

Budget

Riverside Local (048090) - Logan County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (119)

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	197,500.00	456,500.00	0.00	654,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	55,125.00	0.00	0.00	0.00	0.00	55,125.00
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	15,000.00	0.00	15,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	55,125.00	0.00	197,500.00	471,500.00	0.00	724,125.00
Adjusted Allocation								0.00
Remaining								-724,125.00

Application

Riverside Local (048090) - Logan County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (119)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Textbooks to Tablets

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

Against a plethora of goals, we want to improve student achievement and move to blended learning by using technology as the major educational tool. Our desire is to achieve spending reductions in the five year forecast by establishing technology in the classroom, rather than purchasing a whole textbook series for the common core. Finally, we plan to utilize a greater share of available scientifically based resources on the World Wide Web.

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.

725 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 checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Scott Mann

Organizational name of lead applicant
Riverside Local School District

Address of lead applicant
2096 County Road 24 South DeGraff, Ohio 43318

Phone Number of lead applicant
937-585-5981

Email Address of lead applicant
smann@riverside.k12.oh.us

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

Riverside Local Schools is very qualified to implement the magnitude of the Straight "A" Grant. The superintendent has facilitated the Race to the Top Grant for the last four years, the elementary principal is a past president of OAASFEP which mainly deals with federal funds; however, he has massive experience in handling large grants. The high school principal is also our special education director and will help determine accommodations in technology for our students. Our treasurer is a former state auditor and understands assurances and compliance. This provides four experienced people facilitating the grant. The team on this grant has worked together with Race to the Top and 21st Century Grant. Technical Support is provided through WOCO (Western Ohio Computer Organization). The technician, housed onsite, services and updates all technology including WI FI components, server support, and archival/ electronic media storage. We also consult the technician on technological advances and compatibility. Through investigation a technology audit was conducted and verified that we have sufficient infrastructure to support the increase of technological options.

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

Textbooks to Tablets is an innovative program that will allow our district to infuse curricular advancements and PARRC assessment compatible technology with an outdated system. As outlined earlier, this program will offer greater opportunities for our children to be successful as we develop 21st Century thinkers and leaders. Our problem is the lack of available resources over previous years to provide up to date technology. At this point, having given the field test of the new assessments further supports our need for new technology. Our students are at a disadvantage due to lack of touch screen technological skills, slow processing speeds on our current cpu's, and key boarding deficiencies.

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.)

Riverside Local Schools plans on achieving gains in two areas of this proposal: A. Increase student achievement. B. Utilization of greater share of resources in the classroom. For student achievement we believe with the next generation assessments it is imperative that student use tablet technology on a daily basis. This includes keyboarding, familiarity of touch screen electronics, and instructional pieces aligned to Ohio's New Learning standards. At this time we currently operate two labs for a K-12 building, however these resources are used on a daily basis and meets minimal PARRC Assessment requirements. During the recent field testing of next generation assessments, we realize how deficient our technology resources have become. However due to lack of monetary resources, budget cuts, and economic disparity, we have been unable to update hardware. The goal is to provide technology at student fingertips to launch into a successful future.

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.)

At the end of Fiscal Year 2015 the District will have eight certified staff retiring. The Fiscal Year 2016- Fiscal Year 2020 budget will include anticipated savings of \$236,000 for Salaries. This reflects the salary of the eight staff, less the cost of eight replacement staff hired at a second year teacher salary. A reduction in fringe benefits costs to the District associated with the retirements is expected to be \$37,760. A reduction of \$500 in purchased services is expected for copier and paper costs due to the new program. Currently the staff copy a significant amount of resources and lessons for instruction. Students will be able to utilize online resources through the new program. Total net cost reductions in Fiscal Years 2016-Fiscal Year 2020 will be \$253,460.

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.)

