

Budget

Washington-Nile Local (049650) - Scioto County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (48)

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	10,000.00	305,000.00	0.00	0.00	315,000.00
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	0.00	0.00	0.00	0.00	0.00
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		0.00	0.00	10,000.00	305,000.00	0.00	0.00	315,000.00
Adjusted Allocation								0.00
Remaining								-315,000.00

Application

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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: Washington-Nile Local Straight A Grant

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.

Washington-Nile School District will infuse our district with technology resources in order to improve how adults and children alike work and learn. Partnering with Shawnee State University, our staff will welcome young, technologically savvy teacher education students as trainers who model, coach and provide planning support for district faculty in order to heighten meaningful technology integration and empower students as digital natives. Staff and children will connect with our parents and to the world in innovative ways that remedy traditional barriers.

1547 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Jeff Stricklett

Organizational name of lead applicant: Washington-Nile Local SD

Unique Identifier (IRN/Fed Tax ID): 049650

Address of lead applicant: 15332 US Highway 52, West Portsmouth, OH 45663

Phone Number of lead applicant: 740-858-1111

Email Address of lead applicant: jeff.stricklett@west.k12.oh.us

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

First Name, last Name of contact for secondary applicant: N/A

Organizational name of secondary applicant: N/A

Unique Identifier (IRN/Fed Tax ID): N/A

Address of secondary applicant: N/A

Phone number of secondary applicant: N/A

Email address of secondary applicant: N/A

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

David Todt, Provost & VP Academic Affairs Shawnee State University TAX/ID: [REDACTED] 940 Second Street, Portsmouth, OH 45662 740-351-3472 dtodt@shawnee.edu

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.

Implementation of the Straight A Grant initiatives will be the joint responsibility of Jeff Stricklett, Superintendent Washington-Nile Local SD (W-N) and David Todt, Provost, VP Academic Affairs at Shawnee State University. The Straight A Grant planning and implementation team also includes Darrell Rudmann, Acting Chair SSU Education Department, Shawnee State University (SSU) Education Faculty (Xiaodan Huang, Jeradi Cohen, & Kenneth Carlson), Lisa Cayton, Curriculum/Federal Programs Coordinator W-N Local, Building Principals and Bill Deacon, W-N Technology Coordinator. W-N Administration and SSU Education faculty met in September 2013 to begin planning efforts for Straight A Grant collaborative design. Previous joint endeavors with SSU began as early as 1992 within a School to Work collaborative and also includes a Tech Prep consortium as well as implementation of the 21st Century Grant utilized to provide a long-standing, after school enrichment and summer school program for children. Technology infrastructure installation, procurement of mobile devices and other related resources will be the primary responsibility of W-N's Technology Coordinator - as planned for collaboratively in the Straight A Grant planning team. Once technology is in place, the building tech coordinator will notify the implementation/planning team. While technology tools are being installed/updated, Ms. Cayton will work in conjunction with building Principals to place SSU students in appropriate classrooms for January '13 courses (and continuing in Fall '14). SSU professors are responsible for preparing SSU students to work in W-N classrooms and will provide SSU students with course work that develops a strong research-based foundation regarding technology integration practices in educational settings. Additionally, SSU faculty will provide onsite monitoring and collaborate with building leadership regarding teacher apprentice placements. W-N staff (volunteers initially) will work with SSU students to integrate technology as students and teachers implement Ohio's college and career ready standards. Specific details for securing teacher leaders and after school technology access will be the responsibility of the W-N Administrative Team. This team meets weekly to proactively deal with district initiatives/expectations and includes all district and building administrative faculty. All project implementation will be overseen by this body. Building principals have a well-established working relationship with SSU's education faculty in placing teacher education students in district classrooms each semester. As a public school, the school treasurer ensures accounting practices that are in alignment with auditing procedures as mandated by law.

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.

