

Budget

Franklin City (044008) - Warren County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (131)

U.S.A.S. Fund #:  
 Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
<b>Instruction</b>		0.00	0.00	102,856.00	0.00	810,775.00	0.00	913,631.00
<b>Support Services</b>		7,500.00	0.00	0.00	0.00	0.00	0.00	7,500.00
<b>Governance/Admin</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Prof Development</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	40,000.00	0.00	37,500.00	0.00	77,500.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		7,500.00	0.00	142,856.00	0.00	848,275.00	0.00	998,631.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-998,631.00

Application

Franklin City (044008) - Warren County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (131)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:

Children Accessing Technology Successfully To Close Gaps in Math & Science

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

Our project will increase our typically below-average science and math test scores in grades four through eight on the next generation assessments. We will utilize the resources and technology funded through this grant to create real world, problem-based, interdisciplinary learning activities. Students will have access to individual devices for acquiring information and data, exploring virtual experiences, and demonstrating their knowledge base through formulating solutions to problems.

*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.*

1208 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 type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1                       | <input type="checkbox"/> 2            |
| <input 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 type="checkbox"/> 9                       | <input type="checkbox"/> 10           |
| <input type="checkbox"/> 11                      | <input type="checkbox"/> 12           |

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

First Name, last Name of contact for lead applicant

Dr. Michael Sander

Organizational name of lead applicant

Franklin City Schools

Address of lead applicant

150 east sixth street

Phone Number of lead applicant

937-746-1699

Email Address of lead applicant

msanders@franklincityschools.com

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

Examination of our math and science 4-8 diagnostic and standardized testing data reveal that our students' individual needs are not being met. Teachers in our district have implemented many methods to close these gaps, including in-class differentiation, interventions, enrichment, & leveled instructional courses. The lack of technological resources in our district has hindered our students' ability to meet benchmark levels. Currently, our entire seventh and eighth grade student body (486 students) has access to one computer lab (32 computers.) This lab is primarily used for Study Island, a test-prep/intervention online program. There are also 15 computers housed in the Media Center that are used for research. Our entire fourth, fifth, and sixth grade student body (714 students) is distributed between five buildings composed of first through sixth grade students. Each building has only one computer lab with 30 computers per building, & one mobile cart with 30 netbooks purchased in 2009. Many of the computers & netbooks are not fully functioning due to consistent daily use. While many of our programs & activities can be completed on home computers, many of our students & parents express that they do not have appropriate technology in their homes to complete the assignments. Our community's high poverty level, as shown by 48% of our students qualifying for the Free & Reduced Lunch Program, does not afford our students an equal opportunity to access technology at home.

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

Through this proposal, our goal is to put a Lenovo ThinkPad 11e (Yoga version) into the hands of each of our students in grades four through eight. The ThinkPads will be loaded with various science and math software i.e. InspireData, and Apps. These devices will give students daily access to online programs (Kahn Academy; LearnZillion and Study Island). The devices will be prepared with additional specialized Science and Math Common Core State Standards aligned content. This will also allow teachers to further differentiate the instruction in math and science. This project will also provide an equal opportunity for all students to access technology regardless of their socioeconomic situation. Currently, not all students have access to appropriate technology to complete tasks. In grades 4 through 6, each of the five elementary buildings will be provided with three mobile charging carts that house 30 ThinkPads. There will be one cart of devices for each grade level. In grades 7 and 8, each Math and Science teacher will be provided with a mobile charging cart that houses 30 ThinkPads. The ThinkPads will be utilized in the 4-6 Math classrooms during designated targeted intervention/enrichment time and core instruction time. In the 7-8 Math classroom, our teachers will be able to utilize DIGITS, an online middle school mathematics core curriculum program, to its maximum potential. Our district currently uses AIMSweb Diagnostic Testing to measure student growth in Math. These assessments, given three times a year, provide teachers, students, parents, and administrators with an abundant amount of data based on the students' computation and application skills. By having consistent access to these devices, the percent of students that meet the benchmark target score on these assessments will increase. In the 4-8 Science classroom, the ThinkPads and peripherals will be used to collect, evaluate, analyze, and synthesize real world data. The Next Generation Science Assessments require students to perform computer-based science simulations. Our currently adopted Science textbook series includes virtual labs, however our students have not been able to utilize this feature due to the lack of technology available to them. This project will allow us to acquire various science peripherals, such as thermometers, motion sensors, gas sensors, conductivity probes, and heart monitors (Vernier for Middle Schools Go!Link Data Collection Tools). With the use of these resources, our students will be better prepared to take the Next Generation Science Assessments and therefore show an increase in student growth.