As stated earlier, our project is called "Textbooks to Tablets". The project was introduced to the staff with the following question, "What would you do differently in the classroom with tablets instead of textbooks?" The response was overwhelmingly positive and we knew the staff was ready to make a dedicated leap to the 21st century. The major problem Riverside has is our core subject instructional materials are deficient in meeting the needs of the common core and science model curriculum. For example, our reading program has a copyright date of 1998. We have investigated improving our outdated instructional material problem, providing tablets will greatly improve the use of current SBR instructional strategies that will offer the greatest impact on 21st Century learners as well as not being tied to a single core program. Moreover, a K-12 reading program is over \$100,000.00. A K-12 math program is close to the same price and all of our science textbooks need updated to push STEM deeper into our curriculum. As the market is flooded with common core textbooks, we believe by utilizing tablets we are allowing our district a greater opportunity to provide a variety of available resources through technology such as, educational apps,

virtual textbooks, online labs and resources without becoming financially burdened and committed to another decade of outdated materials. The plan is to provide each technology in the classroom by supplying tablets to each student. However, K-6 students will have a cart of tablets in each classroom. Students in the middle and high school will carry their own tablet from class to class. The students will have the opportunity to buy their device if they choose. The money received from the sales of the devices will be earmarked for tablet replacement to sustain the one to one ratio for each student. Moreover, if a family chooses not to purchase a tablet the school will provide them with one by assigning the student a tablet for the whole year. Additionally, students will participate in Keyboarding at every grade level. This will be new curriculum enabled by the "Textbook to Tablet" program. In addition, by decreasing the current computer/student ratio from 1 computer/7 students to a 1:1 ratio the keyboarding program will be more effective in preparation of CCR (college and career readiness) and adaptation to next generation assessments. The tablets that we plan to purchase are the Google Chrome. We are purchasing these tablets through CDW. Therefore, we are able to receive PD for the tablets for our teachers. This is important because we want the tablets used in each classroom. The PD will be provided on site for our teachers and administrators. The proposal outlines a plan to provide tablets at a one to one ratio. This opportunity will assist the district as we increase student growth and achievement while we strive to create 21st century learners. Moreover, this allows for student/teacher communication outside the normal operating hours. For example, online assignments will provide flexibility to instruction and immediate feedback.

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.)

NA

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.

724,125.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The Textbooks to Tablets budget consists of funds earmarked for professional development, supplies, and equipment. The largest portion of the budget, in the amount of \$456,500, is geared towards capital outlay purchases. Chromebooks will be purchased for each student and teacher at a cost of \$310,000 for 775 devices. The District has 725 students and 50 staff who will each receive a device. Carts to store, sync, and charge the Chromebooks are budgeted at \$100,000. This will provide a storage cart to each classroom to store, charge and sync the devices on site. Computer configuration costs are budgeted at \$46,500; or \$60 per device. Infrastructure budget of \$15,000 will allow for additional wi-fi access spots to be installed to support the additional devices in the facility. The supplies budget includes \$77,500 for accessories and insurance for all 775 devices. Curriculum budget of \$100,000 will be used for online educational learning. K-12 digital curriculum will be implemented across the District during the initial year of the grant as deemed appropriate. Purchased Service budget includes Network Assistance for Deployment budgeted at \$11,275. The contract for deployment through Educational Collaborators includes training site level administrators on general usage and how to adjust and modify the site level dashboard settings to meet the needs of individual locations. It also includes: Instruction on how to procure and push applications for institutional deployment, training on how to acquire and deploy application packages for the Chromebooks, assessment of current end-user support and help desk environment, and how to manage and maintain the hardware. The budget also includes a two year technology training plan is budgeted at \$43,850; which includes leading and learning workshops facilitated by Educational Collaborators focusing on training staff on how students learn in a one-on-one environment, how to leverage the features of Chrome OS and the Chrome Apps in a Google for Education one-to-one learning environment, and year two program evaluation. Total purchased services budget of \$55,125.

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.

