

Budget

Northwest Local (047365) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (252)

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	630,000.00	0.00	630,000.00
Support Services		0.00	0.00	120,000.00	0.00	0.00	0.00	120,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	73,218.00	0.00	0.00	0.00	73,218.00
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	161,782.00	0.00	161,782.00
Transportation		0.00	0.00	15,000.00	0.00	0.00	0.00	15,000.00
Total		0.00	0.00	208,218.00	0.00	791,782.00	0.00	1,000,000.00
Adjusted Allocation								0.00
Remaining								-1,000,000.00

Application

Northwest Local (047365) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (252)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Building a Digital Bridge to the Middle School Classroom of the Future: A New Vision for Teaching and Learning

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

Through a one to one initiative, our students will have a greater share of technology rich resources that will provide them with improved student achievement in mathematics by utilizing authentic performance based tasks, active learning, and alignment to college and career readiness. Professional development, provided by our grant partners and curriculum staff, for the teachers will enable a reimagining of classroom structures and practices to support our districts' plan to implement personalized instruction to close the achievement gap in math for our middle school students. A partnership and community outreach plan will bridge the digital divide so economically disadvantaged middle school families have online access through an innovative plan to utilize staff and district resources to provide after school lab hours for equity to online material for improved academic achievement.

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.

2092 3. Total Students Impacted:

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

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

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 9 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Jennifer Blust

Organizational name of lead applicant
Northwest Local School District

Address of lead applicant
3240 Banning Rd. Cincinnati Ohio 45239

Phone Number of lead applicant
513 923-1000 x653

Email Address of lead applicant
jblust@nwlsd.org

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

- Yes
 No

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

[Add Consortium Members](#)

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

Yes

No

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

[Add Partnering Members](#)

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

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

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

The current state or problem to be solved; and

Currently, our middle school classrooms are equipped with a pod of four to five computers (some desktops and some laptops). The age and reliability of the machines varies greatly from classroom to classroom, impeding teachers' abilities to utilize digital curriculum and online resources. The grant will provide all students' computer access and all teachers the ability to access appropriate resources for instruction. Achievement and growth in our middle school mathematics has lagged below state averages for the last three years. The middle schools have not met the AMO targets in Math and their Gap closing/AMO is an F for all three middle schools with 6th and 7th grade showing a negative seven and negative 9 value added score. To address this problem, the district has worked with teachers to deconstruct the standards and write Essential Understandings curriculum documents by units with goals, targets and scales based on the work of Robert Marzano's Model of Instruction and Rick Stiggins Assessment for Learning work. In addition to this work, a team of teachers have piloted mathematics textbooks this year that are aligned with the new standards and offer digital resources for teaching and learning. The curriculum adoption will come out of our General Fund. We also want to provide open source options for mathematics like Kahn Academy Learning Dash Board for intervention and enrichment for improved engagement and to address the achievement deficit in mathematics.

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

In order to equip our teachers and students for new digital content in mathematics, we will need to improve our digital infrastructure to support the curriculum for the next five years. The project scope includes recommendations to expand our broadband access to support one to one devices for each student in the middle school as well as provide after school hours for any student to work on academics and have transportation provided for them. We will work with technology consultants to provide the recommendations for the modernization of our dated classrooms. The poverty rate for our three middle schools runs from 45.6% to 59.6% and we believe providing additional time after school for students will allow our economically disadvantaged population the opportunity to have digital access to the online content. Recent research studies have revealed a connection to the effectiveness of educational technology applications for enhancing mathematics achievement in K-12 classrooms, however our typical middle school classroom is the same as it was in 1980 with very little advance in the technology upgrades. Utilization of the newly aligned curriculum documents developed by the district as part of the RtT scope of work, placing more technology resources in the hands of students and teachers, paired with the provision to wireless access, our students will now be able to engage in the full spectrum of mathematics content as well as have materials for intervention and enrichment. The Hamilton County ESC will provide professional development on the use of technology in the math classroom with an emphasis on mathematical practices, designing authentic tasks and providing evidence for problem-solution. We will continue to work with our ESC and State Support person on using the teacher based teams to analyze data, design interventions and enrichment lessons aligned to standards, and monitor the effectiveness of these practices. This concerted effort to infuse one to one access to modern technology and digital resources into our middle school mathematics classes during and after the school day, paired with professional development on research-based instructional strategies will improve our achievement as students have more authentic tasks, online content, and improved instruction as part of our scope of work through the Straight A grant. In consecutive years the scope of work includes a plan to expand programming at the middle schools to include computer application classes provided by our Career and Technical partner, Butler Tech. The work plan also calls for programming that would build on the improved mathematics achievement by developing and offering STEM elective courses in all three middle schools through Butler Tech. Providing a career pathway in the middle schools will help provide a pipeline for students toward career and college readiness.