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.)

As a result of this project, we expect our grade 4-8 students' science scores to increase from an average of 71% passing on Ohio Achievement Assessments in 5th and 8th grade to 76% passing on the next generation assessments. We expect our grade 4-8 students' math scores on the next generation assessments to increase from an average of 77% passing to 82% passing. The students will have access to technology daily in each of their math and science classrooms. The use of the ThinkPad will help the students become capable users, information seekers, problem solvers, and decision-makers.

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.)

The projected savings will be by not having to replace the devices in the classrooms and labs in grades 4-8 for a period of five years. Printing and consumable costs are expected to decline over the five year period because students will have access to textbooks, online materials and using Google Docs for collaboration. (\$100,000). (See Projected Costs & Reductions for 4-8 Implementation.)

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.)

With the support of the technology specialist, Teachers will increase differentiation by 20% each year of the grant in the classroom by using learning management systems, classroom webpages & blogs, teacher/student podcasts, multimedia presentations, webquests, etc. Teachers will accommodate students with special needs in a more efficient way through the use of 1:1 devices (e.g. audio version text). Literacy will always be a requirement to student success. The changing nature of literacy from print text to digital text requires teachers & students to adjust. Technology provides struggling readers with important tools to help them succeed. Digital text features, such as "hyperlinks to word pronunciations, embedded spelling & word meaning resources, & visual displays of information," (CITE) have been designed to help improve a reader's understanding of the text. This initiative is a major area of focus for both districts, as it is imperative that 21st century students learn how to make meaning from complex traditional & digital texts. Students need these skills to compete in a global market. Students will be exposed to a more sophisticated learning environment. One researcher described a classroom differentiated with technology by saying, "One is struck by the superior findings reported for visual and dramatic instruction over verbal instruction in terms of the percentage of information recalled by students one year after the completion of the unit" (Marzano, 2003, reporting on research by Nuthall). Classrooms will focus on a student's individual interests, readiness, & preferred learning styles. Classrooms will be student-led, as they take more control of their own learning. Teachers will facilitate these dynamic classrooms & direct students to appropriate materials. Technology, when paired with individualized instructional practices, allows students to learn more effectively. "When teachers recognize diversity in their students, in-terms of how & what they identify with & how they learn, & when this recognition is reflected in how teachers teach, students are free to discover new & creative ways to solve problems, achieve success, & become lifelong learners" (Ferguson et al., 2005).

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.

998,631.00 State the total project cost.

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

In order to implement the instructional component of this proposal the following costs must be incurred: Much consideration was given to the type of device that would best meet the needs of all students. The tool of choice will be the ThinkPad I1e YOGA version, a Windows 8.1 OS. It will facilitate a wide range of learning activities with one device: Laptop mode for report writing, Tent mode for watching instructional videos; Stand Mode for virtual collaboration; and Tablet Mode for reading assignments and accessing instructional apps. These devices will be managed and easily updated via the current Windows 2012 network environment. The required technology for implementation is: Each of the 5 elementary buildings will receive 3 classroom sets (30 per set) for use by the 4-6 students for math and science instruction (450 Devices); Grade 7 and 8 each math and science teacher will be provided a mobile cart of 30 for a total of (300); 41 teachers for a total (791) of all (\$791,000); Devices to be imaged prior to shipment (\$19,775) ; 25 Spectrum Mobile charging carts (\$37,500). Due to the age of our buildings (Jr. High built in 1921, elementary buildings in the 50's and 60's) electrical upgrades will need to be done to support the carts (\$40,000). The district's wireless infrastructure will need to be upgraded to support these wireless devices. This will be with Aerohive, a cloud based wireless management service. The total cost to upgrade 5 elementary buildings and the Jr. High will be (\$67,906) - includes Wireless Access Points (\$30,772), additional PoE switches (\$28,734); and cabling/installation of all APs (\$8,400). The primary goal for the 4-8 implementation is to provide Franklin students with the tools needed to be successful increasing student achievement in the areas of math and science. Purchase of specialized science software - Vernier Lab - GoLink Data Collection Tools (\$34,950) for grades 7 and 8. We know we will need to provide ongoing professional development and technical support to our teachers, students, parents, and building principals. This will be by using the Train the Trainer model. Members of the district Core Technology Committee (CTC) will be provided a stipend for developing appropriate professional development opportunities for each of the grades. Cost (\$7,500 ). (See Projected Costs & Reductions for 4-8 Implementation.)