W-N's ability to prepare students for the 21st century is limited by antiquated technology infrastructure and tools. Grant funds will infuse our district with technology resources in order to improve how adults and children alike work and learn. Partnering with Shawnee State University (SSU), our staff will welcome young, tech-savvy students as trainers who model, coach and provide planning support for district faculty in order to heighten meaningful technology integration and empower students as digital natives. Staff and children will travel to our parents and the world in innovative ways that remedy traditional barriers. Implementation of the project is built around the Intern'l Society for Technology in Education's (ISTE) factors for successful technology implementation (see question 20 response) and will involve 4 major tasks that support innovative practices including: 1) updating current technology infrastructure, 2) expanding mobile and other devices, 3) partnering with SSU to provide students as educational technology teachers for our district staff and 4) opening our doors and our classrooms to students and families for after school access to technology resources as well as "face-to-face" experiences as parents watch and learn with their children. In order to support thoughtful redesign of instructional practices that are aligned to current standards and embody college and career ready expectations, teachers have utilized existing resources which are hampered by incomplete wireless infrastructure and other limited tools. Project implementation will improve local capabilities that broaden and deepen technology access for students as virtual researchers and collaborators in ways that differentiate learning more readily and provide experiences that reach beyond our school doors. Children will visit museums, link to other classrooms and talk with scientists. Having the tools alone, though, will not ensure change. Partnering with SSU educational students is intended as a job-embedded, no-cost

means of providing on-site teachers with ready access to tech experts. Tech-savvy students become teachers and vice versa. University students, as a part of their educational observations and teaching experiences in our district, will provide technology integration modeling and coaching for staff while simultaneously benefit from experienced and innovative teachers. SSU offers an educational technology course as a part of pre-service teachers' required training, as well as an action research course for graduate level students. SSU staff have agreed to partner with W-N to place students from these courses in this mutually beneficial environment upon project implementation. Staff will learn and utilize technology while student teachers have invaluable, real-time opportunities to put their practices in to action in a tech-friendly environment. Students reap benefits in every regard. Various district efforts to integrate technology have evidenced the greatest gains (most consistent tech use) with teacher leaders who embrace technology & act as change agents - sharing innovations with colleagues while simultaneously acting as tech support for one another. This locally successful approach builds capacity & is supported by ISTE recommendations. Opening our doors to students and families includes both physical and technological realities. The district will encourage use of after school technology resources at the high school library/tech lab. Parents will receive training and skills (from SSU students) for using new technologies to support their children's learning while also increasing access to tools and resources (e.g. ACT & FAFSA college applications, Microsoft Office, OCIS Career and College Exploration). Providing a flexible, atmosphere in which students and parents can ask for help has proven successful in other local schools.

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.

Goal: Increase student achievement through the use of innovative technology integration as measured by observed adult/child technological engagement (walkthrough documentation), as well as formative and summative student growth evidence. This goal and instructional design - as described below- reflect Silver, Strong and Perini's "Teaching What Matters Most" (2001). Increased student achievement will occur as children and adults learn and work in new ways that embrace technology as a tool. SSU "teachers" will provide modeling and support for increasingly innovative & effective learning opportunities for students that promote 21st century thinking skills as expected in current curricular standards: mining, analyzing and evaluating information found through online access, conducting problem solving through interactive sites, as well as communicating, collaborating, publishing, and producing in flexible groupings in/out of school. Improved technology access equates as well in to cost effective and critical shifts within new standards including current informational text sources, rigorous complex texts, geography-related sites and materials, as a few examples. Thoughtful technology integration can also afford young writers opportunities for a wider audience through blogs, wikis and other internet connections... District faculty - teacher leaders - will work with graduate/undergraduate SSU students enrolled in educational technology and action research courses. Collaboratively, SSU students and local teacher leaders will plan instruction that is built on current standards - using technology as a means for increasingly authentic opportunities to engage students as apprentice citizens. Students will be able to "travel to" learning as virtual participants at museums and labs. Teachers will be able to "meet with" parents through technological access (Skype, webcams, mobile apps, e.g.) and provide of-the-moment classroom connectivity to parents and the world beyond our doors. New infrastructure and technological tools will make possible innovative instructional design that requires students to persevere with problems, research and other tasks in ways that are not currently possible. Additionally, improved technological resources will improve teachers' ability to prescriptively assess student learning and adjust lessons in response to immediate (real-time) results. Data analysis capabilities increase through improved tech access. Planning to meet individual student needs and broaden students' meaningful engagement then also becomes a means for differentiation - as is expected in Ohio's Evaluation System (OTES) - resulting in improved achievement results. Grant funding will afford students and families without technology access at home to be able to access these resources after school at the high school library/tech lab. SSU students will offer courses and flexible support to students and families in conjunction with district faculty two nights each week throughout the school year. Parents without the means will be able to support their children's learning in new ways and access important resources that are currently a distant reality to many families.

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.