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.)

The following is a description of the specific changes in student achievement we anticipate as a result of this innovation: The improved and updated learning environment created with the educational technology resources through this grant will allow teachers to implement the common core mathematics standards using a newly adopted and aligned curriculum with digital resources. Through the use of technology, teachers and students can engage in direct instruction, differentiated instruction (through the one to one tablet adoption) and enhanced group work in math. Students will be able to experience authentic problem solving using math simulations available both in the curriculum materials newly adopted, the use of Gizmos, (online math simulations), and the Kahn Academy dashboard, for intervention and enrichment purposes. This enhanced availability to online resources will allow students to get the math instruction they need and it will be available during and after school as a means to personalize and customize learning for all students. Providing after school hours and busing for economically disadvantaged students or those without a wireless network at home will close the economic gap and allow all students to

receive the instruction they need. Teachers will receive summer professional development on teaching the common core math goals, targets and mathematical practices. They will work on developing aligned assessments, instructional units and lessons utilizing the support from our educational partner and math coach through Hamilton County ESC. Teachers will also collaborate on developing authentic tasks and performance based assessments for enhanced student engagement. Through the use of formative and summative assessments aligned to the common core standards, teachers will have more accurate data to drive their targeted instruction. It is our goal to see the achievement of grades 6-8 meets the AMO targets for math and the SWD gap close by an additional 10% each year of the grant. The expected benchmark or target for the value added growth in mathematics for all students in grades 6, 7, 8 is to show an index score of +2 overall growth, so all students have positive gains for growth in math.

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

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

A one to one initiative will be implemented in all three of our middle schools using the services of Datacom for the hardware, imaging, and maintenance of the tablets for five years. Datacom will also include in their service proposal the Google application training for our staff. This work will be coordinated by our district network manager, Dennis Carroll who will also work with the services of Cincinnati Bell, Aruba, and Dayton Cincinnati Technology Services to do the infrastructure upgrades. As part of our preparation for writing the grant, we have worked with SMS to Erate the wireless network pricing. All the work to the wireless network and the installation of all the equipment including the imaging of the Chrome books will be completed by August 15, 2014 in preparation for the beginning of school. During the first two days of the teacher in-service, August 22 and 25, teachers will receive professional development on using the equipment including google applications for education provided by Datacom.

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.

Instructional Capital Outlay of \$630,000.00 for purchase of 2100, 4 GB Chrome Books that include Google Management Console and a five-year maintenance agreement for a 1:1 initiative at Pleasant Run Middle School, Colerain Middle School and White Oak Middle School Support Purchased Services of \$120,000 for a five-year license for classroom management and application virtualization software to manage on-line user activity. Professional Development Purchased Services of \$18,800 to support substitute services (purchased through the Hamilton County Educational Service Center) for 1 year intense professional development, \$50,000 for a Technology Integration Advisor to provide professional development to teachers on integrating technology into instruction (1000 hours over 6 months) and \$4,418 for a Hamilton County Educational Service Center Math Consultant who will assist teachers in implementing the Ohio Improvement Process (OIP). Facilities Capital Outlay of \$161,782 to install wireless access points and Aruba servers for airwave management. Transportation Purchased Services of \$15,000 to purchase transportation services for after-school open labs at the three middle schools.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

The proposed grant includes \$15,000.00 in transportation costs related to the after-school open labs that will need to be sustained annually.

