

Budget

Celina City (043729) - Mercer County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (268)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	40,000.00	0.00	863,720.00	0.00	903,720.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		46,600.00	9,680.00	40,000.00	0.00	0.00	0.00	96,280.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		46,600.00	9,680.00	80,000.00	0.00	863,720.00	0.00	1,000,000.00
Adjusted Allocation								0.00
Remaining								-1,000,000.00

Application

Celina City (043729) - Mercer County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (268)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Diversifying Instruction to Close the Achievement Gap

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

Celina City Schools proposes to significantly alter our instructional practice by implementing a successfully proven blended learning approach to instruction in order to raise K-12 student success in targeted subgroups. Through the use of innovative technology and an across campus common Learning Management System, students will be engaged in a highly challenging, individualized plan of instruction that will appeal to their inquisitive nature as well as increase their individual performance. With the use of resources aligned to Ohio's New Learning Standards, a mix of online/offline supervised learning, and accurate diagnostic assessments, instruction will be facilitated with innovative technology and applications to monitor student progress.

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.

2500 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 checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Jesse Steiner

Organizational name of lead applicant
Celina City Schools

Address of lead applicant
585 East Livingston Street, Celina, Ohio 45822

Phone Number of lead applicant
419-586-8300

Email Address of lead applicant
Jesse.Steiner@CelinaSchools.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

Celina City Schools has subgroups of students who are not achieving at the same rate as the rest of our student population. These subgroups, which include, economically disadvantaged, students with disabilities, English Language Learners, and gifted students, do not have access to the appropriate resources and learning tools necessary to close the achievement gap. Low student achievement scores need to be addressed with an innovative approach that engages all students. Currently our staff does not have access to the resources or the necessary training and skills needed to engage learners and individualize instruction. ?

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

Through this project proposal, we seek to adopt the use of a common online Learning Management System to aide in the uploading and storing of learning resources, assessments, and support tools, giving learners easy access to a variety of learning elements such as videos, podcasts, text files, online courses and many other elements. We also plan to make technology devices, specifically iPads, available to students in grades K-12. This project will include a one-to-one iPad initiative in grades 7-12 through the grant and a continuance of a district level initiative to implement one-to-one iPads in grades 3-6 and one-to-two (iPads to students) in grades K-2. Currently, our district has one iPad for every two and one-half students in grades K-6 and no iPads available to grades 7-12. The implementation of a Learning Management System, designed to be the hub of learning and online curricular resources, will better enable our teachers to meet the diverse needs of our students and give them 24/7, on demand access to our curriculum and learning resources. It will also enable us to reduce our reliance on traditional print textbooks. Through this project proposal, we plan to incorporate both formal and informal instruction through the use of blended and flipped learning in our K-12 classrooms. This is an innovative, research-based teaching style that has not been formally implemented in our district, but has been proven successful in other classrooms across the nation.

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.)

Specifically, we anticipate an increase in student achievement in our subgroup populations. Our primary goal is to close the achievement gaps between these subgroup populations and our entire student population.

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.)

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.)

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 Diversifying Instruction to Close the Achievement Gap project focuses its efforts on making technology available to every student in the district. In order to fulfill this mission, we feel it is imperative to put technology in the hands of the teachers as well. Capital outlay is budgeted at \$863,720 for the hardware portion of the project. This amount that is dedicated to instruction will purchase 1,340 iPads, 250 MacBook Aairs, all ancillary items and protection plans for each device. We will use \$40,000 for the purchase of a Learning Management System which will allow students access to curriculum and learning resources at all times of the day. We have dedicated \$96,280 to professional development for educators. Another \$40,000 will be used to conduct training sessions provided by Apple and other professional development vendors. The salaries and benefits portion will be paid to teachers for attending training sessions during the summer months or during after school hours. The total cost of the project will be \$1,000,000.

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 future costs of this project include a refreshing of the computer hardware to occur in FY19. This amount is estimated at \$900,000. The Learning Management System will need to be renewed each year at a cost of \$50,000.

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.

300,000.00 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

The district anticipates a \$50,000 annual savings by reducing paper, printing, and copying costs, and a \$50,000 annual savings by reducing future textbook purchases. In addition, the district expects a \$200,000 annual savings by reducing the current annual costs for new technology equipment. Thus, project implementation should result in a \$300,000 annual savings.

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.

While this project has ongoing expenditures, it will be self-sustaining. The annual savings will net a total savings of \$1.5 million over the five years. The associated expenses will amount to \$1.15 million over the same period.

