

Budget

Ashtabula Area City (043513) - Ashtabula County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (240)

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
<b>Instruction</b>		0.00	0.00	0.00	980,000.00	0.00	0.00	980,000.00
<b>Support Services</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Governance/Admin</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Prof Development</b>		0.00	0.00	20,000.00	0.00	0.00	0.00	20,000.00
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		0.00	0.00	20,000.00	980,000.00	0.00	0.00	1,000,000.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-1,000,000.00

Application

Ashtabula Area City (043513) - Ashtabula County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (240)

**Please respond to the prompts or questions in the areas listed below in a narrative form.**

**A) APPLICANT INFORMATION - General Information**

1. Project Title:

Lakeside ELITE (Early Literacy Instruction for Tomorrow's Expectations)

2. Executive summary: Please limit your responses to no more than three sentences.

The Lakeside ELITE project will directly impact student achievement and academic success by preparing all K-6 students with a more rigorous, individualized approach to intervention, remediation and enriching classroom instruction. A large percentage of AACS students enter the early grades not having the necessary tools and resources to be successful during their first years of school. This problematic situation is then perpetuated each successive year of schooling, and the child is left playing catch-up to his more advantaged peers. The ELITE program intends to break this cycle by making a greater share of resources available to our students through equal access to technology and content. Through the flexible usage of emerging educational technology, personalized curriculum/programming and robust professional development our students will be enabled to move beyond the traditional limitations of socioeconomic status, classroom instruction and grade-level coursework. This personal approach to learning will immerse students in high-level differentiated instruction that will support increased student learning outcomes in literacy and college and career readiness.

*This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.*

2000 3. Total Students Impacted:

*This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.*

4. Please indicate which of the following grade levels will be impacted:

- |  |  |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1            | <input checked="" type="checkbox"/> 2            |
| <input checked="" type="checkbox"/> 3            | <input checked="" type="checkbox"/> 4            |
| <input checked="" type="checkbox"/> 5            | <input checked="" type="checkbox"/> 6            |
| <input type="checkbox"/> 7                       | <input type="checkbox"/> 8                       |
| <input type="checkbox"/> 9                       | <input type="checkbox"/> 10                      |
| <input type="checkbox"/> 11                      | <input type="checkbox"/> 12                      |

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

First Name, last Name of contact for lead applicant  
Matthew Heath

Organizational name of lead applicant  
Ashtabula Area City Schools

Address of lead applicant  
2300 Wade Avenue, Ashtabula, OH 44004

Phone Number of lead applicant  
440-992-1230 (ext. 31109)

Email Address of lead applicant  
matthew.heath@neomin.org

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes  
 No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

## B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

*The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.*

The current state or problem to be solved; and

Ashtabula Area City Schools serves 3821 students in grades PreK-12 from Ashtabula City and the surrounding townships. We currently educate 2,000 students in grades K - 6 on a campus of five elementary schools. These students will be the focus of our innovative project. Our district has a student population that is 90% economically disadvantaged. Students with disabilities make up 23% of our population. On our most recent State Report Card we met 37.5% of the indicators. Our "Closing the Gap" score was an F. A large percentage of our students in grades K-3 scored at the Not on Track level on the KRA-L and State Diagnostic Assessment. Our local assessments indicate that we have a wide range of achievement in each of our classrooms. Many of our students need small group or individual instruction in order to have equal access to the curriculum, while other students need enrichment to ensure their success. Due to funding shortfalls in our district, class sizes have grown and resources have diminished, making it more difficult to provide the individualized learning so many of our students need. Many of our teachers were taught in digitally-barren classrooms and they struggle to speak the digital language, assimilate to the digital culture, and thrive in a digital environment that today's students so effortlessly inhabit. Our district's Business Advisory Council, who has been working with our schools to better prepare students for the local workforce, expressed concern that our students are not prepared for the 21st century workplace. Technology is the foundation upon which we will build those skills. Our district's infrastructure is prepared and capable of sustaining this implementation. Giving our students access to the most up to date devices will help them be competitive in the global economy facing them. These students have grown up in a digital age. Why should they have to leave these skills at the school door?

The proposed innovation and how it relates to solving the problem or improving on the current state.

