

Budget

Zanesville City (045179) - Muskingum County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (51)

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		100,000.00	25,723.43	30,000.00	1,145,516.67	0.00	0.00	1,301,240.10
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	100,000.00	0.00	0.00	0.00	100,000.00
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	140,000.00	0.00	140,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		100,000.00	25,723.43	130,000.00	1,145,516.67	140,000.00	0.00	1,541,240.10
Adjusted Allocation								0.00
Remaining								-1,541,240.10

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: There's An App for That! : Integration of 1:1 Technology in Grades K-3

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.

We wish to achieve the goals of increased student achievement as well as the utilization of a greater share of resources in the classroom. Teachers will more efficiently collect and utilize data in lesson planning and execution by properly introducing 1:1 technology in the classroom. The rigor of the curriculum will be enhanced through higher order thinking skills, problem solving and group work as all students in grades K-3 are issued an iPad. Collegial collaboration will be increased during common planning time of teacher-based teams (TBTs) as iPads will be used as a tool to collect formative data.

1495 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Steven Foreman

Organizational name of lead applicant: Director of Title I and Special Programs

Unique Identifier (IRN/Fed Tax ID): 045179

Address of lead applicant: 160 North Fourth Street Zanesville, OH 43701

Phone Number of lead applicant: 740-588-5539

Email Address of lead applicant: foreman@zanesville.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.

N/A

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.

N/A

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.

During daily classroom instructional time, district OIP goals 1 & 2 will be addressed. Students will visit differentiated centers in which they can engage in problem solving activities utilizing the iPads such as but not limited to: interacting on an Extended Response Math Blog, Math games, Unit Math Projects, and test preparation websites. Literacy / Social Science Integration will occur as students read high interest literature integrated with the Social Science, Science and Social Emotional curricula and engage in online virtual Literature Circles to discuss, analyze and interact with the texts. Students will also use the Library of Congress website to read historical documents and practice interacting with primary source documents (to not only improve Literacy but Social Science skills as well). The iPads will be used for Science Integration as students access the BrainPOP Application to further their science skills. They can also collect and analyze data using the Numbers Application. During daily morning meetings OIP goal 3 will be addressed through the support of a district-wide initiative to implement PBIS (Positive Behavior Intervention Support). Students will engage in short lessons reflecting on social-emotional objectives (anti-bullying, self-confidence, decision making, etc.) and take turns posting comments on a blog to which students can reply during anchor activity time (at the end of other subjects). Students who have problems in the classroom can also use the blog to get support anonymously from their classmates.

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.

In the area of student achievement, this grant will address all three goals of our OIP by raising student achievement in reading (goal 1) and math (goal 2). It will also help to create a more learning-centered culture in our schools through morning meetings and increased engagement in the classroom (goal 3).

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

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

a. Enter a project budget

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

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

N/A

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

1,541,240.10 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

The overall budget consists mostly of supplies (iPads, charging stations, protective cases with handles) at a total cost of \$1,145,516.67. Professional development to support the implementation of this innovative program is \$30,000 with expenditures for salaried substitutes totaling \$100,000 and benefits totaling \$25,723.43. Because we are a RttT school district, funds already expended for technology through RttT will be used to provide ongoing IT support. Together with T-1 funding, over \$350,000 was expended in FY 13 to provide laptops to elementary students (3-6) and create a STEM program in both our high school and our middle school (grades 7-12) with 1:1 technology. This innovative program would serve as a precursor for the technology that already exists beyond the third grade in our district. As a part of this implementation, IT technicians were assigned to every building to manage the day-to-day operation of this hardware. These technicians would be available as a support to this innovative project as well. Our district has effectively utilized E-Rate funds to support the purchases of our existing technology. These same funds would be used for this innovative project to support replacement costs and maintenance/repairs. Two of the three elementary schools would receive upgraded infrastructure at a cost of \$70,000 per building totaling \$140,000. eRate funds make the total cost for the third elementary building cost free (\$0). Professional development for all classroom teachers would cost \$100,000 and ensure the best implementation was occurring district-wide.

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.

0.00 * 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 include repair and replacement. This will be funded through district E-Rate funds. Additionally, our district employs its own IT department along with interns and TRECA (our A-site) on-site support. Service, maintenance, and upkeep of the technology purchased will NOT be an additional cost. We are poised to completely absorb those costs from within district as each building in our district has at least one IT department employee on staff.

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

50,993.03 * 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.)

