

Budget

Conneaut Area City (043810) - Ashtabula County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (10)

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	65,616.91	775.00	172,701.98	0.00	239,093.89
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		10,000.00	2,000.00	5,000.00	0.00	0.00	0.00	17,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		10,000.00	2,000.00	70,616.91	775.00	172,701.98	0.00	256,093.89
Adjusted Allocation								0.00
Remaining								-256,093.89

Application

Conneaut Area City (043810) - Ashtabula County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (10)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
District Wide Wireless

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

Provide the entire student body and staff with wireless access to the internet. With the large number of economically disadvantaged students in our district, many students would still be unable to access the internet without the district providing the devices needed to do so. This grant proposal addresses both those issues.

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.

1804 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 checked="" 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
Donald Kent Houston, Superintendent

Organizational name of lead applicant
Conneaut Area City Schools 043810

Address of lead applicant
400 Mill Street - Suite B, Conneaut Ohio 44030

Phone Number of lead applicant
440-812-1076

Email Address of lead applicant
khouston@cacsk12.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

Currently the Conneaut Area City School District has provided the funds necessary to implement wireless access to the internet in 2 of our 4 buildings (Gateway Elementary School and Conneaut Middle School.) The goal of the Straight A fund monies would be to bring our other 2 buildings (Lakeshore Primary School and Conneaut High School) wireless access to the internet. This grant would enable the district to expand the wireless access to our other two buildings. A secondary goal will be to implement a BYOD initiative. However, with the large number of disadvantaged students in our district many students would still be unable to access the internet without the district providing the devices needed to do so. This grant would enable us to provide 6 additional mobile computer carts to our four buildings (2 carts) Lakeshore Primary Building, (1 cart) Gateway Elementary School, (1 cart) Conneaut Middle School and (2 carts) Conneaut High School that can be used for our students and staff to access via the wireless connection. Coupling the district wide wireless project, the BYOD initiative and the district provided devices - we can bring resources right to the desktop's of our staff and students.

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

The goal is to bring our Lakeshore Primary School and Conneaut High School wireless access to the internet and internal services. Currently the district is unable to fund a project of this size. We are a poor district and focused our limited financial resources on placing wireless in our Gateway Elementary School and Conneaut Middle School because these buildings will rely heavily on internet access with the state mandated testing and allows the use of numerous intervention and enrichment programs to be brought directly into the classroom. BYOD will relieve much of the financial strain of new technology purchases however with the large number of economically disadvantaged students in our district that would be unable to BYOD the district is in need of 6 additional mobile wireless computer carts. The additional computers will bridge that gap between the students able to purchase their own device and those that are unable. By having wireless capability throughout our buildings teachers would be able to use blended learning opportunities to differentiate instruction for all students not just the extremely high or low functioning students. Many studies (Bonk and Graham - 2012) have been conducted to compare blended learning models of instruction with traditional face-to-face models of instruction. The results are strongly in favor of blended learning models as a more effective method of instruction. Studies indicate improved test scores, a deeper understanding of content, and higher student satisfaction. Blended learning provides a tailored approach with benefits from face-to-face and e-learning for delivering effective courses and programs by extending the classroom to make learning readily available anywhere and anytime (Tucker -2012). In order to move forward with our goal of expanding blended learning and interactive classrooms we need to provide the entire student body with wireless access to the internet.

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.)

Increase in standardized test results. A considerable amount of class time is taken to practice for standardized testing. Collaborative online learning environments can facilitate test practice asynchronously or synchronously from remote locations. We would like to engage the parents in this process. We will be able to expand our curriculum offerings, intervention programs and AP offerings. We have implemented a change to our school day in order to provide daily job embedded professional development opportunities and collaborative time. This time will be used to provide learning opportunities on bringing the technological resources into the classroom and make the student /teacher time effective and efficient. Training staff is an integral part of ensuring the sustainability of any program. We have engaged our parents in this "How to use on-line resources" process at Parent Teacher Conferences, open-houses and events. As we begin to change the culture of learning and increasing parent involvement in their child's education we will see improved results.

