

Budget

Washington-Nile Local (049650) - Scioto County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (12)

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
<b>Instruction</b>		0.00	0.00	10,000.00	363,423.00	0.00	0.00	373,423.00
<b>Support Services</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Governance/Admin</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Prof Development</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		0.00	0.00	10,000.00	363,423.00	0.00	0.00	373,423.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-373,423.00

Application

Washington-Nile Local (049650) - Scioto County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (12)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:

Washington-Nile Local Technology Innovation Program (TIP)

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

Washington-Nile School District will infuse our district with technology resources in order to improve how adults and children alike work and learn. Partnering with Shawnee State University, our staff will welcome young, technologically savvy teacher education students as trainers who model, coach and provide planning support for district faculty in order to heighten meaningful technology integration and empower students as digital natives. Staff and children will connect with our parents and to the world in innovative ways that remedy traditional barriers.

*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.*

1612 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 checked="" 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  
Lisa Cayton

Organizational name of lead applicant  
Washington-Nile Local SD

Address of lead applicant  
15332 US Highway 52, West Portsmouth, OH 45663

Phone Number of lead applicant  
740-858-3882

Email Address of lead applicant  
llcayton@west.k12.oh.us

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

- Yes  
 No

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

[Add Consortium Members](#)

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

- Yes

No

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

[Add Partnering Members](#)

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

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

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

The current state or problem to be solved; and

Washington-Nile Local (WNL) School District's ability to prepare students for the 21st century is limited by antiquated technology infrastructure and tools. Staff are expected to bring rigorous standards to life and ensure that students are college and career ready but lack decisive resources to realize these significant and relevant shifts in practice. Many students in WNL have little if any access to educational technology via any other means than through school availability. As the 6th poorest school district in Ohio, our families and students lack fundamental access that others take for granted.

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

WNL's ability to prepare students for the 21st century is limited by antiquated technology infrastructure and tools. Grant funds will infuse our district with digital resources in order to improve how adults and children alike work and learn. Partnering with Shawnee State University (SSU), our staff will welcome young, tech-savvy students as trainers who model, coach and provide planning support for district faculty in order to heighten meaningful technology integration and empower students as digital natives. Staff and children will travel to our parents and the world in innovative ways that remedy traditional barriers. Implementation of the project is built around the Intern'l Society for Technology in Education's (ISTE) essential conditions for successful technology implementation (see question 21 details) and will involve 4 major tasks that support innovative practices including: 1) updating current technology infrastructure, 2) expanding mobile and other devices, 3) partnering with SSU to provide students as educational technology teachers for our district staff and 4) opening our doors and classrooms to students and families for after school access to digital resources as well as "face-to-face" experiences as parents watch and learn with their children. In order to support thoughtful redesign of instructional practices that are aligned to current standards and embody colleg/career ready expectations, teachers have utilized existing resources which are hampered by incomplete wireless infrastructure and other limited tools. Project implementation will improve local capabilities that broaden and deepen tech access for students as virtual researchers and collaborators in ways that differentiate learning more readily and provide experiences that reach beyond our school doors. Children will visit museums, link to other classrooms and talk with scientists. Having the tools alone, though, will not ensure change. Partnering with SSU education students is intended as a job-embedded, no -cost means of providing on-site teachers with ready access to tech experts. Tech-savvy students become teachers and vice versa. University students, as a part of their educational observations and teaching experiences in our district, will provide technology integration modeling and coaching for staff while simultaneously benefiting from experienced and innovative teachers. SSU offers an educational technology course as a part of pre-service teachers' required training, as well as an action research course for graduate level students. SSU staff have agreed to partner with W-N to place students from these courses in this mutually beneficial environment upon project implementation. Staff will learn and utilize technology while student teachers have invaluable, real-time opportunities to put their practices in to action in a tech-friendly environment. PK-12 students reap benefits in every regard. Various district efforts to integrate technology have evidenced the greatest gains (most consistent tech use) with teacher leaders who embrace technology & act as change agents - sharing innovations with colleagues while simultaneously providing tech support for one another. This locally successful approach builds capacity & is supported by ISTE recommendations. Opening our doors to students and families includes both physical and technological realities. The district will encourage use of after school technology resources at the high school library/tech lab. Parents will receive training and skills (from SSU students) for using new technologies to support their children's learning while also increasing access to tools and resources (e.g. ACT & FAFSA college applications, Microsoft Office, OCIS Career and College Exploration). Providing a flexible, atmosphere in which students and parents can ask for help has proven successful in other local schools.

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.)

