

Budget

Indian Creek Local (047803) - Jefferson County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (225)

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	1,000,000.00	0.00	1,000,000.00
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	0.00	0.00	0.00	0.00	0.00
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	0.00	0.00	1,000,000.00	0.00	1,000,000.00
Adjusted Allocation								0.00
Remaining								-1,000,000.00

Application

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
21st Century Technology Infusion

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

This project aims to equip Indian Creek Local School District classrooms with 21st century technology. The major aim of this project is to create a pedagogical shift at Indian Creek from a teacher-centered to a student-centered approach to learning. We aim to do this with an infusion of technology aimed at the classroom level.

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.

2332 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
T.C. Chappellear

Organizational name of lead applicant
Indian Creek Local School District

Address of lead applicant
587 Bantam Ridge Rd

Phone Number of lead applicant
7402662911

Email Address of lead applicant
tc.chappellear@omeres.net

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 main obstacle to our teachers embracing a more student-centered approach to instruction is the lack of technology in their classrooms. In order to illustrate the challenges that our teachers face in ensuring that our students are college/career ready, while lacking the basic classroom technologies that many districts take for granted, I would like to highlight the technology needs for each of our buildings in the following paragraphs. Indian Creek High School - the typical classroom set-up consists of an eMac desktop computer from the early 2000's running IOS 10.1. These machines do not support many of the web-based applications that our teachers should have access to. In most classrooms - this is the extent of the technology. We did secure 96 chromebooks for teacher and student use through the Online Performance Assessment Pilot Project Grant. I have been in classrooms where the teachers are trying to show the students how to use Khan Academy without the benefit of a projector and it is a limitation. In a building that is charged with sending students out prepared to be competitive in the 21st century - we are still stuck in the 20th century in regards to the technology tools available to our teachers. We propose to equip each high school classroom with a new laptop computer, a ceiling-mounted project, an amplifier and a sound system. 34 rooms would require this set-up Indian Creek Middle School is our newest building and the classrooms are already equipped with the set-up described for the high school. Hills and Wintersville Elementary School - In regards to teacher technology, each teacher is furnished with a laptop and there are 6 projectors at Hills and 15 at Wintersville which are shared between teachers in both buildings. There are no ceiling mounted projectors. It is apparent that with the exception of our middle school, teachers in our district face the ultimate challenge - teaching 21st century learners without technology.

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

We want to be bold and innovative - our district has been involved in bold and innovative initiatives in past years. The recent decade, however, has not been nice to the local economy. The former Wheeling-Pittsburgh Steel Corporation used to be a large part of the tax base here and with the demise of the steel industry, our funding level has decreased tremendously. It is hard to be bold and innovative when you are implementing spending reduction plans and eliminating staff and programs. As a district, we have been in survival mode. The first step to be bold and innovative is to procure the basic technology that our teachers need to teach in this century. I count a ceiling mounted project as part of that basic technology. It is hard to show students how to conduct a proper web-search or how to participate in a wiki when you are on an eMac from 2002 running IOS 10.1 and you don't even have a projector to show the students your lesson. Our mission is to provide the time and support that everyone needs to be successful - this includes staff as well as students. This technology infusion is in line with that mission in providing teachers the time and support they need to be successful in this new era of accountability. Once we have the technology in place - our bold and innovative project is to shift the paradigm of teaching here at Indian Creek Local School District to a more student-centered approach. According to Marc Prensky from http://www.marcprensky.com/writing/Prensky-The_Role_of_Technology-ET-11-12-08.pdf; that technology can greatly enhance the likelihood of promoting more student-centered learning. Our proposed innovation is to infuse the district with basic technology. We propose to equip 78 classrooms with the following: (1) Ceiling-mounted wide format projector, (2) Amplifier, (3) speakers, (4) laptop computer. The cost of this teacher oriented phase of the proposal is \$316,000. For the student oriented phase of the proposal, we plan to equip the following buildings with the following technology: (1) Indian Creek High School - 25 Chromebook Carts of 30 chromebooks each, (2) Indian Creek Middle School - 15 Chromebook Carts of 30 Chromebooks each, (3) Wintersville Elementary School - 10 Chromebook Carts of 30 Chromebooks each, and (4) Hills Elementary School - 7 Chromebook Carts of 30 Chromebooks each. The total cost for the student oriented phase of this proposal is \$684,000. Currently, our board approved calendar allows for 10 professional development days on the use of the new classroom technology and Chromebook carts which we will provide with in house staff. The district has already used other sources of funding to procure 3 Chromebook Carts of 30 Chromebooks each and plans to utilize these machines in the Next Generation testing in addition to regular classroom use. We will provide training the staff to use the equipment. We have had experience in training our high school staff to use chromebooks so we have a head start there and have learned lessons from the 2013-2014 school year. We have a robust embedded professional development schedule currently in place for 2014-2015 so I anticipate that we will be able to overcome this obstacle through high quality job-embedded professional development on the use of chromebooks. The other facet of professional development is more complex - that is making a paradigm shift from teacher-centered instruction to student-centered instruction. We will utilize an online professional development course that we have developed called, "Teaching Digitally". This course covers Constructivism, Web 2.0 tools and 21st century skills. As a capstone project, for this course, teachers are asked to develop an instructional demonstrating their learning in the course. This course will be offered through our Learning Management System - Blackboard.

