<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>100</td>
<td>25,000.00</td>
<td>4,750.00</td>
<td>35,000.00</td>
<td>876,150.00</td>
<td>20,000.00</td>
<td>0.00</td>
<td>960,900.00</td>
</tr>
<tr>
<td>Support Services</td>
<td>0.00</td>
<td>0.00</td>
<td>25,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>25,000.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td>0.00</td>
<td>0.00</td>
<td>5,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>5,000.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>25,000.00</td>
<td>4,750.00</td>
<td>65,000.00</td>
<td>876,150.00</td>
<td>20,000.00</td>
<td>0.00</td>
<td>990,900.00</td>
<td></td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00
Remaining: -990,900.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
Success = Parents Communication Collaboration (S=PC^2)

2. Executive summary: Please limit your responses to no more than three sentences.
Our PC^2 project is focused on the research base that shows that time intensive parental involvement activities, such as reading to one's children and communicating with them, have significant impact on student achievement (+.5 to .6 of a standard deviation) for the overall student population and minority students as well. Jeynes, W. H. (2005). Our plan is to improve student achievement by extending the school day and additional learning opportunities by providing mobile technologies with instructional videos for parents and individualized curriculum materials for students in a comprehensive parent involvement project. The communication/collaboration focus will involve intensive training for both teachers and parents, and will involve various community organizations in the development of communication projects which will range from a simple 'read with me' at the lower grade levels, to a focus on 'my town' investigations and student created video solutions at the middle levels, and include a high school 'my responsibilities' focus on local problem of the month investigations involving environmental and social issues. 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.

2153. 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:
- Pre-K Special Education
- 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
Catherine J. Sanor
Organizational name of lead applicant
Salem City Schools
Address of lead applicant
1226 E. State Street
Phone Number of lead applicant
3303320316 x 58229
Email Address of lead applicant
sanorc@salem.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 success.

The current state or problem to be solved; and

Salem City Schools consistently strive to meet the needs of our students. However, in spite of all efforts to differentiate, provide enrichment and interventions, our K-3 diagnostic data and 4-8 value added score add to the fact that we are not meeting our students academic needs. In addition, over the past 5 years, our district poverty rate has increased from 34% free and reduced lunch to 53.2%. Our students from impoverished homes do not have access to technology/internet to support their education. In addition, students who fall behind in reading at the early levels often fall even further behind in other subject areas as they progress through school. Our PC^2 project is designed to extend the school day and learning opportunities by providing mobile technologies that contain individual curriculum materials for students and video communications for parents so they can better assist their child. The project is designed to increase parent involvement by creating situations for parents to communicate and collaborate with their child throughout their school career. The project involves training for teachers and parents. Over 75% of our teachers have already been trained in using technology to communicate through attendance at Building Learning Communities conferences over the past three years. Many are already providing online communications for students and parents. We plan to use teacher leaders from these groups to assist other teachers in the development of these communications and how to make them available both online and mobile technologies that students can take home and share with parents. We will also instruct parents on the use of these devices and how they can go to various sites throughout the city to connect to the resources online using free wireless sites like the Salem Public Library, and various retail locations in an effort to extend the school day into the home and engaging parents in their child’s education using cutting edge resources and technologies.

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

Our primary initial focus is to make sure all students meet the Third grade reading guarantee since success in reading is fundamental to success in all subjects. At the K-3 level, the project will be entitled "Read With Me" based on the research which shows that reading achievement increases dramatically if someone even reads to the child 20-30 minutes per day. The student mobile devices will have leveled readers downloaded on them for that particular skill as well as some short instructional videos for both parent and child. These materials can be updated weekly or monthly as needed by either attending a school meeting or accessing them online. Goal: 1. All K-2 students will show growth on AIMSweb reading benchmarks given 4 times throughout the school year. Goal: 2. By the end of the 2015-16 school year, all third grade students will score above the 3rd Grade Read Guarantee threshold with at least 75% scoring at advanced or accelerated levels. At the 4-8 level, the project will be entitled "My Town" and will focus on investigations that students can research with their parents and develop multimedia communications based on their research. These investigations will be developed in collaboration with community groups such as the Salem Historical Association, environmental groups, etc., and will be based on community issues and topics that encompass the Core Curriculum standards in math, science and social studies in addition to communications. Communication will be enhanced through the use of mobile technologies and video communications available to their parents and to investigate the problem situations and communications. We will also partner with the Salem News to allow for newspaper coverage and to inform community members of the current problems being investigated at the different levels. Based on the research, our plan will improve student achievement by extending school day into the home and engaging parents in their child’s education using cutting edge resources and technologies. Goal: 7. We will show an increase in parent involvement each year of the grant as indicated by attendance at parent meetings, parent communications and results of Pre-Post Parent Surveys administered each year.