By infusing our district with tech resources, we will realize critical instructional and organizational changes in how adults and children alike work/learn. Partnering with SSU, teacher education students will provide modeling, coaching and planning support for district faculty in order to heighten meaningful tech integration. Experienced faculty will work in collaboration with SSU teacher education students in real-time application of innovation standards. Also, staff and children will connect with parents and the world in novel ways that remedy conventional barriers through online capabilities not currently possible. Realistic and significant changes include: 1) increased, meaningful tech integration w/ students as tech consumers, 2) increased student achievement, 3) increased higher cognitive strategies, 4) increased student engagement, 5) implementation of new standards with fidelity, 6) greater connectivity for parents as educational partners/learners themselves, 7) heightened teacher leadership & 8) reduced costs for paper-related resources. These goals and instructional design below reflect Silver, Strong and Perini's "Teaching What Matters Most" '01. Increased student achievement will occur as children and adults learn and work in new ways that embrace technology as a tool. SSU "teachers" will provide modeling and support for increasingly innovative & effective learning opportunities that promote 21st century skills as expected in current curricular standards: mining, analyzing and evaluating information through online access, conducting problem solving via interactive sites, as well as communicating, collaborating, publishing, and

producing in flexible groupings in/out of school (George Lucas Educ. Found., 2012). Improved tech access equates as well in to cost effective and critical shifts within new standards including current informational text sources, rigorous complex texts, & geography-related sites as a few examples. Thoughtful tech integration can also afford young writers opportunities for wider audiences through blogs, wikis & a vast array of global connections. District teacher leaders will work with graduate/undergraduate SSU students enrolled in ed. tech and action research courses. Collaboratively, these teachers will plan instruction that is built on current standards - using technology as a means for increasingly authentic opportunities that engage students as apprentice citizens. Students will be able to "travel to" learning as virtual participants at museums and labs. New infrastructure and digital tools will make possible innovative instructional design that requires students to persevere with problems, research and collaborate in ways that are not currently possible. Teachers will "meet with" parents via technological access (Skype, webcams, mobile apps, e.g.) and provide of-the-moment classroom connectivity to parents and the world beyond our doors. Additionally, improved digital resources will improve teachers' ability to prescriptively assess student learning and adjust lessons in response to immediate (real-time) results. Data analysis capabilities increase through improved tech access. Planning to meet individual student needs and broaden students' meaningful engagement then also becomes a means for differentiation - as expected in Ohio's Evaluation System (OTES) - resulting in improved achievement results. Grant funding will afford students and families without connectivity at home to be able to access these resources after school at the high school library/tech lab. SSU students will offer courses and flexible support to students and families in conjunction with district faculty two nights each week throughout the school year. Parents without the means will be able to support their children's learning in new ways and access important resources that are currently a distant reality to many families.

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.)

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

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

New - never before implemented

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.

373,423.00 State the total project cost.

\* Provide a brief narrative explanation of the overall budget.

Project budget decisions include doubling mobile capacity for three buildings: elementary, middle and secondary schools, as well as reaching 1-1 (student to device) opportunities for grades 5 - 12. Access will include during and after school uses that broaden opportunities for innovative instructional applications as well as for families. Specific budget items include: a) District infrastructure installation materials including 44 wireless Access Points (AP) @ HS & ES, 2 AP Licenses, 4 Network Switches & installation costs, b) 1000 Chromebooks (540 HS, 460 MS - 60 also used for after school access), c) 1000 Chromebook management modules, and d) 24 Laptop Storage Cabinets (2 for after school access). Additional funding needed to ensure project implementation will consist of two teachers' salaries to coordinate after school access for students and families (in conjunction with SSU students/faculty). WNL's curriculum/federal programs coordinator will oversee all aspects of project application. Also, WNL contracts with SCOCA in order to provide an on-site technology coordinator who will oversee all technology-related aspects of Straight A Grant implementation. Installation costs are included (\$10,000) in order to expedite installation - fundamental to implementation upon grant award in mid-late summer. School is tentatively scheduled to begin August 18, 2014. Straight A Grant planning also features no-cost professional development through a modified train-the-trainer approach utilizing SSU students as initial trainers/coaches. SSU professors will train teacher education students regarding research-based technology integration practices which they will apply in WNL classrooms in coordination with WNL staff. Teacher leaders agreeing to pilot these collaborative technology integration practices will in turn share with colleagues on site at WNL during existing, job-embedded structures for professional development (Waiver Days, common planning time, Teacher Based Team meetings, e.g.).

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.

Recurring costs are anticipated in 2 areas including technology maintenance/upgrades and after school technology lab access. WNL calculates annual technology expenditures (upgrades) will be approximately \$43,500. This figure has been calculated based upon the following considerations: a) WNL will utilize a 4 yr. replacement cycle for all personal device equipment in the district, b) 1000 devices will need upgraded over a 4 yr. cycle (1000/4 years = 250 devices upgraded annually) @ \$250/device for a total of \$62,500 in annual tech expenditures, c) \$62,500 annual costs reduced by \$26,000 (\*donated equipment explained below) in annual upgrades leaves \$36,500 to sustain tech replacement, d) annual maintenance costs (purchase services) are expected to be approximately \$5000 based upon current costs (1000 devices x 10 % failure rate = 100 devices annually @ \$50/repair). Total technology costs for sustaining the project would be \$41,500 (\$36,500 tech replacement + \$5000 maintenance). (Financial Impact Table Line Item 3.040 reflects + \$15,500 due to \$41,500 increase cost for maintenance/repairs & annual tech upgrades but \$26,000 decrease with textbooks savings detailed in #14) \*More than a third of the \$62,500 in overall costs is expected to be eliminated through private corporate donations. Currently, most of the hardware at the MS & HS were generated through corporate donations. WNL expects to continue this partial support of technology upgrades projected at a similar rate in light of donor limitations and availability. Additional costs for sustaining the project are related to after school options for students and families. Salary expenditures for 1 teacher for after school hours (2 hrs./night x 2 nights/week = 4 hrs./wk. @ \$25/hr. = \$100/wk.). Annual costs for this portion of the project equal \$2,000 (20 weeks/yr @ \$100/wk.). These costs are visible on FIT Line Item 3.010. Summatively, salary costs (\$2,000) and tech replacement expenditures explained above (\$41,500) accumulate a total project sustainability cost of \$43,500. Professional development expenditures are to be covered by in-house teacher leaders as trainers in conjunction with an ongoing partnership through SSU during job-embedded collaborative structures for ongoing planning and collegial problem solving. No sustainability costs will be associated with project implementation and teacher training.