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

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

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

Specifically, in regards to student achievement, we anticipate improvements in the value added scores of our students with disabilities, our lowest 20% and our gifted students. These are the students who are currently at a disadvantage through the lack of differentiation. We are also anticipating that the use of technology will lead to a more student-centered, differentiated approach which will benefit these sub-groups

that we are currently struggling to serve. We feel that our proposal will help us to accomplish this through the following rationale: Students in schools with lower levels of student family incomes receive qualitatively different instruction than do students in schools with higher family incomes. Specifically, there is an inverse relationship between low-income students and constructivist teaching (Abbott, 2003). Technology helps teachers to create a more student-centered classroom and helps to facilitate a constructivist approach therefore it is easy to see how low-income schools such as ours struggle to provide a student-centered environment for students. We subscribe to the Tomlinson et al (2003) definition of differentiation, "Differentiation can be defined as an approach to teaching in which teachers proactively modify curricula, teaching methods, resources, learning activities, and student products to address the diverse needs of individual students and small groups of students to maximize the learning opportunity for each student in a classroom." Marc Prensky (2008) defined the role of technology in education when he wrote, "The role of technology in our classrooms is to support the new teaching paradigm". The new teaching paradigm that Prensky was referring to was the shift from a teacher-centered to a student-centered classroom. Now, combine Tomlinson's definition of differentiation with Marc Prensky's role of technology in education and you see how we aim to improve student achievement through the infusion of technology into our classrooms. We aim to topple the standard equation of "Time + Support = Learning" where Time, Support are constants and Learning is the variable. We aim to replace this traditional equation with "Time + Support = Learning" where Time and Support are VARIABLES and Learning is the CONSTANT. In other words, you will learn - we will find the time and support for that to happen. We feel that by differentiating instruction through the use of technology, we can provide a more student-centered approach for our kids where all students get the time and support they need to be successful. Abbott, M. (2003). Constructivist Teaching and Student Achievement - Seattle Pacific ... Retrieved from <http://www.spu.edu/orgs/research/ObservationStudy-2-13-03.pdf>. Prensky, Marc (2008) The role of technology in teaching and the classroom. Educational Technology, Nov-Dec 2008. Tomlinson, C.A., et al (2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: a review of literature. Journal for the Education of the Gifted. Vol. 27, No. 2/3, 2003, pp. 119-145.

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.)

This grant award would result in a savings of \$100,000 over the five years following the award of the grant. This is realized through a \$20,000 per year reduction in the Capital Outlay line item for the next five years of the forecast. Currently we have \$60,000 forecasted in this line item with \$20,000 to go towards increasing our student technology each year. With the award of this grant, we will not have to spend this \$20,000 on student technology.

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 key objective of this proposal is to provide teachers and students the technology they need to be successful learners in the 21st Century. The second objective is to increase the value added scores of students in the following subgroups: (1) students with disabilities, (2) students in the lowest 20% of achievement, and (3) gifted students. The entire amount that we are requesting will be directed to the classroom so that teachers can build student-centered learning environments and students will be authentically engaged through collaborative technologies. Additionally, with the availability of student-centered technology, our students will be able to take advantage of online offerings and courses that are not currently available due to the lack of technology. This includes AP courses offered through iLearn Ohio and also courses offered through our county's Virtual Learning Academy. This also opens up availability of credit-recovery through VLA during the school day for students who are lacking substantial credit hours to graduate.