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.)

1. Personnel -A reduction of staff will be possible through an increase in implementing on-line blended learning. I intend to replace our foreign language department, which consists of one Spanish teacher, with an on-line learning model. This will save the district in staffing a minimum of \$50,000.00 and allow us to offer six different foreign languages. 2. Supplies - Cost: Paper, copy machine costs, and toner usage are an enormous amount of a K12 budget. By using a blended learning model we can save approximately \$10,000.00. Reduction in textbook costs and supplies could save around \$50,000.00. 3. Equipment - Use of BYOD to supplement purchased technology infrastructure in the district. Savings of 10% of Technology Budget of \$12,000.00. on replacement of existing systems that are replaced by BYOD. Wireless to be used in place of running additional physical data drops within buildings. Labor savings of \$20,000.00. Reduction in future network switching purchases. Switch costs upwards of \$4,000,00 access points are around \$600.00.

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.)

The resources would be available to the student desktops. By having wireless capability throughout our buildings teachers would be able to use blended learning opportunities to differentiate instruction for all students. The results are strongly in favor of e-learning for delivering effective courses and programs by extending the classroom to make learning readily available anywhere and anytime.

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.

256,093.89 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Wireless Project at Conneaut High School \$75,996.80 Wireless Project at Lakeshore Primary School \$56,643.97 Server / Infrastructure 4 x \$14,903.03 = \$59,612.12 Computers 150 x \$259.00 = \$38,850.00 Mobile Labs 6 x \$1,216.00 = \$7,216.00 Miscellaneous supplies \$775.00 Professional Development - 5% of projected/yearly = \$ 17,000.00

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 reoccurring costs will be licensing fees and repairs, upgrades and or replacement of hardware and Professional Development 1. 3 year Arubacare NBD Support for IAP's and Airwave = \$11,359.19 2. 3 year VDL license = \$12,750.00 3. Clearpath license = \$9,660.00 4. Upkeep Maintenance/ Repairs /Replacements of equipment - 2% of project/yearly = \$7,000.00 5. Professional Development - 5% of projected/yearly = \$ 17,000.00 There will be a need for on-going professional development to ensure that teachers remain current in best practice related to mastery learning, the content standards, and instructional strategies related to the use of technology. Professional development funds will come from Title IIA as appropriate and the districts' general fund as necessary. However those costs will be controlled because the district reorganized the instructional day to provide a block of time each morning for professional development and collaboration.

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.

146,000.00 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

1. A reduction of staff will be possible through an increase in implementing on-line blended learning. I intend to replace our foreign language department, which consists of one Spanish teacher, with an on-line learning model. This will save the district in staffing a minimum of \$50,000.00 and allow us to offer six different foreign languages. 2. Cost: Paper, copy machine costs, and toner usage are an enormous amount of a K12 budget. \$10,000.00 By using a blended learning model most of these costs are eliminated. 3. Use of BYOD to supplement purchased technology infrastructure in the district. Savings of 10% of technology budget of about \$12,000.00 on replacement of existing systems that are replaced by BYOD. 4. Wireless to be used in place of running additional physical data drops within buildings. Labor savings of \$20,000.00. 5. Reduction in future network switching purchases and access points. Switch costs upwards of \$4,000.00 access points are around \$600.00. 6. Reduction in textbook costs and supplies will be roughly \$50,000.00.

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 project is 100% self-sustaining. The Conneaut Area City School district has a Permanent Improvement Levy in place for technology. We will be able to provide for upgrades and maintenance to the technology. The district currently has a Digital Academy with curriculum offerings, intervention software and AP offerings. We would be able to expand these offerings with little additional cost to the district. To make the program self-sustaining on a performance level we have implemented a change to our school day in order to provide daily job embedded professional development opportunities and collaborative time. This time will be used to provide learning opportunities on bringing the technological resources into the classroom and make the student /teacher time effective and efficient. Training staff is an integral part of ensuring the sustainability of any program.