Anticipated annual recurring costs after the initial year is limited to the purchase of new instructional tablet devices, including configuration, for one grade level of students, accessories and insurance, and upgrades in educational learning curriculum. The average student count for one grade level is 55 students. The estimated annual recurring costs for the tablet device and configuration at \$460 per student for one grade level is \$25,300. The District is projecting insurance and accessories expenses of \$5,500 each year as well. After the initial purchase of educational curriculum in year one, the District will rotate curriculum purchases and upgrades among grade levels and courses. Based on the six year average cost of curriculum upgrades, the District is expecting annual curriculum costs of \$35,000. The total annual recurring cost of the Textbook to Tablets program is \$65,800. Professional Development will have no recurring costs after the initial year costs. Through the initial professional development during deployment, Educational Collaborators will use a train the trainer workshop design. The initial deployment program includes two years of training and support from Educational Collaborators. The District will then use the District Technology Coordinator and peer to peer training environment for future years. Training would be held on staff in-service days to eliminate costs associated with staff absence from the classroom.

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.

253,460.00 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

At the end of Fiscal Year 2015 the District will have eight certified staff retiring. The Fiscal Year 2016- Fiscal Year 2020 budget will include anticipated savings of \$236,000 for Salaries. This reflects the salary of the eight staff, less the cost of eight replacement staff hired at a second year teacher salary. A reduction in fringe benefits costs to the District associated with the retirements is expected to be \$37,760. A reduction of \$500 in purchased services is expected for copier and paper costs due to the new program. Currently the staff copy a significant amount of resources and lessons for instruction. Students will be able to utilize online resources through the new program. Total net cost reductions in Fiscal Years 2016-Fiscal Year 2020 will be \$253,460.

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

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications

without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

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

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

The current five year forecast includes \$30,000 budgeted annually for capital outlay purchases. Of this amount, \$25,000 is set-aside annually for the purchase of computer equipment and replacement for student use. It is expected that the annual re-occurring costs for the purchase of equipment and related accessories of \$30,800 will be partially offset by the reductions in District computer technology purchases. The cost of the educational software and learning curriculum upgrades in future years of \$35,000 will be offset by the funds currently being budgeted for textbook replacement. District has averaged expenditures of \$20,000 per year on curriculum and textbook replacement that will be funneled into the tablet based learning environment. The additional \$20,000 in budget reductions needed will be reflected in the salaries and benefits budget. Reduction in spending for the District will result due to the retirement of 8 certified staff at the end of Fiscal Year 2015. The anticipated savings in salaries of \$236,000 and Benefits of \$37,760 will allow the District to sustain the program after the implementation year. This project is also self-sustaining due to the proposed program guidelines for the Textbook to Tablet program. Tablets for students in grades K-6 will be housed at the school. Students in grades 7-12 will have the option to either purchase the tablet from the District at the cost of the device, or to pay an annual maintenance fee of \$125 to use the device for the school year. The proceeds of these fees will be set-aside to use for the purchase of new tablets and for maintenance and repair of District owned tablets. The establishment of the program cost guidelines will provide necessary resources to eliminate any increased capital outlay cost for the District.

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 July 2014 to June 2015

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

02/14/2014 Local wi-fi provider re-assessed the capacity of the wireless network. As a result access points were installed. In July we will be ordering our tablets to facilitate teacher professional development. During August our tech coordinator will process tablets for use at the beginning of the 2014-15 school year. 08/01/2014 The immediate plan is to provide professional development on August 18th & August 19th by CDW-G. Both of these dates are full day in-services where the staff will be trained. The tablets that we plan to purchase are the Google Chrome. We are purchasing these tablets through CDW. Therefore, we are able to receive PD for the tablets for our teachers. This is important because we want the tablets used in each classroom. The PD will be provided on site for our teachers and administrators through face to face and webinars. Google will provide professional development on August 18th and 19th as full day in-service training in conjunction with CDW. Summative evaluation 06/01/2015 The district leadership team will assess all data gathered and/or received from the ODE portal. Thinkgate will provide a baseline of data to determine academic success of our students. At this time we will make any adjustments/improvements to the program to ensure student success. Long Term Planning In developing 21st century thinkers we will evaluate value added data on all applicable students. Moreover, we will measure success of graduates enrolled in higher learning institutions. For example the remedial course report provided once a year by the Board of Regents will establish the success rate of students of their first year of college. In addition itemized budget reductions in curriculum and technology will be tracked through budget reports and reflected in the five year forecast. Information will be reviewed yearly for program monitoring.

