

Budget

Jonathan Alder Local (048264) - Madison County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (211)

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		40,000.00	6,000.00	124,500.00	0.00	311,146.00	0.00	481,646.00
Support Services		5,000.00	1,000.00	0.00	0.00	0.00	0.00	6,000.00
Governance/Admin		5,000.00	1,500.00	5,000.00	0.00	0.00	0.00	11,500.00
Prof Development		0.00	0.00	26,083.00	0.00	20,000.00	0.00	46,083.00
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	45,000.00	0.00	45,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		50,000.00	8,500.00	155,583.00	0.00	376,146.00	0.00	590,229.00
Adjusted Allocation								0.00
Remaining								-590,229.00

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:

Jonathan Alder Digital Equity through Innovative Learning Spaces

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

The Jonathan Alder Digital Equity through Innovative Learning Spaces project will provide the infrastructure and capacity necessary to fully implement Ohio's New Learning Standards and increase student achievement through an equitable distribution of innovative teaching and learning opportunities. By creating innovative learning spaces we will increase student engagement and achievement utilizing game based designed curriculum with blended classrooms; these opportunities will improve the process of teaching and learning by using disruptive research based innovations. Delivering reliable technology devices and wireless access will allow students and teachers expanded resources that embed creativity and disruptive practices.

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.

1744 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input 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
Gary Chapman

Organizational name of lead applicant
Jonathan Alder Local Schools

Address of lead applicant
9200 US Route 42

Phone Number of lead applicant
6148735621

Email Address of lead applicant
gary.chapman@japioneers.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

Jonathan Alder Local schools does not have reliable internet service, wireless internet, or opportunities for blended learning due to outdated infrastructure and the lack of computer equipment. Disparity exists in the five school buildings based on the age and location of the building. Unreliable access and equipment has discouraged teachers and students from designing innovative learning opportunities via technology. The Jonathan Alder Digital Equity through Innovative Learning Spaces project will increase the available network capacity in order to create an innovative environment within the schools. The project will bring consistent high speed network access to all buildings in the Jonathan Alder Local School District and enable us to provide equitable services to students. The updated infrastructure and technology devices will allow for the devotion of resources into classrooms and instruction rather than the constant maintenance of outdated equipment.

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

The project will create innovative learning spaces that include specialized teaching/learning labs to support the implementation of Ohio's New Learning Standards and allow for the remediation of skills for children not prepared for success in the Common Core. Further, students requiring more individualized, intensive instruction or alternative opportunities for accessing the curriculum will utilize learning labs throughout the school day or beyond school hours. The learning labs will embed game-based curriculum design with the use of research-supported programs like READ 180 from Scholastic Learning, CogMed from Pearson, FastForWord from Scientific Learning, EasyTech, and independent research-supported game-based curricula: Ko's Journey and DragonBox. The redesigned innovative learning spaces will also implement new educational ecosystems that allow for active learning that utilizes brain research to engage students. The learning labs at the middle school, junior high and high schools will serve as district incubators for engaging learning projects from the type of work expected in the labs to the opportunity to experiment with new furniture such as design tables, moveable learning walls, new student seats, and vivid colors. The learning labs will be outfitted with furniture that is easy to move allows students to break into groups of multiple sizes anywhere in the classroom. The Jonathan Alder Digital Equity project will emphasize the design and implementation of digital textbooks and an online library to support students' attainment of Ohio's New Learning Standards. The creation of district-developed digital resources will alleviate the reliance on publisher-determined content and allow for materials to be upgraded and current throughout the school year. District-developed digital textbooks will decrease reliance on consumable clothbound materials, capitalizing on teacher ownership of district-created digital texts for implementation for instruction. Working with PedEgogy, the curriculum department and teachers will create a digital textbook template, which can be individualized by teacher, content, course or student need. Blended course offerings will be developed after professional development from PedEgogy, will follow a class design template, and will be offered through a common learning management system (LMS). The project will utilize blended learning not only for the children of the Jonathan Alder Local Schools, but for teachers as well. Blended professional development will enable teachers to learn pedagogical strategies in the same manner as they would be expected to deliver and utilize these blended strategies for instruction and assessment with students. Just as children have differing needs and entry points to access the curriculum, teachers have unique needs for professional growth. A blended professional development library will be created in a learning management system identical to what the students will experience and will allow for the personalization of teacher growth.