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.

15,000.00 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

By using one-to-one devices, the three middle schools will reduce paper/copying costs, reliance on printed instructional materials and book rebinding costs. The instructional material budgets at the district and building level for each of the three middle school will be reduced by a total of \$5000 annually for a total annual savings of \$15,000.00.

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

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

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

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

As demonstrated in the Financial Impact Table, \$15,000.00 in annual transportation costs have been identified as the only recurring cost in

the grant proposal. These will be offset by a \$5000.00 reduction in instructional material costs at each of the three middle schools annually (total reduction of \$15,000.00) as teachers are able to use on-line materials and resources on the one-to one devices instead of printed materials. This reduction in costs can be certified by analysis of building and curriculum budgets. The newly adopted math program includes six year digital access to all materials. Other digital materials are also currently available free or through school and district licenses and are being used in a limited capacity at all three schools. No additional licensing costs will be incurred as a result of the grant. Computer maintenance costs will be covered in the grant for five years by the purchase of a five-year maintenance agreement. The grant includes an aggressive professional development plan during the grant year that provides a Technology Integration Advisor and Math Consultant who can provide a train the trainer model for Middle School Instructional Coaches. The coaches will then be able to sustain the job-embedded professional development at no additional cost. The district has a system of early release and professional development release days that can be utilized in future years to sustain an appropriate level of professional development without the need for stipends or substitutes.

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 December 2013 - August 2014

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

The Straight A leadership team began planning in February the scope of work for this grant application with our focus on providing greater technology resources in the classroom and improved achievement and growth for our students in mathematics. The following is a timeline of the scope of work led by the curriculum and technology departments. December, Curriculum teacher team reviewed available math textbooks for middle school, made recommendations to pilot three textbooks second semester January, Met with building principals, develop needs assessment for technology up-grade January, Teachers pilot textbooks materials February, Straight A Team plans components of grant March 14-21, Technology review by vendors for tech department and curriculum department to select best student devices for classroom use. March 14-31, Work with Technology Consultant to put together plan for up-grade to the infrastructure of the digital network for the three middle schools March 24-31, Request a quote for the technology once the devices, maintenance agreement and classroom technologies have been selected by the team. March 24-31, Request for quotes for the broadband, wireless, authentication system. March 24-31, Partner with HCESC to provide professional development to all middle school math teachers April, Finalize selection for mathematics textbook April 18, Submit grant through CCIP April 21, Make textbook recommendation to Board of Education August 4, Make presentation to Board of Education regarding grant award

* Anticipated barriers to successful completion of the planning phase

There are well documented plans on how to develop and move to a one to one initiative. The Ohio Etech web page has been helpful as well as online technology forums and school journals. The biggest issue for Ohio schools is being able to stay current with emerging technologies and shrinking tax dollars. This grant money is a key ingredient to make our plan possible over the next five years. The measures we are taking to improve achievement are lessons we have learned through our scope of work as a Race to the Top district. By implementing the OIP process, aligning to the new standards, providing aligned curriculum materials and providing professional development on research based instructional strategies using the Marzano causal model we believe a district could follow our path with a similar model of improvement.