Lakeside ELITE will increase literacy for all students in our district through technology. Literacy is the foundation of a child's academic success. We want to provide our students with the leverage to propel them beyond our expectations. Are we using an anchor or a sail? A sail moves you forward and an anchor hinders your progress or stops you in your tracks. Many of our traditional teaching methods and resources are anchors. Portable technology will propel our students through individualized literacy learning. We will transform learning at AACS! Through the Lakeside ELITE project, we seek to put a tablet with installed, personalized English Language Arts and Common Core State Standards aligned content into the hands of K-6 students to change how they experience curriculum. We will expand Fast Forward with the new apps available. We will also expand Reading A-Z to include Razkids to give students access to leveled Ebooks loaded onto the tablet for home use. We will purchase MobyMax to provide the individualized learning paths for our students our data suggests they need. Our teachers will be the facilitators of student learning rather than the "Sage on the Stage." Teachers will differentiate instruction based on student data instead of teaching all students the same content in the same way and hoping students "get it." Families will be able to access curriculum material via the tablet to extend learning beyond the walls and hours of the school. Providing individualized instruction to our students in order to give them equal access to the curriculum will result in reduced numbers of students needing intervention in subsequent years. This will have a direct impact on teaching and learning in our secondary schools as our students enter these grades on grade level and ready to access the rigorous curriculum required for post-secondary education or the workforce. We will see a reduction in the number of special education referrals as this change in teaching meets the needs of all our students. Over time this will impact our budget positively with fewer intervention specialists needed to meet IEP requirements. We will use MobyMax, and purchase electronic text materials for other subjects, saving the district substantial dollars for future textbook adoptions. One adoption cycle costs our district roughly \$350,000-\$400,000 for K-6. Large volume app pricing for schools will allow future materials to be purchased at greatly reduced costs. Individualizing learning through technology will allow staffing flexibility. We will assign the staff where they are most needed, directing the learning paths of our students. Some of our computer lab teachers will be reassigned to intervention and enrichment duties, allowing more individualization of student learning. Parents will have access to real time student achievement data through these programs, and be able to communicate with school staff using the tablet platform. Parents can access Ebooks to extend reading time into the evening. They will be able to use downloaded material, and teacher lessons can be sent home for reinforcement in the evening, with demonstrations for families on the standard being taught. Our proposal supports professional development for teachers to shift their paradigm from a teacher-directed classroom to a student-centered one. We will train teachers to make this change in instruction so that their teaching better matches the learning needs of the students their classrooms. We will work with other districts who are successfully implementing portable technology and use the ESC resources to prepare teachers to use the technology within the classrooms. We will provide on-going, job-embedded professional development through our current teacher-based team and district-leadership team structure. The focus will be on differentiated instruction and use of portable technology. The PD will be based on staff surveys of current technology use and differentiation practices.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

*Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.*

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

We will improve K-6 student achievement in Reading/Language Arts dramatically through this initiative. Providing students with data driven, individualized lessons will enable ALL students to have access to the required curriculum, at school and at home. We will reduce the number of children identified as "Not on Track" each year. Increased number of students will be promoted to 4th grade under the requirements of the Third Grade Guarantee. A significant improvement in numbers of students in grades 3-6 will be identified as Proficient in Reading on current OAA and future PARCC assessments as well as state approved vendor and local summative assessments. WE will meet or exceed the state standards of achievement and attain the indicators for ELA on the state report card for all grades 3-6.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

Positive performance in other approved fiscal measures: We will decrease our spending on copy paper using the ebooks purchased through the Raz-Kids subscription from our current \$60,000 annually. We expect to cut this dollar amount in half when we are no longer printing multiple copies of Reading A-Z books for student use. We will also reduce the amount of toner and copier use using the ebooks. We will be able to negotiate future copier leases at a much lower rate when we reduce the number of copies on these machines and the supplies required to run them at our current levels. Future purchases of digital text materials will reduce the cost of district text adoptions while still providing our students with the most current curriculum materials available. Our most recent adoption for grades K-6 was \$350,00.00. We will reduce that amount by 50% for a one time adoption. Since an expected adopted cycle is five years we can amortize the savings over five years resulting in an annual savings of \$35,000. We expect our electricity costs to be greatly reduced as buildings transition from the traditional computer labs to portable devices that will be charged at home each evening. Our most recent cost of electricity over a nine month period was \$170,00.00. We will reduce that cost by 25%, or \$42,500. Putting a tablet in the hands of each student will reduce our need to replace computers in our computer labs as they become obsolete. This will result in a spending reduction on computer replacement. This will result in a savings of \$60,000.00 over five years, or \$12,000.00 per year. The implementation of the tablet technology will result in a reduction in the number of computer labs thus allowing us to save the cost of technology replacement expenses. Currently, there are 2 academic tutors facilitating computer labs in each of the five buildings. With this initiative, each child will have a tablet and there will be no need to have two computer labs in each building. One lab will remain open with one facilitator. We will have three tech administrators that will manage the tablet implementation, use and maintenance. With the reassignment of computer lab teachers to intervention positions we will be able to eliminate 5 academic tutors currently providing interventions. This will result in a substantial savings of \$200,000 each year. These cost savings will be translated into more resources in the classrooms.

