

Budget

Port Clinton City (044651) - Ottawa County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (110)

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		8,000.00	0.00	5,000.00	17,000.00	167,500.00	0.00	197,500.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		4,000.00	0.00	0.00	0.00	0.00	0.00	4,000.00
Family/Community		0.00	0.00	2,000.00	0.00	0.00	0.00	2,000.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		12,000.00	0.00	7,000.00	17,000.00	167,500.00	0.00	203,500.00
Adjusted Allocation								0.00
Remaining								-203,500.00

Application

Port Clinton City (044651) - Ottawa County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (110)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Unthinking School... Rethinking Learning

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

The Unthinking School...Rethinking Learning project provides an opportunity for the PCCSD to continue to integrate learning by design with an integrated learning model that fits 21st Century learning. The six goals of the initiative are a) address how students learn (learning modalities), b) enhance when students learn (role of time), c) customize what students learn (curriculum and content-Common Core), d) enhance who helps students learn(human capital), e) expand where students learn (learning environment), f) and using adaptive learning, measure how much students learn (evidence of learning). The blended learning design model of the grant is personalized to fit each learner, learner driven to let the students own their learning, applied to let students learn by doing, cost-effective to be feasible at scale, and tech enabled to leverage technologies that work using their connected Chromebook 24/7 which they then keep upon graduation.

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.

1125 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 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
Patrick Adkins

Organizational name of lead applicant
Port Clinton City Schools

Address of lead applicant
811 Jefferson Street

Phone Number of lead applicant
4197322102

Email Address of lead applicant
padkins@pccsd.net

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

- Yes
 No

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

[Add Consortium Members](#)

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

Yes

No

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

[Add Partnering Members](#)

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

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

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

The current state or problem to be solved; and

Simply stated Port Clinton City School District needs redesign its learning system. Today's education system is based on the woefully outdated 20th Century industry model of learning. This outdated system operates where "one size tries to fit all". This is a model where everyone is expected to be at the same place in the learning continuum, all learning at the same time, and learning at the same rate. Research shows that this model fails today's students. New technologies allow us to reach more learners, more effectively, and with greater impact. (Oblinger 2012) To prepare students for their future and jobs that have not been invented yet, a new model of learning needs to be designed. This bold initiative simultaneously addresses by design all six elements that create the learning experience. It is blended learning by design. This is the problem to be solved.

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

The solution to this problem is: 1. Enhancing What students learn: Curriculum and content are based on Common Core standards that are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. Access to the worlds information is possible using Chrome books. 2. Enhancing How students learn: Access to a world of infinite information has changed how we communicate, process information, and think. Decentralized systems Schoology and Google Docs are tools to help make this happen. 3. How much students learn: Using the data points (Applied Analytics) that are tracked in a learning management system (Schoology Enterprise Version) will give the learner, parents, and teachers an accurate dashboard of what has been learned, as well as predicting what methods work best with the individual learner. 4. Where students learn. The artifacts of 6 billion people are literally in the air at the disposal of the connected learner. Students and teachers can access the artifacts from anywhere. Learning can take place anywhere. For the most part students no longer need to come to school to get the information. Ubiquitous access by students using Chrome books is the solution. 5. When students learn. These artifacts, curriculum, and resources are available in an "on demand" environment. Today's learner can access what they want-when they want. This allows the learner to be more in control of their learning. Informal learning is ramped up dramatically. 6. Who are the students' teachers. Unlike the industrial 20th century model of education, 21st century learners do not have to go to school to get the information. They can choose from a variety of learning sources. Listen to experts in the field, virtually go and visit places they previously might have never had the opportunity.

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.)

Goal 1- Enhancing What students learn: Curriculum and content are based on Common Core standards that are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. Goal 2 - Enhancing How students learn: Access to a world of infinite information has changed how we communicate, process information, and think. Goal 3 -How much students learn: Using the data points (Applied Analytics) that are tracked in a learning management system (Schoology Enterprise Version) will give the learner, parents, and teachers an accurate dashboard of what has been learned, as well as predicting what methods work best with the individual learner. Goal 4- Where students learn. The artifacts of 6 billion people are literally in the air at the disposal of the connected learner. Students and teachers can access the artifacts from anywhere. Goal 5- When students learn. These artifacts, curriculum, and resources are available in an "on demand" environment. Today's learner can access what they want-when they want. Goal 6 Who are the students' teachers? Unlike the industrial 20th century model of education, 21st century learners do not have to go to school to get the information.