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.

26,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.

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

Self-sustaining costs for project implementation (\$43,500) will be off-set by reduced expenditures on hard, paper-bound textbooks and other resources. Previous textbook expenditures average \$16,000/yr. Elimination of additional paper text resources will generate another \$10,000 in annual savings for a total reduction of \$26,000 in paper-related resources. Expected budget reductions (paper resources mentioned above) are calculated in light of district shifts to Common Core State Standards (CCSS). Increasingly, teachers will rely less on textbooks and more on informational text sources best accessed through online sources. "New" standards expectations (including OTES teacher evaluation criteria) move classroom practices to authentic student engagement - students as researchers, scientists and collaborators of learning. Previous instructional practices relied on paper products (texts, maps, worksheets, etc...) while students are now being asked to learn through analytical and investigative problem solving endeavors, as well as mining & using informational sources. Additionally, an examination of expected increases in lexile levels suggests our district would need to invest dramatically to upgrade current textbooks and other reading materials. The CCSS L. Arts. Appendix A, p. 4 states: "Being able to read complex text independently and proficiently is essential for high achievement in college & the workplace..." and further notes that the consequences of insufficiently high text demands ... are disproportionately severe for those who are already most isolated from text before arriving at a school's doorstep. WNL KRA-L data '13 demonstrates that approximately 75 % of students need moderate to intensive intervention from day one. If our students do not gain access to higher text complexity at school, they will not be getting it elsewhere. Project implementation significantly improves local online access to current and more complex levels of text immediately. Project implementation will provide a critical means for transitioning to online resources that support investigations and current instructional materials for our impoverished students. Expected savings from project implementation (declining expenditures for paper instructional materials, including textbooks, maps, reading materials, etc..) are noted as reductions in costs on the Financial Impact Table - line 3.040 Supplies & Materials. Savings of \$26,000 annually (\$16,000 textbook cost reduction + \$10,000 other paper related reductions) will be realized as a result of instructional innovations made possible through implementation of the Straight A grant project.

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.

Sustaining recurring costs for annual technology upgrades (\$62,500) & after school salaries (\$2,000) will be achieved in part through: a) corporate donations (\$26,000), b) reductions in expenditures for hard-copy textbooks, as well as through additional savings for online resources and materials versus paper-based products as listed in Questions #14 & #20 (Annual forecasted savings: \$26,000) and c) energy savings (\$50,000 +). WNL SD recently completed an energy study and has transitioned to natural gas for energy consumption. To date motion-sensitive lights have been installed throughout the district while natural gas tanks have been built on school grounds. This transition became operational during the 2013-14 school year. Current cost savings evidenced in monthly utility bills provide a conservative projection of \$50,000 in annual utility costs (see FIT Line 3.030). These projections are further supported by other local school districts' energy savings for the same study/conversions. Total savings due directly through grant implementation as well as through additional savings reach \$102,000 which readily surpasses annual costs for sustaining the Straight A project (\$64,500). Professional development plans reflect a no-cost, train-the-trainer model with teacher leaders as trainers in conjunction with an ongoing partnership through SSU. Initially, teacher education students placed in WNL classrooms with pilot volunteers (teacher leaders) will model and coach faculty regarding technology integration practices learned in course work at SSU. W- Lteacher leaders will provide ongoing, no-cost training and support for colleagues as the project broadens and deepens through school year 2014-15 and beyond. Existing job-embedded planning time will be utilized as resources for coaching and support opportunities.

#### **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 September 27, 2013 - June 2015

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

9/27/13 Initial Planning (District Implementation Team & SSU Faculty) 10/16 & 22/13 Grant detail planning @ SSU 10/26/13 Grant detail planning - District Admin. Team 2/14/14 Consultation w/ SSU Faculty, Dr. Paul Madden 2/19/14: Consultation with SSU Faculty, Dr. Ruddman 3/6/14: Grant input/planning: District Leadership Team 3/13/14 Budget, tech specs planning: District Implementation Team 3/18/14 SSU Consultation, Partnership Agreement 3/21/14 Budget, tech specs planning: District Implementation Team 6 & 7/14 Notification of grant award 8/14 District Implementation Team, Proj. Initiation Meet with SSU faculty to finalize details Opening Meetings: Communicate Grant Expectations (All Staff) 9/14 Finalize After School Component 12/14 Planning with SSU - Student Placement Winter 2/15 Midyear Progress Check - Revise w/ 2nd SSU group 6/15 Program Eval with District teams & SSU faculty Upon notification of the grant award in July 2014, district administrative staff will promptly finalize implementation details for '14-15 in conjunction with the district technology coordinator, as well as schedule a meeting with Shawnee State University. District staff will finalize details for use of '14-15 Waiver Day sessions relative to ongoing technology integration best practices and new technology orientation. All staff will receive a project overview and be invited to participate as teacher leaders during the August '14 Opening Meetings. Additional planning will convene in January 2015 when faculty return from break and students have enrolled in winter technology courses.