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

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

The PC^2 project will address the Student Achievement Goal and the Utilization of a Greater Share of Resources in the Classroom Goal by: 1. By placing a technology device, either a tablet or laptop into the hands of every Salem student we have not only placed a greater share of resources into the classroom, we have also enabled daily communication to the home of all students. This enables us to provide a higher level of engagement of students in the classroom we have "leveled the playing field" by providing access to technologies to our under served populations. 2. The focus on parent involvement at all levels allow to extend the school day with engaging learning activities for our students in line with the research base that has proven that parent support and involvement significantly impacts student achievement. (Jeynes, W. H. (2005) cited below). In addition, teachers will have the opportunity to provide daily communication...
parents to assist with the home activities. 3. The focus on meeting the Third Grade Reading Guarantee by using extended reading each day with parent and teacher support will allow us as a district to change from providing many reading interventions to focus on meeting Core Curriculum Standards in math, science, and social studies. Students will achieve at higher levels in other areas once they are no longer behind their peers in reading. 4. Our focus on family/community problem investigations at the middle and high school level serves to engage families and the entire Salem community in ongoing communication and collaboration. Students will be learning standards within the context of relevant problem situations and issues and all will benefit from the exercise of investigation and using technology to communicate results. In addition, our board of education currently has district goals to improve communication and to promote student achievement. 5. Principals and teachers will now see parents and the community as active participants in the education of our students and will take an active role in investigating and implementing digital communications. 6. We expect to see cost savings on several levels. With a device for every student, we will move to providing digital curriculum in place of printed texts. We have already begun this process with teacher created digital interactive texts in Science in the 7th and 8th grade level and are purchasing digital content along with class sets of printed materials in other areas. This alone will save our district about 35% ($52500) of our annual textbook expenditures of $150000. In addition, we expect to see a decrease in need for intervention personnel gradually over the course of the next 4-5 years. This will provide a savings in our Federal Program funding that can then be used to meet greater needs in other areas - even the Federal Funds do not impact our 5 year forecast. In addition, we will also see a decrease in our technology replacement budget of around $55000 per year the first two years since we will not have to replace outdated equipment. However, this money will be set aside as part of the plan to upgrade and replace all mobile devices after year three and beyond. Jeynes, W. H. (2005). Parental involvement and student achievement: A meta-analysis (Family Involvement Research Digest). Cambridge, MA: Harvard Family Research Project. Retrieved January 1, 2007, from http://www.gse.harvard.edu/hfr/publications_resources/publications_series/family_involvement_research_digests/parental_involvement_and_student_achievement_meta_analysis.

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 equivalent.)

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.) The specific resources in the classroom in this project are the mobile tablets/laptops provided to each student. These devices will include downloaded books for reading, as well as digital resources in Language Arts, Mathematics, Science and Social Studies. They will include the capabilities to deliver video communications to parents - and for students/parents to create video communications to send to teachers or display in an online forum. In addition, teachers and students will have access to a media server for the purposes of sharing video communications online.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, 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 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.

990,900.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

| Budget Narrative: Instruction: Salaries (100) and Fringe Benefits (200) - the total amount ($25000 + $4750) will be used to pay stipends/benefits to 10 teachers (2 at each building). These teachers will be the lead coordinators for the roll out year of the project. Their responsibilities include the coordination and implementation of both teacher and parent education programs as well as coordination of the distribution of the mobile devices and charging stations for their building. Once the initial year is over, these responsibilities will be worked into an 'adjusted' day for our current intervention personnel to be available for after school consultation and parent workshops, these positions are funded with Title I monies. Instruction: Purchased Services(400) - the total set aside $35000, is for the cost of Apps, subscriptions to digital reading content and software. Instruction: (Supplies) (500) $876,150.00 includes $770,690.00 for mobile tablets/notebook computers and extended maintenance for all students and teachers, $44,860.00 for cases for each device and $60,500.00 for charging/syncing stations. Instruction: (Capital Outlay) (600) $20,000.00 includes $10,000 for media servers and computer and server software and $10,000 for the cost of additional wireless access points in each of the five buildings. Support Services: Purchased Services $25,000.00 covers the cost of installation/setup of media server and installation of additional wireless access points at each building. Professional Development: Purchased Services $5000 to cover the costs of outside presenters on training for teachers on video editing using Camtasia, and Google Docs. In addition, this project will continue to be supported with a continuation of the Building Learning Communities focus we have had for our teachers for the past three years. This summer we will be training our fourth group on using digital resources to engage learners. Our teaching staff is prepared to implement the strategies of this grant and will receive additional training on development of parent communications and problem investigations. These efforts are supported with district Title IIA funds. |

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.