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

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

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

Increased student achievement for grades 4-10 is anticipated specifically for students who are behind in their academic achievement and possibly for special education students. Many students do not naturally adapt to the typical educational setting where a teacher delivers content and the student is expected to conform to classroom norms. This proposal offers these students the opportunity to gain curriculum and content in a variety of manners such as digital online content, game based curriculum, personalized learning, and individualized remediation. Utilizing programs such as CogMed and Fast ForWord will train students in the non cognitive skills for executive functioning increases that are often left out of traditional curriculum. Providing students comfortable learning labs with facilitators will allow students to learn in not only their own personalized content, but in an environment that meets students needs as well.

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.)

Utilizing funds from the Straight A grant for technology upgrades and infrastructure upgrades will allow the school district to use local funds and resources for other necessary areas. Currently the computers throughout the district are seven years old and older. Resources must be

allocated to ensure enough devices for the implementation of the upcoming PARCC and Ohio assessments. If these devices and upgrades can be funded through grant dollars the district's five year fiscal forecast can be reallocated for anticipated personnel and health insurance increases that will ultimately be funded. The expected spending reduction by FY 2020 is \$265,580. This reduction is in operating expenses and classroom instruction. Funds are shifted from the purchase of consumable materials to more reliance on digital resources and 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 creation of blended courses at the high school will enhance the opportunities for students and keep students within our high school rather than finding outside courses and vendors for required classes. For example, the required Principles of Democracy class has over 40% of the students using a credit flexibility option as students take the class online or via a correspondence course. A curriculum team will work with PedEgogy to design our own blended and online version of the course to keep students at Jonathan Alder High School. Also due to budget cuts at the end of the 2013 school year, the district lost a technology teacher and a half time art teacher. Many of the entry level technology classes can be restructured into online offerings and facilitated by a technology teacher who is at a different building in the district. The reallocation of seat time required would allow the current high school technology teacher to also teach more Art classes while not eliminating opportunities for the students. This project integrates a learning management system as well as teacher professional development which is necessary to begin the move towards blended learning for more children.

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.

590,229.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total budget for the project is \$590,229. The majority of the budget \$374,362 is for the replacement and update of technology equipment, wireless infrastructure, and devices for all five school buildings. The addition of the computer devices will get the Jonathan Alder Local Schools closer to the parameters in the Ohio Technology Readiness Tool and the PARCC technology guidelines. \$45,000 will be budgeted to furnish the innovative learning labs at the high school, jr. high school, and middle school. These learning labs will each be allowed \$15,000 to furnish the labs with new tables and seating. \$11,500 will be allocated for the governance, administration, and evaluation of the grant. Purchased services for professional development will be \$26,083. This includes a contract service with an independent entity that will provide blended learning professional development as well as assist in the design work of the new courses and digital texts. The remaining professional development funds will be for local conferences and memberships to organizations that provide professional development in technology and instruction. \$66,000 will be spent on teacher stipends for attending professional development and teacher incentives in the use of district owned personal devices during the implementation of the grant. A stipend of \$6,000 will be budgeted for the extended hours of the technology staff to update and upgrade the technology infrastructure. \$124,500 will be allocated for digital resource subscriptions, licenses, perpetual licenses, and the learning management system.

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.

All equipment costs will include maintenance plans that last the life of the grant and beyond. The professional development and governance fees will be front loaded and spent during the fiscal year of the grant. The licenses and fees for the programs will multi year and perpetual subscriptions that can be paid upfront with the grant funds. The furniture that is purchased with the funds from the grant will also have warranty guarantees that last at least five years or longer. The maintenance and sustaining the project will be built into existing budgets for technology and instructional supplies.