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 August 1, 2014 - September 30, 2014

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

During the planning phase, we will conduct the following activities: Purchase & setup of the devices for student and teacher use (August 2014-September 2014). Parent & Community meeting to announce the Straight A grant and the plans for implementation (early August 2014). Selection of the Learning Management System (early August 2014): While much research has been completed throughout the grant application process, we will finalize our selection of the learning management system by inviting vendors to present the software to our leadership team. Teacher Training (mid to late August 2014): We will train teachers to use the Learning Management System and the devices in the classroom. Professional Development days will be planned prior to the start of the school year and during after school sessions.

* Anticipated barriers to successful completion of the planning phase

During the planning phase, potential barriers include the ability to include all teachers in professional development and a limited time frame prior to the start of the school year to prepare the devices, the teachers, and the students for deployment.

18. Implementation - Process to achieve project goals

* Date Range August 15, 2014 - May 31, 2015

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

Teacher Deployment (mid to late August 2014): Teachers will receive their devices prior to the start of the school year (or as soon as devices are received). The deployment will go hand-in-hand with ongoing teacher training on the use of the devices. Student Deployment (early September 2014): Student iPads in grades 7-12 will be distributed within the first month of the start of the school year at a parent and student orientation event. During this event, parents and students will be instructed on acceptable use as well as parent and student responsibilities. Learning Management System Implementation (mid to late September 2014): Students will be trained on the use of the Learning Management System by teachers in the classroom. This will involve distribution of passwords, login instructions, and practice navigating the system. In addition, we will host parent informational sessions in the evenings to instruct parents and the community on the purpose and the use of the Learning Management System. Instructional information and videos will also be posted on our website for those unable to attend the live sessions. Mid-Year Review and Analysis (January 2015): In order to check our own progress and determine any future professional development or software needs, the grant leadership team will meet to review the status of the grant implementation. We will survey teachers, parents, and students prior to this review in order to have data regarding the implementation. Continued professional development (September 2014 - May 2015): The district will continue to offer professional development to teachers through the use of small group after school sessions, whole day trainings built into the calendar, online training (when available), and end of the year evaluation and review sessions. We will also survey teachers for their professional development needs in September (to help plan for our full day inservice in October and additional after school trainings)

* Anticipated barriers to successful completion of the implementation phase.

Potential barriers to successful completion of the implementation phase include the ability to deploy the devices in a timely fashion, providing enough time and training for teachers to learn about the devices and the new approach to instruction, and getting teachers to 'buy in' to our new approach. We will work to overcome these barriers by ensuring we have appropriate technology staff available during the month of August. In addition, we will plan numerous professional learning opportunities for teachers delivered in a multitude of formats in order to model the teaching and learning style we expect to see in our classrooms. Finally, we have addressed (and will continue to address) the issue of teacher buy-in by engaging key leadership individuals from the teaching staff to be involved in the grant application and deployment process. This involvement has helped rally teacher support for the grant application and will continue to aide in the process of deployment and professional development.

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

* Date Range Fall 2014 - August 2015

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

Report Card & Test Data (Fall 2014 - ongoing): We will begin our self-evaluation process by looking at our report card and other test data. We will be tracking our progress in closing the achievement gap among our sub-groups in both state report card data AND on a shorter-term, local level, STAR assessment data in Reading and Mathematics. This STAR assessment data will be collected in the fall, winter, and spring each year, allowing us to track our progress in closing the achievement gap. Mid-Year Review and Analysis (January 2015): In order to check our own progress and determine any future professional development or software needs, the grant leadership team will meet to review the status of the grant implementation. We will survey teachers, parents, and students prior to this review in order to have data about the implementation. End-of-Year Review, Analysis & Planning (late May 2015 & August 2015): We will continue to monitor our collected survey data from parents, students, and teachers as well as our test scores and report card data in order to evaluate our progress. Additionally, we will look at usage stats on our Learning Management System to determine our level of implementation. The leadership team will develop plans for future professional development and other adjustments to our project in order to better meet our students' and teachers' needs. When the new state report card data is released in August, our leadership team will meet again to determine any further changes or adjustments to our plan.

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

Many unanticipated barriers may arise during the evaluation phase that might alter our implementation course. However, one anticipated barrier that may arise in the evaluation phase of the grant is the ability to collect accurate survey data. We will work to collect this data from all teachers, students, and parents and will inform these individuals upfront of the purpose and value of this data collection.

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:

Given the current educational circumstances and the needs of our students, we must begin meeting the needs of our students in a more individualized fashion. A blended-learning model will enable Celina Schools to better meet the needs of all of our students--from our lowest achieving to our gifted students, our economically disadvantaged students, and everyone in between. The infusion of a Learning Management System (LMS) is the gateway to a more innovative approach to teaching and learning. As teachers shift to a blended learning model, they will have more time to focus on high-value activities like critical thinking, writing, and project based learning as they spend less time on low-value, manual tasks. Additionally, our students will have access to their learning 24/7 in an on demand, personalized format.