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

20,000.00 |

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.

The expected decrease in expenditures each year is a result of administrative reorganization as well as savings in our materials/supplies due to a move to more digital curriculum than printed materials and a decrease in the budgeted amount for replacing student technology devices. The annual decrease is around $20,000.00 annually.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

We have built maintenance plan into the cost of equipment and will maintain personnel to implement staff training, parent meetings and stakeholder sessions to design student investigations through our intervention personnel hired with Title funding. These teachers will work an adjusted day so that they are available during part of the school day as well as additional time after school to assist students and meet with parents/stakeholders. In addition, any additional devices needed (for any additional students) can be provided through our supplies budget in our Title funding since we are Schoolwide funded.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.
15. 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.

Because the majority of our expenditures is on mobile devices, the project will be sustainable as long as we can maintain the devices and keep them in good repair. For this reason, we have included a maintenance plan and our FIT shows a decrease in expenditures over the five years in part because we will actually be saving around $55000 per year in our tech replacement budget by having new equipment. We will be setting aside this budgeted amount because we realize we may need to begin to replace devices in year 4 or 5. Our plan is to utilize our supply funds in our Title monies - since we are a School wide district as contingency funds if our maintenance contract does not cover all expenses to keep the equipment running for the 5 year period. After this period, we will use our saved district funds and Title funds to replace a percentage each year to keep the project going. In addition, all of our personnel costs will be in kind after the first year of supplements. All after school meetings will be handled by ‘adjusted day’ intervention personnel and all staff professional development will be paid through Title IIa federal funds.

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 time frame.

17. Planning - Activities prior to the grant implementation

* Date Range 7/1/2014 - 9/15/2014

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

Teacher Professional Development - Even though the grants have not been awarded yet, our teacher professional development will occur in July with a continuation of training at Building Learning Communities Conference and additional local workshops on using Apps to create videos for parent communications. These workshops will occur in June and July 2014. Investigation/Problem Development - We will hold an initial meeting of teacher teams/partners/stakeholders in early August 2014, to discuss curriculum areas for which we need to develop investigations and growth measures. We will document areas of expertise for each of our partners and work on the development of teams for grade levels/curriculum areas and include interdisciplinary ideas as much as possible. We will conduct two followup meetings prior to September 15, 2014 with the goal of having at least one investigation per grade level 4-12. Equipment Purchase/Installation/Setup - we would like to place equipment orders, install media server/software and the additional wireless access points as soon as grant is awarded. Mobile tablets/laptops will be disseminated as soon as setup is complete. We will begin at K-3 level and move up accordingly until all are in place. Parent Training - K-3 - planning of the parent training phase with principals/teacher leaders will occur prior to first day of school. (August 21). Reading diagnostics and AIMSweb benchmarking to occur in early September with individualized reading plans created. Parent Training - 4-8 - planning of the parent training phase with principals/teacher leaders will occur prior to first day of school. (August 21) Student Engagement - will occur as mobile devices are ready for use. Project Evaluation - principal and teacher teams will develop a plan to monitor required student data and SLO growth measures for their building. In addition, the pre parent survey must be conducted and a determination made on how parent involvement data

* Anticipated barriers to successful completion of the planning phase

The timeline of grant approval/release of funding will have an impact on getting all technology pieces in place

18. Implementation - Process to achieve project goals
**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, 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 classroom, and how to support student use of mobile devices at monthly staff meetings. Investigation Development - We will hold monthly meetings of teacher teams/partners/stakeholders to continue investigation development with the goal of having at least four investigations per grade level 4-12 completed by March 2015. Parent Training - Teacher trainers will conduct four consecutive weeks of training on use of mobile devices after school beginning late September. Additional sessions will occur weekly in person or by video throughout the remainder of school year and be provided by classroom teacher and/Teacher trainer. Equipment Purchase/installation/Setup - ongoing as necessary Student Engagement: By September 20, 2014. Mobile devices will be used in all K-3 classrooms with weekly after school sessions offered to parents (for four consecutive weeks) By October 15, 2014, mobile devices will be issued to all grade 4-12 students and the first problem investigations will be released (by grade level) and published in the newspaper. Parent sessions will be held weekly in each building to discuss video communications, problem research and student communication of results. There will be monthly parent sessions throughout the school year, with new problems released at least every six weeks. Project Evaluation - Building principals and teachers continue to collect and monitor student data and parent involvement data throughout the school year.