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 2014-2015 school year

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

During the 2012-2013 school year the foundation for this plan was laid in two of the four district buildings. Planning and implementation have been completed for the two buildings for the 2013-2014 school year. Providing wireless internet at our elementary and middle school was considered a priority because of online testing mandates. Due to the financial constraints we were unable to continue this process to make the entire district wireless. This grant would enable the district to continue the process and we would use the similar scope of work we used with the previous buildings. During the planning phase discussions were held in conjunction with District Leadership Team meetings, Race to the Top (which provided some of the financial basis for beginning this project along with equipment to make this project happen at GES and CMS), Board of Education members, Director of Technology and District Treasurer. Currently the communication is done in several different ways. RttT requires us to complete a Progress Monitoring Tool every other month. A report is presented to the Board of Education. The Board meetings are televised so the community is informed. Finally, the communication report is posted to our district website.

* Anticipated barriers to successful completion of the planning phase

Financial constraints are the only barrier.

18. Implementation - Process to achieve project goals

* Date Range Jan 2015 - end of school year

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

Depending on the date that the money is released we would hope to have the project completed with-in 6 months of that date. This timeline was generated from our past experience of providing wireless access at our two other buildings. The status of the project will be updated at the monthly board meetings, which provides community and stakeholder communication. The District Leadership Team will provide communication for all Building Leadership Teams and Teacher Based Teams. Receiving this grant will remove the financial barriers. Completion of this project by the August deadline will enable us to begin the year with Professional Development activities for the staff.

* Anticipated barriers to successful completion of the implementation phase.

Financial constraints, vendors schedules and the normal learning curve of users are the only barriers.

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

* Date Range End of 2014-2015 school year

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

1. Summative evaluation will be completed at the end of the 2014-2015 school year (depending on date money is released). 2. Staff Surveys and analysis of formative and summative data related to student performance. 3. Developing Parent/community partnerships: We will assess the effectiveness through open houses, Parent teacher conferences and technology teacher meetings with parents and provide them with access codes and training to allow them to support learning at home with our on-line programs. This will enable parents to take an active role in their child's education, streamlining of events/programs, webinars, simulcast broadcast of parent nights/ educational programs offered. 4. The use of wireless would be tracked by district created usage indicators as developed by the CACS technology department. 5. The use of blended learning opportunities and its impact on student achievement would be measured by Student Growth Measures (SGM) as required by the Ohio Teacher Evaluation System (OTES). 6. The impact on the districts AP courses would be measured in accordance with the AP Exam. 7. As with any program an on-going assessment will take place to ensure programs are meeting the needs of all students. A cost analysis and quality assurance evaluation will determine if a program will need to be replaced or if updates need to occur.

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

The anticipated barriers include Conneaut Area City Schools being able to develop a BYOD policy that allows students to have access to technology across the district. Due to the economically disadvantaged students in our district we are including in our grant application the purchase of 6 mobile computer labs which are necessary for full implementation to ensure that every student has the resources they need to be successful. Engaging students with the media that they use in their daily lives is critical to further development in the educational environment.

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:

From our research, there are a number of changes we will expect: 1. Freeing up teacher time: Using an online medium, teachers are able to save time that is normally taken by activities such as copying, compiling, and stapling that can now be used for instructional needs. 2. Feedback: By allowing students to create, interact, and review each other's work online, teachers are not the only point of feedback for a student. This frees up time the teacher would normally have been grading stacks of papers. Provides immediate feedback to the teacher and students. 3. Student-Centered: Blended learning creates a collaborative environment that allows students to create work that is valued by others and has "real-world" relevance. 4. One-On-One: Teachers are able to conference with students in an online medium. Messaging, emails, and even media files can be used. Students who are normally anxious about approaching the teacher are able to do so in an online discussion. 5. Standardized Test: A considerable amount of class time is taken in the spring to practice for standardized testing. Collaborative online learning environments can facilitate test practice asynchronously or synchronously from remote locations. 6. Group Work: Teachers know group work can be a huge waste of class time if student-groups don't stay focused. Online groups allow students to work from home or school in their own time. Teachers are able to pull student analytics and really understand which students are contributing to the group and who is completing the work. 7. Class Communication: Teachers are able to push messages out to all students and parents so everyone has the same information. Many times teachers write important information on the classroom white board and the information never reach home or even most students in the classroom. 8. Fun: Teachers are able to access engaging and fun information for their lesson plans in an online environment. Teachers are able to pull the best current resources and organize them in an online learning platform. 9. Students Relationships: Online environments facilitate student relationships. Shyer students are able to contribute and join in a discussion online when they may have not felt comfortable speaking up in class. Students who would normally not become friends are able to engage in group projects and communicate. 10. Intervention and remediation will become part of the instructional process rather than separate events. 11. Technology and blended learning will be instructional delivery methods that will become part of every student's experience

