

Budget

Grand Valley Local (045864) - Ashtabula County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (192)

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	0.00	0.00	113,000.00	0.00	113,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	10,000.00	0.00	0.00	0.00	10,000.00
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		0.00	0.00	10,000.00	0.00	113,000.00	0.00	123,000.00
Adjusted Allocation								0.00
Remaining								-123,000.00

Application

Grand Valley Local (045864) - Ashtabula County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (192)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Grand Valley Elementary: Accessing Information Electronically to Enhance Student Learning

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

Current research into educational practices indicates that effectively incorporating technology into instruction and assessment will provide students with the skills and knowledge necessary to be competitive and productive in the 21st century. Through this grant, Grand Valley Elementary School will be able to provide electronic devices to students in grades kindergarten through third as well as professional development to their teachers in order to enhance student achievement and provide opportunities for students to be better prepared for their future.

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.

390 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 type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 9 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Dr. Ellen Winer

Organizational name of lead applicant
Principal, Grand Valley Elementary School

Address of lead applicant
111 Grand Valley Ave. West, Suite B, Orwell, OH, 44076

Phone Number of lead applicant
440-437-6260 ext. 1

Email Address of lead applicant
ellen.winer@neomin.org

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

- Yes
 No

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

[Add Consortium Members](#)

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

Yes

No

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

[Add Partnering Members](#)

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

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

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

The current state or problem to be solved; and

The staff and families at Grand Valley Elementary recognize the importance of incorporating technology into instruction. Through a variety of fund raisers over an eight year period of time, enough money was raised to purchase 28 Smartboards (enough for each classroom) and 115 Chromebooks for every 3rd grade student to use at school. Teachers in kindergarten are currently receiving training on administering the new Kindergarten Readiness Assessment (some of which can be given using an electronic device) and for the past two years, our 3rd and 4th graders have participated in the Ohio Online Social Studies assessment and the PARCC assessment. Currently, Grand Valley Elementary has one outdated computer lab with 25 computers that are 12 years old. Most classrooms have 1-3 working computers that are 12-15 years old. Staff and administration seek opportunities annually for professional development in technology to strengthen instructional practice as well as workplace efficiency. The more we learn, the more frustrated we become. In spite of an improved infrastructure, we are unable to realize the possibilities because we lack the devices.

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

Grand Valley Elementary lacks the devices needed to provide our students with opportunities to access information and to demonstrate their knowledge. We propose to rectify this by providing the following: 1) One charging cart with 30 iPads for each grade level, K-2. A total purchase of 3 carts and 90 iPads, including covers. 2) Four charging carts and 100 Chromebooks (25 per cart) for each 3rd grade classroom.

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

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

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

We know the following to be true after one year of Chromebook use in each 3rd grade classroom: 1) Student engagement increases when technology is effectively incorporated into instruction. 2) Teacher reflection on their own practice indicates a renewed excitement in creating innovative instruction incorporating technology. Feedback from students, teachers and classroom observation by administration indicates that through the use of the Chromebooks: 1) students regularly engaged in critical thinking and higher level thinking skills 2) student "stamina" appeared to increase, particularly in the area of reading. 3) extended response and summary/retell assignments were improved over previous years'. 4) students no longer ask to "play" on the computer. They view the Chromebook as a tool for learning. The current 3rd grade students will use the Chromebooks they are currently using in 4th grade. The Chromebooks purchased through this grant will be for the 2014-15 3rd graders. One year of our own research into the devices other LEAs use in elementary schools indicated that iPads were better suited to the needs of students in grades K-2. Discussion with the Office of Assessment at ODE regarding the new Kindergarten Readiness Assessment indicated that a portion of that assessment could be given on a device which, in pilot studies, allowed students to complete the assessment independently and data to be obtained immediately.

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

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

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

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

New - never before implemented

Existing: Never implemented in your community school or school district but proven successful in other educational environments

Mixed Concept: Incorporates new and existing elements

Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

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

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

[Enter Budget](#)

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

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

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

[Upload Documents](#)

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

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

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

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

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

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

123,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

\$10,000.00 for Professional Development Research indicates that effective professional development for teachers in the integration of technology into instruction is necessary to support student learning. In addition, teachers must fully understand the full potential of the devices their students are using. Through this grant, we plan to provide three models for professional development: 1) One initial whole group PD provided by Smart Solutions or a similar company whereby teachers will be instructed using the devices their students will be using. 2) A train the trainer model with staff members from each grade level prepared to serve as "trouble shooters" and consultants to their colleagues. 3) A professional coaching model in which those teachers interested will be provided with 45-60 minutes of "hands on" modeling with a consultant from Smart Solutions or a similar company, who will work alongside the teacher, providing instruction incorporating the technology available in that particular classroom. After conducting our own research, teachers in grades K-2 agreed that iPads would be the best device to access information aligned to the new standards in all subject areas for their students, They agreed that one cart with 30 iPads on each cart for each grade level would be sufficient at this time. \$47,500 - 90 iPads \$ 9,000 - AppleCare+ for iPads \$4,000 - 3 iPad Charging Carts \$5,000 - 90 iPad covers The 3rd grade teachers agreed that after the Chromebook pilot this year, they would like to purchase Chromebooks for their 3rd graders next year. \$42,500 - 100 Chromebooks \$5,000 - 4 Chromebook Charging Carts

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.

