

Budget

Sidney City (044784) - Shelby County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (17)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	824,513.20	0.00	824,513.20
Support Services		36,000.00	5,562.00	0.00	0.00	0.00	0.00	41,562.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	64,400.00	0.00	0.00	0.00	64,400.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		36,000.00	5,562.00	64,400.00	0.00	824,513.20	0.00	930,475.20
Adjusted Allocation								0.00
Remaining								-930,475.20

Application

Sidney City (044784) - Shelby County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (17)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Dreaming to Achieve: Inquiring Minds Becoming College and Career Ready

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

Through an infusion of technology, Sidney City Schools will make a systems change, moving our K-12 students into a project-based learning environment that will enable our teachers to create a more individualized, blended learning classroom. This changing environment will maximize learning as our district collaborates with our local businesses and community through Workforce Partnership to maximize students' learning by making the "real-world" application of their studies come to life. K-5 students will be engaged in exploring their dreams within an Airstream mobile career trailer; 6-8 students will utilize OhioMeansJobs and Shelby County Workforce Partnership websites to create electronic portfolios they will tote in digital backpacks; 9-12 students will be realizing their college and career potential through a combined effort from teachers, business members of Workforce Partnership, and our new Workforce Academy pathway, which collectively focus on students' acquiring 21st Century Skills.

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.

3451 3. Total Students Impacted:

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

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

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

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

First Name, last Name of contact for lead applicant
Brooke Gessler

Organizational name of lead applicant
Sidney City Schools

Address of lead applicant
750 S. Fourth Avenue, Sidney, OH 45365

Phone Number of lead applicant
937-497-2200 ext. 1046

Email Address of lead applicant
brooke.gessler@sidneycityschools.org

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

- Yes
 No

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

[Add Consortium Members](#)

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

Yes

No

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

[Add Partnering Members](#)

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

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

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

The current state or problem to be solved; and

Current Problem - Sidney City Schools lacks resources and a progressive path to support K-12 student achievement and a pathway to college and/or a career; Shelby County businesses struggle to find people to keep gainfully employed. The combination of the two problems would seem to have one solution: a partnership to produce students who are job-ready in the 21st century.

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

Through 1:1 classroom technology, project-based learning PD, and business collaboration, Sidney City Schools will establish a K-12 progressive initiative driving our students toward acquiring 21st century skills that will educate them on goal-setting, encourage them to explore careers, and prepare them to choose a path toward college and career that will be reinforced through academics and real-world experiences in the community. Each K-5 student will learn in a hands-on project-based classroom with technology to be shared among grade-level teachers. Students will work collaboratively with their peers to problem-solve and articulate their reasoning for their answers. Teachers will partner with special guests from area businesses to create real-world connections to students' learning and give students an audience with whom they can share their dreams and goals. Outside of the classroom, every K-5 student will dream of and explore different careers in a 30' Airstream mobile learning lab that is equipped with technology, flat screen TVs, convertible seating to create space for a lesson with the teacher as leader or facilitator. The lab will spend a week at each elementary as students follow a building schedule for access. Our educators in cooperation with area businesses, will reinforce the importance of academics, collaboration, and setting goals in order to make students' dreams a reality. Entering into Sidney Middle School, students will take their dreams closer to reality. In teacher-based teams (TBTs) teachers, utilizing the professional development they have acquired, will plan project-based lessons. This mode of discovery will place more responsibility in students' hands to learn, rather than to be dependent on the teacher to provide all the information. Middle school students will also meet area professionals with business and manufacturing backgrounds who will visit and participate in classroom activities. 6th graders will explore future goals for college and career using OhioMeansJobs and the newly developed Workforce Partnership website while 7th & 8th graders, using these same sites, will set tentative goals giving them a direction upon entering high school. 7th grade students will spend 9 weeks in a program focusing on social skills development. 8th graders will spend 9 weeks in Workforce Academy that builds upon 7th grade content and introduces students to business soft skills and civic responsibilities, and serves as a feeder to the high school program. 8th grade students will each carry a digital backpack with an electronic portfolio reflecting individual goals for high school academics and college/career. Keeping these two areas aligned, students will realize the connection between the two and maintain focus for success. This digital backpack will be carried into Sidney High School where students' dreaming becomes achieving. These 9-12 grade students will regularly access carts of chromebooks that teachers will work into their classroom instruction for a 1:1 opportunity during the school day. Facing academic rigor through project-based tasks, students will collaborate with peers and use keen problem-solving skills. Academics now merge with college and career readiness as students will have workplace skills to perform authentic tasks through curriculum reinforced in their core courses. Community business partners will step in to help students evaluate their goals beyond high school. The Workforce Partnership will plan with high school staff to provide timely and meaningful field trips to tour businesses and manufacturing plants for students to see the internal structures that afford employment. In conjunction with the Workforce Partners, All Sidney High School students will be able to job-shadow and intern with Shelby County businesses, especially through newly developed Workforce Academy. This four-year pathway in Sidney HS begins and ends with students building a relationship with businesses.

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.)