**Anticipated barriers to successful completion of the implementation phase.**

There may be issues with the availability of funds in time to make equipment purchases - get the equipment set up and provide the training necessary to get the project rolling. We may have to phase in a grade level or building at a time.

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

**Date Range** 7/1/2015 - 8/1/2015

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

Teacher Professional Development - will continue work on developing parent communications and Building Learning Communities in July, 2015 Investigation Development - teacher teams and partners will continue to meet and look at additional core curriculum areas that we need investigations for students. We will also make sure that all previous investigations are posted along with student growth measures and rubrics. Equipment - all equipment will be inventoried, reformatted and repaired if necessary. Project Evaluation - the first year evaluation will be completed if all necessary data is available.

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

Typically, student assessment results are not available until late June - and Value Added results will not be available in time - which may delay some of the eval process.

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:

We expect to see greater and more effective parent involvement as indicated by student achievement. We will have an increase in the volume and quality of parent/teacher communications via the new technologies. Parents will be more aware of the classroom activities and assessments and will have access to more information concerning their child. The published grade level problem investigations will create an awareness and potential community involvement. We expect to see teachers using short videos to communicate teaching techniques to parents as well as provide updates. Students and parents will learn similar technologies to respond.
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 and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements 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 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. 

Dr. Joe Shivers and Cathy Sanor - both of Salem City Schools will conduct the internal evaluation. It will be based on data collected on the specific goals or in Question #8. Evaluation at the K-3 level will be based on AIMSWeb benchmark data, 9th grade reading guarantees and data collected on parent involvement and the results of parent surveys. Evaluation at the 4-8 level will be based on Value Added Data and results of student growth measures on all problem investigations and data collected on parent involvement and the results of parent surveys. Evaluation at the 4-8 level will be based on results of student growth measures adopted for each problem investigation. Each student will have both pre and post assessment data to show growth for each investigation.

* 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, identifying expected outcomes and the systems in place to track the project’s progress).

At the K-3 level, short term objectives will be monitored by diagnostics and AIMSWeb benchmarks. The long-term objective of grade level reading meet 3rd Reading Guarantee will be substantiated by the State Assessments. At the 4-8 level and the 9-12 level, short-term objectives will consist of the growth measures adopted for each problem investigation. Each student will have both pre and post assessment data to show growth for each investigation.

* 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.

At the K-3 level, we will adjust individual student learning plans to accommodate learners who are not making adequate progress and provide additional interventions. This will include additional video communications to the parent on how the child may be assisted at home. We will support the student with additional levelled readers and possibly run a special reading adventure program in partnership with the Salem Library to encourage reluctant readers. At 4-12 levels, we will work with parents and partners to determine how to improve the level of engagement and achievement.

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. It should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

By using technology to communicate with parents and providing access to under served populations, we expect to improve student achievement by providing expanded learning opportunities outside the school day. Research has shown that some very specific types of parent involvement can significantly improve student achievement. This involvement can be as simple as asking a child how things went at school, or spending a half hour reading with the child - but significantly, the most effective is an ongoing process of communication and collaboration between parent and child. Our plan is to foster such communication but more than that, we would like to be able to provide assistance to the parent in the form of actual video communications from teachers so we have the opportunity of placing the teacher in the home and hopefully encourage the parents to feel as engaged partners in the education of their child. In addition, the use of community partners to develop and support our problem investigations serves to unite the entire community in this educational process. It is our plan that parents involve and community collaboration will have become a part of the ‘expected’ culture in our schools during and after the life of the grant. We believe that we can change our culture, increase our expectations and have greater student engagement and student achievement.

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 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 points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of a similar project has been successfully implemented in other districts or schools. Identification of these comparable benchmarks should be included.