We plan to purchase additional iPad protection (iAppleCare+) through this grant. The Chromebooks have a limited warranty. The district employs a Tech Director as well as a Tech worker whose job descriptions include maintaining electronic equipment.

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.

0.00 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

We plan to purchase additional iPad protection (iAppleCare+) through this grant. The Chromebooks have a limited warranty. No additional or future costs or savings are anticipated beyond the educational benefits already discussed.

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.

As mentioned earlier, PTO fundraising efforts provided enough money to purchase Smartboards for our classrooms and Chromebooks for our students. Our maintenance and custodial staff perform annual cleanings of the devices and we impress upon our students the importance of demonstrating care when using their devices. The same practices will be extended to the iPads and new Chromebooks. Just as our Smartboards and Chromebooks continue to function well with care and annual maintenance, so will our iPads and new Chromebooks. When the technology becomes obsolete, we will need to replace these learning tools with others that are technologically current.

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 February 2013 - July 2014

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

1) Researched and sought/continue to seek quotes for the devices, carts, covers and warranties.2) Met and continue to meet with Building Leadership Team (BLT) and entire staff to review the new standards, effective instructional practices and the incorporation of technology. 3) Seek companies such as Smart Solutions to plan and schedule PD. 4) Student participation in the AIRS and PARCC Online assessments. 5) All Kindergarten teachers will attend training to administer the new Kindergarten Readiness Assessment.

* Anticipated barriers to successful completion of the planning phase

1) Determining the most effective sequence of Professional Development for our teachers. 2) Difficulty in accessing and completing the online assessments. 3) Glitches in wireless access and infrastructure. 4) Teachers and students will become frustrated if technology does not work correctly. If that happens, they will be reluctant to use it.

18. Implementation - Process to achieve project goals

* Date Range August 2014-June 2015

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

1) Receiving the devices, unpacking and setting up in the classrooms.2) Provide PD to all staff members in August focused on how to use the devices and how to incorporate into instruction 3) Discussions at bi-monthly grade level and monthly BLT meeting focused on how the technology is working. 4) Grade level meetings are devoted to discussions about the most current data measuring student learning and achievement. Data will be compared to previous years' to determine if the use of technology, particularly in grades K-2 and 4, has had a positive impact. 5) Feedback from initial PD will be used to design the PD for the rest of the year. Just as instruction is differentiated, so will our PD.

* Anticipated barriers to successful completion of the implementation phase.

1) The iPad carts will have to be shared by 4-5 classrooms. The use of the carts will be monitored using a schedule and/or sign up/out sheet to ensure that teachers are utilizing the technology. 2) Data will be compared but may not be reliable in determining effectiveness of the devices given the possibility of impact of other variables. Data over a period of years will be more reliable.

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

* Date Range May 2015-June 2015

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

1) Data from the following assessments: a) OAA (PARCC and AIRS) b) Diagnostics c) SLO student growth measures d) KRA e) Value-added
2) Survey data from students, families, staff as to the effectiveness and ease of use of the devices.

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

None

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:

Feedback to date from the 3rd grade teachers and students who are currently using the Chromebooks indicate increased student engagement and innovative, more creative lesson plans on the part of the teachers. Teachers report that students are working for sustained periods of time on educational activities that utilize critical thinking and higher level thinking skills. Using our experience and data from the 2013-14 school year, the 3rd grade teachers will share their knowledge and experience with the rest of the staff. The teaching staff at GVES provides differentiated instruction in reading, language arts, and math on a daily basis. They are looking forward to using the devices as another tool for differentiation. We are purchasing the GoMath series for grades K-4 for the 2014-15 school year and the technology component of that program is what convinced the GVES teachers that the GoMath program was the program they wanted. They have the desire to incorporate technology into their practice. As teachers learned to use their Smartboards more effectively, they reported an increase in student motivation and engagement. 3rd grade teachers reported the same this year using the Chromebooks but the addition of increased reading stamina using the Chromebooks intrigued staff and was the topic of discussion at one Special Education department meeting when teachers and Occupational Therapists discussed the benefits of work presented on a vertical plane (Smartboard, monitor) versus a horizontal plane (book, paper). Additional discussion focused on the use of a touchscreen as opposed to pencil/crayon use with young children who do not have fully developed muscles in their hands making writing difficult. Discussion at PTO meetings includes information on the use of technology and some parents have asked for a night to come in to see how their children use technology. We are planning a Family Night to do just that for the 2014-15 school year.

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.