\* Anticipated barriers to successful completion of the planning phase

One anticipated barrier will involve collaborating with SSU faculty for student placement quickly upon grant award notification. SSU faculty will be on summer break until after Labor Day. Local staff will not know the number of student placements until university classes are finalized (post Labor Day). Determinations related to SSU students would include appropriate matches of student license levels with willing staff. Placing educational technology course students (Educational Media, Technology & Peers, EDUC 2230 & Technology Education, EDUC 5502) in their license areas with subject and age-appropriate classrooms may limit student placement and, therefore, vary project implementation.

#### 18. Implementation - Process to achieve project goals

\* Date Range July 2014-September 2015

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

7/14 Notification of grant award 8/14 Meet with SSU faculty to finalize details Purchase equipment Contract installation services Inform staff - Teacher Leaders Plan/schedule courses w/ SSU & W-N staff 9/14 Equipment installation (45-60 days) Chromebook set up Staff Orientation/Training Employ after school tech lab personnel Principals: Walkthrough Data Collection Protocols Waiver Day #1 Staff PD - Best Practices Promote after school hours/courses Compile baseline measures (tech use) Pilot SSU Ed Techs 10/14 Open library/tech lab 11/14 Waiver #2- Ongoing tech. integration sessions 1/15 Midyear Progress Check (walkthrough data): DLT, District Implementation Team & SSU Placement - 2nd Round SSU Ed Techs Waiver #3 - Ongoing tech. integration sessions 3/15 Waiver #4 - Ongoing tech. integration sessions 5/15 Assess adult & student growth Conduct staff, community & student surveys Finalize & Share expenditures, data (Board & SSU) 8/15 Meet with SSU faculty, plan '15-16 9/15 Expand pilot with Lessons Learned Because grant awards will be made late July & local planning teams hope to begin implementation as soon as possible to the start of school, the district technology coordinator will contract with a local agency for installation support. Installation is planned for completion by late Sept. 2014. Staff, students and families will begin to utilize these new resources no later than October 1. During equipment procurement and installation, other project tasks will be completed to ensure prompt technology integration. Communication and coordination regarding implementation details will occur as part of the existing weekly administrative meetings that include all WNL leadership.

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

Potential barriers include delays in equipment installation and challenges related to matching SSU students with staff. Should installation be delayed, staff will proceed with current equipment as limited by access. The district technology coordinator will contract installation providers to assist in this phase of the project. Installation is expected to be completed within 45-60 days (no later than Oct. 1, 2014). Teacher leaders (pilot volunteers) will receive orientation/training during job-embedded planning time to avoid after school conflicts (Waiver Days, common planning time, etc.). Also, the anticipated opening of the library/tech lab for after school hours will be October 1, 2014. One staff member will be on site to trouble shoot problems and oversee use of equipment, etc... in collaboration with SSU teacher ed. students. Parents and/or corporate volunteers will be sought as additional support during after school use as needed. Finally, innovative integration of technology will lead our staff, students and families to face new challenges related to appropriate use of resources as planned. Policy updates have been completed in anticipation of new uses and in order to overcome potential challenges to innovation. As staff implement the Straight A Project, further policy changes are likely and can be attended to as part of weekly administrative meetings.

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

\* Date Range September 2014 - October 2015

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

9/14 Establish Baseline Measures Waiver #1 - Survey Staff Needs Walkthrough Protocols 10/14 Establish Afterschool Prog. Baseline Measures 11/14 Waiver #2 - PD Staff Surveys 1/15 Midyear Progress Check (walkthrough data): DLT, District Imple. Team & SSU Waiver #3 - PD Staff Surveys 6/15 Assess/compile adult & student growth Disaggregate data (tech use) Conduct staff, community & student surveys Finalize/Share expenditures/data (Board & SSU) 8/15 Meet with SSU faculty to plan '15-16 9/15 Expand pilot w/ evidence from '14-15 10/15 Add VA data to project review Currently, WNL gathers a wide variety of data as part of the DLT/ Oh. Improvement Process. District philosophy asserts the importance of examining the teaching/learning process to determine effectiveness - in conjunction with student performance

data. Analyzing the "why" (instructional processes) behind the results facilitates decision making that leads to improvement. Tech use data is an integral part of these practices, providing general baseline info. to be broadened throughout spring '15 to encompass more discrete disaggregation. Protocols ("Look Fors") will be developed specifically to note teacher vs. student tech use & associated student tasks. Final data collection for the first year's project implementation will be completed by 6/30/14. Primarily, data will evidence frequency of tech integration and use by staff and students. Additionally, Mid-Year Progress and annual project evals will cross correlate tech use with critical standards & college/career ready instruction. Data collection will include frequency of tech use & also gather: 1) increases in online access/resources, 2) student tech use methods, and 3) staff use of tech for assessment purposes. Student placements & project changes will be made based on project effectiveness evidence.