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

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

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

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

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

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

[Enter Budget](#)

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

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

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

[Upload Documents](#)

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

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

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

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

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

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

1,000,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

We propose to equip 78 classrooms with the following: (1) Ceiling-mounted wide format projector, (2) Amplifier, (3) speakers, (4) laptop computer. The cost of this teacher oriented phase of the proposal is \$316,000. For the student oriented phase of the proposal, we plan to equip the following buildings with the following technology: (1) Indian Creek High School - 25 Chromebook Carts of 30 chromebooks each, (2) Indian Creek Middle School - 15 Chromebook Carts of 30 Chromebooks each, (3) Wintersville Elementary School - 10 Chromebook Carts of 30 Chromebooks each, and (4) Hills Elementary School - 7 Chromebook Carts of 30 Chromebooks each. The total cost for the student oriented phase of this proposal is \$684,000. Currently, our board approved calendar allows for 10 professional development days on the use of the new classroom technology and Chromebook carts which we will provide with in house staff. The district has already used other sources of funding to procure 3 Chromebook Carts of 30 Chromebooks each and plans to utilize these machines in the Next Generation testing in addition to regular classroom use.

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.

With the infusion of this new technology, there will be costs to maintain and/replace equipment as needed. We feel that we can offset this cost through the district technology fee. The district currently collects a technology fee from students which generates approximately \$12,000 in revenue each year. Summer of 2013, we utilized our collections of this fee from the last 3 years to overhaul our wireless network on our Wintersville Campus which serves the high school, Wintersville Elementary and the bus garage. The plan in this proposal is to utilize this technology fee to maintain, replace or repair technology purchased through this grant award

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.

20,000.00 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

This grant award would result in a savings of \$100,000 over the five years following the award of the grant. This is realized through a \$20,000

per year reduction in the Capital Outlay line item for the next five years of the forecast. Currently we have \$60,000 forecasted in this line item with \$20,000 to go towards increasing our student technology each year. With the award of this grant, we will not have to spend this \$20,000 on student technology.

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 district currently collects a technology fee from students which generates approximately \$12,000 in revenue each year. The plan in this proposal is to utilize this technology fee to maintain, replace or repair technology purchased through this grant award. We currently have the capability to use our own staff to maintain the equipment and provide training on how to best utilize the equipment in creating student-centered learning environments. The only ongoing costs after the term of the grant would be maintenance and replacement of the equipment purchased. This could be accomplished by rotating through the devices and replacing and repairing devices that have become obsolete.

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 January 2014 - August 2014

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

Planning has been completed for this grant application and we are ready to implement when the grant is awarded. We have bids and quotes for the project which we have described and are ready to submit requisitions when the grant is awarded. Upon award of the grant, we will need to schedule the work to be completed in installing the ceiling mounted projectors and equipment. We have bids on this process and we have a contractor ready to complete this work upon grant award. The contractor will need to perform a site visit to plan the actual installations. We have been working in our district with the implementation of a limited number of chromebook carts so we are fully aware of the process needed to deploy those for the 2014-2015 school year. This grant award will be important to our Indian Creek community. It will be important to celebrate the award and generate excitement about the infusion of technology in our district. We will communicate to our stakeholders through traditional media and new media. Our district has developed strong relationships with local television, radio and newspaper outlets. Additionally, we will utilize our social media and district web-site to communicate with our stakeholders. We will be planning our professional development during this stage also. We have two great innovations ready to put into place for professional development. First, our new board-approved calendar has 10 professional development days embedded throughout the year. This will give us the time that we need to train teachers on the use of the technology. Second, we have an online course available in our district's Blackboard LMS titled, "Teaching Digitally" which will be used to train the teachers. The course will be available for CEU's and focuses on constructivism, web 2.0 skills and 21st century skills. Specific Deliverables: 1. Installation Schedule - Dr. Chappelle 2. Chromebook intake schedule - Mr. Murray 3. PD Schedule - Mr. Moffat

* Anticipated barriers to successful completion of the planning phase

Projector Installation Schedule - Dr. Chappelle: We already have bids and quotes in place for the work. We will have to schedule the installations for the ceiling mounted projectors which will take coordination throughout the summer. Getting the contractor scheduled for the installation and pushing that along will be a challenge at this stage. Chromebook intake schedule - Mr. Murray: Although we are contracting out the work with the ceiling mounted projectors, we will be handling the intake and processing of the chromebooks ourselves. As mentioned earlier, we have done this with three chromebook carts already, so while it is a challenge, at least we know what we are in for. We will be