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.

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

The Lenovo Yogas will have a five year life span; with a plan to begin replacement in FY21 with Permanent Improvement Funds (PI). (See Projected Costs & Reductions for 4-8 Implementation). During the first year of the grant, specialized science software - Vernier Lab - GoLink Data Collection Tools (\$34,950) will be purchased. Free Educational Apps will be utilized. There will be no recurring cost for professional development. The Core Technology Members that are trained during the first year of the grant will be responsible for providing education and training to all other primary teachers throughout the remaining 4 years of the grant.

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.*

207,800.00 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 projected savings will be by not having to replace the devices in the classrooms and labs in grades 4-8 for a period of five years. (\$107,800) Printing and consumable costs are expected to decline over the five year period because students will have access to textbooks, online materials and using Google Docs for collaboration. (\$100,000). (See Projected Costs & Reductions for 4-8 Implementation.)

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.

The project is self-sustaining in that the costs associated with the project have a life time span of the five years. Replacement of equipment will begin in the FY21 budget year, funded by the district's Permanent Improvement (PI) fund. The costs and savings information is available in the documents "Projected Costs and Reductions 4-8 Implementation" and "Financial Impact Table."

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

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

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

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

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

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

17. Planning - Activities prior to the grant implementation

\* Date Range May 2014 -September 2014

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

May 2014 - September 2014 1) Roll out of technology to staff a) CTC members responsible for teaching math and/or science will attend a STEM workshop in May 2014. They will use that information to instruct other 4-8 math/science teachers in the district. b) These members will research and compile a list of apps and resources that are aligned with the CCSS in math and science before August 2014. c) Anticipated roll out of technology to 4-8 Math/Science CTC members is late October 2014. d) All math and science teachers will receive their devices in late November 2014. CTC members and the Technology Director will be on hand to help staff with initial login and setup, as well as a basic overview of the devices. e) Further professional development will be provided in November/December to allow staff to acquaint themselves with the devices. Note: All of this is being done prior to any teaching taking place with the devices; staff will have a solid understanding of the device and best practices prior to student deployment.

\* Anticipated barriers to successful completion of the planning phase

Barriers 1) Lack of teacher knowledge of technology a) Create a Technology Blog to keep teachers informed of district professional development and best practices tagged by subject and grade level which will be updated by the Technology Coordinator and CTC members. i) Implemented by September 2014 2) Student Behavior a) Administrative team will make amendments to current code of conduct to cover the use/misuse of equipment belonging to the district. i) Developed by September 2014

18. Implementation - Process to achieve project goals

\* Date Range December 2014 - may 2015

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

December 2014 - May 2015 1. Roll out of devices to students a) Each mobile cart & set of devices will be set-up & ready for student use by the January 2015. b) CTC members and the Technology Director will be on hand to help students with initial login & setup, as well as a basic overview of the devices. 2. CTC Meeting a) All CTC members will meet & discuss any questions or concerns with the new devices. They will also share suggestions & ideas for use of the new technology in the classroom. b) Meeting held in November 2014 3. Diagnostic Assessments a) Administer AIMSweb winter benchmark assessment i. Compare students' fall & winter benchmark scores ii. Fall benchmark assessment given in August 2014, prior to implementation of devices b) Administer AIMSweb spring benchmark assessment i. Compare students' winter & spring benchmark scores c) Administer State Standardized Tests i. Compare students' scores to Value-Added data from previous year ii. State Standardized Tests given in April/May 2015

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

1. Teacher Implementation & Perception a) CTC members will mentor & provide ongoing support by visiting classrooms within their building to give peer support to aid in developing technology competency. b) Maintain the Technology Blog to keep teachers informed of best practices tagged by subject & grade level which will be updated by the Technology Department and CTC members. 2. Student Behavior a) The modified AUP will be used to instruct staff & students as to the use of their devices. b) Staff members will be responsible for holding students accountable and teaching acceptable use. 3. Teacher Collaboration a) Teachers will be encouraged to visit the Technology Blog to find resources & ideas for implementing the new devices in their classroom.