18. Implementation - Process to achieve project goals

* Date Range June 2014 - June 2015

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

June/July, Plan with Straight A Implementation Team and three building Principals to finalize timeline. July, Meet to plan the implementation of the infrastructure into the schools with the Technology Consultant (Business/Technology Team) July, Update Executive Administrative Team on grant development plan (Straight A team) July, Meet with middle school principals to lock in professional development dates with HCESC and middle school math teachers (Curriculum Team). July Begin process for all bids for equipment (Business Services) July, Begin to bid the purchase of the classroom equipment including the infrastructure components through the technology and business departments (Business Services). July, Meet with the HCESC to develop comprehensive professional development for school year 2014-15 for mathematics instruction and training on using technology effectively in the classroom with middle school math teachers (Curriculum Team). July 31, District Communication to media and all stakeholders on grant award and plan. (Assistant Director Community Services). August 1 Approve all bids for equipment to be purchased (Board of Education). August 11-21 Install the wireless access points, upgrade bandwidth in all three

middle schools, image tablets for 1:1 (Technology Department). August 18-20 Tentative professional development on math adoption, online math resources and instructional strategies for providing intervention/enrichment (Math Coach, HCESC, Curriculum Specialists, Textbook Representative, Datacom Advisor). August 22 & 25 Tentative professional development on Chrome Books, Google Apps, cloud storage, Kahn Academy, for Middle school teachers (Curriculum, HCESC, Technology departments). Sept.-January, ongoing PD with grant partners Sept-June, Straight A team mtgs., monthly DLT, BLTs, and weekly TBTs to discuss data, adjust practice and evaluate progress

* Anticipated barriers to successful completion of the implementation phase.

Parts and pieces of the scope of work are currently present in our three middle schools in terms of the OIP process and a focus on instruction. In order to make significant academic gains, these improvement practices and research based instructional practices will need to be embedded into the culture of the building and all teachers will need to buy-in. The Straight A team will need to lead this focus on improvement beyond compliance to the process and support the shift to embedded growth of all teachers in their instructional practice to ensure the achievement goals are met. I believe this can be accomplished with the Straight A team oversight, the leadership of the DLT and committed Principals who believe in the goals of the grant.

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

* Date Range 2014 - 2018 (5 year timeline)

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

Year 1 (2014-15) - Technology upgrade at three Middle schools - 1:1 initiative with Chrome Books - Math Curriculum textbook/resources adopted and implemented - Teacher professional development: curriculum, instruction, teaching tools - Principal, BLTs and TBTs follow Ohio Improvement Process as monitoring tool - Improved student outcomes: measurable achievement/value added results - Continue to implement Marzano's Causal Model of Instruction - Student access to after school learning labs - Collect multiple data sources for analyzing scope of work and adjust the plan for improved results in all program areas (DLT, BLTs, TBTs, Straight A team) Year 2 (2015-16) - Adjust curriculum documents in response to student summative state and district data - Professional development on researched based instructional strategies/differentiating instruction (Cost neutral) - Principal, BLTs and TBTs follow OIP as monitoring tool - Develop district performance tasks - Implement Butler Tech Courses: Computer Applications, STEM elective - Improved student outcomes: measurable achievement/value added results - Collect multiple data sources to analyze scope of work and adjustment of the plan (DLT, BLTs, TBTs, Straight A Team) Year 3 (2016-17) - Monitor researched based instructional strategies - Build and develop Career Pathways for middle school students - Collect multiple data sources to analyze progress and make program adjustments (DLT, BLTs, TBTs, Straight A team) Year 4 & 5 (2017-19) - Students are achieving at above state averages and achieving state AMO targets - Students have a +2 value added index - The gap has closed proportionally for economically disadvantaged and students with disabilities as compared with all our student achievement in math in our middle schools - Teachers are utilizing research based instruction and using blended strategies in a technology rich environment

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

The scope of work uses the OIP process to collect and analyze data in order to drive instructional change. To have good data, teachers need to have assessment literacy skills so the assessments (formative/summative) are closely aligned to the standards and provide accurate data. We are currently just in the beginning stages of training our teachers on assessment literacy and will need to get all math teachers trained in order to meet the ambitious achievement goals. To address this concern, the district is hiring Coaches at the middle schools using Title funds to support the improvement process, help train teachers and guide the development of math assessments.