K-12: 100% of teachers will use scheduled professional development time to develop project-based learning units within their established teacher based teams (TBTs) for Ohio Improvement Process (OIP) framework; 100% of teachers implement 1:1 technology-based lessons. Access to technology in this initiative levels the playing field for all students to learn because socioeconomic status, variant beliefs, and different experiences inhibit access to technology. Technology will promote 21st Century skills for collaboration, digital literacy, and individualized learning within the classroom. 100% of K-12 students work independently and collaboratively to complete hands-on, project-based learning tasks that apply Ohio's new standards in English, Math, Science, and Social Studies. 100% of K-12 students learn to set and meet goals related to their learning. Beginning in the 7th grade, these goals will connect to their dreams of future plans that transition into a plan of action for achievement in the 21st century. Students will increase collaboration, digital awareness, and ability to problem solve by 100% compared to the previous year. These skills support achievement on the Next Generation Assessments and prepare our students for

success on ACT, SAT assessments. Grades 6-12: 100% of students will recognize a correlation between academic success and future goals of college and/or career through changes in instruction and Workforce Partners' involvement. Grades 3-10 80% of students will be proficient in Math and Reading or district grade levels will show 5% increase in proficiency when compared to the previous year. This will have to be adapted to the new scoring for PARCC assessments for grades 4-9 and grade 11. Grade 12: There will be a 3% increase in graduation rate compared to the previous year.

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.)

Over the next five years, our district will experience spending reductions as a result of this grant's initiatives. The gross savings for this five-year period will total \$740,150.00. The district will spend less in Line 3.040, Supplies and Materials, as a result of moving to digital textbooks for future textbook adoptions and purchases instead of hardbound textbooks. The expected savings to the district is \$685,400.00 with this transition, beginning in FY 2016. Though there is an annual subscription for digital textbooks, this cost will be less than the budgeted purchased amount for hardbound texts, which was \$214,800 in FY2014. This move to digital textbooks will also allow the district to avoid future expenses rebinding textbooks at an average cost of \$3,250/year for a total cost over five-year of \$16,250. Purchasing digital textbooks will also eliminate the cost to replace lost textbooks at an average cost of \$7,700/year for a total cost over five year of \$38,500.

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.)

Technology will enable educators to devote more time for instruction because students will have the opportunity to communicate and collaborate digitally. Educators will also be able to communicate and provide feedback to students digitally, freeing up more time for class instruction while promoting positive correspondence that can be shared with parents. Students' learning will be enhanced and enriched through immediate access provided by technology. Exposure to community and classroom resources will build a greater awareness of our global society. Secondary students in particular will have access to national standardized test preparation programs, employability courseware, and direct connections to businesses as a result of this grant's initiatives. Sidney City Schools will be utilizing existing businesses as resources for more authentic classroom tasks that connect academics to the real world. Community stakeholders will have access to free technology seminars and employment tips through the extended outcomes of this grant.

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.)

Not Applicable

10. Which of the following best describes the proposed project? - (Select one)

New - never before implemented

Existing: Never implemented in your community school or school district but proven successful in other educational environments

Mixed Concept: Incorporates new and existing elements

Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the

text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

12. What is the total cost for implementing the innovative project?

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

930,475.20 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

\$764,513.20: 48 packs iPad 2 16GB with Wi-Fi (\$3790/10 pack); 16 Macbook Air, 13-inch 128GB Flash Drive (\$1,049/each); 16 Bretford PowerSync Carts for iPad 2 (\$2599.95/each); 360 Apple Wireless Keyboards (\$69.00/each); 16 Apple Digital AV Adaptors (69.00/each); 16 Apple Component AV Cables (\$39.00/each); 16 Apple Dock Connectors (\$19.00/each); 480 Otterbox Protective Cases iPad 2 (\$185.00/each); 2 AP120 Access Points (\$185.00/each); 1710 Samsung chromebooks (\$249.00/each); 57 Da-Lite CT-LS30-notebook storage carts (\$794.00/each). The 16 iPad carts (@ \$41,599.20) housing iPads at a cost of \$181,920.00 will be shared by K-3 teachers at each elementary building. iPads are more suitable for our K-3 learners because of their size and intuitive design. iPads will be fitted with protective cases (@ \$55.00) so that fear of dropping does not limit their use at a total cost of \$26,400.00. 4-12 core teachers (math, science, ELA, and social studies) and 4-12 special education teachers will have carts of chromebooks (@ \$45,258.00) to share with their grade-level teachers (4-8) or content area teachers (9-12) at a cost of \$425,790.00. Chromebooks transition 4-5 students into a device that is more common at secondary levels, expanding digital literacy while gaining an understanding of a global society. CONTRACTUAL SERVICES are anticipated to cost \$64,400.00 and include the following: Smart Solutions with four (4), 3-hour sessions of Digital Academy using a train-the-trainer model (@ \$3800.00), which eliminates recurring costs and 24 hours of job-embedded Technology Coaching (@ \$7600.00) for a total cost of \$11,400. Edmentum will provide Beyond High School courseware and Assessments Test Pack for grades 6-12 at a cost of \$21,000.00. Edmentum programs provide data for college and career readiness. Edmentum will provide grade-appropriate programs for students that measure their learning against Ohio's new standards and 21st Century skills. Curriculum is in the middle of a contract with Edmentum and will reallocate money in 2015-16 fiscal year to bundle existing and new Edmentum courseware. Tech4Learning will provide six (6) days of face-to-face project-based learning for a train-the-trainer model for K-12 teachers to eliminate recurring costs at a cost of \$24,000. Two Curriculum staff will be trained in Thinking Collaborative Advanced Adaptive Schools at a cost of \$8000.00. The completion of this training will credential these two people to conduct Adaptive School training on site to move research-based collaborative activities into the classroom and promote 21st Century skills. PERSONNEL expenses will be \$41,562.00 and include the following: Project Coordinator @ \$9500 to oversee the grant's action plan, organize meetings for the Dreaming to Achieve Team; Grant Reports Manager @ \$9500 to prepare and handle all PD resources and services with the specified vendors, schedule staff PD; College/Career Curriculum Coordinator @ \$10,000 to establish a means of qualitative & quantitative data collection across the district, monitor benchmarks and outcomes of the grant and communicate to district staff, parents, and community stakeholders and create curricular paths that align high school and post-secondary courses with college/career readiness. A Technology Coordinator will receive \$6,000 to handle the purchase, preparation, and distribution of the grant's technology. Technology will require a one-time cost to prepare for student and teacher use, offset by technicians is estimated to cost \$1,000 (2 X \$500 stipends). 15.45% Retirement/Fringe Benefits are an anticipated cost of \$5,562. EQUIPMENT will include the purchase of an Airstream trailer (\$60,000) that will become our Dreaming to Achieve Mobile Learning Lab. The price of the trailer is inclusive of the technology and furniture inside and the maintenance plan. This trailer will be transported using an existing district truck, so no additional truck purchase is needed.