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

\* Date Range Fiscal Years 2015-2019

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

1. Measurement of Success and Scope of Work a) Evaluate annually any reduction in copy costs b) Yearly survey of staff in regards to perception of technology use ? Milken Exchange Seven Dimensions Model [http://www.mff.org/assets/Uploads/newsroom\\_archive/publications/PCC.pdf](http://www.mff.org/assets/Uploads/newsroom_archive/publications/PCC.pdf) c) Student Growth Measures d) AIMSWeb data e) ODE Value-Added data f) Annual review of budget

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

Barriers 1. New Staff Members - 4-8 Math & Science a) Each year at the New Teacher Orientation, new staff will be given their device and trained on implementation in the classroom. They will be assigned a mentor that will help with this transition.

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:

Upon implementation of this project, students will experience significant changes in the classroom. While students will still be exposed to highly-qualified teachers in the math and science classrooms, the teachers will now be equipped with the appropriate tools and resources necessary to ensure that all students achieve to their highest potential. They will have immediate access to online textbooks and resources needed to be successful on the State Standardized tests, as well as lessons and activities that support project-based learning and inquiry.

#### **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.

Recent technology studies show that students' attitudes change positively when technology is used in the classroom. Students' attitudes toward math and science interfere with their ability to succeed. Based on research data, it is clear that when technology is used as a learning tool, "students' attitudes towards learning and their own self-concept improved consistently" (Schacter, 2001). The American Sociological Association's recent study shows that many elementary students' math performance improves when their teachers collaborate. Through this grant, our teachers will be required to do so through blogging and creation of a shared lesson plan bank. Positive student involvement in scientific practices and procedures is the key objective of science instruction and an important means to help students build their scientific comprehension. A strong way of accomplishing this is through student hands-on use of probes, sensors, and other technology tools, connected to a computer system that are used for data collection, analysis, and visualization of findings. Use of technology tools for data collection, analysis, and visualization provide a learning advantage to students, as evidenced in student test scores in science (National Center for Education Statistics, 2002, 2012; Schneider et al., 2002). Research-informed expert opinion supports the value of probeware for improving student understanding of science concepts (Thornton, 2008; Webb, 2008). A variety of studies have shown that probeware can have a positive impact on the depth of students' science understanding when used in a context of scientific investigations that engage students in scientific practices (Linn & Hsi, 2000; National Research Council, 2006; Schneider et al., 2002; Thornton, 2008; Zucker et al., 2008). The use of this technology in the classroom will continue to benefit our students long after they leave our classrooms. They will be exposed to the same types of technology that they will need to use to be college and career-ready.

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 Assistant Superintendent, as the facilitator, and the 4-8 teachers will be internally responsible for conducting the evaluations. It is difficult, at this time, to give names as we have a levy on May 5th. The outcome will determine staffing placement for 2014-2015 school year.

\* 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).

Grades 4-8 will utilize research-based assessment data to measure short-term and long-term progress. Success with implementation in the math classroom will be measured by classroom performance and test scores including AIMSweb assessments, Iowa CoGat tests, ODE Value-Added data, and State Standardized tests. Success with implementation in the science classroom will be measured by classroom performance and test scores including Student Learning Objective (SLO) pre and post-test data, Iowa CoGat tests, and State Standardized tests.

\* 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 students do not meet benchmark or target scores, the CTC will provide the teacher with more support and additional resources to use in order to ensure the success of the student.

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.

We expect that the use of these devices will increase student performance in math and science in grades 4-8. The students will become more engaged and there will be an increase in student participation. We also expect that this project will help motivate our students to behave more appropriately in the classroom. We will see a decrease in behavior problems and office referrals as a result of being allowed to use the new technology. Foundational educational research clearly identifies individualizing the instructional process for students leads to increased student achievement, motivation, and engagement (Bandura, Bloom, Dewey, Reis, Tomlinson, and Vygotsky).

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

As a result of this project, we expect our grade 4-8 students' science scores on the next generation assessments to increase from an average of 71% passing to 76% passing. We expect our grade 4-8 students' math scores on the next generation assessments to increase from an average of 77% passing to 82% passing. The students will have access to technology daily in each of their math and science classrooms. The use of the ThinkPad will help the students become capable users, information seekers, problem solvers, and decision-makers.

\* Spending Reduction in the five-year fiscal forecast

The projected savings will be by not having to replace the devices in the classrooms and labs in grades 4-8 for a period of five years. Printing and consumable costs are expected to decline over the five year period because students will have access to textbooks, online materials and using Google Docs for collaboration. (See Projected Costs & Reductions for 4-8 Implementation.)