Every educational journal has articles, and entire issues, devoted to the incorporation of technology into instruction and the positive impact on student learning and achievement. The staff at GVES takes pride in the academic success of their learners, especially given the economic (51% Free and Reduced) and educational backgrounds of their families. Teachers continually reflect on their instructional practice as it relates to student achievement data. As stated earlier, feedback from the 3rd grade teachers and students who are currently using the Chromebooks indicates increased student engagement and innovative, more creative lesson plans on the part of the teachers. Teachers report that students are working for sustained periods of time on educational activities that utilize critical thinking and higher level thinking skills. We are anxious to receive the data from the OAs to determine if the data can supply information as to the impact of the use of Chromebooks. We believe, that student engagement and achievement will be enhanced by the use of the iPads and Chromebooks based on the research done by organizations such as The International Society for Technology in Education and many universities both in the US and Europe. The research findings indicate that student achievement is enhanced through the use of technology.

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.

Dr. Winer will be responsible for the following: 1) Surveying staff, student and families as to the effectiveness of the project 2) Collect the sign up sheets for the iPad carts to determine the amount of use. 3) Collecting student achievement from the various sources to review and compare over an extended period of time to identify trend data. 4) Facilitating grade level and BLT meetings to review data from assessments and surveys 5) Compile and report summative findings Mark Brewster will be responsible for the following: 1) Examine devices and schedule maintenance and cleaning as needed. (This year the Chromebooks did not require extensive cleaning during the school year but will be cleaned during the summer. One device needed to be replaced which Samsung did at no cost to the district.)

* 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) Data from SLO assessments, Diagnostics, Reading Benchmark, Developmental Spelling Assessments, grade level formative and summative assessments is recorded by teachers on a building share site every nine weeks and reviewed by grade level. 2) Discussions in Staff Meeting and Grade Level Meetings include insights into instructional practices. 3) Professional Development sessions will be evaluated by attendees and the company/individuals providing the training. Feedback will be recorded. 4) Data obtained from observations by administration via walkthroughs and evaluations will be recorded electronically and shared with staff. 5) Teachers will be asked to observe and record student engagement and stamina in attending to educational tasks. Decisions will be made throughout the school year by reviewing the student achievement data.

* 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.

1) Use of the K-2 iPads will be monitored using a sign up sheet. Grade levels have already discussed the schedule they would adopt if we were to receive the grant. Regular use of the iPads is critical in determining effectiveness. 2) Checking regularly to make sure the technology is working properly and repairs are made to devices, connections and/or infrastructure in a timely manner.

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.

1) Increased use of technology in instruction as measured by walkthrough, OTES, survey and student achievement data. 2) Increased use of keyboarding skills used by 3rd graders as measured by e-Learning, a leveled keyboarding program. 3) Students will learn to access information on the internet and to use electronic tools and resources as measured by teacher developed formative and summative assessments. 4) Students will achieve a minimum of 85% proficiency on the PARCC and AIRS assessments. Once the devices are purchased, they will continue to be used until the technology is obsolete. The district will continue to provide professional development to teachers in order for them to hone their skills in incorporating technology into instruction.

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

GVES has been collecting and analyzing data derived from assessments from 2004- 2014. However, those data were based on a different set of academic standards. In addition, the testing format will be changed to an online format so data comparison will be difficult based on the number of variables. However, data from SLO assessments, diagnostics, DSA, Reading Benchmark and locally developed formative and summative assessments will be used to determine the effectiveness of the project.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

Yes

No

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

* Explain your response

Purchasing the Chromebooks for the 2013-14 3rd graders as a pilot served as a model for incorporating individual devices into instruction. It is recommended that LEAs do the following to replicate the project: 1) The LEA should have a Technology Plan in place. 2) Interview staff and evaluate staff willingness to incorporate technology into instruction. Determine the level at which they are differentiating and using the technology they already have. 3) Review the current educational research to determine the best technology to meet the needs of students. 4) Contact similar districts to determine effective strategies for PD, devices and instructional practice. 5) Work with LEA Tech Director to ensure infrastructure can support devices. 6) Once devices are purchased, contact sources for PD and schedule before the 1st day of school. 7) Provide a variety of PD opportunities for teachers throughout the year. 8) Closely monitor technology use through walkthroughs and OTES. 9) Use data to determine effectiveness.

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 Accept, Dr. William R. Nye, Jr., Superintendent, 4/18/14

Sections 

Consortium Contacts

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

Partnerships

Grand Valley Local (045864) - 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

Grand Valley Local (045864) - 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
Ellen	Winer	Grand Valley Elementary School Principal	1. Research develop, monitor and evaluate this project. 2. Work with staff and Technology Director on implementation and evaluation. 3. Work with Smart Solutions or similar company to develop and schedule professional development.	Principal and instructional leader of Grand Valley Elementary School. Facilitator of District Technology Committee. Instrumental in developing and evaluating LEA's current Technology plan. Title I Coordinator for Grand Valley Local Schools Facilitator of RTTT grant for the Grand Valley Local Schools	Researched, developed, purchased, monitored and piloted the third grade Chrome book pilot project during the 2013/2014 school year. Facilitated the development of the Grand Valley Local Schools Technology Plan. Doctorate in Educational Leadership 40 years as an educator 10 years as an Principal/Education Leader. National Board Certified Teacher.	
Mark	Brewster	Technology Coordinator, IT	Vendor quotes and selection. Scheduling of installation. Inspection/oversee final installation. Test System. Maintain system.	Certified IPC-A-610	10 years on the job experience	