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.

There are ongoing costs to sustain some of the initiatives in this Dreaming to Achieve grant. ALL THE DISTRICT'S ONGOING COSTS WILL BE OFFSET BY THE GROSS SAVINGS OF \$740,150 WHEN WE TRANSITION FROM HARDBOUND TEXTBOOKS TO DIGITAL TEXTBOOKS. Equipment maintenance and replacement costs for technology are budgeted each year. The replacement costs for the number of devices this grant will provide is set at 30 a year for K-3 iPads at a cost of \$8,370/year and 30 a year for 4-12 chromebooks at a cost of \$7,470/year. Programmatic contracts are budgeted every year and as new programs are purchased, old programs are phased out, thus reallocating existing funds, which will cover the cost of Edmentum courseware at a cost of \$10,500/year in this grant. Knowing this, our district will be able to sustain the Edmentum courseware each year. This pattern creates sustainability of proven programs. Finally, additional costs incurred by the district will result from maintaining the Dreaming to Achieve Airstream Mobile Learning Lab at \$6,000/year as made evident in Line 3.030, Purchased Services. The aforementioned expenditures for the district will result in a five-year total of \$161,700. When this five-year total is taken from the district's gross savings, the district will see a NET SAVINGS OF \$578,450. There are also initiatives that will not result in recurring costs for the district. The professional development will be front-loaded and follow a train-the-trainer model, which builds internal capacity to continue the PD for existing teachers in the district and new teachers to the district without recurring costs. So, after the grant year, Line 3.030, Purchased Services, will not increase as a result of this grant's PD. Additionally, the purchased services to help coordinate, monitor, and manage the grant and its initiatives will be for one year only. When the grant expires, so will the purchased service agreements, so Line 3.010, Personal Services (Salaries & Wages), will not see an increase as a result of this grant's initiatives. Current SCS Central Office staff will be responsible to maintain the fidelity of the grant's initiatives that will extend beyond one year.

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

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

Yes

No

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

740,150.00 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

Dreaming to Achieve initiatives will allow Sidney City Schools to realize a gross savings of \$740,150.00 over a five-year period. This savings is made possible through the district's acquisition of technology because we are able to move away from costly hardbound textbooks to digital textbooks. Over the next five years, Sidney City Schools will save \$685,400.00 with digital textbook subscriptions, \$16,250 with eliminating rebinding costs, and \$38,500 with not having to replace lost, stolen, or ruined textbooks. This five year savings has been outlined in the Financial Impact Table in Lines 3.030 and 3.040. The costs to sustain the Dreaming to Achieve initiatives will total \$161,700 for all five years, averaging \$32,340/year. These costs, when offset by the gross savings of \$740,150.00, will still result in a net savings of \$578,450.00.

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

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

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

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

Dreaming to Achieve provides front-loaded professional development and purchases. Having invested in these at the onset of the grant, Sidney Schools will build an internal capacity to continue project-based learning to promote 21st Century skills and college and career readiness through a train-the-trainer model. This will ensure the longevity of the front-loaded professional development. Additionally, the technology purchased through this grant can be sustained through a reallocation of technology funds to cover updates, additional bandwidth, and replacement costs and through the cost savings our district sees in moving to digital textbooks. Edmentum is sustainable through a reallocation of monies within the curriculum budget for purchased services. Added sustainability here comes from the savings realized when the district moves to digital resources. There are no recurring personnel costs associated with this grant's initiatives because our district used retirements and resignations of current personnel to fund the Workforce Academy positions at Sidney High School and Sidney Middle School, so no additional hires were needed and no additional salaries created. Resources for Workforce Academy come from free online websites, Edmentum, and Workforce Partner participation in the classes. Sidney City Schools' efforts to secure this grant show a commitment to our Governor, Workforce Partners, and other community stakeholders that we are invested in preparing our students to be future employees for Shelby County through a sustainable approach.