** Student Achievement

| Goal: 1. All K-2 students will show growth on AIMSWeb reading benchmarks given 4 times throughout the school year and be reading at grade level by the 2nd grade. | Goal: 2. By the end of the 2015-16 school year, all third grade students will score above the 3rd Grade Reading Guarantee threshold with at least scoring at advanced or accelerated levels. At the 4-8 level, the project will be entitled "My Town" and will focus on a series of investigations that students can research with their parents and develop multimedia communications based on their research. These investigations will be developed in collaboration with community groups such as the Salem Historical Association, environmental groups, etc., and will be based on community history and issues that encompass the Core Curriculum standards in math, science and social studies in addition to communications. | Goal: 3. At the completion of each investigation, at least 95% of involved students will meet the student growth measure as determined by the SLO (student learning outcomes) Pre and Post test assessment for that investigation. Goal: 4. By the end of the 2014-15 school year, all grade levels will meet or exceed Value Added in Reading, Math and Science and will show minimum of 0.1 increase each year of the grant program. At the 9-12 level, the procedure will be similar except entitled "My Responsibilities" and focused on and social issues that impact their future lives. Goal: 5. At the completion of each investigation, at least 95% of involved students will meet the student growth measure as determined by the SLO (student learning outcomes) Pre and Post test assessment for that investigation. Goal: 6. 100% of all Salem High School students will pass the state mandated graduation assessments with at least 75% scoring advanced/accelerated in one or more areas. |

** Spending Reduction in the five-year fiscal forecast

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

The specific resources in the classroom in this project are the mobile tablets/laptops provided to each student. These devices will include downloaded books and software designed to enhance reading skills.
reading, as well as digital resources in Language Arts, Mathematics, Science and Social Studies. They will include the capabilities to deliver video communications to parents - and for students/parents to create video communications to send to teachers or display in an online forum. It is expected that resources will remain constant throughout the life of the grant.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

Goal: 7. We will show an increase in parent involvement each year of the grant as indicated by attendance at parent meetings, parent communications and results of Pre-Post Parent Surveys administered each year. In addition, we expect to change the culture of our schools to one in which parents feel as more of a partner in their child’s education and feel very welcome in our buildings. We also hope to foster enthusiasm and excitement on the part of our partners as they team with us to develop investigations for our students. These may require more of an ‘unobtrusive’ attempt to measure, but could be some of the most valuable outcomes of our project.

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

This project can easily be replicated in other districts. The key is to provide the mobile technology to all students and build in the capacity for teachers to send video/audio communications to assist the parents at the K-3 level and beyond. A key is to get parent involvement and train them to use the technology and parent/student can then use the mobile devices as a communication tool with teachers. As the focus moves to investigations that students can collaborate with parents and/or community members, more home/school communications will occur. In addition, we will maintain an online resource of developed problem investigations including appropriate student growth measures that any district could adopt or adapt to their district.

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 period. 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, 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, I accept. Catherine J. Sanor, Director of Curriculum, Salem City Schools (IRN044735)
No consortium contacts added yet. Please add a new consortium contact using the form below.
## Partnerships

