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**Adjusted Allocation** 0.00

**Remaining** -550,820.00
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: 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.

3. 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 (RIN/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@tvsd.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 (RIN/Fed Tax ID):
   Address of secondary applicant: 1470 Lancaster Pike, Circleville, OH, 43131
   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 (RIN/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).

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.
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 access to professional development resources, as is required. Students in the Teays Valley School District will have a greater access to the Internet and educational resources. The middle schools are currently implementing a new totally online math curriculum that provides scaffolded lessons and homework that is individualized to student needs. The middle schools are keeping their computer labs open after hours so students who do not have computers can stay at school to complete assignments. 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.

The partnership between Ohio Christian University and Teays Valley Schools would provide professional development through 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 Chromebooks and MAP for progress monitoring.

Money from the General Fund will also be used to support ongoing professional development. The Teays Valley Education Foundation Education would support this initiative by providing teachers with grants to support their focus on student centered teaching.

The foundation has set aside $21,000 that will be distributed to classroom teachers and classrooms during the 2013-2014 school year to help them launch their innovative ideas and approaches to teaching.

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 project would provide access to technology for all students. The project would provide the infrastructure to allow students to access the Internet and educational resources to extend the learning day, protective cases as well as additional wireless access points. The middle schools are currently implementing a new totally online math curriculum that provides scaffolded lessons and homework that is individualized to student needs. The middle schools are keeping their computer labs open after hours so students who do not have computers can stay at school to complete assignments. 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.

If this grant is funded, using mobile technology our current staff could meet the needs of our gifted students and every student in and out of the classroom.

There are 3,887 students enrolled in the Teays Valley Local School District.

The middle schools are currently implementing a new totally online math curriculum that provides scaffolded lessons and homework that is individualized to student needs. The 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.

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 will be engaged during that stage of the project and describe the communication that occurred as the project progressed.

Money from the General Fund will also be used to support ongoing professional development. The Teays Valley Education Foundation Education would support this initiative by providing teachers with grants to support their focus on student centered teaching. The foundation has set aside $21,000 that will be distributed to classroom teachers and classrooms during the 2013-2014 school year to help them launch their innovative ideas and approaches to teaching.
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

Bay's 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 depressed population.

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

*Narrative explanation

To soon as the grant is awarded, high quality professional development for all teachers will be planned by the curriculum director, administrators, Google Certified Teachers, ITSSEC 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 sharing collaborative to transform the classroom into a seamless learning model that is sustainable. A grant team will meet three times a year after district benchmarking data is collected to examine 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.

They 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 path ways for learners to sustain high level of learning and enthusiasm for their own learning. Currently there are a limited number of gifted intervention specialists, so the district is working with the teachers 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, teachers 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’ the first time. Chromebooks will help to provide self directed learning and more 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 considered 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 to realize a solution. Students will tackle complex problems and use the process research to gather evidence needed to make informed decisions. Students and teachers will communicate ideas to both local and global audiances. 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, 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 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 achieve their goals is 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

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 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 competent learners. Learning is not something that should be confined to the classroom or school day. Learning will be seen as constant. A thought 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 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 teams 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, evaluate 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 information literacy skills.

24. What are the specific benchmarks related to the goal funded 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 course content 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 values education and the school system. Additionally, our teacher leaders will learn from 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 creativity, 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).
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