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 combination of multiple factors will result in changes in our three middle schools both from access to additional resources and math achievement for our students. First, is the focus in our middle schools on research based instruction using Marzano's causal model. The professional development using Marzano's model was introduced during the 2012-13 school year. Using Marzano's framework as a basis for our teacher evaluation system during this school year (13-14), has reinforced the instructional strategies embedded in the model and provided opportunities for administrators to provide effective feedback to improve instruction. Marzano's research based framework represents a change in practice as teachers and administrators take a more granular look at improving our instructional delivery model. These changes however, take years to embed in the culture and practice of our middle school teaching staff and we will need to continue our professional development to that end. Additionally, the changes to common core math standards, teaching mathematical practices, authentic problem solving, college/career readiness and a new math textbook adoption will also require teacher professional development. Aligning our professional development to address current gaps in our student growth and achievement will help improve our current results as measured by the next generation of assessment. Using a train the trainer model for professional development we will be able to sustain the necessary professional development beyond year one of the grant without additional costs. The second factor that will contribute to expected changes in organizational practices will be the use of a math coach and State support specialists to work on the Ohio Improvement Process through data focused BLTs and TBTs. The addition of the 1:1 initiative will allow teachers to assess students and have immediate access to data as a means to drive targeted instruction for either intervention or enrichment in math. Formative and summative data points are vital for addressing the gaps in learning as well as providing the rigor to meet all students' learning needs. Currently when our middle schools administer the NWEA MAP assessment, it can take up to a month to complete because of the limitation of one computer lab in each building for students to use. Shutting down the lab for testing blocks, opportunities for teachers to utilize the online resources that will be available with the new math series as well as online enrichment and intervention resources we would like to incorporate into our instruction for more engaged blended learning experiences. In order for teachers to have the data they need for quick instructional responses through data meetings, we have to have an efficient processes in place both to discuss the data and collect the data. The final factor that will impact a change for expected improvement will be the provision of an after school program with transportation. This will offer students who do not have

internet access at home an opportunity to complete homework using online resources, receive extra help with intervention and enrichment. Because we have a large economically disadvantaged population we had explored providing wireless access cards however they could not offer any E-rate discount and the cost was prohibitive. The after school option with transportation will provide the services but will require students to remain at school for a longer day. We will adjust current support staff schedules to provide this service at each school without additional cost to provide this innovation.

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 increase in the use of educational technology has been a prevalent trend in the United States for the last fifteen years. As a result, there is now available research to link educational technology applications to positive achievement results in mathematics (Cheung & Slavin, 2013). Technology and access to information has changed our paradigm of teaching and learning as a new generation of teachers and students arrive in our outdated classrooms each year. Additionally, schools around the country are launching blended learning programs to infuse technology into the teacher's tool-kit as a means of addressing individualized learning needs in the classroom (Horn & Staker, 2012). We at Northwest Local School District have developed our own unique blended learning program in both of our high schools and are completing our second year of implementation. Based on those experiences of designing technology labs (9), equipping them and then developing online courses delivered through Blackboard we have both the capacity and experience to implement a tailored program in mathematics at the three middle schools using blended learning experiences. While we believe we have the need to provide additional resources to the middle school classrooms and improve the math achievement for our students, the financial resources for a 1:1 initiative are not available in our current General Fund budget. The research is clear that providing a technology rich classroom is a positive benefit the question is how to appropriately provide learning experiences using those tools to improve achievement. The outline we have provided in this grant outlines a path to designing quality experiences for teaching and learning using a technology rich classroom for improved achievement in mathematics.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