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heather</td>
<td>Young</td>
<td>330-332-5885</td>
<td><a href="mailto:young@salemcommunitycenter.com">young@salemcommunitycenter.com</a></td>
<td>Salem Community Center</td>
<td></td>
<td>1098 North Ellsworth Ave, Salem, OH, 44460</td>
<td></td>
</tr>
<tr>
<td>Jerry</td>
<td>Laska</td>
<td>330-337-8514</td>
<td><a href="mailto:TheSalemHistoricalSociety@gmail.com">TheSalemHistoricalSociety@gmail.com</a></td>
<td>Salem Historical Society</td>
<td></td>
<td>208 South Broadway Ave, Salem, OH, 44460</td>
<td></td>
</tr>
<tr>
<td>Brad</td>
<td>Stephens</td>
<td>330-332-0042</td>
<td><a href="mailto:brads@salem.lib.oh.us">brads@salem.lib.oh.us</a></td>
<td>Salem Public Library</td>
<td></td>
<td>821 East State Street, Salem, OH, 44460</td>
<td></td>
</tr>
<tr>
<td>Steve</td>
<td>Faber</td>
<td>330-332-5512</td>
<td><a href="mailto:salemmemorial@sbcglobal.net">salemmemorial@sbcglobal.net</a></td>
<td>Salem Parks and Recreation Dept.</td>
<td></td>
<td>785 East State Street, Salem, OH, 44460</td>
<td></td>
</tr>
<tr>
<td>Pete</td>
<td>Conkle</td>
<td>330-332-8732</td>
<td><a href="mailto:pete.conkle@oh.nacdnet.net">pete.conkle@oh.nacdnet.net</a></td>
<td>Ohio Department of Natural Resources</td>
<td></td>
<td>Soil and Water Conservation, 1834-B S Lincoln Ave, Salem, OH, 44460</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
<td>Delete Contact</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>-------</td>
<td>------------------</td>
<td>----------------</td>
<td>--------------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Catherine</td>
<td>Sanor</td>
<td>Director of Curriculum</td>
<td>Overall Coordination and ImplementationFiscal oversight Curriculum Match on all grant activities Evaluation</td>
<td>Current district Curriculum Director, Previous Director of Technology for the Mahoning County Educational Service Center and also Curriculum Consultant for both Mahoning and Columbiana County ESC's. She was a high school mathematics teacher and is a recipient of the Presidential Award in Science and Mathematics Teaching in Secondary Mathematics at both the state and national level.</td>
<td>Wrote and implemented several grants as a high school teacher. Authored and managed $1.5 million in distance learning grants for all districts in Mahoning County - Grant project entitled &quot;Problem Based Learning, Inquiry, Investigation and Communication involved all high schools and middle schools in Mahoning County.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John</td>
<td>Lundin</td>
<td>Principal Buckeye Elementary</td>
<td>Responsible for monitoring the Buckeye implementation team of teachers. Scheduling of parent sessions at Buckeye. For Grade K-2, organization of process for reading strategies, assessments, &amp;parent communications. Conduct parent pre/post surveys and keep accurate records of parent communications/involvement and maintain student achievement records.</td>
<td>School Principal - Masters level</td>
<td>Has worked on several projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sean</td>
<td>Kirkland</td>
<td>Principal Salem Jr. High</td>
<td>Responsible for monitoring the jr high school implementation team of teachers. Scheduling of parent sessions at the jr high school. Organization of stakeholder/teacher sessions to design problem investigations. Oversight of development of SLO student growth measures and pre/post assessments for each problem investigation. Conduct parent pre/post surveys and keep accurate records of parent communications/involvement. Monitor student progress.</td>
<td>School Administrator - Masters level</td>
<td>Has supported many projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cindy</td>
<td>Viscounte</td>
<td>Principal Reilly Elementary</td>
<td>Responsible for monitoring the Reilly implementation team of teachers. Scheduling of parent sessions a Reilly. For Grade 3, organization of process for 3rd grade reading guarantee strategies, assessments, &amp;parent communications. For Grade 4, Organization of stakeholder/teacher sessions to design problem investigations. Oversight of development of SLO student growth measures and pre/post assessments for each problem investigation. Conduct parent pre/post surveys and keep accurate records of parent communications/involvement and maintain student achievement records.</td>
<td>School Principal - Masters Level</td>
<td>Has worked on several projects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Responsibilities</td>
<td>Education/Background</td>
<td>Experience/Projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>James Wilson</td>
<td>Treasurer</td>
<td>Will monitor all spending and fiscal reporting of grant funds</td>
<td>District Treasurer - School Treasurer license</td>
<td>Has worked on several projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lisa Whitacre</td>
<td>Principal (Southeast Elementary)</td>
<td>Responsible for monitoring the Southeast implementation team of teachers. Scheduling of parent sessions at Southeast. Organization of stakeholder/teacher sessions to design problem investigations. Oversight of development of SLO student growth measures and pre/post assessments for each problem investigation. Conduct parent pre/post surveys and keep accurate records of parent communications/involvement and maintain student achievement records.</td>
<td>School Principal - Masters level</td>
<td>Has maintained equipment at the district level and also worked as part of a county wide team.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tim Roller</td>
<td>District Technology</td>
<td>Responsible for purchase, maintenance, inventory and set up of all mobile tablets/laptops and charging/syncing carts. Responsible for purchase and installation of additional wireless access points and set up and configuration of district media server. Will monitor the roll out and assignment of all devices and will develop a plan for maintenance. Will work with all committees on the feasibility of use.</td>
<td>Bachelors degree in education and 20 plus years of technology experience in networking and repair.</td>
<td>Has maintained equipment at the district level and also worked as part of a county wide team.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joseph Shivers</td>
<td>Principal (Salem High School)</td>
<td>Responsible for monitoring the high school implementation team of teachers. Scheduling of parent sessions at the high school. Organization of stakeholder/teacher sessions to design problem investigations. Oversight of development of SLO student growth measures and pre/post assessments for each problem investigation. Conduct parent pre/post surveys and keep accurate records of parent communications/involvement.</td>
<td>School Administrator, Doctorate level, extensive background in curriculum and assessment.</td>
<td>Has written and implemented a number of successful grants. Has served as a grant reader while president of the Ohio Middle School Association.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>