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.

265,580.00 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

Four salaried teaching positions can be eliminated and replaced by hourly aid positions that will facilitate learning in the learning labs and not require licensed teachers. Teachers will not be given duties to cover studyhalls and will be replaced by an hourly aid position that allows the licensed teachers to be in classrooms teaching more students. Four instructional aid positions will be added in the district for instructional staff support services. The savings in salaries is \$102,060 annually by replacing the teaching positions with hourly aids. \$53,520 will be saved each year in the fringe benefits that are paid to aids who are hourly employees compared to the licensed teaching positions that are eligible for the full benefits package. Depending upon the structure of the aid positions and the number of hours a week the aid is employed, the positions will not be eligible for the full health insurance coverage and result in a savings to the district. The use of technology, blended classes, and digital texts will result in up to \$85,000 per year in supplies and materials like textbooks, paper, workbooks, and cloth bound books. It is estimated the savings will increase from FY 2015 to FY 2020 as teachers become more comfortable with the use of the digital resources over the print bound materials. It is not expected that teachers will immediately relinquish the use of texts and printed copies of materials. However, as the use of digital resources are integrated yearly and shown to be reliable, less money will be available to purchase the traditional items and schools will be expected to integrate the digital resources. The impact of the grant is in the capital outlay and the reduced costs needed for technology equipment and upgrade that will be offset by the replacement and upgrade of devices purchased by grant funds. Another cost savings in the grant will be in the capital outlay line items of the district's five year forecast. Less money will be needed for technology equipment from the general fund as it will be purchased from the grant. This line item will be cut by 50% over the next 5 years.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and

credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The project is self-sustaining because it takes a technology infrastructure and device management that has been neglected for the previous decade and brings it into current operational mode and affords the district the chance to design a five year plan. Currently the needs are massive and the limited budget of the district does not afford us the ability to upgrade and meet the growing needs of teachers and students. Utilizing the grant funds will allow the district to be prepare students for the next generation assessments and design innovative learning experiences at the same time. The project is also self-sustaining in that it front loads the cost of the professional development and teacher stipends during the grant period rather than spreading them out over a longer time period. Utilizing a train the trainer model of professional development affords the district the opportunity to use in-house experts rather than contracting out for professional development every year. The project is also believed to be self-sustaining as credible early intervention programs are implemented in the lower grade levels to help more students be on grade level target. If remediation is provided early enough in a student's educational career, less targeted and directions intervention will be needed when the student reaches the high school level. This will eliminate the need for smaller intervention classes in the high school and more personalized instruction delivered in the learning labs facilitated by teaching aids.

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

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

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

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

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

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

17. Planning - Activities prior to the grant implementation

* Date Range August 2014-October 2014

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

--Needs assessment from 2013-14 school year is reviewed and analyzed for decision making. --Administrative team planning and recruitment of initial teachers for technology integration. --Professional development begins with the technology curriculum committee of the school district. --Technology committee researches and finalizes a decision for district LMS. --Director of Technology begins the purchase of equipment and infrastructure needs. --Director of Curriculum and Instruction and representative from PedEgogy design ongoing professional development, digital texts, and blended learning opportunities for 2014-15 school year. --Administrative team purchases furniture for learning labs based off the research conducted with design thinking during the 2013-14 school year. --Public relations and marketing to community stakeholders is implemented.

* Anticipated barriers to successful completion of the planning phase

--Time. The start of the school year is always a frantic time of year as teachers are learning about new students, designing student learning objectives, and analyzing data. Careful consideration must be taken to have the tight group of teachers participate to help gain momentum for the project.

18. Implementation - Process to achieve project goals

* Date Range October 2014-June 2015

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

--Professional development for blended learning learning begins (teachers learn how to design blended learning). --Blended professional development for teachers on Common Core and Ohio's NLS (teachers take blended classes). --Students begin classes and interventions in learning labs. --Digital text templates are designed and introduced to curriculum teams. --Continued purchases of technology devices and instructional resources.

