Rock Hill Local (047944) - Lawrence County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (282)

### Budget

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**Adjusted Allocation**: 0.00

**Remaining**: -726,000.00
**A) APPLICANT INFORMATION - General Information**

1. **Project Title:** Scaling Up and Moving Forward

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

   Scaling Up and Moving Forward is designed to increase student achievement, promote differentiated instruction/learning, and provide access to Ohio’s New Learning Standards and Next Generation Assessments. This project will be the launching pad for the District as it moves into the 21st Century; improving technology infrastructure to allow community and student access in this rural high poverty area. Through a partnership with ITSCO, high quality professional development and ongoing support will be provided to instructional staff targeting use of technology and problem based learning.

   *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.*

3. **Total Students Impacted:** 1525

   *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:**

   - [X] Pre-K Special Education
   - [X] Kindergarten
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - [ ] 6
   - [ ] 7
   - [ ] 8
   - [ ] 9
   - [ ] 10
   - [ ] 11
   - [ ] 12

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

   **First Name, last Name of contact for lead applicant**
   Eric Floyd

   **Organizational name of lead applicant**
   Rock Hill Local School District

   **Address of lead applicant**
   2325A County Road 26, Ironton, OH 45638

   **Phone Number of lead applicant**
   740-532-7030

   **Email Address of lead applicant**
   efloyd@rockhill.org

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

   - [ ] Yes
   - [X] 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**
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

1) The District is located in a rural area where cell service is unavailable and archaic infrastructure make system wide wireless/digital services impossible. Current bandwidth levels do not allow multiple classes to be online concurrently without crashing the system. 2) Classroom walkthrough data indicates nominal use of digital technologies by teachers and students. Lack of use is directly related to problem 1, as infrastructure does not support classroom use. Through staff surveys, it is evident teachers lack 21st technology skills. Those that are comfortable with new technologies do not have access to devices and software as current district-wide technology ratio is 1:25. 3) District data shows a large achievement gap between students with disabilities and their non-disabled peers. The District received an "F" for gap closing on its state report card. Classroom walkthrough data also shows limited use of differentiation strategies and widespread direct instruction at the lower level of Bloom's taxonomy. The New Learning Standards require a higher trajectory of Bloom's and competence in 21st century technology skills.

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

The District proposes to raise student achievement by implementing three interrelated systemic objectives. Though these objectives might not be considered bold or innovative for some, they are a huge leap that lay the ground work for future innovations within the District. 1) Modernize current infrastructure to increase wireless networking capacity, increase bandwidth, improve interconnectedness to the outside from a 1G to a 10G capacity, and improve district security, 2) Provide professional development to instructional staff through a partnership with ITSCO. This training will target differentiation and project based learning through smart devices. Fifteen anchor teachers will be identified, trained, and will support teacher learning past the initial funding period. Online courses developed will also be available to veteran and new staff in future years. 3) Increase available technology by purchasing tablet devices to improve to a ratio to 1:1 at the middle and high school levels, 1:3 at the K-5 elementary.

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.)

Scaling Up and Moving Forward will increase student achievement be ensuring each student has a teacher trained in current teaching methodologies targeting differentiation and project based learning. This professional development will translate to increased student opportunities for differentiated instruction and interventions, higher level thinking, and collaborative learning experiences. Also, through providing new technologies and modernizing District infrastructure, student achievement will be increased as students interact with new digital platforms opening a world outside the classroom walls. This project lays the foundation for future academic opportunities such as flipped classrooms, dual credit options, and virtual learning experiences.

- 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.)

The District anticipates spending reductions of $215,000 per year over the grant period as a result of a decrease in the purchase of paper textbooks/workbooks as the District transitions to digital texts.

- 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.)

- 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
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

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.

726,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Objective 1) $140,000 is allotted for the modernization of district infrastructure at all 4 buildings on the campus. This covers wiring and hardware to provide wireless networking capacity, increase District bandwidth, improve interconnectedness to the outside from 1G to 10G capacity, and improved District internet security. Also included is a 5 year maintenance agreement for services and repairs. Objective 2) $76,000 is allotted for professional development services. This includes onsite training for the entire instructional staff ($7,000), monthly onsite coaching for anchor teachers ($18,000), development of online courses ($15,000) for future training and refresher courses, online class facilitation ($6,000), and blended classes/registrations ($18,000). ITSCO membership and registration for the staff is included ($3,000). ITSCO's totals $9,000 is budgeted for substitute teachers needed to release anchor teachers to embedded professional development. Objective 3) $440,000 is budgeted for the purchase of digital tablets and protective cases (880 tablets/cases @ $500 each). $70,000 is budgeted for software to be determined by each grade level/subject area.