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

This innovation will allow for a greater share of resources to be directed to the classroom: Computer teachers can be reassigned to provide small group instruction for intervention or enrichment to give all students equal access to the curriculum. Teachers will be able to spend more time creating challenging lessons for students when they are no longer making copies of curriculum support materials for students. The students will spend a greater share of time on task as individual tasks are loaded onto their device as part of their personal learning path each day. Our increased ability to meet students' needs allows students to have immediate access to materials they need in order to be successful learners. Because tablets and technology will be used, resources become limitless. There are numerous free resources that can be used and are available. Students needing differentiated instruction or practice will have these resources available on their tablets. Teachers will have a greater ability to match tasks to student interests and abilities, thereby creating greater variety within the courses offered at our elementary schools.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

10. Which of the following best describes the proposed project? - (Select one)

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

\* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

\* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

\* Upload the Financial Impact Table (by clicking the link below)

\* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

#### Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

*The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.*

*Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.*

*Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.*

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

*Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.*

1,000,000.00 State the total project cost.

\* Provide a brief narrative explanation of the overall budget.

The majority of the cost of this project will be the purchase of the tablets for each of the students in K-6. (\$947,000.00) The additional costs will be for subscriptions for Language arts materials (\$18,000.00) and professional development for staff on differentiated instruction and use of technology in the classroom (\$20,000). The district has provided the necessary infrastructure for use of devices in the classrooms. Our K-6 school buildings were recently opened in a campus setting with all three K-3 schools, and two grade 4-6 schools on a single site. The classrooms all have interactive white boards and wireless capability in our current configuration. Current textbook and technology levy money will be used to purchase durable cases for the tablets. This one time investment in technology will be supported with ongoing professional development. As part of the Ohio Improvement Process we have regularly scheduled professional development built into our week. We will use that time, as well as planned half day professional development meetings built into our approved calendar for the 2014-2015 school year. We have developed relationships with two local ESCs who can assist us with the professional development needed for changing learning in our school system. These factors will greatly increase our ability to make the shift from our current traditional classrooms to the individualized learning centers they will become.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

*Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.*

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

The costs required beyond the grant period will be the continued subscriptions of software licenses and digital materials. These costs will be made up in the savings noted in question 11. The replacement cost of tablets will be paid for using the technology fund created within the grant as well as textbook and technology line item currently in place in our district budget. Ongoing professional development is part of our Ohio Improvement Process and is part of our scheduled calendar. Current and future PD will be accessed through the companies providing the software and our local ESCs. This is part of our current process and will not be considered an additional expense beyond year one.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

*Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.*

319,500.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

During the first year of implementation, Ashtabula Area City Schools will have significant savings as a result of the implementation of the innovative Lakeside ELITE project. These savings include: 1) 1 Academic Tutor (\$40,000.00 salary/benefits) for each building x 5 buildings = \$200,000.00, 2) printing and consumable reductions - We currently spend \$60,000.00 in printing and consumables, we expect to see a savings of 50%, which calculates to \$30,000.00. As old practices are phased out, we will no longer be duplicating multiple class sets of Reading A-Z books and supplemental materials. With this shift in instructional practices, fewer worksheets will be copied and used and assessments will be completed on the tablet. 3) Textbook adoption - Our most recent textbook adoption (5 years ago) for one subject cost the district \$350,000.00. Through this project, we expect to permanently decrease future expenses incurred through the purchasing of textbooks by at least 50%, for a total savings of \$175,000.00. 4) Replacement equipment costs - With the implementation of 1:1 tablet technology, we will experience significant reduction in the number of computers and/or computer labs, allowing us to either eliminate replacement costs and/or even phase-out our computer labs altogether. More specifically, each building this grant affects houses 2 labs (10 total), we plan to eliminate one lab within each of the effected buildings. This equates to a total savings of \$60,000.00 over a 5-year period, or \$12,000.00 annually. 5) Energy costs - Each school year we spend roughly \$170,000.00 in electricity on our elementary campus (3 elementary buildings K-3 & 2 intermediate buildings 4-6). A great deal of energy is required to operate 10-computer labs each day, five days a week. Within our proposed plan, we will close one of those labs and greatly reduce the use of the other, significantly reducing the energy consumption at AACCS. The expected reduction to our energy costs is about 25%, or \$42,500.00. The digitalization of the instructional process will allow for significant cost reductions in K-6 materials adoption, textbooks, workbooks, and CCSS support materials. Additionally, we anticipate printing and consumable costs to show an increased reduction each year following the first year of implementation, as our teachers and students become less dependent on hard copies of instructional resources.