* Anticipated barriers to successful completion of the implementation phase.

--Successful upgrades of the currently technology must be completed before teachers are expected to implement any changes. The current infrastructure cannot handle the capacity of work that is expected and having technical issues will set the project behind.

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).

--Continued Professional development and needs assessment for future PD. --Observations and qualitative evaluations are conducted. -- Evaluation of professional development is completed and evaluated. --Summative evaluation for implementation and integration of technology and blended learning is created. --Dates for summative evaluation are decided.

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

--Time. This is a very fast paced organizational change for the district. Implementing the plan in one year will be difficult but can be completed with appropriate plans.

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:

The Jonathan Alder Digital Equity through Innovative Learning Spaces project will provide the necessary infrastructure that will drive the changes and organizational practices needed for making sure every graduate of the Jonathan Alder Local Schools is college and career ready. An organizational change is the elimination of numerous study halls or tutoring classes, and the replacement of these study halls/tutoring classes with learning labs that are researched based and allow for the use of a gaming model for essential skill enhancement. This instructional change will embrace the use of personalized, independent, and targeted learning which is common for the digital native students. Another organizational change will be an opportunity to implement a bring your own device (BYOD) policy for the school district. The current infrastructure does not have the capacity to allow for outside devices the access the district's network. By stabilizing the infrastructure, students can bring technology devices into the school, and these can be incorporated and integrated into a blended learning that mirrors what many students are utilizing outside of the school. The school culture needs to embrace the use of independent and school technological devices as the students are entering our schools expecting to be engaging in multi media and personalized learning. Behavioral changes are expected for teachers and students. It is expected that the structure of the learning lab environment with student friendly furniture and seating arrangements will infiltrate the regular classrooms as students will demand it. Creating comfortable learning atmospheres are necessary for today's student. The Digital Equity through Innovative Learning Spaces project will have instructional changes in that the students will have access to the digital resources and textbooks at any time during the school day. Teachers and students alike will have more access to working technology. Less reliance on printed materials will change the instructional practices as teachers will become facilitators of learning as well as designers of learning opportunities for the 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.

The What Works Clearinghouse is a part of the US Department of Education that discerns the educational research to assist schools in understanding what works in the classroom from a programmatic implementation. Read 180 has positive effectiveness ratings for both reading comprehension and reading achievement for and demonstrates medium to large effectiveness ratings. This program is one of the few research based solutions for the improvement of adolescent literacy for grades 4 to 9. By implementing the Read 180 program as a blended opportunity, this will reduce the need for remedial classes at the high school level and allow for a wider range of opportunities for students and teachers. The Fast ForWord program is also rated as effective and positive intervention solution for younger children with positive results in reading fluency, reading comprehension, and alphabets. Utilizing Fast ForWord in learning labs at the elementary schools will provide opportunities for individual skills-based intervention. CogMed has not been reviewed by the What Works Clearinghouse, but a plethora of research is available on the Pearson website with over 90 studies that purport the use of Cogmed as an intervention to increase the working memory and effortful control of children. Working memory is paramount to school success, and CogMed is an adaptive game that strengthens working memory and sustained attention for children with deficits. Educational entrepreneurial organizations are designing and creating interactive gaming programs for mathematics classes. The documentary "The Biggest Story Problem: Why America's Students are Failing at Math" directed by Scott Laidlaw & Jennifer Lightwood highlights the need for more interactive game based

interventions such as Ko's Journey to teach algebra and basic math skills in a context of the mathematical practices required in the Common Core math standards. According to educational researcher James Gee (2013) gaming can be used in classroom settings for situated learning (remediation of specific, targeted skills) that includes problem solving; establishment of clear performance goals; copious feedback; use of smart tools; mentoring; high levels of performance prior to competence; the use of "failure" as a learning opportunity; formative cycles for pre-assessment, practice and post-assessment; experience before words and texts; "just in time" information; innovation; collaborative, distributed and collective intelligence; and frequent assessment. Research is also showing that the use of games can build attention, teach empathy, and build other non cognitive skills. The gaming for life skills movement is growing within schools and the research community to engage students in schools and improve literacy through the use of gaming. The use of these programs in the education labs will provide greater use of resources in the regular classroom as teachers can focus on the skills and content of the coursework in the classroom and utilize services for remediation in the learning labs.