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.)

Professional Development is necessary for all staff associate with grades 6-12. This professional development will include project based learning tactics, Google applications, Schoology integration and integrating technology to improve learning strategies. Professional development will be completed by Bowling Green State University and Port Clinton City School teachers using the train the trainer model. Tuition reimbursement will be offered to staff as permitted by the district LPDC through Bowling Green State University. The district shall support this initiative with a commitment of \$55,000 allocated to professional development in addition to the \$17,000 requested through the

grant. The district shall utilize Federal programs including "Improving Teacher Quality" to support professional development. Funds will also be allocated to purchasing Chromebook devices for seventh and eighth grade students for the 2014-15 school year. Through the grant the district is requesting \$157,500 to purchase hardware. In addition the district will provide an additional \$25,000 annually to support maintenance and upgrades of the machines. In addition to the Chromebooks the district will purchase annually a license to use the Enterprise version of Schoology (\$7,000), which the district uses as their learning management system. The district will allocate an additional \$10,000 through Race to the Top funds to ensure Schoology maintenance and professional development is in place. As part of the grant initiative "flipped classroom" pedagogy will be utilized through video equipment and software. Funds will be expended to purchase the necessary equipment along with the software for students to successfully record classroom lessons and publish on the teachers Schoology classroom. The district has recently finished construction of new facilities and furnished each classroom with Smartboards, projectors, amplification systems, document cameras, laptops and other wireless technology to the tune of \$150,000 (\$6,000 per classroom at 25 classrooms). The wireless system installed in the building cost the district approximately \$250,000. (See FIT)

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 ability to have access to hundreds of resources, as well as unlimited information at any time directly affects resources available. The classroom is not the classroom. The world is the classroom. Learning tools (apps) that are free or low cost are now available to students. These tools include scientific calculators, scientific sensors, search engines, knowledge engines, simulations, collaboration software, and learning commons. The ability for every staff member to provide more learning opportunities to students is a game changer. The professional development model used in the district is a train-the-trainer model. As a result of earlier training the district now has experts two Google certified trainers on staff as well as an expert on the "flipped" classroom. Students keep their Chromebook computer at school and at home. Connectivity for those who do not have it at home is enhanced by a lower cost to those families by the telco and by implementing Freedom Pop for home connectivity. It must be noted that students will keep their Chromebook upon graduation. This also helps motivate students to take care of their devices.

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.

203,500.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total project cost is \$203,500. These costs include: Professional Development (9/14-6/15) \$5,000 Stipends-Train the Trainers(9/14-6/15) \$8,000 Tuition Reimbursement (Coursework/training that meets the project goals (9/14-6/15) \$4,000 Chromebooks (450 Chromebooks with pre inventoried licences to the Port Clinton @ \$350 grades 9 and 10 including repair budget) \$157,500 Apps budget Based on requests by staff review \$5,000 Video Tutorial equipment (flipped classroom-Sony Hi def, lighting, sound equipment) \$10,000 Video Tutorial Software (flipped classroom) Adobe Creative Suite district license \$5,000 LMS (Schoology Enterprise version) \$7,000 Web access for those students who cannot afford (special negotiated prices have been made through local telco) \$2,000 Total: \$203,500

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.

1. Schoology Enterprise Version (Analytics for student/enterprise data): \$7,000/year. 2. Chromebooks: \$52,500 each year for years 2-5 (not year 1) of the Unthinking School-Rethinking Learning Project. Approximately 150 students/year: \$350 each. 3. Chromebook repairs: lesson learned from our pilot project:: \$45/ keyboard replacement, \$60 screen repair average: \$2,000/year. 4. Ongoing professional development for 75 staff members at \$350 per year staff member: \$26,250.

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.