* Anticipated barriers to successful completion of the planning phase

An audit was conducted and verified we have the capabilities to operate the tablets effectively; however a barrier we foresee is the discrepancy of proficient tech savvy staff in relation to novice users. The challenge is providing the appropriate amount of differentiated professional development needed to implement successfully given the proposed timeline. We are planning after school support group sessions using job embedded professional development among our staff.

18. Implementation - Process to achieve project goals

* Date Range August 2014 to June 2015

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

Staff will be trained in the following areas to facilitate classroom instruction using tablets. Our District Leadership Team will review data and feedback from teacher/ student usage from surveys. Moreover, they will approve, implement, facilitate, and monitor any changes to the plan based on the data. Get Going with Google Drive Collaboration Using Google Docs Working with Google Presentations Using Google Spreadsheets for Productivity and Learning Creating a Collaborative Workspace with Google Sites Getting the Most from Google Calendar and Gmail Chrome Apps for Curriculum Workshop Meeting Common Core State Standards Using Google Apps Professional Learning Networks with Google Plus Google Picassa (Web Albums) for Teachers Flipping the Classroom with Google Apps Teachers students will use the tablets to operate instructional/ educational applications. Time lines to complete this training were outlined in the professional development days during August and after school tutor sessions. Riverside, CDW and Google will be working together on an established professional development time line to enhance the skills of both teachers and students. Google will provide a monthly newsletter with updates on different educational approaches and apps to use in the classroom. Quarterly assessments for keyboarding will be administered to monitor progress. Teacher/student surveys on effectiveness, pros and cons on tablet and application use. A major project milestone will be achieving a rate of

* Anticipated barriers to successful completion of the implementation phase.

A potential barrier could be staff follow through with the program. However, the DLT working through the BLT and the TBT will operate a filter down approach that will hold staff members accountable to the goals and expectations of the program.

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

* Date Range Quarterly

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

Summative evaluation The following goals will be measured during the 2014-2015 school year. Student achievement: By integrating advanced technology with the core curriculum through the use of tablets, students will access applications that provide the maximum learning potential meeting individual needs. With requirements changing to next generation testing, the tablets will provide each student comfort in manipulating drag and drop features. Familiarity with tablets will help diminish test anxiety during the next generation assessments. The measured goal of improving Performance Index by 5% compared to the prior year will be the expected achievement. This benchmark will be measured by state testing results, value added, and other vital components of the Local Report Card. Utilization of a greater share of resources in the classroom: The tablets will allow a massive expansion of available resources in the classroom by using applications, online labs and purchased educational programs. With tablets the world is at our finger tips. Teachers can provide immediate positive feedback through interactive documents. This goal will be measured by online lesson plans monitored by the building principals to ensure technology is being used daily by 100% of the staff. Summer 2015 The district leadership team will assess all data gathered and/or received from the ODE portal. Thinkgate will provide a baseline of data to determine academic success of our students. At this time we will make any adjustments/improvements to the program to ensure student success.

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

Though this project will be greatly increased the impact on education, a possible barrier may be the proficient level and drive staff may or may not possess to infuse technology in daily instruction. This will be monitored through TBT, BLT, and DLT discussions/ documentation as well as evaluation walkthroughs and observations.

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:

As outlined earlier, the biggest change we expect to occur is the preparation for College and Career Ready skills through updated hardware and software. One of the biggest changes in instructional practice is using fingertip ready curriculum providing immediate feedback. Also this change in technology will allow the staff to provide immediate differentiation for students in the classroom. Providing interactive assignments will allow our staff to utilize Flipped Classroom strategies thereby increasing instructional time during the school day. We have investigated improving our outdated instructional material problem, providing tablets will greatly improve the use of current SBR instructional strategies that will offer the greatest impact on 21st Century learners as well as not being tied to a single core program.