utilizing the "white glove" service available through CDW-G. This means that each chromebook will arrive at the district already enrolled and ready to use. Zach Murray our network administrator will take care of most of this as he has previously in our district. He will be assisted by contracted personnel from OMERESA, the ITC that serves Indian Creek. The projectors and speaker systems will be installed by Radiant Technologies. This phase will begin once school is out of session to be set up for the 2014-2015 school year. Professional Development Schedule - Mr. Moffat: During the summer months we will be planning the professional development that will occur throughout the 2014-2015 school year. Fortunately, our new schedule for next year will feature 10 built in professional development days that can be partly leveraged for ongoing, job-embedded training on how to use the projectors, and, more so, the chromebooks to create a more student-centered learning environment. Mr. Moffat and Dr. Chappellear will be in charge of planning out the PD for 2014-2015 for teachers and students.

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).

During this phase we will communicate the implementation plan and progress to our shareholders, implement the professional development that will take place for teachers and monitor use of the equipment and integration into instruction. Ceiling mounted projectors - staff will be trained on the opening days of school around the use of their new ceiling mounted projector set-ups. Chromebooks - chromebooks will be in the buildings. Staff will be trained on the use of the chromebooks on opening days of school and protocols for use and care of the chromebooks and carts will be discussed. Below is a general framework of how the opening day of training on the new technology for staff will look: The kickoff for training for the teachers will occur the first day the teachers report back to school in August 2014. Training will consist of a general session in each building demonstrating the capabilities of the equipment. Next, teachers will break into departments for more individualized training. ICLSD will commit another full day of professional development towards the end of September and two hours each month to provide on-going, job-embedded professional development on how to utilize technology to create a more student-centered approach to teaching and learning. Additionally, teachers will be encouraged to complete the "Teaching Digitally" online course which will promote student-centered approach to learning. Principals in each building will monitor the use of the technology as they conduct classroom walkthroughs. We utilize an online walkthrough system called EZ-Walkthrough. Using EZ-Walkthrough, a specific walkthrough form will be used to monitor student engagement and technology use. Principals will be required to conduct one walkthrough per month for each teacher and this data will be recorded electronically.

* Anticipated barriers to successful completion of the implementation phase.

The first anticipated barrier to successful completion will be training the staff to use the equipment. We have had experience in training our high school staff to use chromebooks so we have a head start there and have learned lessons from the 2013-2014 school year. We have a robust embedded professional development schedule currently in place for 2014-2015 so I anticipate that we will be able to overcome this obstacle through high quality job-embedded professional development on the use of chromebooks. The other facet of professional development is more complex - that is making a paradigm shift from teacher-centered instruction to student-centered instruction. We will utilize an online professional development course that we have developed called, "Teaching Digitally". This course covers Constructivism, Web 2.0 tools and 21st century skills. As a capstone project, for this course, teachers are asked to develop an instructional demonstrating their learning in the course. To complete the capstone, teachers must, choose a pedagogical approach, describe what web 2.0 tools they will use, describe how the unit promotes learning in the 21st century and describe how teachers will know if the students learned what they wanted them to learn. Teachers will be given CEU's for completing this course. We feel that we have a robust system in place to monitor implementation of the technology. First, Dr. Chappellear, the assistant superintendent, will be able to use EZ-Walkthrough to see: (1) how many walkthroughs each principal has completed, (2) what teachers they have conducted walkthroughs with, and (3) what the instruction looks like in each building and the district overall. Second, the principals will be monitoring the teacher implementation of the new technology through walkthroughs and other informal means of communication with the instructional staff. We will have feedback loops in place to support implementation of this initiative with high fidelity.

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

* Date Range June 1, 2015

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

Using both formative and summative assessments for data collections, the data will be reviewed by teachers in the following structure: High School Department Meetings, Elementary Whole Faculty Study Groups, and Middle School Team Planning Periods. Principal walkthrough data will be used to monitor the student-centered instruction that is occurring in classrooms throughout the district. We will collect baseline data during September of 2014 and set adult implementation indicators based on that benchmark data. Principals will be utilizing EZ-Walkthrough, an online walkthrough system to collect the data. Specific areas that will be assessed: (1) Objective evident (Yes/No), (2) the instructional practice of the teacher, (3) grouping format being used, (4) student actions, (5) level of class engagement, and (6) brief categorization of the classroom environment. This data will provide a benchmark, progress monitoring along the way and a final summative view of what the instruction looks like in the district after a year of training and implementation on student-centered technology and instruction. Additionally, student surveys will be utilized through Google Apps for Education, Google Drive, to determine level of student satisfaction with classroom activities at the beginning and end of the school year. The final walkthrough data, along with the student survey data will be used with student achievement data generated from mandatory testing to conduct summative evaluation at the end of the 2014-2015 school year. After the reviewing and analyzing the data, these groups, along with administration will revise the project as necessary to meet the goals or develop new goals.