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

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

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

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

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

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is

recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range 12/10/13 - 3/28/14

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

Curriculum was developed for the foundation courses of middle and high school Workforce Academy, the courses were taken to Sidney Schools Curriculum Council for approval, and to the Board of Education for approval. Multiple meetings were held with Sharon Maurice, Workforce Partnership, to align goals of the partnership with goals of the schools. Programming and collaboration for K-8 resulted in creating our plan for a K-5 Dreaming to Achieve Airstream Mobile Lab and 6-8 grade Ohio Means Jobs and digital backpacks. Following this, Sharon Maurice met with Airstream to share and finalize Airstream design for the mobile lab. Smart Solutions and Edmentum vendors were consulted for professional development. With these vendors, we will be able to gather student and teacher data, K-12, that is both qualitative and quantitative in nature. Meetings were also held with Upper Valley Career Center to discuss alignment with our K-12 21st Century Progressive Path and their satellite programs at Sidney High School. Meetings with the Governor's office and Workforce Partnership ascertained alignment between Workforce Partnership/Sidney Schools' Workforce Academy and the Governor's Workforce Transformation Initiative. Our technology department was involved in planning to prepare for the infusion of technology into the district. The school calendar was adjusted as part of the planning process in order to provide a weekly release for K-12 teachers so that professional development and data analysis would be ongoing and frequently evaluated. Teachers were consulted in different meetings in addition to counselors. Workforce Academy specifically was promoted at 8th grade student orientation to initiate interest and increase enrollment. SHS counselors promoted the Academy during scheduling orientations for 9-11th graders to increase enrollment.

* Anticipated barriers to successful completion of the planning phase

Though there were no initial barriers to the planning, it was imperative that timelines were met for curriculum development and approval. Meetings were organized and communicated to all participants to ensure 100% participation, including Sidney City Schools Curriculum Council, Board of Education, Sidney High Schools administration and staff, and Workforce Partners.

18. Implementation - Process to achieve project goals

* Date Range 5/30/14-05/30/15

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

Although the grant's funds will be expended in the allotted timeframe, full implementation of this grant's initiatives will take more than a year in order for the scope of the grant to be fully realized with fidelity. Tech. Coordinator named and act on tech. needs for grant; Communicate award to stakeholders, district staff, Workforce Partnership; meet with Airstream, Sharon Maurice, Administration to finalize and make purchase of Airstream trailer for mobile lab; Service Agreements for Project Coordinator, Grant Reports Manager, College & Career Curriculum Coordinator. Schedule summer PD for teachers who will facilitate "train-the-trainer" model with Smart Solutions, Edmentum, and Tech4Learning, Select Curriculum staff and schedule training with Thinking Collaborative. Project Coordinator creates a schedule for weekly early releases to support and blend Straight A initiatives with OIP, establish plan to collect & communicate data with admin. and educators, outline pathways for high school students to show direction to college and career for clear guidance. Communicate with post-secondary colleges to align these pathways with College Credit Plus program. K-12 TBTs, Building Leadership Teams (BLTs), and District Leadership Team (DLT) utilize data to monitor student achievement and share instructional strategies for project-based inquiry and technology. K-5 buildings share the impact of the mobile learning lab on students' goal setting, learning, engagement, and motivation. 6-8 BLT shares how they are incorporating OhioMeansJobs into instruction and student responses to this. Share data from Beyond High School software in which 9-12 students have unique user IDs for ACT prep, SAT prep, ASVAB results, and Workplace Skills Assessments. Develop Quarterly Reports and share at district Board of Education meetings regarding the grant's initiatives, implementation, and monitored data. Interim measures will be compared to projected benchmarks to ensure goal attainment.

* Anticipated barriers to successful completion of the implementation phase.

Barriers and mitigation: A barrier to the implementation could be the speed with which the technology and professional development will need to be acted upon in order to have each incorporated into the classroom by the start of the school year. To mitigate this barrier the technology order will be prepared so that as soon as grant recipients are announced and funds released, we may act on the order. Another barrier to implementation could be the timeframe to plan and carry out the professional development for train-the-trainer model for our teachers. In order to mitigate this barrier, teachers expressing an interest in becoming the trainers for the professional development in the district will be listed and schedules organized with the vendors to accommodate those teachers who are interested in serving as a trainer for technology and a trainer for the project based learning within their building. These teachers and vendors will know that this planning, while premature, will allow us to have set dates in all participants' calendars so that we are not wasting time and missing staff when it is time to implement the grant if we are to receive it. Another barrier to implementation could be solidifying the time for the trainers to train the other teachers in their respective buildings. This will be mitigated by meeting with the trainers for the professional development and the Grant Reports Manager to create a schedule for training that works with the district's professional development days. This will ensure that training happens within the teachers' contract day so that all teachers who need to be trained are present and are not contending with afterschool scheduling conflicts.