15. Provide a brief explanation of how the project is self-sustaining.

*All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.*

*For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.*

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

This grant project is self - sustaining in that the initial funding will be used for a one time purchase of tablets for students and one year of initial professional development at the time of implementation. Any costs for subscriptions will be offset in reduced printing and hardbound materials costs. Future professional development will follow the current practice which includes ongoing, job embedded professional development through internal facilitators and the local ESC. Our current practice of monthly grade level meetings for professional development and 1/2 day professional development trainings will continue to be facilitated by building administrators. Our district is ready to implement this project and sustain it because we have built the infrastructure and practices over time. These practices that have been put into place through careful planning, acquisition and scheduling will enable us to successfully take this next step into the future of learning in the Ashtabula Area City Schools.

#### **D) IMPLEMENTATION - Timeline, scope of work and contingency planning**

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

*This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.*

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

*For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.*

*A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.*

17. Planning - Activities prior to the grant implementation

\* Date Range May 2014 - June 2015

\* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Research and preparation of School Board Policy regarding the use of devices in the classroom and the use of school purchased devices at home. May 2014 School Board votes on Policy stated above: August 2014 Place orders for tablets, purchase subscriptions - immediately upon grant award Form committees for each area of the project: professional development, distribution of tablets, data collection, public relations, forms and documents, subscriptions, curriculum and content management - May and June 2014 Professional Development for staff on use of tablets: August/September 2014 Distribution of tablets to students: October 2014 Professional development on differentiation and individual learning paths for students: Begin August 2014 and ongoing for 2014-2015 school year as part of our Ohio Improvement Process Data collection: Fall, Winter, Spring through Renaissance Learning (STAR reading and math) following recommended timeline Quarterly classroom pre and post assessments every nine weeks as stated in our Ohio Improvement Process plan. Project review at the end of year one: June 1015

\* Anticipated barriers to successful completion of the planning phase

We anticipate that delivery and set up of the tablets may take longer than we plan due to availability of tablets and shipping delays. We anticipate that we may have difficulty communicating with a small number of our families to prepare them for the distribution of the tablets. We anticipate that there will be a learning curve for teachers in the shift from whole class to individual focus for instruction. We anticipate that parents may not understand the assignments sent home that are not the traditional worksheets of the past and, that we will need to educate families as to how best help their children at home. We anticipate that we may have a small number of students who do not follow the guidelines for appropriate use of the tablet, and that we will need to have specific consequences for them.

## 18. Implementation - Process to achieve project goals

\* Date Range August 2014 - June 2015

\* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

Deliverables: Accept delivery of the 2500 tablets to our Technology department, set them up for distribution: Summer 2014, Purchase subscriptions and expand existing subscriptions of curriculum materials., Technology department will prepare the tablets for distribution: Aug. and Sept. 2014, Distribute teacher tablets to teachers: Aug. 2014, Professional development for use of tablet devices in the classroom: Aug. and Sept. 2014., Plan distribution of tablets to families to include: agreement documents to be signed, distribution events for grade levels at the school campus, July to Sept. 2014, Milestones: 1. Grant Award and publicity to local media of the award: Summer 2014 2. Order the tablets and acquire subscriptions: Immediately following grant award 3. Form committees listed in question 17: Immediately following award 4. Teacher orientation review of Grant components: Aug. 2014 5. Receipt and preparation of tablets: Summer 2014 6. Distribution of tablets: Oct. 2014, Interim measurements: Fall data collection to include Renaissance Learning (STAR reading and math) in Sept. 2014, K-3 Diagnostic assessments: Sept. 2014, Beginning of year data review by District Leadership Team and Grant Committee: Oct. 2014, Quarterly pre and post assessments Aug./Oct., Jan., March, May 2014-2015, Winter data collection to include Renaissance Learning (STAR reading and math) Jan. 2015, Midyear data review by District Leadership Team and Grant Committee: Feb. 2015, Spring data collection to include Renaissance Learning (STAR reading and math) May 2015, Grade 1-3 Diagnostic assessments: May 2015, End of first year data review by District Leadership Team and Grant Committee: June 2015 Coordination: The grant committee will present the grant award and components to the Board of Education at the July board meeting, The district Public Relations liaison will alert the press of the grant award. Present grant components to DLT, form subcommittees, Plan distribution events, plan PD

\* Anticipated barriers to successful completion of the implementation phase.