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.

Objective 1) $0 A 5 year warranty will cover the cost of service and repairs to updated infrastructure Objective 2) $0 Professional development is self sustaining through the identification and training of site embedded anchor teachers. In addition, the online courses provided by ITSCO will be available for staff for future reference. Objective 3) Estimated cost of maintenance and replacement of tablet devices is $10,000 per year. This amount includes repairs to devices and replacement of those that are broken. It is anticipated the initial purchase of protective...
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 in the applicant's 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.

215,000.00 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 why (i.e. maintenance plan included in purchase price of equipment) in the box below.

The District anticipates a savings of $215,000 per year through a decrease in the use of paper textbooks and workbooks as the District transitions to digital texts.

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.

This project is self-sustaining. Objective 1) The estimate for the modernization and scaling up of district infrastructure includes a 5 year maintenance contract beyond the initial funding year. All maintenance, repairs, and equipment is already factored into the contractual agreement. The district currently employs an onsite technology coordinator who will deal with day-to-day operations and serve as a liaison to the agency awarded the final service contact. Objective 2) The District will identify anchor teachers at each grade level/department to serve as support for their peers. Staff will be polled to gauge interest and final selections will be made by building administration. Once selected, these anchor teachers will receive professional development from ITSCO via a coaching model. They will be onsite coaches for their peers as they implement Project Based Learning and Differentiation strategies. They will also provide training for new hires. In addition to having anchor teachers to sustain, as part of its contractual agreement ITSCO will provide professional support to anchor teachers for 5 years beyond the initial funding year and develop online courses which will be available to all staff as needed. Objective 3) Maintenance, repairs, and replacements of tablets are sustained through the reduction of expenditures for curriculum. With tablet devices in place, digital textbooks will be purchased for grades 6-12 in place of traditional textbooks. This shift will provide a reduction in spending and those funds will be used to sustain the use of tablets and supply updated software through the 5 year period.

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 timeline should reflect significant and important milestones in an appropriate and reasonable timeframe.

17. Planning - Activities prior to the grant implementation

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

The project team will meet bi-weekly (or more as needed) upon grant award to plan for successful implementation. The Superintendent (or his designee) will attend all state meetings related to grant implementation. The technology coordinator will finalize the plan with the technology consultants for modernization of the infrastructure, establish a timeline for installation, and report to the project team. The technology coordinator will also contact technology suppliers, establish a timeline and final quote for purchasing, and order tablets/cases. Pre-survey will be given to instructional staff to gauge staff knowledge and tailor professional development courses. Parents/students will be given pre-surveys to determine level of comfort with tablet devices. The assistant superintendent will meet with ISTCO representatives to finalize professional development plans and timelines. District leadership will poll staff to determine interest for the anchor teacher positions. Once a list is assembled, building administration will make the final selections. The project team will meet with the district leadership team and board of education monthly to evaluate plans, troubleshoot, and account for progress. This will be evidenced by agendas, sign in sheets, and meeting notes. The board of education will develop and adopt student acceptable use policies for the new tablet devices.

* Anticipated barriers to successful completion of the planning phase

Anticipated barriers to implementation include the short turnaround time from grant award to implementation.