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

* Date Range 5/29/15 - 6/29/15

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

Run K-5 reports pulling data from Student Learning Objectives (SLOs), AIMSweb, mid-terms, Learning A-Z, Schoolnet (IIS System); run 6-8 reports pulling data from SLOs, Edmentum's Test Pack, Schoolnet (IIS System), Powerschool attendance, PS Works discipline records; run 9-12 reports pulling data from Edmentum's Beyond HS program for increased success on ACT, SAT, ASVAB, Workplace Skills Assessments, SLOs, OGT results, Powerschool attendance, PS Works discipline records, Schoolnet. These reports will be compiled and shared with

district administration, staff, Workforce Partners, the Board of Education, and the community. This summative evaluation will also look at Ohio Teacher Evaluation System (OTES) teacher performance changes, walk-through findings, and qualitative data comprised of survey feedback from students, district, and community stakeholders. We will also watch open enrollment numbers and compare 2014-15 to 2013-14 to see impact of changes in district using this comparative. This data will be used to evaluate the district and building plans established through OIP as far as meeting or exceeding goals. One barrier to the plan is the timeline for receiving assessment data. These plans will be adjusted accordingly for the 2014-15 school year once all state assessments are back. All the summative data findings will be analyzed in conjunction with the district report card and school calendar schedule for the following year to inform professional development needs and release time. New goals will be set to support continuous improvement.

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

Barriers and Mitigation: One barrier to the summative evaluation could be receiving the data from each building in an organized and timely manner. This barrier will be mitigated by setting a schedule for data collection and outlining the method of data collection for each building and teacher in that building. This schedule will be communicated to the trainers for train-the-trainer professional development for them to communicate with teachers. It will also be communicated to building administrators so that they may be used to communicate the schedule to staff. This schedule will appear in staffs' calendar of events through our email system as well as appear on our website in the Curriculum link. Another potential barrier to the summative evaluation could be reaching all the students for a survey. This barrier will be mitigated by setting a week where these surveys will be conducted. This week that is determined will be shared with building administrators and staff via email and building meetings. Students will be asked to take the survey during that set week in an English class because all students have this core subject during the course of their day.

20. Describe the expected changes to the instructional and/or organizational practices in your institution.

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The technology alone will change the instructional and organizational practices of our district's system. Teachers will be learning with students in the classroom to find ways to challenge them and create opportunities to collaborate using technology. Our incoming digital learners will be met with teachers who can use their skills to take their learning to another level. Our graduates will enter into a workforce or college with 21st Century skill and developed connections with area businesses. Regardless of socioeconomic status, all K-12 students will have access to technology. This exciting change will motivate students more and keep them engaged in the classroom, not in the office because of bad behavior instigated by boredom or frustration. Teachers, enjoying the benefit of incorporating digital tools, will seek to use them more. Experiencing authentic learning through problem based learning will reignite the intrinsic rewards that brought them to teaching. Bringing businesses into the schools will bring positive mentors into students' lives and collaborative partners to teachers' classrooms. This will bring the community and schools together for a shared interest in student achievement in school and beyond the classroom. As a community, we are looking to break a cycle of poverty and drug use. With our schools classrooms as the catalysts to do this, we will start with the future of our community, and extend the technology, mobile lab, OhioMeansJobs, and Workforce Academy curriculum to families in the evenings in order to move our institution and community forward.

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.

Students who can "navigate the complex life and work environments in [a] globally competitive information age...exhibit a range of functional and critical thinking skills...[adapt to and function within] a media-driven environment, marked by access to an abundance of information, rapid changes in technology tools" will have demonstrated their mastery of 21st Century skills (Framework for 21st Century Learning, 2011). In order to graduate students with these skills, Sidney City Schools (SCS) must make changes in our system and culture. One change is providing more students and teachers access to technology increasing not only digital awareness and media literacy, but also their collective global and civic awareness. To be successful, our educators need support, which is why we are partnering with Smart Solutions (technology PD), Tech4Learning (PBL training), and Thinking Collaborative (Advanced Adaptive School). PBL "has a positive effect on student content knowledge and...development of skills such as collaboration, critical thinking, and problem-solving...[and increases] motivation and engagement" (Brush, Saye, 2008; Krajcik, et al., 1998). SCS will strengthen our professional community. "In high-performing and improving schools, studies show collaboration is the norm" (Garmston & Wellman, 2013). SCS will enlist the help of our business partners through Workforce Partnership. This grant is indicative of this collaboration, which aligns with Governor Kasich's Workforce Transformation Initiatives. The 2013 Office of Workforce Transformation Annual Report cites a Strategic Priority as aligning "the skills needs of employers with...programs offered in the education system." A mobile learning lab, OhioMeansJobs, Workforce Academy, and business participation in the schools will move SCS to follow the desired direction of our state. Together, our school and business communities will pave the way for

our dreamers to become achievers and for them to "see the link between what they are learning in the classroom and their future career opportunities" (Governor's Office of Workforce Transformation, 2013). Our joint efforts will seek to reduce the 25.3% of families who live in poverty, 75% of elementary and 55% of secondary students who are on free and reduced priced lunches, the 38.5% teen birth rate, the 52.5% of students who have tried drugs (Shelby County Needs Assessment, 2013) by increasing the number of viable employees for our top ten manufacturers: Honda of America Manufacturing; Emerson Climate Technologies; Plastipak Packaging; Wilson Memorial Hospital; NK Parts Industries; Cargill; Freshway Foods; American Trim; Airstream; and Wal-Mart. Sidney City Schools and Workforce Partnership will do what the State Board of Education outlines needs done in its Annual Report: "Identify the demands made by industry, businesses of all sizes, entrepreneurs, and the institutions of post-secondary education on young people emerging from the public education system through grade 12 to be better prepared and more productive in the highly competitive environment of the new global economy from 2007-2020 (Subcommittee for Education in the Global Economy, 2013).