Using the iPad to replace textbooks with digital versions saves not only paper, but also money. Textbooks are costly to replace. The average textbook cost for grades K-3 in our district is equivalent to \$12,297.03 a year. Digital versions are a fraction of the cost and students can highlight and make notes in the digital versions. At the primary grade level, worksheets are often used and the cost to purchase and maintain copiers and supplies (paper, ink, parts) is extensive. Using numbers from the past three years at the three elementary buildings in our district, the average copier cost (paper and service) per year for a classroom of 28 students is \$933.33. This equates to \$33.33 a year per student for an annual savings of \$38,696.13 district-wide. This makes the expected savings to our district through this innovative project \$50,993.03 a year.

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.

This will be funded through district E-Rate funds. Additionally, our district employs its own IT department along with interns and TRECA (our A-site) support. Service, maintenance, and upkeep of the technology purchased will NOT be an additional cost. We are poised to completely absorb those costs from within district as each building in our district has at least one IT department employee on staff.

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): 01/6/2014

* Narrative explanation

Press release to community outlining the "There's An App for That" integration of 1:1 technology in grades K-3 grant. Stakeholders including school administrators, community partners, and parents (all who serve currently on building-level teams) will be present to give their input on the impact of this innovative project to the media. At this time, the announcement of a district-wide K-3 iPad purchase of 1550 units along with the purchase of charging stations and kid's Sage Grip iPad cases will be shared by the stakeholders to the media. A special emphasis will be made by the administration of the \$50,993.03 annual savings to the district that exists as a result of the innovative program that will boost student engagement and raise levels of academic achievement as evidenced through the research that spurred the Straight A application process. The opportunity will also be taken to explain Ohio Improvement Plan (OIP) goals 1-3 (Literacy, Math, & Climate) and explain how this innovative program will support the district's work toward the accomplishment of each. All equipment purchases will be made at this time to ensure that the program is implemented with expediency. Teacher-Based Teams (K-3) will begin using their 40 minutes of planning time each morning to plan for the emergence of 1:1 technology in their classroom with the assistance of the \$40,000 budgeted for professional development.

Implement (MM/DD/YYYY): 02/14/2014

* Narrative explanation

iPads are distributed to students in preparation for Monday, February 19, 2014 classroom implementation day. By this time, teachers have engaged in over five weeks (16.6 hours) of discussion/training leading up to the integration of 1:1 technology in their classrooms. This will serve as "implementation day". During daily classroom instructional time, OIP goals 1 & 2 will be addressed. Students will visit differentiated centers in which they can engage in problem solving activities utilizing the iPads such as but not limited to: interacting on an Extended Response Math Blog, Math games, Unit Math Projects, and test preparation web sites. Literacy / Social Science Integration will occur as students read high interest literature integrated with the Social Science, Science and Social Emotional curricula and engage in online virtual Literature Circles to discuss, analyze and interact with the texts. Students will also use the Library of Congress website to read historical documents and practice interacting with primary source documents (to not only improve Literacy but Social Science skills as well). The iPads will be used for Science Integration as students access the BrainPOP Application to further their science skills. They can also collect and analyze data using the Numbers Application. During daily morning meetings OIP goal 3 will be addressed through the support of a district-wide initiative to implement PBIS (Positive Behavior Intervention Support). Students will engage in short lessons reflecting on social-emotional objectives (anti-bullying, self-confidence, decision making, etc.) and take turns posting comments on a blog to which students can reply during anchor activity time (at the end of other subjects). Students who have problems in the classroom can also use the blog to get support anonymously from their classmates.

Summative evaluation (MM/DD/YYYY): 06/02/2014

* Narrative explanation

On June 2, 2014 a city-wide workshop day will be held. Prior to this day, a district K-3 online survey will be conducted of all K-3 students, staff, and parents. The purpose of the survey will be to capture successes and concerns about the innovative program. Participant responses will be categorized, ranked, and discussed. Student performance data will be compared to OIP goals 1, 2, and 3 to determine the degree of effectiveness of the innovative program and to determine what improvements can be made for FY14. The 5-step process will be used to examine data. All data will come from TBT (Teacher-Based Team) meetings and be presented by BLTs (Building Level Teams). All members of the DLT (District Level Team) will be present so they can have a full understanding of the implementation and report back to BLTs on the K-3 progress toward OIP goals 1, 2, and 3 (Reading, Math and Climate) respectfully.

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

We propose to follow the lead of many schools in this country and around the world that are effectively using iPads as tools for learning in early elementary programs. Until now, our kindergarten students have only had access to technology through their teacher's use of desktop computers and the classroom Smart Boards. The iPad offers an opportunity to enhance our students' learning with the direct and effective use of an easy to use and highly interactive technology tool. There are many examples of successful integration of iPads in elementary grades. Students will be able to work in multiple modalities (tactile, visual, and auditory) that will motivate them to practice new concepts and enhance their ability to share their thinking and learning. The applications written for this age group include immediate feedback that motivates either correcting mistakes or moving forward to new challenges.