18. Implementation - Process to achieve project goals

<table>
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<th>Date Range</th>
<th>October, 2014-May, 2015</th>
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* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

October-December 2014 - ISTCO will provide initial onsite professional development with anchor teachers during inservice days. ISTCO will coach anchor teachers bi weekly to move them to independence using new instructional skills and technologies. Tablets/cases will be made available to all instructional staff members and students. Work on infrastructure modernization will begin and be overseen by the district technology coordinator. Members of the project team will report to the district leadership team and the board of education monthly to report plans, troubleshoot, and account for progress. Documentation of implementation will be evidenced by agendas, sign in sheets, and meeting notes. January - February, 2015: ISTCO will provide professional development to the instructional staff on the use of project based learning and differentiation strategies, via digital technologies during inservice days. Anchor teachers will begin to provide staff support through peer coaching during teacher based team meetings and classroom visits, with the support of ISTCO. Evidence of instructional changes will be documented through administrators’ classroom walkthroughs. These adult indicators will be reported to the building leadership teams via monthly meetings. Barriers include staff buy-in change. March-May, 2015: Contractors will complete infrastructure upgrades. Anchor teachers will continue to provide support to teachers as they change instructional practices via teacher based team meetings and classroom peer visits. Evidence of instructional changes will be documented through administrators’ classroom walkthroughs. These adult indicators will be reported to the building leadership teams via monthly meetings. The project team will meet with the district leadership team and board of education monthly to report plans, troubleshoot, and account for progress. The team will monitor contractors and work timelines. Documentation of implementation will be evidenced by agendas.

* Anticipated barriers to successful completion of the implementation phase.

Barriers include the short turnaround time for implementation, and the modernization of district infrastructure while school is in session. Barriers include staff buy-in change and unforeseen delays to infrastructure upgrades.

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

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

The District’s summative evaluation will occur at the end of the first year of project implementation. This will allow the district to measure the initial impact on student achievement and to identify any necessary changes. We will survey stakeholders (teachers, parents, students) pre and post project implementation to obtain qualitative and quantitative data. Changes in instructional practices will be measured through classroom walkthroughs, teacher reporting data, and surveys. All stakeholders (students/teachers/parents) will be surveyed to measure comfort with new technologies. Student achievement data including classroom data, STAR Enterprise, state summative assessments, and value added data will be evaluated to determine impact on student achievement. The District will continue to perform summative evaluations to measure student achievement for 5 years.

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

Foreseen barrier might be the collection of data from multiple sources in a short time frame.

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.
Upon implementation of this project the District would expect considerable changes in teaching practices and instructional design. Teachers will implement project based learning on a district-wide scale. Teacher attitudes and expertise towards project based learning and digital technologies should improve and differentiation should occur more frequently in the classrooms. Teachers will collaborate more as grade levels/departments as they work with anchor teachers through teacher based team meetings and coaching sessions. Students will show academic improvement as a result of instructional changes. Students will be creating, collaborating, thinking at higher levels as teachers facilitate new instructional practices. We would also expect to see improvement in student engagement as a result of engaging lessons and new technologies. Organizational changes include increased focus on student learning, instructional practices, and data. Planning and collaboration will be an expected outcome as teachers work together to devise and implement new lessons across grade levels and subject areas. More streamlined use of resources (time, materials) will occur as new and existing lessons and assessments are uploaded and shared in the IIS tool. Anchor teachers will become teacher leaders as they coach and troubleshoot with peers. Also, the newly formed partnership with ITSCO will encourage future collaboration and professional development opportunities.

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.

While not innovative for many school districts, these objectives will propel the District forward and open doors of opportunity. Though no data from other districts matches this project exactly, there is a wealth of data available supporting the objectives. Studies confirm the ongoing use of technology directly impacts student achievement. The State Educational Technology Directors Association (2009) found significant increases in students’ reading and math achievement when core teachers used technology innovatively for instruction. The International Society for Technology in Education (2008) recommends seven factors for successfully implementing technology for learning. All seven recommendations are included in this proposal: 1) Effective professional development for teachers in the integration of technology into instruction is necessary to support student learning, 2) Teachers’ direct application of technology must be aligned to local and/or state curriculum standards, 3) Technology must be incorporated into the daily learning schedule, 4) Programs and applications must provide individualized feedback to students and teachers and must have the ability to tailor lessons to individual student needs, 5) Technology use must be incorporated in a collaborative environment to be most effective, 6) Project-based learning and real-world simulations must be the main focus of instructional technology utilization, 7) Effective technology integration requires leadership, support, and modeling from teachers, administrators, and the community. A study by Howley (2011) in the Journal of Research in Rural Education found “adequate technology and professional preparation were indeed predictive of technology integration measured in terms of the sophistication of student technology use”, following a study of Appalachian and agrarian counties in Ohio. Project Based Learning fits seamlessly with 21st Century skills and the technology plan. A 2013 study by Gallup "confirms the positive connection between the development of the competencies known as 21st century skills - critical thinking, real world problem solving, collaboration and communication skills - and future job success". A study by Boaler (2002) found evidence of PBL closing achievements gaps. Hixon (2012) states, "The extensively trained PBL teachers taught 21st century skills more often and more extensively". Differentiated instruction is widely believed to promote student achievement. Lawrence-Brown (2004) confirms that differentiated instruction can enable students with a wide range of abilities, from students with mild or severe disabilities to those identified as gifted, receive an appropriate education in inclusive classrooms. Based on accepted educational research, the District believes this investment will positively impact student achievement.