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

One barrier to successful evaluation is to make sure data is collected along the way. In order to overcome this barrier, we will have preset data collection points. Also, we use an online walkthrough tool called EZ-Walkthrough through which Dr. Chappellear can monitor the number of walkthroughs that are being conducted by principals to monitor student-centered instruction that they see. The district already has a form for this in place and can begin implementation on this immediately. The monthly check in will help principals to stay on top of monitoring for student-centered instruction. This walkthrough data can be used formatively by assessing what percentage of student-centered learning principals are seeing. This will allow us to use this monitoring data to drive provision of time and support to teachers who may be struggling to implement the strategies necessary to make the appropriate pedagogical shifts.

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:

Indian Creek will move from a traditional classroom to a student centered environment that supports 21st Century skills. Customized learning can be achieved by integrating the availability of technology into the learning experience which also gives intrinsic motivation to the student. Teachers can be equipped to assess an individual's strengths and needs through approaches that help establish a clear baseline from which a student may be facilitated and coached. Additionally, when technology mirrors how professionals use it in the workplace it can enlarge academic achievement, civic engagement, acquisition of leadership skills, and personal/social development. We should see changes in the instructional practices of teachers in the following areas: (1) the instructional practice of the teacher - We want to see more coaching, modeling, hands-on experience and less presenting. (2) grouping format being used - we want to see more small group and less whole group or individual. (3) student actions - We want to see more hands on and writing and less listening. (4) level of class engagement - we want to see less ritually engaged and more authentically engaged. Technology can support key practices of student centered learning, allowing for those that include emerging technology already prevalent in the business world, while providing an invaluable way to deliver personal learning in a cost effective way. Teachers will be able to fully integrate technology into instruction, not only to present information, but by providing hands-on learning for students.

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:

Marc Prensky, internationally acclaimed thought leader in education, writes about the role of technology (Prensky, 2008). He puts forth, and we base our proposal upon, the notion that the role of technology in education is to support the new teaching paradigm. In other words, technology's main role in education is to help kids teach themselves with the teacher as the facilitator in this process. According to Solomon & Schrum (2007), the learner actively constructs or generates new ideas or concepts based upon current and past knowledge. David Perkins defines 3 distinct student roles in constructivism: (1) the active learner, (2) the social learner, and (3) the creative learner. Powerful instruction and learning occur when the students are actively engaged creating new knowledge while connecting socially to communities of practice. In order to maximize the power of Web 2.0 tools in teaching and learning - teachers have to be willing to design instruction using a constructivist approach. Students in schools with lower levels of student family incomes receive qualitatively different instruction than do students in schools with higher family incomes. Specifically, there is an inverse relationship between low-income students and constructivist teaching (Abbott, 2003). Technology helps teachers to create a more student-centered classroom and helps to facilitate a constructivist approach therefore it is easy to see how low-income schools such as ours struggle to provide a student-centered environment for students. We subscribe to the Tomlinson et al (2003) definition of differentiation, "Differentiation can be defined as an approach to teaching in which teachers proactively modify curricula, teaching methods, resources, learning activities, and student products to address the diverse needs of individual students and small groups of students to maximize the learning opportunity for each student in a classroom." Now, combine Tomlinson's definition of differentiation with Marc Prensky's role of technology in education and you see how we aim to improve student achievement through the infusion of technology into our classrooms. We aim to topple the standard equation of "Time + Support = Learning" where Time, Support are constants and Learning is the variable. We aim to replace this traditional equation with "Time + Support = Learning" where Time and Support are VARIABLES and Learning is the CONSTANT. In other words, you will learn - we will find the time and support for that to happen. We feel that by differentiating instruction through the use of technology, we can provide a more student-centered approach for our kids where all students get the time and support they need to be successful. Abbott, M. (2003). Constructivist Teaching and Student Achievement - Seattle Pacific ... Retrieved from <http://www.spu.edu/orgs/research/ObservationStudy-2-13-03.pdf>. Prensky, Marc (2008) The role of technology in teaching and the classroom. Educational Technology, Nov-Dec 2008. Tomlinson, C.A., et al (2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: a review of literature. Journal for the Education of the Gifted. Vol. 27, No. 2/3, 2003, pp. 119-145.