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 rationale is to lay a foundation for a program that allows us to change the culture of technology and available resources for our students through innovative curriculum. Neighboring districts that have implemented one-to-one technology have seen a significant increase in student achievement and understanding of 21st Century skills as well as an increase in differentiated content delivery. The culture of these districts, according to administrators, has grown exponentially into a positive learning environment.

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.

As mentioned before, the program will be evaluated monthly quarterly and yearly by teachers, principals, superintendent and treasurer using parent, staff and student surveys, collected data points and teacher reports on classroom effectiveness. The district leadership team will compile and review information to determine long term program effectiveness. Modifications will be assessed, addressed and implemented at August teacher in-service/retreat.

* 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).

During the 2014-2015 school year student achievement will be measured by integrating advanced technology with the core curriculum through the use of tablets, students will access applications that provide the maximum learning potential meeting individual needs. With requirements changing to next generation testing, the tablets will provide each student comfort in manipulating drag and drop features. Familiarity with tablets will help diminish test anxiety during the next generation assessments. The measured goal of improving Performance Index by 5% compared to the prior year will be the expected achievement. This benchmark will be measured by state testing results, value added, and other vital components of the Local Report Card. Utilization of a greater share of resources in the classroom: The tablets will allow a massive expansion of available resources in the classroom by using applications, online labs and purchased educational programs. With tablets the world is at our finger tips. Teachers can provide immediate positive feedback through interactive documents. This goal will be measured by online lesson plans monitored by the building principals to ensure technology is being used daily by 100% of the staff. In the summer of 2015, The district leadership team will assess all data gathered and/or received from the ODE portal. Thinkgate will provide a baseline of data to determine academic success of our students. At this time we will make any adjustments/improvements to the program to ensure student success.

* 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.

Program operations will be monitored through data and program surveys by way of TBT, BLT, and DLT. As we progress through the year if measures are not being met, changes will be afforded based on data review and input. These changes will also be monitored through teams that are in place.

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.

Through this project students will become 21st Century learners that will impact not only our school and community environment, it will prepare our students for the ever-changing technological world. Data will be gathered through classroom, quarterly and state assessments. By using tablets, curriculum can be adjusted immediately to meet the needs of learners. Continued savings from funds that would have been targeted for technology and curricular needs will be reallocated towards online curriculum and other instructional resources.

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

Riverside Local Schools plans on achieving gains in two areas of this proposal: A. Increase student achievement. B. Utilization of greater share of resources in the classroom. Daily use of tablet technology will increase real world applications for finance and daily living skills. For example online banking and kiosk operation. We currently operate two labs for a K-12 building, 1:1 will increase time on task students will have with technology. The goal is to provide support during the 2014-2015 school year student achievement will be measured by integrating advanced technology with the core curriculum through the use of tablets, students will access applications that provide the maximum learning potential meeting individual needs. With requirements changing to next generation testing, the tablets will provide each student comfort in manipulating drag and drop features. Familiarity with tablets will help diminish test anxiety during the next generation assessments. The measured goal of improving Performance Index by 5% compared to the prior year will be the expected achievement. This benchmark will be measured by state testing results, value added, and other vital components of the Local Report Card. Utilization of a greater share of resources in the classroom: The tablets will allow a massive expansion of available resources in the classroom by using applications, online labs and purchased educational programs.

* Spending Reduction in the five-year fiscal forecast

At the end of Fiscal Year 2015 the District will have eight certified staff retiring. The Fiscal Year 2016- Fiscal Year 2020 budget will include anticipated savings of \$236,000 for Salaries. This reflects the salary of the eight staff, less the cost of eight replacement staff hired at a second year teacher salary. A reduction in fringe benefits costs to the District associated with the retirements is expected to be \$37,760. A reduction of \$500 in purchased services is expected for copier and paper costs due to the new program. Currently the staff copy a significant amount of resources and lessons for instruction. Students will be able to utilize online resources through the new program. Total net cost reductions in Fiscal Years 2016-Fiscal Year 2020 will be \$253,460.