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.

In the report, "Education Community Attitudes Toward SIS/LMS Solutions," funded by the Bill and Melinda Gates Foundation, 62% of teachers said the "LMS in their school helps teachers be more effective. Fifty-five percent said it helps teachers save time, and 50 percent said it helps increase student achievement. Forty-nine percent of teachers said their LMS helps them to customize instruction for individual students. According to the report, "Learning in the 21st Century: A National Report of Online Learning," online learning tools and learning management systems are used to supplement face-to-face instruction rather than replace it. Teachers post curriculum, resources, and assignments online. Students and parents have access anytime, anywhere. This report also indicated that through the use of distance learning courses; a teacher instructs students in different locations at the same time using video technology. The use of a Learning Management System allows for submitting assignments, assessments, and asynchronous communications. This model allows for schools and districts to share highly qualified teachers and offer students more choices and more flexibility. According to Ron Beazer, technology integration specialist, Baltimore City Schools, "Online learning changes the way students learn." By using an LMS, teachers can upload a resource in multiple forms to meet individual students' needs. As stated by Beazer, "A video may reach the child who is more visual and auditory." As stated in the article, the Baltimore City School District stopped printing curriculum and instruction guides for distribution to their schools. Instead, the use of the Learning Management System has allowed faculty to create curriculum and share it with other faculty members, students, and parents. Sonya Swansbrough, principal of Poe Middle School in Fairfax, Virginia stated that "Having a school portal with an LMS makes learning more interactive for the whole community. We get resources to parents, teachers, and staff. We get information back, and change it continuously." In addition, we know students learn best when they are engaged in the content. Lecturing and the traditional classroom structure no longer serve our students and are not best practice. Schools must find ways to meet the need of their diverse populations. Taking cues from Mooresville Graded School District in North Carolina, Celina City Schools wants to offer students a 21st Century education. Mark Edwards, Superintendent of Mooresville, was named AASA's Superintendent of the year and led his district through a digital revolution. Under his leadership, Mooresville implemented a district wide one-to-one MacBook program. Now the district offers dozens of interactive learning platforms instead of textbooks. Students work in groups and teachers act more as facilitators of learning rather than lecturers spouting the fountain of knowledge. Students take more ownership over their own learning. Student achievement is up in Mooresville and it is considered one of the top schools in the nation.

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.

Leading our internal evaluation will be our Superintendent, Jesse Steiner & our teacher's union co-presidents Mark Loughridge and David Scott. Contact Information: Jesse Steiner Jesse.Steiner@CelinaSchools.org 419-586-8300 David Scott David.Scott@CelinaSchools.org 419-586-8300 Mark Loughridge Mark.Loughridge@CelinaSchools.org 419-586-8300

* 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).

We will be looking to close the achievement gap between our lowest achieving subgroups and our regular student population. In addition, we will be evaluating the progress of our entire student population. To measure short term progress, we will use STAR assessment data in Reading and Mathematics. Our goal is to have 50% of students in our subgroups achieve at least a 35 Student Growth Percentile on the STAR assessment over the course of the school year. This would mean that at least half of our students are making gains at a faster rate than 35% of the students in their same achievement category from across the nation. In addition, our goal is for 65% of our entire student population to achieve at least a 35 Student Growth Percentile in the same time frame on the same assessments. Our long term goal is to close the achievement gap by reducing the gap by half in each of our underachieving subgroups when compared to our entire student population each year over the next five years on our state report card. In addition, we have set a goal to gain 1.5 performance index points each year for the next five years.

* 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.

If measured progress is insufficient at any of our checkpoints along the way, we will modify our professional development and communication plan to better meet the needs of our teachers and our students.

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.

This project has great potential. Celina City Schools has work to do in closing the achievement gap between our students with disabilities, economically disadvantaged students, English Language Learners, and gifted students and our regular education students. This project will help close this gap by providing curriculum resources to all students anywhere and at any time. We will close the digital divide and provide a different method for students to obtain classroom instruction -- ultimately allowing us to differentiate instruction for all learners. We will challenge the traditional methods of instructing students. This project will provide lasting results because students will have access to these resources long after the grant cycle is complete. Our professional development model will give teachers the appropriate skill set to continue to develop their online curriculum and resources and to train new teachers on an annual basis. The implementation of blended learning from our trained staff, the execution of a learning management system, along with the accessibility of iPad technology will support our district's transformation into a resourceful learning model where students' mastery and individualized learning is at the forefront. We will challenge the traditional methods of instructing and move out of the factory type setting where each student is delivered content at the same pace and difficulty. We will personalize learning and cater to the individual needs of our students. Blended learning will continue to evolve in the future and our students and staff will continue to spearhead this innovative change. Finally, the one-to-one program is sustainable so students will have access to the technology for years to come.