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. Chappellear will be evaluating the impact of this project. Dr. Chappellear is the assistant superintendent so it will be an internal evaluation. The major objective of this proposal is to make the pedagogical shift from a teacher-centered to a student-centered approach. Our district will use the Kemp design model to evaluate the project's progress. The model is particularly useful for developing instructional programs that blend technology, pedagogy and context to deliver effective, inclusive (reliable) and efficient learning. This model has nine defined elements: (1) Identify instructional problems, and specify goals for designing an instructional program, (2) Examine learner characteristics that should receive attention during planning, (3) Identify subject content, and analyze task components related to stated goals and purposes, (4) State instructional objectives for the learner, (5) Sequence content within each instructional unit for logical learning, (6) Design instructional strategies so that each learner can master the objectives, (7) Plan the instructional message and delivery, (8) Develop evaluation instruments to assess objectives, (9) Select resources to support instruction and learning activities. As we monitor progress on a monthly basis, we will be able to identify, and support, buildings, grade levels or teachers who are struggling to implement this technology to create a more student-centered approach to their instruction. Using our EZ-Walkthrough system, we will be able to filter by buildings or grade level data. Additionally, for value-added teachers, we will conduct a study of the correlation between their value-added score and the walkthrough data measuring their level of student-centered instruction.

* 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).

Principal walkthrough data will be used to monitor the student-centered instruction that is occurring in classrooms throughout the district. We will collect baseline data during September of 2014 and set adult implementation indicators based on that benchmark data. Principals will be utilizing EZ-Walkthrough, an online walkthrough system to collect the data. Specific areas that will be assessed: (1) Objective evident (Yes/No), (2) the instructional practice of the teacher, (3) grouping format being used, (4) student actions, (5) level of class engagement, and (6) brief categorization of the classroom environment. Dr. Chappellear will use EZ-Walkthrough to monitor the frequency of classroom walkthroughs by each principal and provide time and support as necessary to ensure that principals are conducting the appropriate number of walkthroughs. As we monitor progress on a monthly basis, we will be able to identify, and support, buildings, grade levels or teachers who are struggling to implement this technology to create a more student-centered approach to their instruction. Using our EZ-Walkthrough system, we will be able to filter by buildings or grade level data. Additionally, student surveys will be utilized through Google Apps for Education, Google Drive, to determine level of student satisfaction with classroom activities at the beginning and end of the school year. The final walkthrough data, along with the student survey data will be used with student achievement data generated from mandatory testing to conduct summative evaluation at the end of the 2014-2015 school year.

* 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, through classroom walkthrough data examined monthly, our implementation team notices that we are not on track to meet our goals then we will immediately plan for a course correction. We will be utilizing the Michael Fullan's concept of pressure and support. As we monitor our implementation data (pressure) we will be able to support buildings, grade levels or even teachers (support) who are struggling to implement. This data will be examined monthly at our administrative council meetings using the Implementation Management and Monitoring tool in our CCIP. Our plan will be to react swiftly, in a targeted manner if we see failure or low fidelity implementation. The procedure will be to deal with laggards explicitly and systematically to ensure that they have the time and support they need to be successful in shifting their pedagogical approach from teacher-centered to student-centered.

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.