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.

IMPACT ON GOAL 1 -Student Achievement: Unlimited Access to existing programs anywhere in the building whereas now they are limited to labs. This will result in 1. Economically disadvantaged students having a wireless building would give all students more access to technology and more access to resources, information, and additional programs which are available online. 2. All students having a better working knowledge of 21st century skills necessary for success at the post-secondary level and in the workforce. 3. Unlimited access will enhance student learning with electronic textbooks that have interactive features. 4. Potential increase to graduation rate by giving students building wide access for credit recovery. 5. More course offerings for students that would increase their overall achievement/ knowledge in courses we are unable to offer with a staff member. 6. Test prep availability in classrooms ACT/SAT/ ASVAB. 7. Enrichment opportunities for our highest level students who are the most difficult to show a year's growth. 8. Reinforcement and assistive technology available in every classroom for students who struggle. 9. More differentiation opportunities as wireless devices could be utilized and configured to fit classroom preferences whether teaming, co-teaching, or individual. 10. Increased opportunities for online assessments which would increase student experience for online testing. 11. Immediate feedback to teachers regarding the quality of instruction, classroom management, and standards based assessments (via walk throughs...) 12. Increase in instructional time through the use of approved wireless devices creates more OAA and OGT testing stations available to students at one time. IMPACT ON GOAL 2 -Spending reductions in the five-year fiscal forecast 1. The administrative team will be able to use their tablets throughout the building not just in central office. It would have a greater impact because walk throughs would become immediate feedback. The use of a paper/pencil method for preparing a document for the teachers can be submitted to them electronically. Time is money! 2. A reduction of staff will be possible through increased opportunity in blended learning. 3. Reduction in textbook costs and supplies. Virtually paper free classrooms. 4. Use of BYOD to supplement purchased technology infrastructure in the district. 5. Wireless to be used in place of running additional physical data drops within buildings. 6. Reduction in future network switching purchases. IMPACT ON GOAL 3 -Utilization of a greater share of resources in the classroom 1. Many resources become immediately available directly into the classroom such as E-Books and e-Textbooks. 2. Electronic collaboration horizontally and vertically for cross curricular planning within buildings and across the district. 3. Webinars, programs, speakers, nationally/internationally can be used for professional development or to supplement instruction directly into classroom. 4. Would provide our students with unlimited access to free programs. 5. All teachers will have unlimited usage to existing programs and the advantages of real time online reporting. 6. Staff availability to access OTES, OPES, eTPES, and other state mandates. 7. Tablets and other devices have been investigated for student interventions and enrichment. One reason they have not been completely utilized is because of internet access.

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.

The Superintendent and Board of Education will evaluate the long and short term effectiveness of the program on how it impacts student achievement. Data will be derived directly from state mandated testing. Personnel and programming changes will be determined from this data.

* 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).