Implementation of the shift of instruction with fidelity could be a barrier, but we believe that with careful planning and proper support from our District Leadership Team and SST5 we will be able to overcome any barrier for any teacher struggling to make this shift. Our existing district technology department will be ready and able to troubleshoot any issue related to our network and the associated hardware, including the tablets. Our PTO organizations are well organized and willing to help to make the distribution process a success, overcoming any logistical barriers we may have. We have an active Business Advisory Council that will help us to overcome any barriers to reaching the local community.

## 19. Summative Evaluation - Plans to analyze the results of the project

\* Date Range June 2015

\* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

Summative evaluation of the project will be coordinated between building administration, the District Leadership Team, the superintendent's office, the technology department, and PTO. Schools will collect student performance data through our current benchmarking system to include Renaissance Learning (STAR reading and math), Diagnostic assessment data, and quarterly classroom pre and post assessment data. Ohio Achievement Assessment trend data and the new PARCC assessment will be used as part of the evaluation. We will collect adult implementation data by adapting the system of administrator walkthroughs that we currently use. The technology department will review helpdesk tickets to evaluate the durability and performance of the tablet devices. The District Leadership Team will analyze the data identified above, and be the final evaluator of the success of the program and indicate changes to be made for subsequent years.

\* Anticipated barriers to successful completion of the summative evaluation phase.

We believe that the current structure and supports in place in our district through our Ohio Improvement Process will be able to overcome any anticipated barriers to the final summative evaluation of this project.

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

*The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.*

Please enter your response below:

The Ashtabula Area City School's Lakeside ELITE project is entirely about changing our current instructional practices and mode of delivery. We want to create a dynamic opportunity where learning is blended, amended, extended, and always within reach of our students' curious minds. In the past, learning and teaching took place within the confines of the classroom, under the watchful eye of the teacher. This educational practice limits student learning to a particular place, time and from a particular person. Under our proposed plan, learning opportunities expand to meet the needs of the students and classrooms become active learning environments, free from the static, passive, and unengaging practices of yesteryear. Our classrooms remain the hub of instruction but hallways, cafeterias, gymnasiums, playgrounds, daycares and homes are transformed into places of learning and exploration, whether it is physically or virtually. Literacy becomes not simply what a teacher disseminates to her class or what a student takes from someone else, but what the student creates or disseminates themselves. This shift in pedagogy is two part. Teachers, as well as students, are going to be required to accept and embrace this new learning paradigm in which traditional teacher/student roles shift, students become discoverers and teachers become resource-rich learning facilitators. Ultimately, classroom teaching and learning practices will move from a reliance on paper-pencil materials and hardbound texts to student-centered strategies that will enhance the readiness of students for the real world that awaits them. We believe learning needs to be ongoing, it needs the ability to occur any time, anywhere, just as problem-solving and creativity happen in the real world. Information and dynamic resources are constantly changing, in order to effectively prepare students to meet the needs of today's society, we need to make that information available in a flexible, timely, and relevant manner. Currently established teacher-based teams (TBTs) and a campus style facility will allow for the creation of a robust, cross-curricular collection of content resources for student learning. Utilizing pedagogy and design strategies gained through the project's professional development components, instruction will be responsive to diverse student/teacher needs and model habits of excellent teaching. Tablet-based technology and programming will play an integral part in differentiating instruction to meet specific student needs and will reduce the number of students requiring interventions in subsequent years, thus profoundly impacting instruction in upper grades. Furthermore, collaboration with other Ohio school districts is paramount to the success of this project and achieving the aforementioned goals. A district operating as an island would struggle to fully implement such a comprehensive and cost reducing project without the assistance of other districts who have shown proven success. It is through the creation of partnerships with other educational agencies, the sharing of resources, expertise and practices that this project will prove to be a model of success.