The Indian Creek community has gone through a shift from a Post Industrial economy to an economy in flux. This creates a unique environment for ICLSD. It must change to adapt to a digital world by providing technology into its classrooms. Today's high school students are best described by Marc Prensky, (2001) who coined them as being "Digital Natives." They are digital learners who quickly use the Internet when searching for answers before asking peers, parents, or instructors. They do not know of a time or a place where there was no such thing as the World Wide Web or a personal computer. These learners surround themselves with computers, cell phones, digital games, and other social media. They spend hours of their time searching the Internet, texting, and interacting digitally. Asking them to become unplugged is like asking them to harm themselves physically! The people living in this community have also gone through a "shift." Families who used to rely on good-paying labor jobs (like steel and tin-making) are either retired or no longer here. This has caused an incredible decrease in population, especially a workforce skilled in present day technology or media. Because of this absence of technology, our community has suffered. We are in dire need of a technology enriched community. This will further enhance the lives of the people who live here. The expanse of media content, the creation of the digital learner, and the re-definition of literacy have created the revolution in education. This revolution has developed a student centered environment that embraces media and technology. This new world has developed new challenges and obstacles for learning and education. The role of the teacher has changed, but is more important than ever as a designer and facilitator of learning. Rob Mancabelli (2011) refers to these new developments as the game changers for education. He boils this down, "Here are the two game-changing conditions that make that statement hard to deny: if we have access to the Internet, (1) we now have two billion potential teachers, and soon, (2) the sum of human knowledge will be at our fingertips." The main objective of the grant is to shift instruction in the Indian Creek Local School District from a teacher-centered to a student-centered approach. The intended impact on student achievement will be to improve the value added (progress) of three subgroups; (1) students with disabilities, (2) lowest 20% and (3) gifted students. This will not be a one year process but will take possibly three to five years for a full shift. The shift will continue to occur after the grant period ends because making this shift helps to fulfill our mission to provide the time and support that everyone needs to be successful. Quantifiable measures of the pedagogical shift will be the walkthrough data collected monthly on each teacher. This data will show us whether or not the shift is occurring and to what rate the shift is occurring. Specific categories would include (1) the instructional practice of the teacher, (2) grouping format being used, (3) student actions, (4) level of class engagement, and (5) brief categorization of the classroom environment. This quantifiable data will provide us with the feedback that we need to determine progress. Quantifiable measure of improved value added scores of students with disabilities, lowest 20% and gifted will be provided through the state-mandated testing system. Additionally, for value-added teachers, we will be able to conduct a study of the correlation between their value-added score and the walkthrough data measuring their level of student-centered instruction. A positive correlation will provide an impetus for more student-

centered instruction by those who may not be fully committed. Richardson, Will; Mancabelli, Rob (2011). Personal Learning Networks: Using the Power of Connections to Transform Education. Ingram Distribution. Kindle Edition.

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**

Student achievement benchmarks will be related to the subgroup student achievement that we struggle with. We will be examining Value Added data to determine if gains were made with our targeted subgroups. The subgroups we will be monitoring closely with this data will be our gifted students, SWD and students in the lowest 20% of achievement. Value Added Grades Lowest 20%: 2013 - F; Goals: 2015 - D; 2016 - C; 2017 - B; 2018 - A; SWD: 2013 - F; Goals: 2015 - D; 2016 - C; 2017 - B; 2018 - A; Gifted: 2013 - D; Goals: 2015 - C; 2016 - B; 2017 - A We will be monitoring our pedagogical shift through walkthroughs performed by the building principals. The following categories will be benchmarked, progress monitored and then assessed with a summative rating at the end of the 2014-2015 year: (1) the instructional practice of the teacher, (2) grouping format being used, (3) student actions, (4) level of class engagement

*** Spending Reduction in the five-year fiscal forecast**

Our capital outlay line item in our forecast should be reduced from \$60,000 in the current forecast to \$40,000 each year. This will be selected each year in the forecast.

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

The entire amount of money requested in the grant flows to the classroom. Over the five years of the grant, we should see an increase of \$1,000,000 flowing into our classrooms.

*** Implementation of a shared services delivery model**

*** Other Anticipated Outcomes**

We will be monitoring teachers' use of technology and creation of a student-centered learning environment through the use of walkthroughs. We currently utilize a walkthrough system which allows our principals to enter data as they conduct classroom walkthroughs. We have the ability to customize this system to meet our needs in respect to looking for student-centered learning environments and use of technology.

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.