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.

A research study, conducted in Auburn, Maine showed that Kindergartner students using iPads scored much higher on literacy tests than students that didn't use the device. A study from KIPP Academy in Houston, TX showed the percentage of students who rated either proficient or advanced (the 'passing' rate) was 49% percent higher in the 'flipped classrooms' using the iPads than in the traditional classrooms with no iPads. Another study centered on an iPad game, Motion Math, has shown that the iPad can help with fundamental math skills. Fifth graders who regularly played the game for 20 minutes per day over a five-day period increased their test scores by 15 percent on average. Using the iPad to replace textbooks with digital versions saves not only paper, but also money. Textbooks are costly to replace. Digital versions are a fraction of the cost and students can highlight and make notes in the digital versions. Savings of supply cost (paper) of half the student copy cost of a three year average is equivalent to \$19,348 a year. The cost of half the student copy cost over a three year period averages \$19,348 a year. The average textbook K-3 cost is equivalent to \$12,297.03 a year. The total savings to the district FY15 and beyond is equivalent to \$50,993.03 per year.

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

Yes

No

22. If so, how?

This project could be easily replicated throughout the state as teachers begin the process of collaborative instructional planning through Thinkgate IIS. Our school system is among the first to roll out this new instructional improvement tool. Thinkgate's IIS technology platform has the capability to provide educators throughout Ohio with immediate, relevant information for making instruction more personal for every student, every day. As our teachers plan for their instruction, it will be documented on Thinkgate IIS where lessons can be shared and student data can be recorded. This will enable us to not simply replicate any practice, but instead those practices adult behaviors that are successful as evidenced through increased student achievement.

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

The substantial value of this project is that students can each receive individual math problems to solve, e-books to read, or websites/topics to research through 1:1 technology. With the help of 1:1, both content delivery and students' assignments can be varied based on students' interests and readiness levels. This can all be done discreetly as well; no student needs to know that others are working on easier or more difficult tasks. The lasting impact of this project comes with the promise of more instructional time. Students who are allowed to bring their 1:1 devices home can effectively extend their school day and continue their learning in a motivating, fun way. This is especially crucial for students whose home life might otherwise not consist of substantial intellectual stimulation. With only an extra hour of work each school night on their device, students can gain 720 hours of additional instructional time by the end of third grade. This significantly equates to 1.75 additional years of instruction over a four-year period.

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.

Funds will be expended immediately toward the purchase of iPads for every student in grades K through 3 in our district. Additionally, iPad charging stations, apps, carts, and protective safe grip iPad cases will be secured. By the end of this year, every student will have their own iPad to use at school and home. All teacher s will be utilizing them in the classroom daily as evidenced through OTEs classroom evaluations performed by each building principal. By the end of year two, student performance data will reflect that of a study done by Houghton Mifflin Harcourt in California that showed that students using iPads saw their math test scores increase 20% in one year compared to students using traditional textbooks. Years 3 and 4 will continue to reflect student performance data that mirrors the success of year 2 as students continue to show gains in excess of 1 year's growth as measured through Thinkgate IIS. By year 5, the effect of this project will be evident as our students will be working and learning on grade level with our district's literacy and math OIP goals accomplished. Perhaps less measurable, but more evident through time on task, will be the effect that this project will have toward the accomplishment of our OIP climate goal 3. While we will continue to track student behaviors and implement PBIS (Positive Behavior Intervention Support) in our district, the degree to which 1:1 technology has enabled us to maintain a safe and caring educational environment for all students may not be identified as a success in isolation. Instead, we will rely upon the research such as that conducted At Northdale Middle School in Coon Rapids, MN, where iPads in the classroom have led to increased engagement among students and have accelerated and improved their learning and comprehension.

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.

Short term progress toward student achievement will be measured through the adult behaviors leading to increased student achievement on formative and summative assessments. Principals will monitor the teachers during OTEs classroom evaluations and teacher use of the Thinkgate IIS tool. The long-term objective of all students making more than one year's growth so that more students are working on grade level in reading and math will be evidenced through state testing results and STARS. Annual progress will be anticipated as daily progress is discussed in daily 40 minute TBTs (teacher-based teams) led by a CORE leader who serves on the BLT (building-level team). BLT data will be presented at the monthly DLT (district-level team) so that we are not only monitoring student success, but also teacher behaviors leading to those successes. Whenever adequate progress is not made, the DLT will identify the problem, determine if it is a district/building/classroom issue, and implement corrective action(s). We will not wait until the end of a year based upon long-range outcome data. Rather, we will address issues as they surface through daily TBTs.

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 Steven Foreman, MEd Director of Title I & Special Programs Zanesville City Schools