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.

Internal: Dr. Misty Swanger, Director of Curriculum and Instruction Jonathan Alder Local Schools\ 9200 US Route 42 Plain City, Ohio 43064 Phone: 614-873-5621 E-Mail: misty.swanger@japioneers.org External: Dr. Carol Engler, Ashland University Associate Professor, Educational Administration Ashland University 7200 Lorine Court, Columbus, Ohio 43235 E-Mail: drcengler@aol.com

* 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).

A logic model was designed to assist the district in measuring the progress towards short and long term goals. Intermediate outcomes will be measured by the collecting the numbers of participants in professional development as well as conducting an inventory on the devices replaced in the district with grant funds. Formative data will be collected via a district survey of the teaching staff to determine the current implementation of blended learning and professional development opportunities. A needs assessment will be initiated to begin the individualized professional development opportunities. Mid review check points and collecting quantitative and qualitative data will guide the progress of the program. Utilizing existing data systems we will gather student achievement data. A SWOT analysis will be utilized to modify the program and makes the necessary changes if insufficient progress is occurring to meeting the goals of the program. The district technology committee will assist in the feedback loop for what is working in the project and what areas need adjustments and differing focus points. Student survey data will also be collected at the start of the grant and throughout the grant to collect information on the use of technology in classes and utilization of the learning labs. It is expected that participation in the learning labs will increase as the school year progresses and more students are aware of the opportunity. Long term outcomes will be measured by student achievement results, increased graduation rates and decreased spending. These will be measured with quantitative statistics. The long term outcome of creative a culture of innovation and fostering an environment that embraces disruptive practices will be observed and measured with qualitative statistics.

* 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.

Utilizing qualitative and quantitative data and feedback loops, the objectives of the project will be analyzed to determine areas for improvement. This will be determined not only by levels of progress made toward the project goals, but also how employees within the Jonathan Alder Local Schools have internalized the goals and how invested the employees are in accomplishing the goals. If the data analysis shows that insufficient progress is being made to achieve the intermediate and long-term outcomes, the implementation team will gather a team of stakeholders to determine next steps. If the professional development is not effective, a change will be made to better meet the needs of the staff. If teachers are going to be asked to implement personalized learning with students, the district will model this as well. Ultimately the goal is to increase the use of technology and blended learning within classrooms so end of the year surveys will be compared to baseline data. Increasing the number of classes and opportunities for students to have blended classes will be compared not only to the current class offerings, but also to similar school districts to see if Jonathan Alder is on target for expectations. However, the long term outcome is to design quality options and not a high quantity. We will utilize national standards to determine if the classes we design meet the standards. If they do not, we will continue to revise until the data is acceptable.

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 intent of the project is to improve the technological infrastructure of the Jonathan Alder Local Schools in order to transform education and allow for the personalization of the curriculum. To quantify the results, formative surveys will tell us how many teachers are currently utilizing digital content, blended learning, and skill enhancement gaming in the classroom. It is the intention that this numbers will rise substantially once the infrastructure supports such opportunities. Also, the use of formative and diagnostic data prior to students having the blended opportunities and skills labs will be collected and quantified throughout the project and beyond. Ultimately the shift in the teacher paradigm should transform once the reliable infrastructure can support the teachers. The next generation of assessments will be delivered on the computer and be interactive. The lack of digital equity within our schools does not provide all of our students the opportunity to utilize technology as a learning tool. Students should not be using computers only for testing, but as a regular component of their educational careers. A lasting impact of this project is Jonathan Alder's ability to maintain high academic standards and progress regardless of the format for standardized assessments.