664,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

This grant will provide opportunities for the district to continue to reduce expenditures for the fifth straight year in a row. An anticipated annual savings will be approximately \$132,880. These savings will occur in the following areas: Equipment Purchases - The district currently maintains six computer labs at both Port Clinton High and Middle School. Each lab has a minimum of 20 computers which need to be replaced every five years. With the One to World initiative these labs will not need to be replaced because each student will have their own computer, saving the district approximately \$150,000 in computer purchases every five years or \$30,000 annually. These machines will also be used for students to complete necessary assessments. Moving to a cloud based environment will allow the district to move away from stand-alone file servers to a cloud based system saving the district from having to upgrade their Local Area Network Servers every five years. Port Clinton High and Middle Schools currently have four file servers serving students and staff which would no longer be necessary. This will save the district \$3,000 per server for a total of \$12,000 every five years or an annual savings of \$2,400. The district currently has a First Class email server which the district pays \$3,600 annually that will be replaced by Gmail. Textbooks - With the One to World 8th grade pilot initiative the district has moved away from purchasing textbooks at both Port Clinton Middle and High school. The district has already begun moving toward electronic textbook adoptions and teachers are developing their own resources and no longer purchasing online or hard copy textbooks. Electronic textbook cycles are six years versus 5 years for hard copy textbooks which allow us to postpone adoptions one year in each area. Electronic versions are continually updated and teacher support materials are now on line and no longer purchased separately. An anticipated savings to the district for moving to electronic classroom resources is \$60,000 annually. Purchased Supplies - With a move to electronic instruction the paper costs to the district will be reduced. The district has eliminated most printers throughout the building and the exchange of information now occurs electronically. Anticipated paper savings will be \$6,000. The district also spends approximately \$10,000 annually on software licensing for Microsoft Office and other instructional programs that are now replaced by Google Docs and other free online apps. Human Resources - Moving to the Unthinking School - Rethinking Learning initiative will reduce the amount of money spent on substitute teachers. Teachers will be able to make their classrooms available 24/7 through the Schoology Learning Management System and flipped classrooms. Classrooms still need to be supervised but do not need to be supervised by a certified substitute teacher. The district pays a substitute teacher \$85 per day plus benefits and will be able to utilize current staff or substitute classified employees at a cost of \$60

per day which would save the district \$18,000 per year. This is calculated at 4 subs per day for both buildings for 180 days at a savings of \$25 per substitute. It is also possible that class sizes may be increased thus reducing the number of staff required. The district also has a number of students receiving home instruction due to illness or other extenuating circumstances (not home schooled) at cost of \$25/hour per tutor. Item/Savings Purchased Equipment -Computer Labs=\$30,000 annually -File Servers=\$2,400 annually Purchased Supplies -Email Server=\$3,600 annually -Instructional Support Materials=\$16,000 annually Textbooks=\$60,000 Salaries & Benefits \$20,880 annually

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.

Our grant is self-sustaining and will provide a net savings of \$278,150 over the next 5 years (see financial impact table). This net savings is achieved by some increases in costs, but is overcome by greater reductions in expenses as listed: Increase in cost: 1. Schoology Enterprise Version (Analytics for student/enterprise data): \$7,000/year. 2. Chromebooks: \$52,500 each year for years 2-5 of the Unthinking School-Rethinking Learning Project. Approximately 150 students/year. 3. Chromebook repairs: \$45/ keyboard replacement \$60 screen repair average \$2,000/year. 4. Ongoing professional development for 75 staff members at \$350 per year: \$26,250. Total increase costs over 5 years = \$386,250 *(see financial impact table) Cost Reductions over the 5 years: Unthinking School - Rethinking Learning will provide opportunities for the district to continue to reduce expenditures for the fifth straight year in a row. An anticipated annual savings will be approximately \$132,880 or \$664,400 over the next 5 years. These savings will occur in the following areas: Equipment Purchases - As detailed in question 14, our equipment purchases will be reduced by \$32,400 annually. Our Purchased Services/Maintenance Contracts will be reduced by \$3,600 annually. Our supplies, which include textbook, software and instructional support materials, will be reduced by \$76,000 annually. Finally, our personal service costs will be reduced by \$18,000 and related benefits \$2,880 annually. Item/Savings* 5- Year Self-Sustaining Recap: Net Increase Costs for 5 years: \$386,250 Net Reduction in Expenses for 5 years: -\$664,400 Total Net Reduction in costs for Grant for 5 years: -\$278,150 * See financial impact table