Washington-Nile uploaded the Straight A Financial Impact Template.

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

315,000.00 * 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.).

Project budget decisions include doubling mobile capacity for three buildings: elementary, middle and secondary schools. Access will include during and after school uses that broaden opportunities for innovative instructional applications as well as for families. Specific budget items include: Wireless infrastructure (AP licenses, switches, wiring & installation costs), Chromebooks, laptops, carts, and LCD projectors. Additional funding will consist of general revenue support for a portion of two staff's salaries to coordinate project implementation. W-N's curriculum/federal programs coordinator will oversee all aspects of project application. Also, W-N contracts with SCOCA in order to provide an on-site technology coordinator who will oversee all technology-related aspects of Straight A Grant implementation. Installation costs are included (\$10,000) in order to expedite after-hours installation - fundamental to meeting project turnaround requirements and implementation. Straight A Grant planning also features no-cost professional development through a modified train-the-trainers approach utilizing SSU students as initial trainers/coaches. SSU professors will train teacher education students regarding research-based technology integration practices which they will apply in W-N classrooms in coordination with W-N staff. Teacher leaders agreeing to pilot these collaborative technology integration practices will in turn share with colleagues on site at W-N during existing, job-embedded structures for professional development (Waiver Days, common planning time, Teacher Based Team meetings, e.g.) Faculty salary costs associated with after school oversight of the tech lab is planned as a self-sustaining endeavor. Families will access evening courses and supplies on a sliding fee scale that will include free services to those that qualify for free/reduced lunch. District staff plan for the fees generated from those that can pay to cover salary and material costs associated with after school technology access. General revenue will cover costs for lighting, electric and other expenditures generated with facility use. Project budget requests will provide: a) District infrastructure installation materials including 44 wireless Access Points (AP), 1 AP License, 5 Switches, & installation costs, b) ES - 60 Chromebooks, 2 netbook carts & 100 19" LCD projectors, c) MS - 120 laptops, 120 chromebooks & 8 carts, d) HS - 30 LCD projectors, 90 laptops, 180 chromebooks (60 for afterschool access), 9 netbook carts (2 for after school access).

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.

26,000.00 * 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.

Recurring costs are anticipated in 2 areas including technology maintenance/upgrades and after school technology lab access. W-N calculates annual technology expenditures (upgrades) will be approximately \$52,000. One half of this amount (\$26,000) is expected to be eliminated through private corporate donations. Currently, most of the hardware at the MS & HS were generated through corporate donations. W-N expects to continue this partial support of technology upgrades projected at a similar rate in light of donor limitations for hardware-only availability. Specifically, sustaining the project's focus of utilizing current technology has been calculated at \$26,000 based on the following considerations: a) W-N utilizes a 6 yr. cycle for replacing all equipment in the district based on current technology warranties (full warranty on "new" equipment for 6 yrs.), b) 900 devices will need upgraded over a 6 yr. cycle (900/6 years = 150 devices upgraded annually) @ \$350/device for a total of \$52,500 in annual expenditures. (Fiscal Forecast Table includes a slight 2% increase in inflation costs that are inclusive of other services - maintenance & transportation, e.g.), c) \$52,500 reduced by 1/2 through corporate support establishes \$26,000 (rounded) in annual upgrades, d) annual maintenance costs (purchase services) are expected to be approximately \$2000 based upon current costs as well as lowered maintenance expenditures anticipated with newer equipment (adhering to a 6 yr. replacement cycle for equipment that is fully under warranty). The W-N Financial Impact Table evidences the recurring costs for maintenance in line item 3.03 Purchased Services. Maintenance expenditures have been a recurring cost that predates grant implementation and are not a product of this initiative. Conversely, new/recurring costs for technology upgrades are expected to be covered through cost reductions realized through project implementation. These cost reductions are evidenced on the submitted Financial Impact Table (line item 3.04 Supplies and Materials). After school recurring costs are expected to be off-set by fees for courses on a sliding fee scale as described in question #14. An hourly salary for 1 teacher for afterschool hours (2 hrs./night x 2 nights/week = 4 hrs./wk. @ \$25/hr. = \$100/wk.). Professional development expenditures are to be covered by in-house teacher leaders as trainers in conjunction with an ongoing partnership through SSU.

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

26,000.00 * 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.)