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

With the support of the technology specialist, Teachers will increase differentiation by 20% each year of the grant in the classroom by using learning management systems, classroom webpages & blogs, teacher/student podcasts, multimedia presentations, webquests, etc. Teachers will accommodate students with special needs in a more efficient way through the use of 1:1 devices (e.g. audio version text). Literacy will always be a requirement to student success. The changing nature of literacy from print text to digital text requires teachers & students to adjust. Technology provides struggling readers with important tools to help them succeed. Digital text features, such as "hyperlinks to word pronunciations, embedded spelling & word meaning resources, & visual displays of information," (CITE) have been designed to help improve a reader's understanding of the text. This initiative is a major area of focus for both districts, as it is imperative that 21st century students learn how to make meaning from complex traditional & digital texts. Students need these skills to compete in a global market. Students will be exposed to a more sophisticated learning environment. One researcher described a classroom differentiated with technology by saying, "One is struck by the superior findings reported for visual and dramatic instruction over verbal instruction in terms of the percentage of information recalled by students one year after the completion of the unit" (Marzano, 2003, reporting on research by Nuthall). Classrooms will focus on a student's individual interests, readiness, & preferred learning styles. Classrooms will be student-led, as they take more control of their own learning. Teachers will facilitate these dynamic classrooms & direct students to appropriate materials. Technology, when paired with individualized instructional practices, allows students to learn more effectively. "When teachers recognize diversity in their students, in-terms of how & what

\* 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**

Our proposed project can be fully implemented within other districts. In order to replicate our project, other districts would need to determine the capability of their district's technology infrastructure. Other districts will have access to our current grant proposal, as well as our Technology Blog and any other related documents. Our proposed timeline allows for other districts to successfully implement this project. There is no plan to increase the scale and scope of this project.

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).

Dr. Michael Sander Superintendent Franklin City Schools

Save And Go To 

**Consortium Contacts**

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

Partnerships

Franklin City (044008) - Warren County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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**Partnerships**

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

Implementation Team

Franklin City (044008) - Warren County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Technology Department	Jean Creech, Craig Irgens, Andrew Hetzler	Director and Network Administrators	This department will be responsible for performing district or school-based duties, providing technical assistance with the installation and maintenance of hardware, software, network communication and workstations.	The technology department team has served the district over 10 years in their roles. They have continued to stay updated on current technology and implementations.	The technology department has experience with the implementation of many district-wide technology initiatives through SchoolNet Plus, Title II-D, and assistive technology grants. There department is also responsible for the E-Rate Telecomm reimbursement.	
District Technology Committee	Various Franklin Staff members	Core Technology Committee	The role of the Core Technology Committee will be to communicate with staff members regarding the use of technology. These committee members will be responsible for training, supporting, and helping teachers develop quality instructional practices.	The CTC has trained staff on the use of SMART Boards, SMART Airliners, iPads, document cameras, student response systems and software such as ProgressBook, Study Island, Nova Net and InfOhio. The technology department has mass purchased and installed SMART Boards and software for all classrooms in both districts.	The CTC members have presented at HSTW. They have also shared their knowledge with other districts.	
Deborah	Mears	Assistant Superintendent	Mrs. Mears will communicate and collaborate with the technology department on implementing educational best practices as well as selecting appropriate software and hardware.	She has served as a member of district-wide technology committees and has piloted many new technology hardware and software products.	Her previous work as a teacher, administrator and grant recipient ensures her understanding of how to implement a grant as well as implement new technology.	
Jana	Bellamy	Treasurer	Mrs. Bellamy will make sure the grant is fiscally sound and sustainable. She is responsible for ensuring continued consistency and accurate record keeping. She will evaluate the program to identify additional cost savings to keep the program sustainable beyond FY20.	Mrs. Bellamy has been a treasurer for over 25 years. She has received the Auditor of the State Award for timely financial reports and receiving a "clean" auditor report for 3 years in a row.	Mrs. Bellamy has served on many committees that have written grants and then followed Federal and State guidelines for implementation.	
Michael	Sanders	Superintendent	The role of the Superintendent will be to oversee and evaluate the quality (using the rubric outlined within this grant) and implementation of the grant. He will communicate with all stakeholders regarding the impact of the programs. Dr. Sander has been responsible for the upgrade in infrastructure in	He has served as a member of district-wide technology committees.	Dr. Sander has implemented 1:World technology in his previous district for all students. He was able to successfully provide this technology for all of the students, with no increase to the district budget.	

multiple districts in the state  
of Ohio.