The program will use internal evaluation methodologies. The Administrative team will be responsible for the oversight of the internal evaluation led by Jennifer Blust, Director of Curriculum and Instruction (jblust@nwsd.org, 513.923-1000 x653) through the District Leadership Team (DLT). The performance indicators we will use for the academic goal is NWEA, MAP data, OAA data in Math, unit tests, performance assessment data, and other formative/summative data from each Building Leadership Team. We will also review data on the implementation of the 1:1 initiative using student surveys; teacher surveys parent surveys, and review of the technical repair data. We will evaluate all professional development courses offered to teachers to ensure the training is targeted to teacher needs. The Principal at each middle school will be responsible for collecting the Building Leadership (BLT) data and submitting it to the District Leadership Team (DLT). The Principal will also work with the Math coach to ensure the Teacher Based Teams (TBT) are using data to inform instruction and they are using the Ohio Improvement 5 Step Process. DLTs and BLTs meet monthly to review data and the TBTs will meet weekly to discuss student progress. All teams will work with the resources provided through the Accountability Supervisor, Dan Hudson. In the first year of the scope of work, it will be important for the Straight A team to meet initially weekly then monthly so we are closely monitoring the progress of the project. Close monitoring allows the team to make adjustments and monitor the quality of the implementation. As the project moves beyond the first year, the team will continue to meet monthly until the achievement benchmarks (AMO targets) are met and the growth index for value added is a positive number.

* 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).

Short term objectives will be measured by ongoing analysis of Math data including NWEA Measures of Academic Progress which will be administered three times per year at each middle school and results of quarterly formative/summative assessments. Teams will look not only for growth in individual student RIT scores on MAP, but also an increase in national percentile ranks for all students and student groups. This data will be collected and available at the teacher level via on-line data collection systems. The achievement data will be collected using district assessments to monitor achievement according to the common core math standards at each grade level using the IIS, the district data warehouse system. Long term objectives will be measured by analyzing long-term growth on the formative/summative measures mentioned above as well as an analysis of value added data obtained from Battelle for Kids based on Math OAA results. TBTs and BLTs will keep electronic folders of team and grade level assessment data.

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to

meet project objectives.

By using the Ohio Improvement Process to continually analyze data, identify successful instruction strategies and identify areas in need of improvement at the classroom, school and district level, any changes needed to the plan will be identified in timely manner. District Leadership Teams (DLT) and Building Leadership Teams (BLT) will meet monthly and Teachers Based Teams (TBT) will meet weekly to analyze data and determine if adjustments are needed. Possible changes to the plan will be suggested and discussed at the TBT and BLT level, but will be required to be decided through the DLT.

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 value and impact this project has for our middle schools will be viewed by the goals the grant strives to accomplish. First teachers and students will go from a classroom pod of outdated desktop computers to a one to one initiative through the use of grant money. This grant will allow technology money in the General Fund to be redirected to purchase projectors and teacher laptops for each middle school classroom which are currently nonexistent. Secondly the middle school wireless and bandwidth will be updated allowing each school to meet SETDA (State Educational Directors Association) standards as part of the technology transformation at the middle schools. The current wireless ports at the middle schools will be repurposed to establish a wireless environment in the elementary schools that do not have seamless wireless environments. This represents approximately a fifty thousand dollar savings to the district. Teachers who have relied on over-head projectors and outdated desktop computers will now have 21st century tools for teaching now and in the future. The value and impact of an aligned math curriculum, professional development on math and researched based instruction, common core math resources both in print and online and teachers working with the Ohio Improvement Process five step model will improve instruction and achievement for students. Successful attainment of this outcome will require the leadership of the team to keep the goals and benchmarks before all involved. The development of a data culture that works through the DLTs, BLTs and TBTs will keep the AMO targets, student value added data, grade and student reports as focused topics while the data informs improved instruction for intervention and or enrichment in math. Establishing common processes and procedures will flow through the school and impact achievement in all subjects not just math. All students and teachers will have access to a technology rich teaching environment and the schools will develop a data culture, so it is logical to expect students results would improve in all subject areas. Specifically the grant is designed to show improvement in closing the gap in achievement for all students especially economically disadvantaged, improving the AMO % of students meeting state targets and improving student value added in mathematics to a +2 index in all three of our middle schools.