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

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

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

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

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

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

17. Planning - Activities prior to the grant implementation

* Date Range December 2013 through August 2014

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

12/13.- 8/14 Professional development is provided for staff members who have not received training. This training covers four components: 21st century learning skills, Chromebook use, Schoology training, Google Docs training. 5/14- The district conducts a survey of grade levels receiving Chromebooks. This survey provides technology and connectivity capabilities in the district. The survey results thus far have show 80% connectivity. Hence the subsidy provision. But more importantly, the district discovered there may be one or two connected devices in the household, those devices may be shared by any number of people. This pilot and grant initiative proves the student with his or her own device. A device that they can use anytime and anyplace for learning. 7/14- Purchase of equipment, student/staff Google account creation. 7/14-8/14 Test Internet filtering for Chromebooks. 8/14 -Parent/Guardian orientation. This orientation explains to the parent/ or guardian three components. How the model of education is changing at Port Clinton City Schools, student expectations of Chromebook usage, parent or guardian expectations of the district. It should be noted that the district has had 100% parent/guardian participation in these orientations. 8/14 - Distribution of Chromebooks/account passwords, and collect parent waiver forms.

* Anticipated barriers to successful completion of the planning phase

Some barriers that could be encountered, although Port Clinton city school district did not experience any of these in the pilot project, include:
1. A lack readiness within the district to share the passion for a new learning model. 2. A lack of sustained funding with the district. 3. A public that is not committed to goals of the initiative. 4. Public policies not in place to facilitate 21st century fluencies. 5. Leadership that is not willing to change the organization.

18. Implementation - Process to achieve project goals

* Date Range School Year - 2014/15-2020

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

SY 2014/15 Class of 2017 access to 21st century learning tools/fluency skills Class of 2017 student technical support specialist trained 10th grade instructor staff development to utilize these tools in a manner that facilitates 21st century learning fluencies as evidenced by student artifacts 9th grade trainers to train other trainers within the Port Clinton city school district Class of 2019 student access to 21st century learning tools. Class of 2019 student technical support specialist trained 8th grade instructor staff development to utilize these tools in a manner that facilitates 21st century learning fluencies as evidenced by student artifacts 8th grade trainers to train other trainers within the Port Clinton city school district. Class of 2020 access to 21st century learning tools Class of 2020 student technical support specialist trained 7th grade instructor staff development to utilize these tools in a manner that facilitates 21st century learning fluencies as evidenced by student artifacts 7th grade trainers/staff to train other trainers within the Port Clinton city school district SY 2015/16 Class of 2016 access to 21st century learning tools Class of 2016 student technical support specialist trained 11th-12th grade instructor staff development to utilize these tools in a manner that facilitates 21st century learning fluencies as evidenced by student artifacts 11th-12th grade trainers to train other trainers within the Port Clinton city school district Junior/Senior instructor staff development to utilize these tools in a manner that facilitates 21st century learning as evidenced by student artifacts Class of 2022 student access to 21st century learning tools -Class of 2022 student technical support specialist trained -7th grade instructor staff development to utilize these tools in a manner that facilitates 21st century learning fluencies as evidenced by student artifacts. 2016-20 - Continue PD model for 6th grade and younger students.

* Anticipated barriers to successful completion of the implementation phase.

Potential barriers could include: 1. A lack readiness within the district to share the passion for a new learning model. 2. A lack of sustained funding with the district. 3. A public that is not committed to goals of the initiative. 4. Public policies not in place to facilitate 21st century fluencies. 5. Leadership that is not willing to change the organization.