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

We will be looking to close the achievement gap between our lowest achieving subgroups and our regular student population. In addition, we will be evaluating the progress of our entire student population. To measure short term progress, we will use STAR assessment data in Reading and Mathematics. Our goal is to have 50% of students in our subgroups achieve at least a 35 Student Growth Percentile on the STAR assessment over the course of the school year. This would mean that at least half of our students are making gains at a faster rate than 35% of the students in their same achievement category from across the nation. In addition, our goal is for 65% of our entire student population to achieve at least a 35 Student Growth Percentile in the same time frame on the same assessments. Our long term goal is to close the achievement gap by reducing the gap by half in each of our underachieving subgroups when compared to our entire student population each year over the next five years on our state report card. In addition, we have set a goal to gain 1.5 performance index points each year for the next five years. In addition to the achievement goals that we hope to be able to measure as indicated above, we hope to see an increase in the use of technology and the implementation of more problem-based teaching and learning. Ultimately, our goal is to transform the role of the instructor from lecturer and disseminator of information to leader and facilitator of learning. While difficult to measure with data, we hope to be able to evaluate the impact of this grant on teaching styles through observational and survey data.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

* 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

In order to replicate this project in another district, the teachers and administrators must take the following into consideration: Teacher buy-in: Input and involvement from the beginning stages through implementation in any change initiative is vital to its success. Professional Development: A school district must be willing to commit a great deal of time, money, and resources to planning and implementing a high quality and ongoing professional development plan that will properly train and equip teachers to drastically change their instructional approach. Vision: Any school district planning to implement a large scale change such as this one must be forward thinking in their planning and thought processes. In addition, the school district must make a strong commitment to purchasing, maintaining, and training teachers and students in the use of innovative technology. Upon successful implementation of our Diversifying Instruction to Close the Achievement Gap project, our leadership team will be committed to sharing our successes, failures, and lessons with other districts across the state through site visits, phone conferencing, and presentations at conferences.

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).

We have uploaded the Straight A Program Grant Agreement We agree to the program assurances.

Sections 

Consortium Contacts

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

Partnerships

Celina City (043729) - Mercer 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

Celina City (043729) - Mercer 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
Jason	Luebke	Curriculum Director	Lead grant writer, curriculum leader, professional development coordinator	Master's in Educational Leadership 8 years experience in administration	Jason Luebke's experience with change is widespread. While principal, he researched, introduced, and implemented the trimester scheduling system at Celina High School in order to focus on student achievement by allowing more time for teachers to deepen understanding. Additionally, he co-implemented the introduction of a one-to-one netbook initiative to Celina High School for grades 9 and 10.	
Jesse	Steiner	Superintendent	Lead grant writer, district visionary, grant team leader	Master's in Educational Leadership and Instructional Technology, multiple years experience in administration	Jesse Steiner co-authored and implemented the RtT Early College High School Grant for Hicksville Exempted Village Schools. Additionally, he brings experience as the superintendent of a one-to-one MacBook school district.	
Keith	Gudorf	Technology Director	Lead technology expert	Many years teaching experience, expert technology implementation experience	Keith Gudorf co-implemented a one-to-one netbook program for grades 7-10. Additionally, he helped facilitate the introduction of iPad carts in grades K-6 and was a key leader in the initiative to put a SmartBoard in every classroom in Celina City Schools. He also organized WiFi implementation in two buildings, covering more than 1,200 students.	
Mick	Davis	Treasurer	Fiscal Leader	Certified School Treasurer	Mick has helped write and implement previous grants at the district level.	
David	Scott	High School Science Teacher and Celina Education Association Co-President	Teacher Leader	Expert in teaching with technology, Teacher union leadership	Dave Scott has been involved in many technology and other change initiatives. He is a pioneer in our district when it comes to technology, integrating online learning into his classroom far ahead of anyone else.	
Betsy	Crites	Technology Integration Coach	Technology Integration Coach, Professional Development Liaison	Classroom teaching experience, Technology integration experience, Currently teaching college classes in the College of Education at Wright State University Lake Campus	Betsy Crites has been a leader in technology in our district for a number of years. She was at the forefront of the movement for more technology in our district many years ago and quickly became a district role model and leader in the integration of technology in our classrooms. Betsy has been an integral component of our implementation of Smartboards in all classrooms, our one-to-one initiative at the middle school, and our implementation of iPads at the elementary schools.	
Jackie	Mertz	Middle School English Teacher	Teacher Leader	Expert in teaching with technology	Jackie Mertz has been a role model teacher in our school district for a number of years. She embraces technology and change, always willing to become a leader and go above and beyond to find ways to implement technology to better her teaching.	