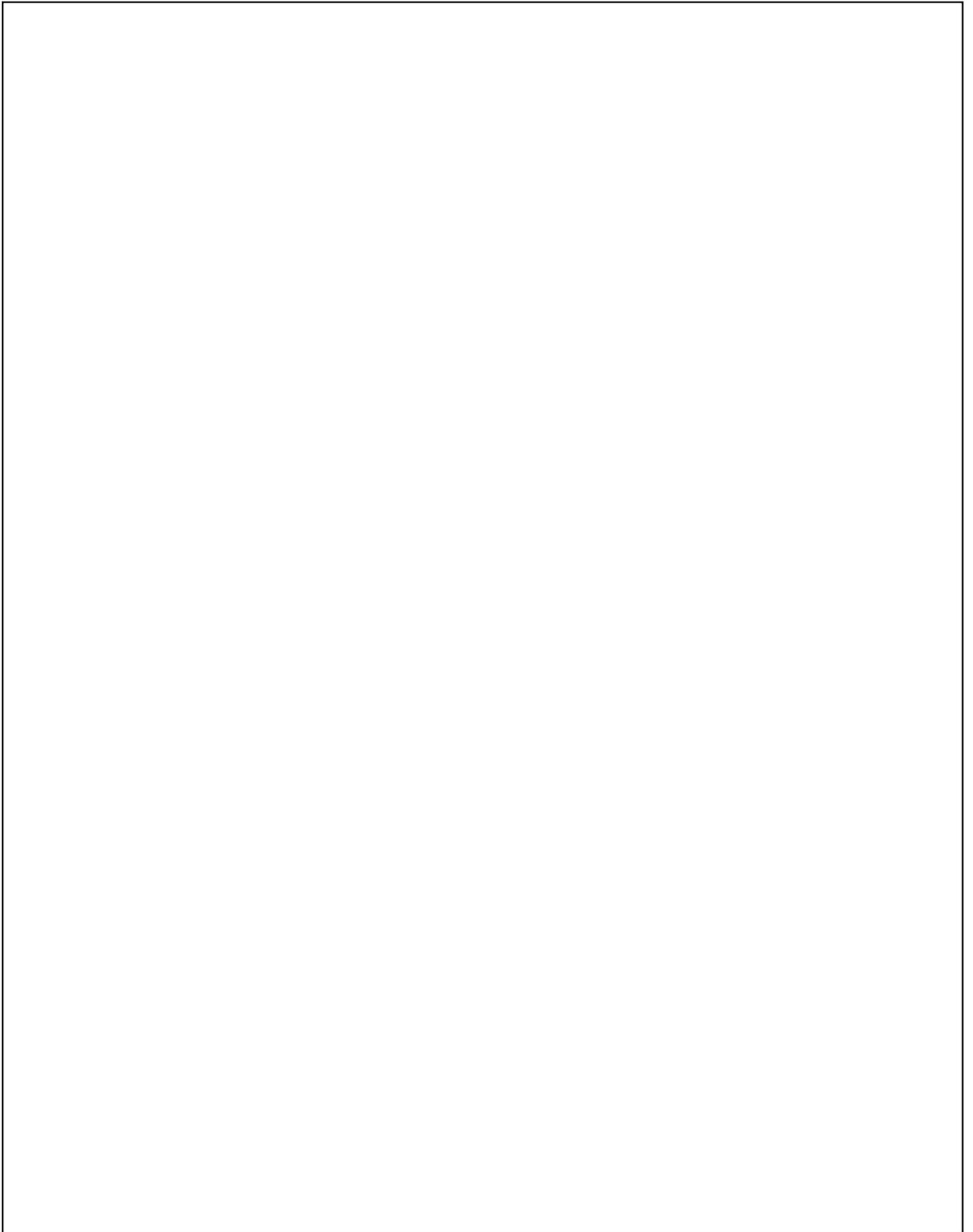
*** Explain your response**

Teachers need training on utilizing a constructivist approach to teaching. Once teachers embrace a constructivist, student-centered approach to teaching - technology makes their job easier rather than more difficult. If teachers have access to technology, they can build collaborative, authentic, student-centered learning environments. We feel that with the right technology and training, districts can make the shift from a teacher-centered approach to a student-centered approach.

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, Dr. T.C. Chappellear



Sections ▶

Consortium Contacts

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

Partnerships

Indian Creek Local (047803) - Jefferson 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

Indian Creek Local (047803) - Jefferson 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
Zach	Murray	Network Administrator	Zach is the network administrator and general technician for the grant.	Zach fixes the computer equipment throughout our district. He has an associates degree in networking and personal computer repair.	Zach has installed our wifi network at the high school. He also has handled the installation and setup of three chromebook carts in our district.	
T.C.	Chappelear	Assistant Superintendent	Dr. Chappelear is the district lead for this grant application.	Dr. Chappelear has his Ed.D. in Public School Admsintration from West Virginia University and currently serves as the district lead for the Online Performance Assessment Pilot Project, the Early Learning Initiative Grant and the Dyslexia Pilot Project Grant.	Currently serves as the district lead for the Online Performance Assessment Pilot Project, the Early Learning Initiative Grant and the Dyslexia Pilot Project Grant.	
David	Moffat	District Technology Coordinator	Implementation Lead	Mr. Moffat teaches interactive media and multi-communications at Indian Creek High School. He is a former association president and still active in the Indian Creek Education Association.	Mr. Moffat has been involved in facilitating professional development both face to face and internet mediated. Mr. Moffat has also developed several online courses at Indian Creek High School.	