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

* Date Range September through June for each year of grant

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

A summative evaluation component of the grant initiative will be completed at the end of each school year. This will provide an ongoing roadmap as to programmatic changes and adjustments based on feedback from the stakeholders. Therefore the district will have six milepost with which to measure success of the project. The evaluation process will be led by Dr. Allison Goedde. (BGSU) In September and June of each grant year participants will gather and evaluate quantitative and qualitative data in a pre and post environment. This data will be sampled from four target groups: students, teachers, parents/guardians, and administration. Quantitative data sets for students will be culled from the data analytics provided by the learning management system (Schoology). These data sets will include student performance on formative and summative evaluations, Common Core Standards met. Teacher data will be based on grade level performance and will be gathered by the LMS. Also included are the number of blended learning techniques incorporated in the lesson as well as flipped classroom methodologies. Administration will track numbers of student disciplinary referrals, and assignment completion rate. Parents/guardians will be asked to complete a Likert online survey assessing their reaction to the grant initiative. The qualitative piece will track the artifacts that students create in all subject areas for their portfolios. These artifacts will be judged on the ability to demonstrate problem solving skills, creativity, higher order thinking skills. These projects will be assessed using appropriate rubrics for said project. Teachers will be evaluated using the OTES evaluation and peer reviewed feedback of lessons. The first year of the grant will provide baseline data in all areas of 21st Century fluencies as described in the grant.

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

-Lack of time-Change in administrative leadership -Change in board leadership-Lack of artifacts -Lack of parental involvement which could result in limited parent participation

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:

1. What students learn: Updated curriculum that keeps pace with our ever changing world. 2. How students learn: Ability now to provide students with information that speaks to all modalities of learning 3. How much students learn: Using Learning Analytics student progress/deficiencies can be identified at a level never before seen and remedied with a myriad of learning strategies. 4. Where students learn. Students do not need to be at school to get the information. Snow days can be things of the past. Students have access to all learning resources from home. 5. When students learn. Students will be able to learn at their own pace. The traditional school calendar will be drastically altered. 6. Who are the students teachers. This project is not just about technology. When a learner is mentored by a caring teacher and incorporates the benefits of today's technology, there is no limit to learning. In this sustainable blended learning model students apply themselves to the learning process. Some key attributes that are essential to this redesign of the learning that takes place at Port Clinton city school district include: Some key attributes that are essential to this redesign of the learning include: 1. Learning needs to be personalized.

Analytics provided by Schoology Enterprise version helps customize student learning and students have access to intelligent tutoring technologies. 2. Learning is student driven (students own their learning by virtue of evaluating and synthesizing information they mine) 3. Learning needs to be applied (let students learn by doing). Apps, simulations and student created materials are essential components of the 21st Century learner. 4. Learning needs to be cost effective (feasible at scale). The project implements low cost Chromebooks and minimal overhead (human monetary) implementation. Open source tools, collaboration practices, and crowd sourcing the classroom have proven to be effective the Port Clinton City School One-to-World project. 5. Learning needs to be tech-enabled (leverage technologies that work). The Chromebook and Chromebook console allows for a greater ease of implementation and scalability never before seen. 6. Learning needs to be competency based (students get what they need to be lifelong learners) based on the Common Core's creative thinking and reasoning metrics. Outside conditions include: 1. A readiness within the district as exhibited by the successful implementation One-to-World pilot project where grade 8 has been successfully implementing the pilot. 2. Funding (the Port Clinton City School district has committed over \$50,000 in sustainable funds committed to One-to-World pilot) 3. A committed public that has the will to make sure the project is successful. (Parents are committed and support the One-to-World pilot based on feedback) 4. Public policies in place (The Port Clinton City board has approved several resolutions committing to One-to-World pilot and the) 5. Leadership (The district leadership team is committed to this educational redesign) Barriers that were overcome with the One-World pilot project included repair of damaged screens that were repaired by the Student Experts in Academic Technologies (SEAL) team members

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 heart and passion of the grant is to prepare students for their future. We anticipate the growing trend toward a more individualized and collaborative learning in school education; where physical classrooms keep its importance in learners' interaction and socialization, yet learning extending outside classrooms will play a more important role in learners' knowledge construction. It is foreseen that in the coming 10 years, the school education sector over the world has to get ready for the creation of digital classrooms which support learners to effectively develop 21st century skills through the day-to-day learning process. (Griffin 2014) LMS, gamification, intelligent tutors, differentiated learning, knowledge and search engines, and access to the artifacts of six billion people literally in the air impacts student achievement. This grant supports those skills. A technology enriched learning environment should be created that enables students to manage their own learning, and to assess their own progress. Teachers should model digital-age learning and work. They should exhibit knowledge and skills that represent an innovate professional in a digital and global society. Teachers should model and promote digital citizenship and responsibility. They should model, advocate, and teach legal and ethical use of digital information technology. (Tucker 2014) Spending reductions The cost of implementing the technologies into the learning environment are less costly that one might think. Professional development to assist staff with integration is critical. Initially these costs will rise. Based on the pilot program of the one-to world pilot conducted this year, Port Clinton has seen significant cost reductions in such areas as consumables, technology repair and replacement costs. This is authentic research conducted by the district.. Greater resources in the classroom The research done by Michel Wesch of Kansas State University urges that we should allow students to be more than just "knowledgeable". We should teach students to be more "knowledge-able". This grant is an attempt to provide the tools, skills, and 21st century skills to be "knowledge-able"

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.