1. Performance of CACS students with disabilities on state mandated testing - Access to computer technology and online resources can play a key role in promoting the education of children with special needs within the regular classroom. For example, use of computer technology for word processing, communication, research, and multimedia projects can help students with specific learning and emotional disorders keep up with their non-disabled peers. Computer technology has also enhanced the development of students with more severe disabilities in overcoming a wide range of limitations that hinder classroom participation--from speech and hearing impairments to blindness and severe physical disabilities. Access to Computer technology has the potential to act as an equalizer by freeing many students from their disabilities, 2. 3rd Grade Reading Guarantee - access to intervention on line and exposure to English Language Arts standards (Common Core) 3. Longitudinal Graduation Rate- The use of credit recovery and curricular offering will open another avenue for our students to complete graduation requirements in a timely manner 4. College and Career readiness - High schools face many challenges in ensuring all students are college and career ready. Not only must high schools raise the expectations they place on students and help them set more ambitious postsecondary goals, but they must also provide a wider array of supports to help students meet their individual goals. We can help by offering additional Advanced placement courses and expose our students to on-line and blended learning opportunities similar to what they will experience in college.

* 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.

The Superintendent and Board of Education will meet yearly with OAA And OGT data. Staff, student and parent surveys will be shared with the administrative team and a yearly plan will be formulated by the district to address any needs that arise.

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.

Substantial value and lasting impact by this grant would be: 1. With the increase of technology students would have access to more complex text. They would also have a larger variety of text available to them- CCSS.ELA-Literacy.CCRA. Read and comprehend complex literary and informational texts independently and proficient. 2. To achieve the goal of being college and career ready students need increased opportunities with technology- CCSS.ELA-Literacy.CCRA. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 3. The students would also use technology during computer class but also in every other class they are required to write, publish, create projects and collaborate with others. 4. By having more resources available to teachers and students there would be high student achievement in all buildings as rated by the state of Ohio while remaining fiscally responsible. 5. Within the first year the number of teachers trained in using blended learning would increase. The number of activities would be tracked by usage indicators as developed by the CACS technology department. 6. The correlation of the number of blended learning opportunities would be tied to student achievement as indicated by student growth (Value-added, Vendor Assessments, SLOs...). 7. Increase in the number of AP offerings without the need for additional staffing and the total number of students taking AP courses while scoring at a college level on the AP exam. 8. Increase in the number of students ready for the workforce by increasing the graduation rate and providing them technology skills needed to be successful in today's society. 9. Use school day more efficiently: study hall time would become an opportunity for students to access online programs for enrichment, remediation, credit recovery, as well as review of daily lessons.

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

GOAL 1 - Student Achievement: 1. The use of blended learning opportunities and its impact on student achievement would be measured by Student Growth Measures (SGM) as required by the Ohio Teacher Evaluation System (OTES). 2. The impact on the districts AP courses would be measured in accordance with the AP Exam. 3. As with any program an on-going assessment will take place to ensure programs are meeting the needs of all students. 4. OAA and OGT results will show that Conneaut Area City Schools is an "A" rated district.

* Spending Reduction in the five-year fiscal forecast

GOAL 2 - Spending reductions in the five-year fiscal forecast: 1. A cost analysis and quality assurance evaluation will determine if a program will need to be replaced or if updates need to occur. 2. The five-year forecast will continue to show a reduction in expenditures on staff and technology line items.

* Utilization of a greater share of resources in the classroom

1. The use of wireless would be tracked by district created usage indicators as developed by the CACS technology department. 2. Professional Development opportunist will be implement for the staff and will be based on the implementation of blended learning. 3. Yearly Staff, Student and Parent satisfaction surveys will continue to reflect an increased use of the wireless technology and increased use of blended learning opportunities.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

The children being familiar with the use of remediation, enrichment and general education on-line programs will encourage them to use these resources at home. With an active training program for parents on the use of our on-line resources, parents will be able to get involved as active participant in their child's education through the use of our resources at home.

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

All districts would benefit from the ability to have increased access to the capabilities of the internet and the incorporation of blended learning opportunities.