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.

Brooke Gessler, Sidney City Schools (SCS) Curriculum Director, will be responsible for the internal evaluation that will be informed by weekly Teacher Based Teams (TBTs), monthly (Building Leadership Teams - BLTs and District Leadership Team - DLT) agendas and minutes deposited on SCS O:drive, and quarterly data (discipline reports, surveys, Ohio Teacher Evaluation System -- OTES) to determine how technology has improved student learning and how project-based inquiry has invited collaboration and new instruction for problem-solving. OTES data, to be looked at each of the two evaluation cycles, will consist of walkthroughs, pre- and post- conferences, and observations. Through newly implemented IIS, Schoolnet, K-12 qualitative and quantitative data will be compiled and inputted into a report format that can be disaggregated by grade, grade band, and building, which can be shared with other educators and Workforce partners, who will provide qualitative data through surveys using a current curriculum purchase, Survey Monkey. Additionally, quarterly interviews will be take place with District stakeholders and Workforce partners in order to shape the program and instruction while guiding real-world connections in the classroom.

* 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).

Quarterly meetings held with grant coordinators and Dreaming to Achieve team will help to measure progress and determine modifications needed in the Dreaming to Achieve action plan. Brooke Gessler will ask administrators to produce quarterly discipline reports from PS Works in order to draw a comparison between 2013-14 and 2014-15 school years for referrals. This district-wide data will be gathered to produce an overall comparative report by grade-level and grade bands: K-5; 6-8; 9-12 for presentation to our Board of Education by Brooke Gessler, who will be the project evaluator. Edmentum's Test Pack will help us ensure that students with disabilities and identified gifted students' make progress in Reading and Math through this initiative. District-wide data will be gathered to produce an overall comparative report by grade-level and grade bands: K-5; 6-8; 9-12 for presentation to our Board of Education by Brooke Gessler, who will be the project evaluator. This internal evaluation will also examine data with regard to the usage of the mobile learning lab. Frequency of teacher utilization of lab technology, and focus for lessons taught in the lab will also be tracked. Middle School administrators will work with their BLT down to their TBTs to determine the incorporation of OhioMeansJobs 6-8, with the goal to have a more refined portfolio by the end of grade 8 with support of the middle school tech. teacher and Workforce Academy instructor. High school students' achievement will be tracked using data from common assessments gathered in weekly TBTs, taken to monthly BLT meetings, and shared monthly with the DLT. 9-12 students utilize the Edmentum's ACT and SAT prep programs to refine test skills/knowledge with a unique user ID for teachers to track data and progress. Workforce Academy will have this data and data from WorkKeys and National Career Readiness Evaluations to measure job and employability skills and indicate post-secondary success for college or employment.

* 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.

Within teacher based teams (TBTs), teachers will share how they are utilizing technology and project-based learning in instruction. K-12 students will be tracked weekly, monthly, and quarterly, through teacher based teams(TBTs), building leadership teams(BLTs), and a district leadership team (DLT), which will create ample opportunities to modify or make any changes in the action plan if measured progress is insufficient to meet project benchmarks and subsequent project objectives. By distributing leadership through BLTs and DLTs, any issues with implementation can be dealt with quickly by these teams, modifying practice to better suit the needs of the individual school, while assuring success through goal completion for Dreaming to Achieve.

23. Describe the substantial value and lasting impact which the project hopes to achieve.

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

Through launching and successfully implementing a K-12 21st Century Skills initiative like this, Sidney City Schools seeks to attain the following outcomes: Students who learn the importance of goal-setting in order to become responsible for their learning and future; Students who are prepared for a global society with technology and collaborative skills; Students who can break the generational cycle of poverty through gainful employment or college education before and after graduation with College Credit Plus and internship opportunities; Students who become invested members of the community and understand civic duties; Students who adopt a healthy lifestyle for positive social growth; Students who demonstrate academic mastery with performance on state and national standardized tests; Teachers who shift instructional strategies to promote 21st Century Skills of problem-solving, analytical thinking, digital awareness, and collaboration; Teachers who work in collaborative professional learning communities themselves to expand creativity and successful instructional strategies; A district and Workforce partnership relationship that becomes symbiotic in nature in order to shift a community with drug and employability

problems to one that creates a strong, reliable workforce showing longevity in employment. The changes in curriculum and instruction resulting from this grant will be done to ensure district commitment. Sidney City Schools is making cultural, structural, and systems changes that will not revert back to old patterns so that it prepares students for future endeavors and works to improve our community. These outcomes will not change once funding ends as technology will be in place and teachers will have the capacity to work alongside newly hired teachers to help them implement instruction that has become part of their culture. Maintenance and replacement of technology will be addressed through the technology budget, where it is currently addressed.