Bowling Green State University will be assisting in the evaluation of the plan by Dr Allison Goedde, Port Clinton schools teaching staff, Principals Ms. Sanchez and Mr. Buck Evaluation of above stated goals reflected by student performance: Student baseline PARCC assessment data will be harvested as a benchmark Student behavior in classroom changes as a result of confidence with content Student engagement as an active learner will be observed by fellow staff as they peer review colleagues Students are not just consumers of web content but are active prosumers. Informal student learning increases with Chromebook usage (As measured by Chromebook Network console statistics) Student questions are probing and introspective in nature. They are not just procedural questions..(as measured by teacher observation) Evaluation of above stated goals reflected by teacher assessment: Teachers drive instruction based on standard Common Core Curriculum driven models designed for student-centered learning. Through these models, individual progress is measured and monitored by the teacher as measured by peer review designed learning lessons As concepts are being accomplished and mastered, the teacher determines student success based on analysis of student data as measured by Schoology analytics Teachers measure skills or analyzing, and teachers monitoring and engagement among students in the classroom as measured by teacher observation Teacher incorporation of 21st century skills/fluencies with the curriculum such as problem based learning, higher order thinking skills, blended learning In the web-based learning environment, teachers prepare modules of information to be consumed by students away from the face-to-face environment Real-time spiraling of ideas, brainstorming, and negotiation strategies as measured by teacher observation

* 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).

Evaluation of above stated goals reflected by student performance: -Student baseline PARCC assessment data will be harvested as a benchmark. -Student behavior in classroom changes as a result of confidence with content (As measured by discipline referrals, and observed student attitude in class) -Student engagement as an active learner will be observed by fellow staff as they peer review colleagues. (critical friend review) -Students are not just consumers of web content but are active prosumers. (As measured by products and projects that are student developed) -Informal student learning increases with Chromebook usage (As measured by Chromebook Network console statistics) -Student questions are probing and introspective in nature. They are

* 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.

Evaluation of above stated goals reflected by teacher assessment: -Teachers drive instruction based on standard Common Core Curriculum driven models designed for student-centered learning. Through these models, individual progress is measured and monitored by the teacher. (As measured by peer review designed learning lessons) - As concepts are being accomplished and mastered, the teacher determines student success based on analysis of student data. (As measured by Schoology analytics) -Teachers measure skills for analyzing, and teachers monitoring and engagement among students in the classroom. (As measured by teacher observation) -Teacher incorporation of 21st century skills/fluencies with the curriculum such as problem based learning, higher order thinking skills, blended learning. (As measured by data collected by rubrics from teacher observation and created lessons).

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.

Simply stated Port Clinton City School District is essentially changing the way education occurs. Changing the what students learn, how students learn, how much students learn, where students learn, when students learn, who are the students teachers. This is measured by the in depth approach students take with regards to subject matter and the quality of products created by the student via their electronic portfolio and other works of creation. These portfolios will demonstrate the 21st century fluency skills described below. When students have access to these learning tools (worldwide connectivity, the artifacts of nearly 6 billion people, and a affordable device for learning) and a mentoring teacher another amazing event occurs. Students by default are honing their 21st century fluency skills. These skills include creativity fluency, collaboration fluency, media fluency, information fluency, and solution fluency. Solution Fluency is the ability to think creatively to solve problems in real time by clearly defining the problem, designing an appropriate solution, delivering the solution and then evaluating the process and the outcome. Information Fluency is the ability to unconsciously and intuitively interpret information in all forms and formats in order to extract the essential knowledge, authenticate it, and perceive its meaning and significance. Creativity Fluency is the process by which artistic proficiency adds meaning through design, art and storytelling. It is about using innovative design to add value to the function of a product though the form. There are two components of Media Fluency. First, the ability to look analytically at any communication to interpret the real message, and evaluate the efficacy of the chosen medium. Secondly, to create original communications by aligning the message and audience though the most appropriate and effective medium. Collaboration Fluency is team working proficiency that has reached the unconscious ability to work cooperatively with virtual and real partners in an online environment to solve problems and create original products. All the 21st Century fluencies are learned within the context of the Global Digital Citizen, using the guiding principles of leadership, ethics, altruistic service, environmental stewardship, global citizenship, digital citizenship, and personal responsibility. (Jukes 21st Century fluency) With the infrastructure in place, people trained and student involvement the project continues, and is limited only by participants imaginations. The results are amazing.