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

*The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem (s) have been solved.*

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

*The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.*

Please enter your response below:

Although relatively new, tablet technology, such as iPads, have been reaching students in classrooms since deployed in 2010. While this technology is wildly functional in school systems, it is not a miracle, it is a tool. In 2013, Apple reported that over 8 million iPads have been sold to education institutions, with 4.5 million iPads being sold to US educational institutions alone (Paczkowski). Unlike any other educational tool available to students, tablets can create a much more intimate experience with a story or game while in the hands of a child. Ashtabula Area City Schools implements Scientific Learning Fast ForWord software to help struggling readers and students with disabilities improve their reading proficiency and performance on the Ohio Achievement Assessment (OAA) and Ohio Graduation Tests (OGT). In recent years, the percentage of students passing the OAA and OGT has increased, and the district has earned state and national recognition for its improved achievement. The Fast ForWord Reading Assistant program acts as a personal reading coach for every student, "listening" as the student reads and providing immediate corrective feedback when the student stumbles or gets stuck. And because it's available online, students can use it for extra reading practice anytime and anywhere an internet connection is available. With Reading Assistant, students can improve their reading grade level up to 50% more than students receiving classroom instruction alone. Given today's busy classroom, Reading Assistant can be the key to providing all students with the literacy support they need to achieve fluency with a variety of text types, enabling them to effectively read and learn across subjects. Ashtabula Area City Schools also plans on incorporating MobyMax, a researched-based pedagogy in partnership with other aforementioned programs to further meet the needs of our student population. According to the research of Professor John Hattie, students who have spent just 40 hours using MobyMax average a 1.5 grade-level increase in both math and language. These results are due largely to MobyMax's pedagogy, which incorporates multiple research-based techniques that have proven highly effective in increasing student achievement. MobyMax's pedagogy and curriculum system incorporate the most effective practices for increasing student outcomes as identified by Professor Hattie's exhaustive research of over 800 meta-analyses. Research shows a consistent, positive relationship between setting goals and successfully performing tasks. To this end, MobyMax integrates IEP goals directly into the student's curriculum and data reporting. MobyMax's adaptive curriculum creates a unique, individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need. The proven success evidenced by each of these resources is only just beginning to address their potential within the Lakeside ELITE project. Each will support our students and lead to increased achievement. This wealth of resources greatly exceeds our current capabilities for instructional resources. Not only does this project proposal provide greater access to resources in the classroom, it personalizes the resources for each individual student. "The future of education is individualized learning, which ensures that the talents of each student are maximized and that individual challenges are overcome. While our teachers remain at the heart of this goal, we believe technology can be the catalyst. The right performance infrastructure allows us to transform data into information and information into action" (Ankenman, 2008). We are at a critical point in Ashtabula Area City Schools, we have worked tirelessly building the foundation necessary for a project of this magnitude and now it is time to for our aspirations to be realized.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

*This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.*

\* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

Ashtabula Area City Schools is entirely data driven. Since beginning the OIP, AACS only makes instructional and evaluative decisions based on data, we are a data rich district and it will certainly help with evaluating the impact of the Lakeside ELITE project. As our decision making body the District Leadership Team will be the evaluators of this project. Our internal facilitators, Matt Heath, Don Rapose, and Cris Rutz will conduct the evaluation. Although we collect a multitude of data, we believe one true measure of this project's success is passage of the Third Grade Reading Guarantee. Our goal is that when the first cohort of kindergarten students reaches the end of second grade, 85% will be "on track", as defined by The Third Grade Reading Guarantee. Then, the same cohort will have 100% of students progress from grade 3 to grade 4 on time. This collection of data would occur annually. However, since our overarching goal is improved reading amongst all of our elementary students and not just K-3 students, we will use Value Added data to monitor improvement for students in grades 4-6. Our Value Added goal will be to have at least one year's growth for all students. Renaissance Learning's STAR Reading data will be used triannually to assess all students K-6. Star Reading will allow the project team and evaluators to monitor student learning progressions and chart a path forward. This empirically validated data when coupled with student reading-levels collected 4 times per year, and classroom quarterly pre- & post-assessments will provide us with the quantitative data necessary to evaluate student growth. Adult implementation data will be evaluated using monthly administrative walkthroughs. The success of our implementation of the tablet technology will be evaluated through parent surveys, teacher surveys and student surveys. This three-pronged approach will afford us the ability to have a constant thumb on the progress of the project proposal.

\* 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 project's progress).

Collect baseline data during our fall benchmarking assessments to include Renaissance Learning (STAR reading and math) in September 2014 Collect baseline data during K-3 Diagnostic assessments: September 2014 Beginning of year data review by District Leadership Team and Grant Committee: October 2014 Monitor progress using Quarterly pre and post assessments August/October, January, March, May 2014-2015 Monitor progress using Winter data collection to include Renaissance Learning (STAR reading and math) January 2015 Midyear data review by District Leadership Team and Grant Committee: February 2015 Begin summative evaluation collection during Spring data collection to include Renaissance Learning (STAR reading and math) May 2015 Collect summative evaluation data - Grade 1-3 Diagnostic assessments: May 2015 End of first year data review by District Leadership Team and Grant Committee: June 2015 Final summative report given to school board at August 2015 meeting September DLT revision of Lakeside ELITE project based on data collected above

\* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

At the midyear data review, the district leadership team will revise the professional development plan if adult implementation data shows lack of fidelity. During the end of year data review, it will be determined if additional materials/resources need to be purchased. If the previously mentioned instructional materials appear to not be addressing the students' individual needs, the district leadership team will reevaluate continuing the purchased services.