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 agree" Donald Kent Houston Superintendent Conneaut Area City Schools 4/12/14

Sections 

Consortium Contacts

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

Partnerships

Conneaut Area City (043810) - 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

Conneaut Area City (043810) - 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
Kent	Houston	Superintendent	Kent Houston - Superintendent of Conneaut Area City Schools will oversee the entire project	Superintendent of school	Administration of Race to the Top Grant, School Improvement Grant, Reading First Grant and Obamas money???	
Joel	Taylor	Principal Conneaut Middle School	Joel Taylor - Conneaut Middle School will be responsible for staff development, implementation and community engagement.	Principal Conneaut Middle School allows him to lead the collaborative process with staff students and parents. Mr Taylor has experience with the Race to the Top Grant,	Mr Taylor is a member of the District Leadership Team and a part of the Race to the Top team.	
Krissy	Mucci	Principal Gateway Elementary School	Krissy Mucci - Principal Gateway Elementary School will be responsible for staff development, implementation and community engagement.	Principal Gateway Elementary School allows her to lead the collaborative process with staff students and parents. Mrs. Mucci has experience with the Race to the Top Grant, and is a member of the district leadership team.	Mrs. Mucci is a member of the District Leadership Team and a part of the Race to the Top team. She has experience with budgeting and implementing numerous special education grants while in her past position of District Curriculum Director and Reading First Coordinator.	
Brian	Chase	Director of Technology for Conneaut Area City Schools	Mr. Chase - Director of Technology for Conneaut Area City Schools will be responsible for staff development, implementation, installation, overseeing the technological aspects of the grant such as purchases, installation and maintenance of the system.	Certificated Director of Technology	Our first phase of the wireless project has been successfully implemented under Mr. Chase's guidance.	
Gary	Case	President Conneaut Education Association	Conneaut Education Association buy-in from membership	Veteran teacher, Race to the top committee chairman and Conneaut Education President	Mr. Case is a member of the District Leadership Team and a part of the Race to the Top team. He has experience with budgeting and implementing changes in the	

					bargaining agreement that will fit the needs in the areas of collaboration and professional development.	
Karen	Kehoe	Director of Special Services	Karen Kehoe - Director of Special Services for Conneaut Area City Schools will assist with compliance and budgeting of grant.	Experience with budgeting and implementing numerous special education grants	IDEA Grants, Race to the Top	
Dawn	Zappitelli	Principal Conneaut High School	Dawn Zappitelli - Principal Conneaut High School will be responsible for staff development, implementation and community engagement.	Principal Conneaut High School allows her to lead the collaborative process with staff students and parents.	Conneaut High School houses the Conneaut Digital Academy. Mrs Zappitelli is a member of the District Leadership Team.	
Jim	Kennedy	Principal Lakeshore Primary School	Jim Kennedy - Principal Lakeshore Primary School will be responsible for staff development, implementation and community engagement.	Principal Lakeshore Primary School allows him to lead the collaborative process with staff students and parents.	Lakeshore Primary School houses the Conneaut Pre-school program and grades K-2. Mr. Kennedy is a member of the District Leadership Team.	
District Leadership Team	District Leadership Team	DLT	Facilitation of information and District Level decisions regarding project	Team Members - Position in district Glenda Betteridge- High School Teacher Doreen Howard- High School Teacher Stephanie Burnett- High School Teacher Ann Markijohn- High School Teacher Gary Case- Middle School Teacher Jim Kennedy- Primary School Principal Steve Wahonick- Middle School Teacher Becky Betteridge- Gateway Elementary Teacher Amy Gallagher- Gateway Elementary Teacher Christy Frisbie- Gateway Elementary Teacher Missy Heinonen- Lakeshore Primary Teacher Sandy Spees- Lakeshore Primary Teacher Katie Laugen -Lakeshore Primary Teacher Dawn Zappitelli- High School Principal G. Joseph Colucci- Middle School Teacher Joel Taylor- School Administrator Karen Kehoe- Director of Special Services Kris Mucci- Elementary School Principal Kathleen Ciolli- RtT Support Team Dr. Geno Thomas- State Support Team Region 5 Debbie Quinn- County Support Team Liz Peppard- District Data Coordinator Kent Houston- Superintendent Shelly Cole- Gateway Teacher Kerri Coy- Lakeshore Teacher Lisa Anderjack- Middle School Teacher Marla Peachock- State Support Team Region 5	Race to the Top and the Ohio Improvement Process as a way to facilitate leadership from the District Leadership Team to the Building Leadership Team to the Teacher Based Teams	