24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

*** Student Achievement**

8/19/14-5/29/15: 50% of K-8 students exposed to and applying goal-setting for college and career w/25% increase for full exposure to and application of goal-setting by 2016-17; 75% 6-8 students aware of and using Ohio Means Jobs with 25% increase the following year; 75% 8th graders have digital backpack to transfer college/career goals to high school with 25% the following year; 15% of 9-12 students enrolled in Workforce Academy w/20% increase in 9th graders enrolled each subsequent year; 30% 9-12 students visit a local business w/15% increase each subsequent year; 5% increase on state (PARCC/AIR) and national assessments (ACT) with 5% increase in all subgroups each subsequent year to close the gap; 3% increase in graduation rate with 5% increase each subsequent year; 5% decrease in discipline referrals with 10% decrease each subsequent year K-12. 8/20/15-5/29/16: 2% increase in graduation rate with 5% each subsequent year until 100% reached; 10% increase in college/career placement with 10% increase each subsequent year; 25% of Parents and Community attending free technology nights and employment seminars with 15% increase in attendance each subsequent year. All marked percentage increases in benchmarks will be compared to the previous year. Data for each benchmark will be tracked beginning 2014-15 to establish baseline data and to create a start for trend data. Sources of data will be surveys TBTs, BLTs, DLTs, District Report Card, Scheduling/Enrollment, PS Works, Edmentum courseware, and IIS.

*** Spending Reduction in the five-year fiscal forecast**

FY 2016: A net reduction of \$147,785 will occur during this fiscal year as outlined in the Financial Impact Table. FY 2017: A net reduction of \$124,860 will occur during this fiscal year as outlined in the Financial Impact Table. FY 2018: A reduction of \$101,935 will occur during this fiscal year as outlined in the Financial Impact Table. FY 2019: A reduction of \$101,935 will occur during this fiscal year as outlined in the Financial Impact Table. FY 2020: A reduction of \$101,935 will occur during this fiscal year as outlined in the Financial Impact Table.

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

Benchmarks aligned to utilization of greater share of resources: 6/01/14-8/15/14: 50% of K-12 teachers receive PD in Project-Based-Learning and Technology. 8/19/14-5/29/15: 75% of K-12 teachers implementing Project Based Learning in instruction through Train-the-Trainer model with 15% increase each year for 100% implementation by 2016-17; 75% district teachers create 1:1 access in instruction with 15% increase each subsequent year for 100% implementation by 2016-17; 50% K-5 teachers collaborating with Workforce Partnership to create lessons for Mobile Learning Lab with 15% increase through 2017-18; 100% K-5 buildings utilize mobile lab on site. 8/20/16-5/29/17: 4th Tier of Workforce Academy Curriculum added for job shadowing, internships and Capstone Project. All marked percentage increases in benchmarks will be compared to the previous year. Data for each benchmark will be tracked beginning 2014-15 to establish baseline data and to create a start for trend data. Sources of data will be surveys TBTs, BLTs, DLTs, .

*** Implementation of a shared services delivery model**

*** Other Anticipated Outcomes**

Benchmarks for other anticipated outcomes:

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

Yes

No

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

*** Explain your response**

This K-12 initiative for 21st Century Skills and College/Career Readiness can be replicated in other districts. The partnership between Workforce Partnership and Sidney City Schools to create the Workforce Academy has been 18 months in the making. Businesses joined the Partnership, established a board of business leaders and school superintendents, and hired a director to bridge the gap between the schools and businesses. The director met with Curriculum Director for Sidney City Schools to establish a path for students to become aware of what it means to be solid employees and aware of employment opportunities in Shelby County before, during, and after graduating high school. This established path has become Workforce Academy that will reach students who are in homes where gainful employment is not a priority as well as students who are undecided on college/career. Other districts that evaluate their current course offerings and personnel retirements/changes can implement a similar scope of work as outlined in this grant. If new courses are not possible, the connection between businesses and school can still be made. Teachers and businesses can collaborate to bring businesses into the classroom to support Project-Based-Learning and technology - supported instruction. Project-based learning and technology professional development

can be accessed by any district in conjunction with vendors and sustained through "train-the-trainer" model. Districts that want to implement the professional development can do so with creativity in scheduling, looking at the school calendar, and working with teachers and administrators to create time for professional development to be delivered. Our district will share our model in hopes of replication elsewhere in the following ways: allowing site visits from other businesses/districts; presenting at Ohio Education Conferences and business forums; consulting with other businesses/districts in the state to help share, plan, and implement; create helpful links on our district website and Workforce Partnership website for others to access information. Our district will expand the scope of this project thus increasing the impact on our community. Within our system, we will look to make our Workforce Academy available to students from other countywide schools. This will create a funding stream for our district because there will be a fee associated with this course for students open enrolling specifically for the Academy. The other district(s) will be responsible for transporting these students. Externally we will extend the new shifts in curriculum and instruction from students to parents and community stakeholders. We will host free technology nights during which community members, including parents, and Veterans will come to one of our buildings and receive free tutorials on iPads, Chromebooks, Internet Safety, etc. This free service will also be a collaboration between SCS, Workforce Partnership, and Shelby County United Way to provide the PR, instructors, and event planning. Community stakeholders, especially our Veterans, will better understand the emphasis of education on 21st Century skills as they acquire and refine their own 21st Century skills. Additionally, our district will host employment events for community stakeholders in which we offer training opportunities, job skills, mock interviews after school hours in order to increase our employment numbers and longevity of employment in the County. This too will be a collaborative effort between SCS, Workforce Partnership, Shelby County United Way, and Shelby County Job & Family Services. Our grant initiatives seek to make our school district the catalyst to build a stronger community.

