences that meet their needs. Students will be taught to see themselves as continuous learners. Learning is not something that should be confined to the classroom or school day. Learning will be seen as constant. A thought or question that begins in the classroom can move beyond the school day. For the learner, there are clear benefits to maintaining a flow of learning. Topics can be continued from one place to another, notes can be made wherever a thought occurs, ideas can be shared with people wherever they are. Seamless learning can also make good use of learners' environments, with the world outside the classroom providing a resource for exploration, and then the time spent with the intervention specialist to synthesize knowledge. Technology is mentioned in 78 Common Core standards. Across the K-12 spectrum, students are expected to demonstrate knowledge of technological systems in solving complex problems and expressing critical understandings. Providing greater access to technology both in and outside of the classroom is essential and critical to meeting the Common Core standards. Eighteen percent of our community members have a college degree. With increased access to technology our students will be college and career ready. Finally, starting in the 2014-2015 school year, students in grades 3-11 will sit for what is known as PARCC exams. The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states working together to develop a common set of K-12 assessments in English and Math anchored in what it takes to be ready for college and careers. PARCC exams will assess student growth toward addressing Common Core standards. While aspects of the PARCC exam will resemble questions presented on current Ohio Achievement Assessment (OAA) and Ohio Graduation Test (OGT), elements of future tests will assess students information literacy skills. On a section of the PARCC ELA exam, high school students will be required to search through a database to locate relevant information. Students will then synthesize sourced information to address a prompt. This type of task evaluates a student's ability to filter information, determine the validity of a source, extract relevant content and synthesize coherent ideas from multiple pieces of information. If this grant is funded, it will allow consistent access and the ability to connect to the Internet on a more regular basis so students can engage in the research process and develop essential informational literacy skills.

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 Teays Valley School District will see improvement in our state and district level report cards. We will see increased academic achievement for our gifted, special education and low socioeconomic status students as a result of this innovative project (as shown by the Ohio Department of Education's Grade Card for Teays Valley Local Schools). Education in our system will be more student-driven, hands-on, real world problems and debate / project oriented lessons. As a result of Teays Valley's partnership with Ohio Christian University, we will have teachers who will be better prepared to deliver effective content area instruction that will have a positive and lasting impact on each child. This impact will not only help our students meet state required benchmarks, but better prepare them to attend a higher education institution, such as Ohio Christian University. Increasing the number of college graduates in our community will have a lasting impact on not only our school community, but Pickaway County, making our county a better place to live, work and raise a family. Most importantly, we aim to create an atmosphere where more families value education and the school system. Additionally, our teacher leaders will train other teachers in our school district, impacting a larger group of educators who in turn will impact more of our students each year. There are anticipated outcomes of this project that may not be easily benchmarked. Thinking is very difficult to benchmark, but key signs include use of appropriate vocabulary, the ability to exchange ideas in a protocol-based format, and the ultimate skill of delivering a cogent solution supported by explanation, insight, and evidence. With the type of learning that we want to engage students in, process is as critical as product. Good inquiry is fueled by perseverance, self-management, flexibility, resilience, and those are all difficult to benchmark and measure.

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.

District leaders and teachers will monitor benchmarking data which is collected three times a year. Results of MAP and Digits testing, district common assessments, and reading diagnostic and progress monitoring tools will be examined to monitor progress toward short and long-term goals. Additionally, use of OAA (Ohio Achievement Assessment) and OGT (Ohio Graduation Tests), along with other state required tests will be used to monitor success of the project. We will have 'hard' data for each of the three (3) subgroups (gifted, economically disadvantaged, special education students) provided by the Ohio Department of Education annually. This data will be evaluated each year by grant stakeholders, district administrators and teaching staff to see how effective our progress is towards meeting our goals. Data will reflect a grade on our school report card that will show improvement, as well as value added results (all coming from the Ohio Department of Education). Teachers will receive regular feedback from principals as a part of Ohio's Teacher Evaluation System (OTES). We will also examine teacher 'value added' results on the specific subgroups we focus as related to professional development provided by Ohio Christian and Teays Valley. Building administrators will also use MAP and Digits data with teachers to develop growth plans through the Ohio Teacher Evaluation System. Some buildings are currently setting up Instructional Rounds and will continue to use that process to monitor the programs effectiveness. OCU leaders and district leaders will meet to evaluate effectiveness of the program after receiving district data from the Ohio Department of Education. Data will be examined and compared to past results, specifically drilling down to staff who received OCU's professional development, looking for success and challenge areas. If the program is not working Teays Valley and Ohio Christian University commit to making changes to the program while continuing our partnership to increase student achievement in our school district and in Pickaway County. Specifically, leaders of both institutions will meet and establish a new direction / goals / and procedures for the program in order to get the results and improvement we expect. Decisions will be made on how to better support the program; administrators will be charged with making the appropriate changes (with help from the OCU trained teachers) and set a new direction.

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 Beth Keplar Elementary Curriculum Coordinator Teays Valley Local School District 10/25/13