Technology upgrade costs will be off-set by reduced expenditures on hard, paper-bound textbooks and other resources. Previous textbook expenditures average \$16,000/yr. Elimination of additional paper text resources will generate another \$10,000 in annual savings for a total reduction of \$26,000 in paper-related resources. This represents a 1:1 expenditure/savings to sustain the project's recurring technology upgrade costs. The Straight A Fund Financial Impact Table (line item 3.04) notes a diminishing level of expenditures (with the 2% inflation). Expected budget reductions (paper resources mentioned above) are calculated in light of district shifts to Common Core State Standards (CCSS). Increasingly, teachers will rely less on textbooks and more on informational text sources best accessed through online sources. "New" standards expectations (including OTES teacher evaluation criteria) move classroom practices to authentic student engagement - students as researchers, scientists and collaborators of learning. Previous instructional practices relied on paper products (texts, maps, worksheets, etc...) while students are now being asked to learn through analytical and investigative problem solving endeavors, as well as mining & using informational sources. Additionally, an examination of expected increases in lexile levels suggests our district would need to invest dramatically to upgrade current textbooks and other reading materials. The CCSS L. Arts. Appendix A p. 4 states that "Being able to read complex text independently and proficiently is essential for high achievement in college & the workplace..." and further notes that the consequences of insufficiently high text demands ... are disproportionately severe for those who are already most isolated from text before arriving at a school's doorstep. W-N KRA-L data (2013) demonstrates that approximately 75 % of students need moderate to intensive intervention from day one. If our students do not gain access to higher text complexity at school, they will not be getting it elsewhere. Project implementation significantly improves local online access to current and more complex levels of text immediately. Project implementation will provide a critical means for transitioning to online resources that support investigations and current instructional materials for our impoverished students. Expected savings from project implementation (declining expenditures for paper instructional materials, including textbooks, maps, reading materials, etc.) are noted as reductions in costs on the Financial Impact Table - line 3.04 Supplies & Materials. Savings of \$26,000 annually (\$16,000 textbook cost reduction + \$10,000 other paper related reductions) will be realized as a result of instructional innovations made possible through implementation of the Straight A grant project. Possible additional maintenance costs for an increased number of technology devices will be off-set with the acquisition of new equipment that will be covered under full warranties and replaced on a 6-yr. cycle.

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.

Sustaining recurring costs for technology upgrades (\$26,000) will be achieved through reductions in expenditures for hard-copy textbooks, as well as through additional savings for online resources and materials versus paper-based products as listed in Questions #12 & #16 above (informational texts, geography charts, workbooks, e.g.). Annual savings are forecasted to be \$26,000 (\$16,000 textbooks + \$10,000 other paper resources). This represents a 1:1 expenditure/savings to sustain the project's recurring technology upgrade costs. The Straight A Fund Financial Impact Table (line item 3.040, Supplies & Materials) notes a diminishing level of expenditures (with 2% inflation). The W-N Financial Impact Table evidences the recurring costs for maintenance in line item 3.03 Purchased Services. Maintenance expenditures have been a recurring cost that predates grant implementation and are not solely a product of this initiative. Possible additional maintenance costs for an increased number of technology devices will be off-set with the acquisition of new equipment that will be covered under full warranties and replaced on a 6-yr. cycle. Salary expenditures for afterschool access to technology for students and families is expected to be off-set by course fees. Families will be asked to provide lab fees at a rate established through a sliding scale. Any parent whose family qualifies for free/reduced lunch will receive courses free of charge. Professional development plans reflect a no-cost, train the trainer model with teacher leaders as trainers in conjunction with an ongoing partnership through SSU. Initially, teacher education students placed in W-N classrooms with pilot volunteers (teacher leaders) will model and coach faculty regarding technology integration practices learned in coursework at SSU. W-N teacher leaders will provide ongoing, no-cost training and support for colleagues as the project broadens and deepens through school year 2013-14 and beyond. Existing job-embedded planning time will be utilized as resources for coaching and support opportunities.