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).

Brooke Gessler, Sidney City Schools Curriculum Director

Sections

Consortium Contacts

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

Partnerships

Sidney City (044784) - Shelby County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Sharon	Maurice	937-498-9900	smaurice@workforcepartner.com	Workforce Partnership		101 S. Ohio Ave., Floor 2, , Sidney, OH, 45365	
Scott	Barr	937-492-2101	sbarr@shelbycounitedway.org	Shelby County United Way		232 South Ohio Avenue, , Sidney, OH, 45365	
Michelle	Sontag	619-563-5348	msontag@tech4learning.com	Tech4Learning, Inc.		10981 San Diego Mission Road, Suite 120, , San Diego, CA, 92108	
Lisa	Joseph	303-683-6146	cclj@aol.com	Thinking Collaborative		PO Box 630860, , Highlands Ranch, CO, 80163	
Joe	Szymkowiak	330-620-8778	jszymkowiak@btohoio.com	Blue Technologies Smart Solutions, LLC		5885 Grant Avenue, , Cleveland, OH, 44105	
Michelle	Lee	952-832-1045	michelle.lee@edmentum.com	Edmentum		5600 West 83rd Street Suite 300 8200 Tower, , Bloomington, MN, 55437	

Implementation Team

Sidney City (044784) - Shelby County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Mike	Watkins	Sidney City Schools Treasurer	Mike Watkins will help oversee the finances of this grant and was responsible for ensuring the financial savings this grant would provide our district as well as ensuring the sustainability of this grant's initiatives.	Mike has assumed the huge responsibility, along with our superintendent, of leading our district through five failed levies and remaining in the black.	Mike Watkins has come from a banking background and spent the last seven years as Sidney City School District's Treasurer.	
Sharon	Maurice	Director of Workforce Partnership	Sharon Maurice helped to develop the curriculum for Workforce Academy and serve as a liasion between the Partnership and Sidney City Schools to bring businesses into the schools for various experiences.	Sharon Maurice is responsible for mobilizing Workforce Partnership initiatives that reflect over 35 Shelby County businesses to promote Jobs Ohio. This includes merging business and local education needs to for a pathway for students to gain employment with members of Workforce Partnership. Sharon has also helped create a link between the Partnership and Governor Kasich's office to align our Workforce Academy, the Governor's initiatives, and Workforce Partnership objectives.	Sharon Maurice was a Career Tech. Center (CTC) Instructor and worked in the Business Industry for 39 years.	
John	Scheu	Sidney City School Superintendent	Mr. Scheu will help oversee the project for the district.	Mr. Scheu has over 30 years of experience in education, with the majority of those as an administrator and superintendent.	Mr. Scheu has overseen Sidney City Schools through Race to the Top Federal Grant and serves on the Workforce Partnership Board of Directors.	
Brooke	Gessler	Sidney City Schools Curriculum Director	Brooke Gessler, Curriculum Director K-12 - has over 13 years of experience in education including dual enrollment and administrative experience. Brooke has served four years on the Race to the Top Transformation Team, which created the plan for (\$400,000+) implementation and was an integral part of rolling out the grant's initiatives the past four years. She now oversees the district's curriculum mapping, Ohio Improvement Process, and the final year of Race to the Top Scope of Work for the district, among other district testing and licensure responsibilities.	Brooke Gessler, Curriculum Director K-12 - has over 13 years of experience in education including dual enrollment and administrative experience. She now oversees the district's curriculum mapping, facilitates the Ohio Improvement Process for the district, working closely with SST6 support, and is finishing out the district's final year Race to the Top Scope of Work. Brooke is responsible for rolling out student learning objectives (SLOs) to the district and seeing K-12 teachers and administrators through the SLO process from start to finish, including pre- and post- tests, completing the SLO template, creating and training committees for SLO approval, and communicating to staff the data collection process.	Brooke has served four years on the Race to the Top Transformation Team, which created the plan for (\$400,000+) implementation and was an integral part of rolling out the grant's initiatives the past four years. As a teacher, she has worked with Sidney High School administration and central office staff to expand the dual enrollment offerings in the English department from two to five. She has served on district-wide committees for the past ten years.	
Eric	Finke	Director of	Eric Finke, Technology	Eric Finke has over 17 years in	As building administrator,	

	Operations and Technology	Director and Business Manager - has over 17 years in education that reflects classroom and administrative experience. Eric oversees the district's technology needs for seven buildings and assumes responsibility for the district's preparedness for 21st Century initiatives. His background is Computer Science.	education that reflect classroom and administrative experience. Eric oversees the district's technology needs for seven buildings and assumes responsibility for the district's preparedness for 21st Century initiatives. His background is Computer Science.	Eric was responsible for creating a computer lab in his building and organizing a schedule to rotate over 400 students through it.	
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