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

*The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.*

Please enter your response below.

Lakeside ELITE will dramatically and fundamentally change the manner in which literacy instruction and learning will take place in Ashtabula Area City Schools. The substantial value and lasting impact which Ashtabula Area City Schools' Lakeside ELITE initiative hopes to achieve is for the majority of our students to be able to read on grade-level and be ready for the rigor of the state curriculum. With this plan, students will make sufficient reading growth and reach appropriate levels of achievement, leading to increased graduation rates and students leaving AACS ready for college and/or careers. Leadership at AACS understand that as new educational delivery methodologies emerge through technology evolution, we will need to adapt our operational framework to capitalize on new and emerging opportunities. At the same time, the project team is primed to revise and adapt the overall plan based on student formative evaluation findings. This project and its personnel expect to do more than simply improve reading levels/scores, it is about empowering students, providing the resources and allowing the students the opportunity to direct their own learning, to truly take ownership in the process. Changes in what constitutes "instruction" will permit on-going learning and the ability to fully engage students at times not previously available to the students or teachers. Not only do we want our students to become more proficient readers but more passionate, lifelong readers. By shifting the instructional paradigm to a student based inquiry model we prepare life-long learners steeped in the tools and techniques that will ensure their future success. Literacy is the cornerstone of education, every subject requires proficiency in reading. The value and lasting impact in which this project potentially could achieve is incomprehensible.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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 applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.*

\* Student Achievement

Our reading achievement goal is to have all students reading on or above grade level within five years. We expect to see a decrease of a minimum 3% in the first year and 5% per year thereafter in the number of students identified as "Not on Track" on the Ohio Diagnostic Assessment to close the achievement gap in our district. At the intermediate level we will increase our progress to 2.0 at each grade level on the progress portion of our district report card. We will increase proficiency rates of all subgroups to close the achievement gap for our students. We will raise our closing the gap grade on our district report card from our current F to a D in the first year, and C in the second year, a B in the third year, and an A in year 4, which we expect to maintain in year five and beyond. In the first year of the project we expect to see 50% of teachers fully implementing the individualized learning paths with their students. In year two and each year thereafter we expect to see 100% of teachers in grades K-6 implementing the individual learning paths with fidelity. We expect to see a decrease in "summer regression" among our students as they have access to the tablets, which have been preloaded with summer reading materials. Students will be excited to come to school. Teachers will be rejuvenated in their teaching. Greater collaboration and sharing among teachers will lead to lessons that will have greater impact on student learning.

\* Spending Reduction in the five-year fiscal forecast

We will see reductions in our five year forecast in the area of positive performance in other approved fiscal measures. We will review FY 2014 spending on copying, electricity, textbooks, replacement equipment and academic tutors; this spending data will be the baseline used to determine spending reductions in the 5 year fiscal forecast. In January 2015 we will review the fiscal savings in the above 5 areas with an expected reduction of 25% in January and 50% in June. This review process will be replicated each of the 5 years until the savings is maximized.

\* Utilization of a greater share of resources in the classroom

Computer intervention teachers can be reassigned to provide small group, differentiated intervention and enrichment via the use of increased course offering through full student and teacher access to all MobyMax Mathematics and English Language Arts online instructional tools. These tools include built in adaptive and differentiated lessons and student practice; automatic progress monitoring - assessments, diagnostics and individualized student plans; and motivational games and competition. Additional course offerings through full student and teacher access to Learning A-Z instructional resources: Reading A-Z (currently paid in full by AACCS) and Raz-Kids. With easy access to the above listed resources and much less time spent on preparing hard copy paper-based lesson materials, teachers will spend more time creating challenging lessons (via professional development supplied in this grant). Students will then spend a greater share of time on their individualized learning goals (as determined by the online diagnostic tools) specific assignments and practice activities will be loaded onto their devices as part of the daily personal learning path. Teachers will have a greater ability to match tasks to student interests and abilities, thereby creating greater variety within the courses offered at our elementary schools.