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

The improved achievement goal will be measured using multiple measures through professional development data provided from teachers, Administrator observations and walkthroughs of teacher's classrooms, the student data from MAP administered 3 x yearly, short cycle and quarterly assessment data, OAA/PARCC data and value added reports are all measures that will be used. Data meetings will occur every week for the TBTs and monthly for the BLTs and DLTs. Data analysis will occur using the above listed data points and the scope of work will be adjusted and reviewed as needed based on results. The Straight A team will be responsible for monitoring the adjustments made to the Straight A scope of work. This high level of oversight will occur throughout the life of the grant in order to reach the ambitious goal of raising the math achievement to meeting AMO targets and showing positive value added growth for all subgroups.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

The benchmarks for greater resources in the classroom would be initially to have all devices distributed and all the infrastructure equipment installed by the first month of school. The Business office maintains an electronic repair request for all technology and this tool will monitor the effectiveness of the installation and distribution of equipment. The technical training provided in association with the one to one devices will be monitored through professional development response forms each time technical training is provided. This data will be monitored by the Straight A team at regular meetings and needed adjustment to the plan will be made accordingly. The all school MAP testing in the Fall, Winter and Spring and the PARCC test in Spring will also establish benchmarks to monitor the effectiveness of the technical installation of the infrastructure and device capacity for testing. Monitoring of the benchmarks will occur over the life of the grant. We will also collect parent, student and teacher data through surveys on the technology and its use in the classroom to enhance instruction as a means to insure instructional practice is making the necessary shifts to a blended environment.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

Yes

No

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

* Explain your response

There are well documented plans on how to develop and move to a one to one initiative. The Ohio Etech web page has been helpful as well as online technology forums and school journals. The biggest issue for Ohio schools is being able to stay current with emerging technologies and shrinking tax dollars. This grant money is a key ingredient to make our plan possible over the next five years. The measures we are taking to improve achievement are lessons we have learned through our scope of work as a Race to the Top district. By implementing the OIP process, aligning to the new standards, providing aligned curriculum materials and providing professional development on research based instructional strategies using the Marzano causal model we believe a district could follow our path with a similar model of improvement.

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).

Jennifer Blust

Sections ▶

Consortium Contacts

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

Partnerships

Northwest Local (047365) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Kelly	Wegener	513 674-4200	Kelly.Wegener@hcsc.org	Hamilton County Educational Service Center		11083 Hamilton Avenue, , Cincinnati, OH, 45231	
Tim	Cornett	513 444-4280	tcornette@arubanetworks.com	Aruba Networks		1344 Crossman Ave., , Sunnyvale, CA, 94089	
Eric	Anevski	513 922-0444	eanevski@datacomspecialists.com	Datacom Specialists		6811 Harrison Ave., , Cincinnati, OH, 45247	
William	Miller	513 868-1911	millerw@Butlertech.org	Butler Technology & Career Development Schools	050880	3603 Hamilton Middletown Rd, Hamilton, OH, 45011-2241	
Mark	Haberer	513 892-3940	mhaberer@daycintech.com	Dayton Cincinnati Technology Services		5757 Cornell Rd., , Blue Ash, Ohio, 45242	
Kimberly	Drake	513 850-5623	Kim.drake@hnhco.com	Holt McDougal		222 Berkeley Street, , Boston, MA, 02116	
Christine	Allen	513 503-5367	christine.allen@cbts.net	Cincinnati Bell Technology Solution		4600 Montgomery Rd. , , Cincinnati, OH, 45212	
Jason	Fritz	586 817-1554	jason.fritz@explorellearning.com	Explore Learning		22372 Shane Dr., , Macomb Township, Michigan, 48042	