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): September 30, 2013

* Narrative explanation

Upon notification of the grant award in December 2013, district administrative staff will promptly finalize implementation details for '13-14 in conjunction with the district technology coordinator, as well as schedule a meeting with Shawnee State University. SSU professors are on winter break during the month of December. Additional planning will reconvene in January 2014 when faculty return from break and students have enrolled in winter technology courses. Because the grant turn-around time is brief and in order to eliminate classroom interruptions, the district technology coordinator will seek installation support for evening hours. Upon installation (planned for completion by March 1, 2014), staff, students and families will begin to utilize these new resources. Teacher leaders (pilot volunteers) will receive orientation/training during job-embedded planning time to avoid after school conflicts. Project effectiveness analysis will culminate the 2013-14 school year initiatives and will involve perceptual survey data, as well as quantifiable results evidenced in observed walkthrough data (technology use for students, staff and families). Washington-Nile Local's Curriculum Director will compile and disseminate initial data to all stakeholders within/outside of the district by June 30, 2013 to use for 2014-15 planning. Project expansion through 2014-15 will be further developed in August 2014 in conjunction with SSU and W-N staff in light of compiled perceptual and observed data gathered during the initial phase of implementation (through June 2013).

Implement (MM/DD/YYYY): March 1, 2014

* Narrative explanation

In addition to planning efforts in January 2014, implementation efforts will scale up that include: a) purchasing equipment, b) contracting installation services, c) identifying W-N Teacher Leaders as project pilot volunteers, d) seeking after school tech lab personnel, & e) establishing a sliding fee structure for after school participation. Communication and coordination regarding planning and implementation details will occur as part of the existing weekly administrative meetings that include all W-N leadership (Superintendent, Treasurer, technology, curriculum, building principals, etc...). Straight A will become a weekly agenda item. As an outgrowth of these weekly meetings, W-N Superintendent will assign faculty to further communicate project updates as appropriate with the OIP District Leadership Team, local school board, faculty, families, as well as the SSU education department through Darrell Rudmann, Acting Chair SSU Education Department (as designed during Fall '13 collaborative planning with SSU faculty). Throughout February 2014, the following tasks will commence: a) equipment installation, b) staff orientation/training, c) promotion of afterschool hours/courses, and d) compilation of baseline measurements regarding technology use. Teachers will begin using technology as available once installation occurs (no later than March 3, 2014). SSU students will be placed in teacher leader classrooms by late January (once student rosters are finalized) and will utilize existing equipment as possible until new resources are available. Also, the anticipated opening of the library/tech lab for after school hours will be March 1, 2014. Project implementation will continue through the end of school (May 21, 2014, last day for staff) and culminate the 2013-14 project activities with data gathering/sharing. Data disaggregation will include adult & student growth measures found with teacher evaluation results (SLO's) as well as administrative walkthrough data. Stakeholder surveys will provide qualitative information as well (to be completed by May 21, 2014). By June 30, 2014, W-N's district curriculum coordinator will finalize & share results with all stakeholders including the local school board, SSU & the community. These results will be utilized in August 2014 as W-N staff meet with SSU faculty to plan '14-15 improvements and design responsive plans to broaden project impact.

Summative evaluation (MM/DD/YYYY): June 30, 2014

* Narrative explanation

Potential barriers include delays in equipment installation and challenges related to matching SSU students with staff. Should installation be delayed, staff will proceed with current equipment as limited by access. The district technology coordinator will contract installation providers to complete work during evening hours to avoid instructional interruptions. Installation could be completed over the summer with complete implementation achieved during August and September 2014 and continuing throughout the 2014-15 school year. Moving installation to the summer would eliminate \$10,000 in installation costs. Limitations related to SSU students would include appropriate matches of student license levels with willing staff. Placing educational technology course students (Educational Media, Technology & Peers, EDUC 2230 & Technology Education, EDUC 5502) in their license areas with subject and age-appropriate classrooms may limit student placement and, therefore, the scope of project implementation. Finally, innovative integration of technology will lead our staff, students and families to face new challenges related to appropriate use of resources as planned. Policy updates have been completed in anticipation of new uses and in order to overcome potential challenges to innovation. As staff implement the Straight A Project, further policy changes will be likely.