\* Implementation of a shared services delivery model

\* Other Anticipated Outcomes

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

Yes

No

*If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.*

\* Explain your response

Ashtabula Area City Schools is in the business of educating students, staff, and community, regardless of their school affiliation or proximity to Ashtabula City. Although our circumstances are very unique, our plan is not. We have graciously borrowed from the work of other neighboring school districts who have effectively implemented such initiatives as the one layed out within this grant. Our full intentions are to share our experiences and plans for implementation with any one interested in improving student achievement and providing a greater share of resources. Districts wishing to replicate our model will be given full access to our working documents, grant proposal research and data, as well as detailed information regarding changes to the program as a result of particular outcomes, enabling any building or district to apply our processes to meet the needs of their own student population. Full access to a site visit at our K-6 campus, administration, teachers, parents, and community members would also be made available to other educational agencies interested in replicating our Lakeside ELITE project. As stated earlier, our district circumstances are special and any interested agency would need to research our proposal and identify their own technology capabilities, assessment resources, stakeholder interests, financial sustainability, and district-level commitment to the initiative. Any district wishing to replicate our project would need a committed team of administrators, teachers, technology personnel, parents, and community members willing to put forth the effort to manage the acquisition and maintenance of the portable technology. We would advise other districts to have a professional development plan in place before the purchase. District technology infrastructure should be evaluated to ensure its capability to sustain the project. Community support in the form of sponsorships and partnerships should be attained prior to any major purchase of equipment. Parents and booster groups should be involved in the rollout of the project by providing information and sponsoring disbursement meetings. We expect this process to take us one full school year to fully implement. Other districts should expect to spend at least 30 days in the planning stage of the project, followed by the full year rollout. Our project implementation timeline would provide districts with the necessary framework to adapt the process to the scale of any building or district. At this time, Ashtabula Area City Schools intends to increase the scale and scope of this project beyond grade six. The district as a whole has the infrastructure, assessment and monitoring pieces in place to sustain and expand this project in the coming years.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

**PROGRAM ASSURANCES:** I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I, Patrick E. Colucci, Sr. Superintendent of Ashtabula Area City Schools, agrees and accepts all information and assurances outlined within this Straight A Grant application on this day, April 18, 2014.

Sections 

**Consortium Contacts**

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Ashtabula Area City (043513) - Ashtabula County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

**Partnerships**

No partners added yet. Please add a new partner by using the form below.

Implementation Team

Ashtabula Area City (043513) - Ashtabula County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Bradley	Panak	Assistant Treasurer of AACS	Oversee and monitor all fiscal transactions.	Licensed School Treasurer, State of Ohio	Mr. Panak has monitored previous school grants and federal programs.	
Lori	Riley	Assistant Superintendent of AACS	Monitor ELITE Grant implementation	Ohio Superintendent 's License	Administrator who has monitored many past grants and federal programs	
Rebecca	Evanson	Principal of Ontario Primary	Building Administrator responsible for the coordination and implementation of the ELITE project.	Ohio Principal License	Previous grant administration, Implementation of several district initiatives	
Patrick	Colucci, Sr.	Superintendent of AACS	Monitor ELITE Grant implementation	Ohio Superintendent 's License	Administrator who has monitored many past grants and federal programs	
Gregory	Bott	Network Technician	Preparation of tablets and monitoring hardware and network	Preparation of tablets and monitoring hardware and network	Preparation of tablets and monitoring hardware and network for previous disbursements of technology	
Matthew	Heath	Project Coordinator/Internal Facilitator/Academic Coach/Academic Coach and Curriculum Specialist	Project Coordinator of Lakeside ELITE Grant	PreK - 3 Teaching License, 4-5 Endorsement,	3 years Coaching/Professional Development Presentation/Facilitation Experience	
Janie	Carey	Principal of Michigan Primary	Coordination and implementation of the ELITE project	Ohio Principal License	Previous grant administration, Implementation of several district initiatives	
Valerie	Harper	Principal of Huron Primary	Building Administrator responsible for the coordination and implementation of the ELITE project.	Ohio Principal License	Previous grant administration, Implementation of several district initiatives	
Bart	Cunningham	Network Technician	Oversee network	Network administrator experience	Network administrator experience	
John	Radwancky	Network Administrator	Preparation of tablets and monitoring of network	Network administrator experience	Network administrator experience	
Cristine	Rutz	Principal of Superior Intermediate	Building Administrator responsible for the coordination and implementation of the ELITE project.	Ohio Principal License	Previous grant administration, Implementation of several district initiatives	
James	Beitel	Principal of Erie Intermediate	Building Administrator responsible for the coordination and implementation of the ELITE project.	Ohio Principal License	Previous grant administration, Implementation of several district initiatives	