Implementation Team

Northwest Local (047365) - Hamilton 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
Randy	Bertram	Treasurer	Financial Oversight, Sustainability, Five-Year Forecast	Ohio Treasurer's License	Grants Management Responsible for Completing and Communicating Five Year Forecast District Financial Oversight	
Darrell	Yater	Assistant Director for Curriculum and Special Education	Meeting the curricular needs of diverse learners	Ohio Principals License Ohio Permanent License (7-12 English)	Middle School Assistant Principal Middle School English Teacher Experience managing federal funds through CCIP Member of the district Race to the Top Transformation Team	
Dennis	Carroll	System Supervisor, Northwest Schools	Manage installation of equipment and quality control	Currently manages network for Northwest Local Schools	Network management Implements district technology plan	
Todd	Bowling	Director of Business Services	Technology purchasing Coordination and implementation of plan	Ohio Assistant Superintendent's License	Former Principal For Curriculum Director Provides oversight for Technology Department Manages district facilities	
Jennifer	Blust	Director of Curriculum Services	Curriculum and instructional oversight Management of CCIP Funds	Ohio Principal's License Ohio Teaching License K-8	Coordination of all district Federal Programs Title I Program Supervisor Wrote and implemented district Title II-D ARRA Grant for Pleasant Run Middle School Assisted in writing and implementing district Race to the Top grant	
Dan	Hudson	Accountability Supervisor	Tracking data and achievement of targeted populations	Ohio Principal's License 7-12 Ohio Professional License (7-12)	High School Assistant Principal Responsible for compiling all district student data Member of the Curriculum Leadership team working to develop performance assessments Manages district NWEA MAP data	
Fran	Morrison	Assistant Director of Curriculum and Intervention Services	Grant Writer	Ohio Assistant Superintendent's License Ohio Principal's License (7-12) Ohio Professional License (Special K-12 Visual Arts)	Successfully developed and implemented high school blended learning initiative. Implemented on-line credit recovery program. Race to the Top Transformation Team member. Wrote and implemented Race to the Top Scope of Work.	
Matt	Fischer	Network Applications Coordinator Northwest Schools	Systems management and data integration	B.S Managent Information Systems	Currently manages and integrates all data systems for the district.	
David	Maine	Pleasant Run Middle School Principal	Building level implementation of grant. Coordination of Building Leadership Team and Teacher Based Teams. Monitoring of classroom instructional practices. Collection of formative	Ohio Principal's License (4-9)	Principal at a Google School for Education Participates in the Middle Schools that Work Program Successful implementation of Title IID ARRA Grant	

			and summative assessment data. Member of District Leadership Team in order to provide feedback on progress of grant activities.			
Dustin	Gehring	White Oak Middle School Principal	Building level implementation of grant. Coordination of Building Leadership Team and Teacher Based Teams. Monitoring of classroom instructional practices. Collection of formative and summative assessment data. Member of District Leadership Team in order to provide feedback on progress of grant activities.	Ohio Professional License (9-12 History and Political Science/7-8 All Social Studies) Ohio Principals License (5-12)	Former High School Assistant Principal Implemented the Ohio Improvement Process including the use of Building Leadership and Teacher Based Teams at White Oak Middle School Works with Kelley Wegener(HCESC) as part of WOMS School Improvement Plan Manages School Improvement Grant for White Oak Middle School	
Chris	Shisler	Colerain Middle School Principal	Building level implementation of grant. Coordination of Building Leadership Team and Teacher Based Teams. Monitoring of classroom instructional practices. Collection of formative and summative assessment data. Member of District Leadership Team in order to provide feedback on progress of grant activities.	Ohio Professional License (7-12 Math/German) Ohio Principal's License (7-12) Ohio Assistant Superintendent's License	Implemented Ohio Improvement Process at Colerain Middle School Developed Building Leadership and Teacher Based Team model at Colerain Middle School. Former Math Teacher	
Andrew	Jackson	Superintendent	Program Vision and Guidance	Ohio Superintendent's License Ed.D	Former Business Director responsible for oversight of facilities and Technology Department Former Curriculum Director responsible for K-12 Curriculum. Led district Race to the Top grant development and implementation Developed district five-year technology plan	