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

For Grades 6-12 Goal 1-Enhancing What students learn: Students will create a series of content that demonstrates understanding of Common Core guidelines with materials that are accessible in a digital environment that would not have been available before the implementation of the grant initiative. Goal 2-Enhancing How students learn: Students will create using digital tools to create content that will use a variety of new tools. Some examples of these new tools are real-time database access, simulations, and collaboration tools. Goal 3-How much students learn: Using the data points that are tracked in a learning management system (Schoology Enterprise Version) will give the learner, parents, teachers and administrators the ability to track their learning progress using and design and alter learning paths based on this content. Goal 4-Where students learn. Students, teachers, parents, and administrators will access content in an ubiquitous, timely manner that demonstrates understanding of Common Core guidelines with materials that are accessible in a digital environment that would not have been available before the implementation of the grant initiative and verified by student network activity. Goal 5-When students learn. These artifacts, curriculum, and resources are available in an "on demand" environment. Today's learner can access what they want-when they want. Goal 6-Who are the students' teachers. Students and teachers can choose from a variety of learning sources. Listen to experts in the field, virtually go and visit places they previously might have never had the opportunity. This changes the teachers role. Professional development of a train the trainer model will help make the transformation

* Spending Reduction in the five-year fiscal forecast

Spending reductions Equipment Purchases - The district currently maintains six computer labs at both Port Clinton High and Middle Schools. Each lab has a minimum of 20 computers which need to be replaced every five years. With the One to World initiative these labs will not need to be replace because each student will have their own computer, saving the district approximately \$150,000 in computer purchases every

five years or \$30,000 annually. Textbooks -The district has already begun moving toward electronic textbook adoptions and teachers are developing their own resources and no longer purchasing online or hard copy textbooks. Purchased Supplies - With a move to electronic instruction, the district has eliminated most printers throughout the building and the exchange of information now occurs electronically. Anticipated paper savings will be \$6,000. Human Resources - Teachers will be able to make their classrooms available 24/7 through the Schoology Learning Management System and flipped classrooms. Classrooms still need to be supervised but do not need to be supervised by a certified substitute teacher. Item/Cost Savings Purchased Equipment rotation and maintenance saving. -Computer Labs=\$30,000 annually- File Servers=\$2,400 annually-Email Server=\$3,600 annually Textbooks=\$60,000 annually Purchased Supplies-Instructional Support Materials=\$16,000 annually Salaries-Substitute Staffing=\$18,000 annually Benefits - Salaries = \$2,880 annually

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

The ability to have access to all the artifacts of 6 billion people, as well as unlimited information at any time directly affects resources available. The classroom is not the classroom. The world is the classroom. Learning tools (apps) that are free or low cost are now available to students. These tools include scientific calculators, scientific sensors, search engines, knowledge engines, simulations, collaboration software, and learning commons. The ability for every staff member to provide more learning opportunities to students is a game changer. The professional development model used in the district is a train-the-trainer model. As a result of earlier training the district now has experts two Google certified trainers on staff as well as an expert on the "flipped" classroom. Students keep their Chromebook computer at school and at home. Connectivity for those who do not have it at home is enhanced by a lower cost to those families by the telco and by implementing Freedom Pop for home connectivity. It must be noted that students will keep their Chromebook upon graduation. This also helps motivate students to take care of their devices.