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

Gathering critical project data may be limited due to new teacher evaluation requirements. Local administration is overwhelmed with OTES (Ohio Teacher Evaluation System) expectations (2 formal evals of all staff annually). Principals are spending more time conducting formal evaluations for all staff and have less time to conduct shorter, more frequent walkthroughs to gather data. WNL's District Leadership Team experienced a decrease (by 1/2) during this initial year for OTES. Informal evaluations (walkthroughs) are loaded in to eTPES to meet requirements. This system does not generate data for local review. Principals must duplicate recording of walkthrough observations in a separate system (Teachscape) to ensure data analysis for district decision making - a duplication of effort. To overcome this obstacle, the District Leadership Team has previously considered use of Peer Rounds to ensure proper data collection should teacher evaluations requirements continue through the 2014-15 school year. Also, administration can adjust walkthrough data collection to focus upon tech data use described above to streamline and increase data. Current legislation being considered by lawmakers could impact this issue. Any delays in installation and use of equipment would impact results. Staff will utilize digital resources available and proceed as planned with existing resources until new equipment becomes available.

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:

By infusing our district with technology resources, we will realize critical instructional and organizational changes in how adults and children alike work and learn. Partnering with SSU, teacher education students will provide modeling, coaching and planning support for district faculty in order to heighten meaningful technology integration. Experienced faculty will work in collaboration with SSU teacher education students in real-time application of innovation standards. Also, staff and children will connect with parents and the world in novel ways that remedy conventional barriers through online capabilities not currently possible. Virtual learning will also broaden opportunities for students to connect with the world beyond our rural area. As example: currently, WNL's HS music teacher is connecting online with former WNL students attending OH colleges. Music majors are stepping out of college classrooms and in front of webcams to provide innovative musical training to current high school students. Other staff have linked with experts, other classrooms and educational experiences across the globe; but efforts have been limited due to antiquated distance learning lab equipment/connectivity. Limitless opportunities to expand online instructional options can be possible with improved infrastructure and devices through Straight A project implementation. Students will be able to visit museums, talk to scientists and explore the planet in ways never before possible. As teachers attend to the demands of national & state standards, faculty will access greater text complexity and informational text sources, analyze current geographic features, compare/contrast primary sources, compile and prepare data/information and publish through online access. Also, staff will assess students with tech-based options that provide timely results to inform prescriptive planning - improving the quality of instruction and heightening the potential impact upon individual learning needs. Ensuring/encouraging parent partnership, while providing additional support to students and families in this transition, will involve greater technology access during after school hours. Parents and students will be able to utilize on-site facilities and equipment with support - broadening students and families' capabilities to access resources. Teachers will also broaden families' engagement with learning through on-line conferencing. It's not enough to "have the tools", though, in order to empower students as digital natives. Project implementation also includes critical and novel professional growth opportunities through a role reversal strategy: students become teachers. SSU teacher education students (graduate & undergraduate) will model, teach and coach WNL teacher leaders that have agreed to work collaboratively with them. Young, tech-savvy teacher education students will study research-based technology integration practices with SSU professors that they in turn apply within WNL classrooms to energize and invigorate instructional strategies. Participants in initial project implementation (teacher leaders) will be the seeds through which lasting technology integration will grow throughout the district. These teacher leaders will share innovative ideas, successes and lessons learned with colleagues as the project is broadened and deepened through the coming years. Realistic and significant changes include: 1) increased, meaningful technology integration with students as technology users/consumers, 2) increased student achievement, 3) increased higher cognitive instructional strategies, 4) increased student engagement, 5) implementation of new standards with fidelity, 6) greater connectivity for parents as educational partners and learners themselves, 7) heightened teacher leadership & 8) reduced costs for paper-related resources.