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

By infusing our district with technology resources, we will realize critical instructional and organizational changes in how adults and children alike work and learn. Partnering with SSU, teacher education students will provide modeling, coaching and planning support for district faculty in order to heighten meaningful technology integration. Experienced faculty will work in collaboration with SSU teacher education students in real-time application of innovation standards implementation. Also, staff and children will connect with parents and the world in novel ways that remedy conventional barriers through online capabilities not currently possible. Virtual learning will also broaden opportunities for students to connect with the world beyond our rural area. As example: currently, W-N's HS music teacher is connecting online with former W-N students attending Ohio colleges. Music majors are stepping out of college classrooms and in front of webcams to provide innovative musical training to current high school students. Other staff have linked with experts, other classrooms and educational experiences across the globe; but efforts have been limited due to an antiquated distance learning lab equipment/connectivity. Limitless opportunities to expand online instructional options can be possible with improved infrastructure and devices through Straight A project implementation. Students will be able to visit museums, talk to scientists and explore the planet in ways never before possible. As teachers attend to the demands of national & state standards, faculty will access greater text complexity and informational text sources, analyze current geographic features, compare/contrast primary sources, compile and prepare data/information and publish through online access. Also, staff will assess students with tech-based options that provide timely results to inform prescriptive planning - improving the quality of instruction and heightening the potential impact upon individual learning needs. Ensuring/encouraging parent partnership, while providing additional support to students and families in this transition will involve greater technology access during after school hours. Parents and students will be able to utilize on-site facilities and equipment with support - broadening students and families' capabilities to access resources. Teachers will also broaden families' engagement with learning through on-line conferencing. It's not enough to "have the tools", though, in order to empower students as digital natives. Project implementation also includes critical and novel professional growth opportunities through a role reversal strategy: students become teachers. SSU teacher education students (graduate & undergraduate) will model, teach and coach W-N teacher leaders that have agreed to work collaboratively with them. Young, tech-savvy teacher education students will study research-based technology integration practices with SSU professors that they in turn apply within W-N classrooms to energize and invigorate instructional strategies. Participants in initial project implementation (teacher leaders) will be the seeds through which lasting technology integration will grow throughout the district. These teacher leaders will share innovative ideas, successes and lessons learned with colleagues as the project is broadened and deepened through the coming years. Realistic and significant changes include: 1) increased, meaningful technology integration with students as technology users/consumers, 2) increased student achievement, 3) increased higher cognitive instructional strategies, 4) increased student engagement, 5) implementation of new standards with fidelity, 6) greater connectivity for parents as educational partners and learners themselves, 7) heightened teacher leadership & 8) reduced costs for paper-related resources.

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.

Straight A Grant initiatives are based upon ISTE research which lists effective technology integration practices: 1) Professional development that is consistent, ongoing and current, 2) Practitioners' direct classroom application of technology aligned to standards, 3) Technology incorporated into daily learning for students, 4) Individualized feedback to students and teachers, 5) Student collaboration through technology use & 5) Project-based learning and authentic simulations (Policy Brief: Technology and Student Achievement - The Indelible Link, ISTE, 2008) W-N Straight A Project implementation is centered upon innovative practices that result from ongoing, variable & current professional development. Young and experienced teachers work collaboratively to apply technology aligned to the standards. Thoughtful classroom integration will include opportunities for students that promote 21st century skills as expected in current curricular standards: mining, analyzing and evaluating information found via online access, conducting problem solving through interactive sites, as well as communicating, collaborating, publishing, and producing in flexible groupings in/out of school. This work embodies ISTE

standards listed above and is made possible through improved online access with Straight A funds. Improved technology access equates as well in to cost effective transitions to new standards expectations including - as examples - current informational text sources, rigorous complex texts and constructivist materials as opposed to dated, hard-bound paper resources. Strong, Silver & Perini in Teaching What Matters Most (2001) emphasize the importance of regularly working with rigorous texts and engaging, relevant studies in impacting student achievement. Improved, current resource access - made possible through Straight A funding - will provide the means for accomplishing critical instructional shifts towards meaningful, research-based practices. OTES, based on Charlotte Danielson's research, asks that teachers build meaningful engagement for students and provide effective means for differentiating instruction in order to achieve skilled and accomplished levels of expertise. Tech-based assessment tools and their prescriptive uses will provide more individualized feedback to students, teachers & families - improving options for differentiation. Responsive assessment practices become much more possible with broadened technology access that staff cannot currently secure. Coaching support for tech-enhanced instruction will be provided through SSU student teachers via job-embedded, individualized training during common planning time (cost effective & successful local model). Throughout the following '14-15 school year, local technology innovators will share successes/ideas with colleagues. These on-site experts will continue the program and act as accessible trainers and support technicians for additional staff. This model has proven successful with previous technology integration efforts, resulting in greater technology use -as opposed to various other professional development practices (after school & summer PD, building-wide trainings & stay-for-pay strategies, e.g). Starting with those most willing and ready has resulted in our greatest gains and is where we will begin the Straight A Project. Providing open doors for parent and student after school access to technology is intended as a means to provide support for families that otherwise will likely never have these resources otherwise, as well as positively impacting parent attitudes toward educational technology which can impact project implementation. (LEAD Commission, Key Findings, Aug. '12); (A. Tolmie, 2001); (U. of Ala. study: Changing Instructional Practice: The Impact of Technology Integration on Students, Parents, & School Personnel).