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**

Increased student achievement in grades 4-10 is anticipated especially for students who are not at grade level. Providing personalized and targeted intervention early for students will allow for higher student achievement for struggling students. Many students do not naturally adapt to the typical educational setting where a teacher delivers content and the student is expected to conform to classroom norms. This proposal offers these students the opportunity to gain curriculum and content in a variety of manners such as digital online content, game based curriculum, personalized learning, and individualized remediation. If remediation is provided early enough in a student's educational career, less targeted and directions intervention will be needed when the student reaches the high school level. This will eliminate the need for smaller intervention classes in the high school and more personalized instruction delivered in the learning labs facilitated by teaching aids.

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

Spending reductions will result from four salaried teaching positions that can be eliminated and replaced by hourly aid positions that will facilitate learning in the learning labs and not require licensed teachers. Teachers will not be given duties to cover studyhalls and will be replaced by an hourly aid position that allows the licensed teachers to be in classrooms teaching more students. Four instructional aid positions will be added in the district for instructional staff support services. The expected spending reduction by FY 2020 is \$265,580. This reduction is in operating expenses and classroom instruction. Funds are shifted from the purchase of consumable materials to more reliance on digital resources and technology.

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

Bridging the Knowing and Doing gap in the development of blended resources, the creation of digital texts, and creation of learning labs for the schools. This benchmark will be in a partnership to deliver the technological infrastructure needed to implement and sustain the project. Another benchmark will be the professional development plan designed with the committee and representative from PedEgogy. This benchmark will also include the design and implementation of the Learning Management System (LMS) to provide a blended learning environment and professional development. By designing blended learning opportunities and implementing these into the routine of a normal school day will set the stage for understanding that learning can be anywhere and anytime. Ultimately the blended design can transform the structure of the student and the adult school day. This will not be easily benchmarked in the timeframe of the Straight A grant funds, but the design and foreshadowing of this type of transformation can begin once the structures are in place to support this transformative activity.

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

*** Other Anticipated Outcomes**

Another anticipated outcome that is not easily benchmarked is an increase in student and employee engagement. The technology itself does not provide for student engagement, but the design of personalized learning via technology will allow for authentic student engagement. Employee engagement is also an anticipated outcome of the Digital Equity through Innovative Learning Spaces project. Teachers and staff members expect to come to work and utilize technology without disruption and connectivity problems. Currently this is not the reality for the staff at Jonathan Alder. Teachers have given up on the integration of technology due to the out dated equipment. It is anticipated that teachers will have a renewed sense of engagement with the professional development and new pedagogical strategies.

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**

While other school districts may have the technology infrastructure in place to incorporate the concepts of this design, sharing resources and having a collective mindset about the need to change schools for personalized learning can be implemented in any district. Further the use of a consistent LMS will allow for the sharing of materials that can be embedded into any blended class and the possibility of utilizing a repository for shared materials could allow for collaboration and foster more creativity within school districts. Many other school districts in the area have implemented blended learning and have designed online courses for students. Jonathan Alder will reach out to districts like New Albany and Hilliard for advice and resources on the design and implementation of these classes. We will also utilize the resources in I Learn Ohio as models for curriculum design and development. The concept of using educational gaming for increased skill enhancement is new and can be disruptive to many educators. By collecting data, sharing successes and failures this could be replicated and improved upon by other school districts.

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).

Gary Chapman, Superintendent of Jonathan Alder Local Schools

Consortium

Jonathan Alder Local (048264) - Madison County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Consortium Contacts

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

Partnerships

Jonathan Alder Local (048264) - Madison 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