#### **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.

Straight A Grant initiatives are based upon ISTE research which lists effective technology integration practices: 1) Professional development that is consistent, ongoing and current (also Danielson, '12), 2) Practitioners' direct classroom application of technology aligned to standards, 3) Technology incorporated into daily learning for students, 4) Individualized feedback to students and teachers, 5) Student collaboration through tech use & 5) Project-based learning & authentic simulations (Policy Brief: Technology and Student Achievement - The Indelible Link, ISTE, '08) WNL Straight A Project implementation is centered upon innovative practices that result from ongoing & current professional development. Young and experienced teachers will work collaboratively to integrate technology aligned to the standards. Thoughtful classroom application will include opportunities for students that promote 21st century skills as expected in current curricular standards: mining, analyzing and evaluating information found via online access, conducting problem solving through interactive sites, as well as communicating, collaborating, publishing, and producing in flexible groupings in/out of school. This work embodies ISTE standards listed above and is made possible through improved online access with Straight A funds. Improved technology access equates in to cost effective transitions to new standards expectations including - as examples - current informational text sources, rigorous complex texts and constructivist materials as opposed to dated, hard-bound paper resources. Strong, Silver & Perini in Teaching What Matters Most (2001) as well as researchers McTighe & Wiggins (2012), Marzano (2010), Hatti (2011), Allington (2012) & many others emphasize the importance of regularly working with rigorous texts and engaging, relevant studies in impacting student achievement. Improved, current resource access - made possible through Straight A funding - will provide the means for accomplishing critical instructional shifts towards meaningful, research-based practices. OTEs, based on Charlotte Danielson's research, asks that teachers build meaningful engagement for students and provide effective differentiated instruction in order to achieve skilled and accomplished levels of expertise. Tech-based assessment tools and their prescriptive uses will provide more individualized feedback to students, teachers & families - improving options for differentiation. Responsive assessment practices become readily available with broadened technology access that staff cannot currently secure. Coaching support for tech-enhanced instruction will be provided through SSU student teachers via job-embedded, individualized training during common planning time (cost effective & successful local model). Throughout the following '15-16 school year, local technology innovators will share successes/ideas with colleagues. These on-site experts will continue the program and act as accessible trainers and support technicians for additional staff. This model has proven successful with previous technology integration efforts, resulting in greater technology use -as opposed to various other professional development practices (after school & summer PD, building-wide trainings & stay-for-pay strategies, e.g). Starting with those most willing and ready has resulted in our greatest gains and is where we will begin the Straight A Project. Project details also provide open doors for parent and student after school technology access which is intended as a means of support for families that otherwise will likely never have these resources, as well as positively impacting parent attitudes toward educational technology and project implementation. (LEAD Commission, Key Findings, Aug. '12); (A. Tolmie, 2001); (U. of Ala. study: Changing Instructional Practice: The Impact of Technology Integration on Students, Parents, & School Personnel).

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.

Project/Internal Evaluation Contact: Lisa Cayton, Curr./Fed. Programs Coord (llcayton@west.k12.oh.us 740-858-3882) Straight A Grant evaluation plans include short-term measures (items #1-6 listed below, walkthrough data gathered by admin. faculty), perceptual data - all stakeholders (staff, parents, students & SSU participants) and fiscal accounting data as quantifiable results. The Curr. Dir. oversees walkthrough data - as shared with the DLT, local school board & others - and will compile internal results to be presented to these bodies, as well as SSU & ODE. Should results benchmarked in 1/15 not evidence appropriate, expected gains, the program will be modified collaboratively with SSU faculty. Evaluation methods will expand - as appropriate - once Student Learning Objectives (SLO's) are more fully realized and benchmarks can be established. Currently, district Value Added results are measured at grs. 4 - 8 reading & math and reflect only a portion of our student achievement efforts. Technology will span across grade levels and matriculate from teacher tech leaders over the course of several years, as staff work with SSU students, increase their expertise & fully transition to the CCSS and Ohio's Sc. & S.St. standards. Common Value Added measures will make for a more appropriate means for measuring student growth. Spring '14 will establish "baseline" student growth levels (once EVAAS and SLO's are loaded in to eTPES). Staff can then ascribe student growth benchmark targets for the district as we work ultimately toward 95% students reaching a year's worth of growth. WNL administration, SSU faculty and the DLT will examine results after initial project implementation during spring '14 to determine root cause analysis and problem solve necessary changes. Results will be shared with all stakeholders as appropriate.

\* 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).

Improved wireless access & tech resources will optimize robust & relevant digital learning opportunities resulting in the following specific quantifiable short (fall 2015) & long-term outcomes: 1) Yr 1 - 80% (Yr 5 - 95%) of participating students will achieve a year's worth of growth (WNL DLT's PK-12 goal) as measured by SLO &/or EVAAS results (SLO baselines in 6/14 & EVAAS in 10/14), 2) Yr 1 - 20% (Yr 5 - 75%) increase in meaningful tech integration with students as tech users/consumers, as measured by walkthrough data documenting frequency of tech use (baseline 8/14 differentiated by staff vs. student use) 3) Yr 1 - 20% (Yr 5 - 50%) increase in higher cognitive instructional strategies (walkthrough data in participating classrooms) - noting cognitive level of instructional strategies & correlated with tech use (problem solving, inquiry, critical thinking) 4) Yr 1 - 25% increase in parent access, as measured by quantifiable numbers of after school use (baseline October '14) 5) Yr 1 - Establish baselines parent & student surveys providing feedback regarding effectiveness & helpfulness of after school courses, resources, etc.. By Yr 5 - 85% of students and parents surveyed will find afterschool courses, resources helpful (effective) 6) Yr 1 - development of teacher technology leaders in each building. By Yr 5 - Minimum of 3 Teacher Technology Leaders in each building (as defined by DLT) 7) Yr 1 - Reductions in paper-related expenditures (\$26,000) for sustaining technology upgrades as measured annually (July 2007 - Dec. 2012 baseline) and sustained through 7/19.

\* 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.

Steps to modify the planned project as evidence indicates (insufficient progress toward quantifiable goals at benchmark periods) include: 1) Report data listed above to DLT, District Implementation Team, School Board & SSU 2) Continue if appropriate progress is evidenced OR 2) If any one group asks for modifications based on data, all other oversight bodies will be asked for input regarding problem/solution proposed. 3) Establish consensus for modifications among SSU & District Administration with Superintendent facilitation 4) Move forward with change (s) that are recorded and sent via email to all grant oversight bodies

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.