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

Yes

No

22. If so, how?

Other districts most certainly could replicate various aspects of the Washington-Nile Straight A grant initiatives. Any school district with access to local university students as partners for providing on-site technology integration support could implement this cost-effective professional development practice. Replicating this initiative would involve building a mutually beneficial opportunity in collaboration with university leadership. Time and effort considerations include meeting with university leadership & local faculty to develop a common vision for project development and student placement. W-N staff have a long-standing partnership. Straight A project implementation is a natural outgrowth of this working collaboration. Other entities may need to expend additional time developing a partnership with university staff. W-N project design calls initially for willing teacher leaders as a beginning point. Teacher leadership, cultivated as a project dividend, would provide additional support for further implementation. Expansion is a critical component of local plans to increase the scale and scope of the project. Because W-N can take advantage of existing avenues for job-embedded collegial opportunities to broaden and deepen the project, this is a no-cost advantage in the local context. Other districts with similar opportunities might capitalize in making lasting impacts through these venues as well. Additionally, districts broadening on-line resources in lieu of costly paper materials might also replicate cost reductions while simultaneously accomplishing the ultimate project goal of increasing student achievement. Districts/buildings interested in opening their doors afterhours to provide technology access to students and families that do not readily have access could accomplish this project initiative through a variety of means - as we have planned. Local university students could provide tech support and instruction for families without cost while gaining valuable teaching experience. Offering evening courses on a sliding fee scale can also be a means for providing additional access to multiple stakeholders in a self sustaining manner.

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

Straight A Project implementation will provide crucial resources that will enable our district to become a change agent in overcoming local poverty challenges while providing meaningful opportunities for students as apprentice citizens. Many students in W-N Local SD will have little if any access to educational technology via any other means than what they have at/through the school. Classrooms can travel to learning beyond our school doors and bring virtual experiences that invigorate student learning in innovative ways that are not currently available with limited technological access. Experiencing other cultures, problem solving with scientists, exploring sites & artifacts with technology tools becomes possible for students that will otherwise never be able to experience learning opportunities if not for the funding support of Straight A Grant dollars. Instructional shifts will result in substantial, lasting value -leveling the playing field for our college and work-bound students. Parents and students, that currently have no means for accessing on line resources at home, will learn technology skills and discover resources that can positively impact families' lives and student achievement. These effects embody significant and permanent value as the rippling effects are evidenced beyond classroom doors. Specific quantifiable outcomes will be measured by: 1) Increased, meaningful technology integration with students as technology users/consumers, 2) Increased student achievement 3) Increased higher cognitive instructional strategies, 4) Increased student engagement 5) Increased parent access, 6) Development of teacher technology leaders 7) Cost-savings dollars that sustain technology upgrades

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.