Jonathan Alder Local (048264) - Madison 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
Misty	Swanger	Director of Curriculum and Instruction	Design of blended curriculum and implementation of the professional development. Recruitment of participating teachers and assistance in curriculum design decisions.	Misty Swanger, Ed.D. is the Director of Curriculum and Instruction for the Jonathan Alder Local Schools. Misty recently completed her Doctorate in Educational Leadership from Ashland University as well as graduating from the Mind, Brain and Teaching program at Johns Hopkins University. She holds a Bachelors degree in secondary education from Kent State University and a Master's degree in Educational Administration with a licensure in gifted and talented education from Ashland University. Prior to entering administration, she taught high school social studies for the Delaware City Schools as well as in a rural school district in Western Illinois. Dr. Swanger frequently presents for educational conferences in the state of Ohio and teaches professional development classes for university credit in her school district. Her research interested include: student engagement, executive functioning and student achievement, effortful control as it relates to student achievement and working memory.	Dr. Swanger has designed and implemented blended learning opportunities for high school classes and created the Virtual Reading Program, a blended class for gifted 3rd and 4th grade students in another school district. She also manages the federal grant programs including Title 1 and Race to the Top for the Jonathan Alder Local Schools.	
Gary	Chapman	Superintendent of Schools	Organization and budgeting for the project. Communication with local stakeholders and community members	Mr. Chapman has his M.Ed in Educational Leadership. His teaching licenses include: Superintendent- HS/MS Building Principal-Education of the Handicapped K-12-ELA/Reading 4-9.	Prior to becoming a superintendent Mr. Chapman was a classroom teacher, assistant principal, high school principal, and the Director of Teaching and Learning. He facilitated and managed the following grants: Alternative Education Grant (2001), CSR Grant (2002), Carol White Physical Education Grant (2005), State Personnel Development Grant (2009)- Synchronous Interactive Video Distant Learning Grant (SIVDL- 2009)- Race to the Top (2009).	
Ron	Castle	Director of Technology	Technology device procurement, infrastructure upgrades, wireless and device management, technology integration into the curriculum, and program advice.	Mr. Castle has a Bachelor of Arts degree in Mathematics and Education from Anderson University, IN. He has four years of teaching experience in High School Algebra, Geometry and Calculus in both Indiana and Ohio. He began working in the technology industry doing network installations/upgrades and earned Microsoft Certified Professional and Systems Engineer certifications. Mr. Castle started at Jonathan Alder Local Schools in 1998, he is the Technology Coordinator / Director of Technology	Mr. Castle worked on the original Ohio Schoolnet Grant(s), the e-Rate process and helped with our District's Ohio School Facilities Commission (OSFC) building projects as well as numerous smaller grants that have helped integrate technology into our District. As Director of Technology for Jonathan Alder Ron has been an integral part of the original Schoolnet Data network cabling installation and worked through	

				and become a Novell Certified Engineer for both Netware and Open Enterprise Services.	the years to upgrade and maintain our data services through District resources. During our OSFC building process, he was placed in charge of organizing a separate bid process for the data, wifi, phone, security and CCTV systems as well as overseeing their installation. He works with technology and district staff to implement migrations and to maintain our systems with an eye towards balancing the future of technology and the needs of our students.
Shawn	Heimlich	Director of Student Services	Integration of blended curriculum for special education students and vetting of appropriate online applications	Shawn Heimlich obtained his BS in Education (1996) and MS in Applied Behavioral Analysis (2005, Special Education) from the Ohio State University. He holds a teaching certification as a K-12 Intervention Specialist and is pursuing an Alternate Administration License in Pupil Services. Shawn taught for 14 years in a middle school self-contained cross-categorical classroom for students with moderate disabilities in a suburban public school before moving to the position of Director of Special Services in a rural school district. After 2 years in the position, he moved to his current position as Director of Special Services at Jonathan Alder Local Schools and is in his 2nd year with the Jonathan Alder district.	In his career in education, Shawn has experience implementing building-level grants and has participated in grant-writing opportunities in all 3 districts of employment. This year, Shawn is leading the implementation of a new intensive reading intervention curriculum in all 5 buildings in the district and with approximately 15 special education and general education teachers. Shawn coordinates Compass Learning services for 7 students in the district, which allows these students the opportunity to blend traditional classroom instruction with on-line learning as a method for obtaining high school credits, transitioning from more intensive special education settings to traditional schools programs and complete required courses while receiving mental health or medical supports/services.