Straight A Project implementation will provide crucial resources that will enable our district to become a change agent in overcoming local poverty challenges while providing meaningful opportunities for students as apprentice citizens. Many students in W-N Local SD have little if any access to educational technology via any other means than availability at school. Classrooms can travel to opportunities and virtual experiences beyond our school doors that invigorate student learning in innovative ways that are not currently available with limited technological access. Experiencing other cultures, problem solving with scientists, exploring sites & artifacts with digital tools becomes possible for students that will otherwise never be able to experience these vital opportunities if not for the funding support of Straight A dollars. Instructional shifts will result in substantial, lasting value -leveling the playing field for our college and work-bound students. Access to emergent technology applications and ongoing PD via teacher education students trained in university courses will simultaneously provide experience and new skills for pre-service and seasoned teachers alike. This PD model makes possible a never-ending wealth of instructional innovation as described above and throughout the grant responses. After school access for students and families through grant initiatives will provide improved connectivity for families that desperately lack tech resources. Digital literacy is essential for participating in today's global, knowledge-based economy (US Dept. of Educ, 2010). Parents and students, that currently have no means for accessing on line resources at home, will learn technology skills and discover resources that can positively impact families' lives and student achievement. These effects embody significant and permanent value as the rippling effects are evidenced beyond classroom doors. Ongoing energy savings will be devoted to sustaining the tangible and essential upgrades as well as keeping school doors open after hours for students and the community. Successful attainment of these deeply penetrating ideals will be measured by (as detailed in #22 above): 1) Increased, meaningful technology integration with students as technology users/consumers, 2) Increased student achievement 3) Increased higher cognitive instructional strategies, 4) Increased student engagement 5) Increased parent access, 6) Development of teacher technology leaders 7) Cost-savings dollars that sustain technology upgrades

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

Demonstrating a direct correlation between any one variable and student achievement is tricky business - making the invisible visible (Schmoker). Researchers (Hamilton, et. al, 2001; Ingvarson, 2005; Shaha, 2004; Supovitz, 2004) often document observed adult and student behaviors as a means of attributing growth/change relative to innovation. While eliminating other variables and ascribing student growth to one particular initiative is most difficult, WNL has designed an evaluation model built on observed behaviors and student performance as researchers above support. WNL's specific benchmarks, including long/short term goals listed above consist of growth as well as changes in both adult & student behaviors. Accomplishing the project goal of increased student achievement (95% of all students will experience a year's worth of growth) will be realized in part through the use of innovative tech integration evidenced in observed adult/child tech engagement (walkthrough documentation) & via student growth as measured with formative & summative assessments. Following a line of thought, that IF teachers more consistently utilize technology as a means for engaging students at higher cognitive levels than they are currently, THEN student achievement should rise from current levels. (ISTE Study '12 Impacts on Tech. Integration; Strong... in Teaching What Matters Most, '01). WNL's DLT has established "a year's worth of growth" as the primary student achievement goal within the OH Improvement Process. Use of Value Added results and SLO's as final, long term measures of student achievement should evidence "a year's worth of growth" for 95% of all students by 2019 w/ implementation of the project. Over the next 5 years, staff will vet current assessment results and participate in Assessment Literacy training (Part 1 completed 3/28/14), becoming more skilled at designing high quality assessment measures. Measuring growth is a "work in progress".

\* Spending Reduction in the five-year fiscal forecast

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

\* Implementation of a shared services delivery model

\* Other Anticipated Outcomes

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

Yes

No

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

\* Explain your response

Other districts most certainly could replicate various aspects of the WNL Straight A grant initiatives. Any school district with access to local university students as partners for providing on-site technology integration support could implement this cost-effective professional development practice. Replicating this initiative would involve building a mutually beneficial opportunity in collaboration with university leadership. Time and effort considerations include meeting with university leadership & local faculty to develop a common vision for project development and student placement. WNL & SSU staff have a long-standing partnership. Straight A project implementation is a natural outgrowth of this ongoing collaboration. Other entities may need to expend additional time developing a partnership with university staff. WNL project design calls initially for willing teacher leaders as a beginning point. Teacher leadership, cultivated as a project dividend, would provide additional support for further implementation. Expansion is a critical component of local plans to increase the scale and scope of the project. Because WNL can take advantage of existing avenues for job-embedded collegial efforts to broaden and deepen the project, this is a no-cost advantage in the local context. Other districts with similar opportunities might capitalize in making lasting impacts through these venues as well. Additionally, districts broadening on-line resources in lieu of costly paper materials might also replicate cost reductions while simultaneously accomplishing the ultimate project goal of increasing student achievement. Districts/buildings interested in opening their doors afterhours to provide technology access to students and families that do not readily have access could accomplish this project initiative through a variety of means - as we have planned. Local university students could provide tech support and instruction for families without cost while gaining valuable teaching experience. Offering evening courses with parent volunteers and/or business partners can also be a means for providing additional access to multiple stakeholders in a self sustaining manner should student teachers not be available.