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.

Kathy Bowling, Assistant Superintendent, will be responsible for the internal evaluation. Her phone number is (740)532-7030 and email is kbowling@rockhill.org.

* 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).

Overall impact of this project will be measured by multiple data sources and monitored by teams already in place. Project team members serve on the district leadership team DLT, BLT, and TBT. Progress measure 1: Improved performance on quarterly assessments and state/national testing. Students will complete quarterly assessments beginning 2014. Core teachers will be responsible to administer, compile, and score assessments in weekly TBT meetings. Student scores will be reported to the DLT /BLT, who meet monthly. PARCC assessments will also be given beginning 2014 and teachers are to receive feedback with small turnaround time. It is anticipated teachers will work in TBT’s to analyze/track student data. Reporting will also occur at the BLT and DLT level. Student progress will be tracked using PARCC for each subsequent year in the spring. Gap analysis will be performed at all levels to monitor the progress of students with
Is this project able to be replicated in other districts in Ohio?

* Yes
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
Scaling Up and Moving Forward is able to be replicated in other districts in Ohio. Though no two districts are exactly alike, many face similar challenges regarding student achievement, professional development needs, and antiquated technology. ITSCO serves 37 counties in Central Ohio with low cost, flexible professional development services. Similar professional development could be replicated or adapted in other districts. Lessons learned through the planning and implementation of this project could benefit other districts with similar needs.

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).

On behalf of The Rock Hill Local School District, I agree that all supporting documents contain accurate information and to abide by all assurances outlined in the Straight A Assurances.
<table>
<thead>
<tr>
<th>Consortium Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>No consortium contacts added yet. Please add a new consortium contact using the form below.</td>
</tr>
<tr>
<td>First Name</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Amy</td>
</tr>
</tbody>
</table>
# Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris</td>
<td>Robinson</td>
<td>Treasurer</td>
<td>Mr. Robinson will monitor all aspects of the project budget and expenditures.</td>
<td>Mr. Robinson has served in his position for 21 years and oversees annual district budgets in excess of $22,750,000. He maintains a treasurer’s license with the Ohio Department of Education.</td>
<td>Mr. Robinson has overseen other large grant budgets for the District.</td>
<td></td>
</tr>
<tr>
<td>Wesley</td>
<td>Hairston</td>
<td>Superintendent</td>
<td>Mr. Hairston will be directly responsible with management of this project and will chair Project Team meetings. He will be the reporting liaison to the Board of Education and community.</td>
<td>Mr. Wesley Hairston, Superintendent, has over 30 years experience in education and has been the District superintendent for 5 years. He oversees daily management of the District which employs over 200 and has an annual budget of $22,750,000.</td>
<td>Prior to serving as superintendent, Mr. Hairston was a building principal and facilitated large scale projects including the 21st Century Grant and Making Middle Grades Work.</td>
<td></td>
</tr>
<tr>
<td>Eric</td>
<td>Floyd</td>
<td>Assistant Superintendent</td>
<td>Mr. Floyd will coordinate professional development services with ITSCO, develop surveys for data collection, collect all relevant data for team analysis, and oversee the Anchor Teacher initiative. He will participate in Project Team meetings.</td>
<td>Mr. Floyd has service as assistant superintendent and coordinates Title 1, Title 2a, Title 1 Delinquent, Title VI-B programs. He holds a master's degree in educational administration.</td>
<td>Prior to his employment as assistant superintendent, Mr. Floyd served as an Educational Administrator for the Ohio Department of Youth Services for 12 years.</td>
<td></td>
</tr>
</tbody>
</table>