* Utilization of a greater share of resources in the classroom

By utilizing tablets we are allowing our students a greater opportunity to receive a variety of available resources through technology such as, educational apps, virtual textbooks, online labs and resources without becoming financially burdened and committed to another decade of outdated materials. The plan is to provide each technology in the classroom by supplying tablets to each student. However, K-6 students will have a cart of tablets in each classroom. Students in the middle and high school will carry their own tablet from class to class. The students will have the opportunity to buy their device if they choose. The money received from the sales of the devices will be earmarked for tablet replacement to sustain the one to one ratio for each student. Moreover, if a family chooses not to purchase a tablet the school will provide them with one by assigning the student a tablet for the whole year. Additionally, students will participate in Keyboarding at every grade level. This will be new curriculum enabled by the "Textbook to Tablet" program. In addition, by decreasing the current computer/student ratio from 1:7 to a 1:1 the keyboarding program will be more effective in preparation of CCR (college and career readiness) and adaptation to next generation assessments. The tablets that we plan to purchase are the Google Chrome. We are purchasing these tablets through CDW. Therefore, we are able to receive PD for the tablets for our teachers. This is important because we want the tablets used in each classroom. The PD will be provided on site for our teachers and administrators. The proposal outlines a plan to provide tablets at a one to one ratio. This opportunity will assist the district as we increase student growth and achievement while we strive to create 21st century learners. Moreover, this allows for student/teacher communication outside the normal operating hours. Online assignments will provide flexibility to instruction and feedback.

* Implementation of a shared services delivery model

NA

* Other Anticipated Outcomes

Outcomes anticipated being achieved outside of the scope of the program goals include staff confidence in technological lesson planning and digital interaction. Another outcome anticipated is student research skills being enhanced through applications and access to the ever changing information on the world wide web.

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

Districts of similar size and socioeconomic status are facing the same issue of outdated curriculum and lack of state of the art technology. Districts can establish a proposed timeline to utilize funds currently budgeted for textbook replacement to establish a budget for implementation of tablet-based learning. This could be phased in with limited grade-levels each year, according to the budget available.

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).

Yes

Sections 

Consortium Contacts

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

Partnerships

Riverside Local (048090) - Logan 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

Riverside Local (048090) - Logan 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
Scott	Mann	Superintendent	Leadership role for the planning and implementation of the Textbooks to Tablets program; Administrative oversight of the grant; Purchasing agent for Grant; Establish goals for the grant; Oversee the planning process and implementation of the digital curriculum plan; Supervise the preparation and compliance of the grant activities.	Superintendent at current District for two years; High School Principal at current District for three years	Race to the Top Team Member for four years; Administrative lead for District, working with the County Educational Service Center, to apply for and be awarded a four year 21st Century Grant.	
Andy	McGill	Middle School and High School Principal	Program oversight of grant implementation in the Middle School and High School Buildings; Lead Curriculum administrator for selecting and implementing digital curriculum in the Middle School and High School Buildings.	Middle School and High School Principal for two years in current District; prior experience as Assistant Principal;	Member of District Race to the Top and 21st Century Grant Leadership Teams.	
Jennifer	Blackford	Treasurer	Chief Financial Officer for the grant; Prepare Grant Budget; Maintain all financial records for grant revenue and expenses; Prepare financial reports to ODE for grant reporting; Oversee timely submission of reports and certifies reports to ODE; Ensure compliance with Grant compliance; Maintains physical inventory of capital purchases made with grant funds.	School District treasurer for two years; Fifteen years experience in the Ohio Auditor of State's office.	Responsible for fiscal and program compliance for the District's Title I, Title VIB, Title IIA, Race to the Top, and 21st Century Grants; Member of District Race to Top and 21st Century Grant Leadership Teams.	
Mason	Bryan	Elementary Principal	Program oversight of grant implementation in the Elementary Building; Lead Curriculum administrator for selecting and implementing digital curriculum in the Elementary Building.	Past President of OAASFEP, federal programs organization; Eight years experience as Elementary Principal in Current District.	Member of the District's Race to the Top Grant Leadership Team. Responsible for the grant oversight and planning for Federal Programs at the District for several years.	