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

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

Jeff Stricklett, Superintendent Sherry Patterson, Treasurer

Sections 

**Consortium Contacts**

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

Partnerships

Washington-Nile Local (049650) - Scioto County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
David	Todt	740-351-3472	dtodt@shawnee.edu	Shawnee State University	063321	940 2nd St, Portsmouth, OH, 45662-4303	

Implementation Team

Washington-Nile Local (049650) - Scioto County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
David	Todt	Provost - VP Academic Affairs Shawnee State University	Implementation of the Straight A Grant initiatives will be the joint responsibility of Dr. David Todt and Mr. Jeff Stricklett, Superintendent, Washington-Nile Local SD. Specific responsibilities: 1) Facilitation - Straight A project Implementation Team , 2) Facilitation - Mid-year Progress Benchmarking and Annual Evaluation	As SSU Provost, Dr. Todt works in consultation with faculty, officers and Trustees and is responsible for all strategic plans and initiatives, while coordinating institutional academic, financial and facilities planning. Member of: eTech Ohio (state government) Ohio Board of Regents	As SSU Provost, Dr. Todt works in consultation with faculty, officers and Trustees and is responsible for all strategic plans and initiatives, while coordinating institutional academic, financial and facilities planning.	
Lisa	Cayton	Curriculum/Federal Programs Coordinator	Collaborate with building Principals to place SSU students in appropriate classrooms for Fall '14 courses (and continuing in Winter/Spring '15) Collaborate with SSU faculty for student teacher placements (after school) Coordinate staff training/planning Facilitate walkthrough Protocols/Look Fors Gather project data Communicate/share project data: Local School Board, SSU, District Implementation Team, District Leadership Team, Community & Staff Ensure after school staff hiring Grant application, reports	Curriculum/Federal Programs Coordinator - Washington-Nile Local SD Preschool Director - Washington-Nile Local SD Master's - Elementary Education Administrative License Bachelor's Degree - Elementary Education 1-8	Facilitator - District Evaluation Policy Committee Internal Facilitator - OIP District Leadership Team South Central Ohio ESC Curriculum Consultant -directed county-wide projects (Mentor/Entry Year Program, e.g.), Trainer - PDK Walkthrough, Baldrige, etc.. North Central Accreditation Audit Team - Gallipolis City Schools	
Tony	Bazler	Principal Portsmouth West ES	Coordination - Teacher Education Student Placement, After School Technology Lab Mid-Year Progress & Annual Project Evaluation Team	Principal License - Acting Principal 12 yrs. @ Ports. West	Career Technical Center - Instructor & Principal Coordination with SSU - Student Teacher Placement Responsible for All After School Activities in Bldg.	
Jeff	Stricklett	Superintendent Washington-Nile Local SD	Implementation of the Straight A Grant initiatives will be the joint responsibility of Mr. Stricklett and David Todt, Provost, VP Academic Affairs at Shawnee State University. Specific responsibilities: 1) Overall Straight A Grant oversight, 2) Facilitation - Straight A project Implementation Team, 3) Straight A Grant Communication with local school board, 4) Facilitation - Mid-year Progress Benchmarking and Annual Evaluation with Shawnee State University, 5) Developing Consensus - Program Changes if needed, 6) Member - District Leadership Team	Ohio's School Leadership Institute - BASA (2013-14) Ohio Representative: District Administration Leadership Institute (Orlando, FL, December 2013)	Superintendent, 3 yrs.	

Chris	Jordan	Principal Portsmouth West MS	Coordination - Teacher Education Student Placement Mid-Year Progress & Annual Project Evaluation Team	Principal License - Acting Principal 12 years	Responsible for several tech operations for WNL (Progress Book, DASL, OTES Evaluation Scoring Calculator Tool)	
Sherry	Patterson	Treasurer	Oversight regarding all financial reporting, accounting, purchasing for all aspects of the Straight A Grant	Bachelor's Degree in Business Administration and Associate in Accounting Member of OASBO, OULP - Treasurers	Treasurer' s office, 21 yrs. experience: payroll, grants management, budgets, etc. Grants managed :Title 1, IDEA Title II-A, Early Childhood, Title VI-b, Ed Jobs, ARRA, Literacy.	
William	Platzer	Principal Portsmouth West ES	Coordination - Teacher Education Student Placement Mid-Year Progress & Annual Project Evaluation Team	Principal License - Acting Principal 15+ yrs.	Coordination with SSU - Student Teacher Placement	
William	Deacon	Technology Coordinator	Installation of all wireless access (including contracting outside agency for installation) Procurement, configuration & distribution - all equipment	Bachelor of Science, Computer Engineering Technology 6 yrs. experience working in educational institutions Technology Coordinator: 3 yrs. COMPTIA A+ Certified	6 yrs. experience working in educational institutions	
Darrell	Rudmann	Interim Chair, Dept. of Teacher Ed.	Coordination of Straight A Grant - Student Placements with W-N Building Principals Coordination of Straight A Grant - SSU Teacher Education Tech Integration Design Mid-year Program Evaluation Team - W-N Straight A Implementation Annual Evaluation Team - W-N Straight A Grant Implementation	Professor - Teacher Education Dept. (Psychology) PhD. University of Illinois at Urbana-Champaign	Instructor - Tests & Measurement Teacher Education Chair - Coordination of Course Offerings w/ Faculty	