Accomplishing the project goal of increased student achievement (95% of all students will experience a year's worth of growth) will be realized in part through the use of innovative technology integration evidenced in observed adult/child technology engagement (walkthrough documentation) and via student growth as measured with formative & summative assessments. Demonstrating a direct correlation between any one variable and student achievement is tricky business. Researchers (Hamilton, et. al. 2001; Hein, G.E., 1996; Ingvarson, 2005; Shaha, 2004; Supovitz, 2004 & Wengliinsky - ETS, 2001) often document observed adult and student behaviors as a means of attributing growth/change relative to innovation. Eliminating other variables and ascribing student growth to one particular initiative is most difficult. W-N's specific benchmarks, including long and short term goals listed below, consist of achievement/growth as well as changes in both adult and student behaviors. Following a line of thought, that IF teachers more consistently utilize technology as a means for engaging students and asking students to work at higher cognitive levels than they are currently, THEN student achievement should rise from current levels. (Strong Silver, & Perini in Teaching What Matters Most, 2001). W-N's District Leadership Team (DLT) has established "a year's worth of growth" as the primary student achievement goal within the Ohio Improvement Process. Use of Value Added results and Student Learning Objectives as final, long term measures of student achievement should evidence "a year's worth of growth" for 95% of all students with implementation of the project by 2019. Over the next 5 years, staff will vet current assessment results and participate in Assessment Literacy training, becoming more skilled at designing appropriate assessment measures. Currently, staff members are implementing SLO's for the first time during the '13-14 school year. Student achievement results are a "work in progress". Much of the data will be collected by administrative staff during ongoing walkthroughs (Marzano research-based practices) as directed by the W-N DLT. Data is housed within Teachscape's web based program. W-N's curriculum dir. compiles graphed reports for the DLT, school board and others minimally 3 times/year and will include the addition of project goals as seen below. SLO & EVAAS student growth data will be compiled within eTPES by May 1 annually and shared by the curriculum dir. (#2 below). Parent data (#5) will be gathered from course participants by after school faculty. The treasurer will report fiscal information as designed in #7 below. Short-term measures (beginning June 2014 and annually through June 2019) include annual 10-15% increases for #1-4: 1) Increased, meaningful technology integration (differentiated by staff vs. student use & correlated with student engagement, high cognitive tasks and problem solving/critical thinking), 2) increased student achievement as measured by SLO &/or EVAAS results (baseline in June 2013), 3) increased higher cognitive instructional strategies (application level or higher), correlated with technology use 4) increased student engagement 5) increase in parent access, as measured by quantifiable numbers of use and parent surveys providing feedback regarding effectiveness of courses, resources, etc... 6) development of teacher technology leaders that provide critical on-site support to colleagues as the Straight A Project continues to expand through 2014-15. 7) Reductions in paper-related expenditures for sustaining technology upgrades as measured annually (July 2007 - Dec. 2012 baseline) through July 2019. The primary long-term measure toward the goal of increased student achievement is: 95% of students will reach a "year's worth of growth" by 2019

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.

Straight A Grant evaluation plans include short-term measures (items #1-6 as listed below) related to specific walkthrough data as gathered by administrative faculty, perceptual data for all stakeholders (staff, parents, students and SSU participants) and fiscal accounting data as objective, quantifiable results. The curriculum director oversees district walkthrough data - as shared with the DLT, the local school board and others. She will compile results to be presented to these bodies in addition to reporting results to SSU as well as any requested to ODE for Straight A funding. Should results benchmarked in June 2014 not evidence appropriate, expected gains, the program will be modified collaboratively with SSU faculty as appropriate. Specific quantifiable outcomes will be measured by: 1) Increased, meaningful technology integration with students as technology users/consumers, as measured by walkthrough data documenting frequency of technology use (differentiated by staff vs. student use & correlated with student engagement, high cognitive tasks and problem solving/critical thinking) 2) increased student achievement as measured by SLO &/or EVAAS results (baseline in June 2013), 3) increased higher cognitive instructional strategies, as measured by walkthrough data noting cognitive level of instructional strategies and correlated with technology use 4) increased student engagement as measured by walkthrough data 5) increase in parent access, as measured by quantifiable numbers of use and parent surveys providing feedback regarding effectiveness of courses, resources, etc... 6) development of teacher technology leaders that provide critical on-site support to colleagues as the Straight A Project continues to expand through 2014-15, as measured by tech use comparison from final 2013 (May) to use in 2013-14. 7) Reductions in paper-related expenditures for sustaining technology upgrades as measured annually (July 2007 - Dec. 2012 baseline) through July 2019. Evaluation methods will expand - as appropriate - once Student Learning Objectives are more fully realized and benchmarks can be established. Currently, our district Value Added results are measured by grades 4 - 8 reading and math and reflect only a portion of our student achievement efforts. Technology will span across grade levels and matriculate from teacher technology leaders over the course of several years, as teachers work with SSU students, increase their expertise and fully transition to the CCSS and Ohio's science and social studies standards. Common Value Added measures will make for a more appropriate means for measuring student growth. Spring 2014 will establish our "baseline" student growth levels as a district (once EVAAS and SLO's are loaded in to eTPES). Staff can then ascribe student growth benchmark targets for the district as we work ultimately toward 95% students reaching experiencing a year's worth of growth. W-N administration and the DLT will examine results after initial project implementation during spring 2014 to determine root cause analysis and problem solve necessary changes. Should this analysis indicate issues related to SSU students the Superintendent will schedule a collaborative problem solving session with these project partners for fall 2014.

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. Jeff Stricklett, Superintendent Washington-Nile Local SD October 24, 2013