*** 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**

Just as Port Clinton City School District did, other districts can incorporate those learning systems components that will facilitate rethinking school with little cost. The technological components can be addressed with little increase in human resources and technology commitment. This robust learning network can be built at a relatively low cost. The unique feature of this project is that startup costs are easily recovered with savings in other areas of the district budget. Many of the tools used are open source. A robust wireless network is present in most k-12 Ohio schools. The easily managed Chrome network console saves on implementation of Chromebooks. With the registration process already completed by Google allows for rapid deployment of machines into students hands. The network administrator can also easily add and remove apps, user rights, control machine functions, for all users from a single easy to understand console. Therefore, scalability is easily achieved in low cost environment. The Chrome operating system is updated automatically, thus lowering costs in machine maintenance. Providing a train-the-trainer model for use intra-system lowers professional development costs. It should be noted that collaboration increased significantly in the pilot project. This increased collaboration occurred between teacher and teacher/ student and student, and teacher and student as evidenced by electronic communications logs (voice, video, and text). This train the trainer model is currently in place with two of the middle school staff members who have received certification as smartboard trainers providing training to other district staff members.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree

Sections ▶

Consortium Contacts

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

Partnerships

Port Clinton City (044651) - Ottawa 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

Port Clinton City (044651) - Ottawa 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
Todd	Buck	Assistant High School Principal	Mr. Buck will be responsible for overseeing the implementation of the 1-1 initiative at Port Clinton High School.	Mr. Buck has served as the assistant high school principal for the past four years.	Mr. Buck has worked with high school staff in preparation for 1-1 initiative beginning at our high school next year. He has led multiple professional development and collaboration meetings between high school and middle school faculty.	
Jeff	Dornbusch	Treasurer	Mr. Dornbusch will be responsible for the fiscal accountability associated with the grant.	Mr. Dornbusch has been the treasurer for the Port Clinton City Schools for the past five years. Prior to employment with the Port Clinton Schools, Mr. Dornbusch served as the treasurer for the Oak Harbor School District.	During his tenure with Port Clinton City Schools Mr. Dornbusch has successfully reduced operating expenditures in each year. He also was actively involved with the \$42 million dollar construction project completed by the district.	
Patrick	Adkins	Superintendent	Responsible for overall implementation of grant	-Recently completed \$42 million facility project including new middle school, new elementary and renovation to existing elementary school. - Responsible for all technology integrated into new facilities.	-Served as Superintendent in Port Clinton City Schools for 10 years. - Served as Director of Technology for Port Clinton City Schools for five years. -Served as Director of Technology for Ottoville Local Schools for five years.	
Kevin	Lutz	Director of Technology	Mr. Lutz will be responsible for the operation and repair of Chromebooks.	Mr. Lutz has served as the district director of technology for the past fifteen years.	Mr. Lutz has been responsible for the majority of the technology professional development conducted in the district.	
Carrie	Sanchez	Middle School Principal	Oversee implementation of 1-1 in middle school. Mrs. Sanchez will also be responsible for developing professional development for teaching staff.	Mrs. Sanchez has been the principal of Port Clinton Middle School for three years. During this time she has moved the building from "Continuous Improvement" to "Excellent".	Mrs. Sanchez has also been heavily involved in the transition of the middle schools industrial technology classroom into a state of the art STEM classroom.	
Allison	Goedde	Technology Instructor, Bowling Green State University	Dr. Goedde shall serve as a consultant to the district for professional development.	Dr. Goedde is technology instructor and coordinator of classroom technology master's degree online program at Bowling Green State University. She has specialized in technology integration and teacher professional development for 15 years.	Dr. Goedde has assisted the district in previous technology partnerships with Bowling Green State University and NWOET.	
Gene	Lloyd	Technology Consultant	Mr. Loyd shall serve as a consultant to the district to provide guidance, professional development and oversight to the 1-World	Mr. Lloyd has more than 15 years experience in one-to-one technology environment where blended learning is the cornerstone. He has	Mr. Lloyd has served as the Director of Technology for Pandora Gilboa Schools in Putnam County for over 20 years. Mr. Lloyd worked as a consultant to the State of Ohio during the implementation of Ohio	

initiative.

designed and taught several graduate level courses in technology integration practices)

SchoolNet. Mr. Lloyd has numerous years of experience as national technology consultant for schools and business focusing on 1-1 implementation and blended learning.