

Budget

Zanesville City (045179) - Muskingum County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (2)

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>		84,723.07	20,723.43	49,285.78	507,163.80	0.00	0.00	661,896.08
<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	80,000.00	0.00	0.00	0.00	80,000.00
<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	140,000.00	0.00	140,000.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		84,723.07	20,723.43	129,285.78	507,163.80	140,000.00	0.00	881,896.08
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-881,896.08

Application

Zanesville City (045179) - Muskingum County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (2)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:

Technology 121: Integrating 1:1 Technology in Elementary Classrooms

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

We wish to achieve the goals of increased student achievement, utilization of a greater share of resources in the classroom, and a continued utilization of a greater share of classroom resources. Teachers will more efficiently collect and utilize data in lesson planning and execution by properly introducing 1:1 technology in the classroom. The rigor of the curriculum will be enhanced through higher order thinking skills, problem solving and group work as all students in grades 2-3 are issued an iPad. Collegial collaboration will be increased during common planning time of teacher-based teams (TBTs) as iPads will be used as a tool to collect formative data.

*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.*

900 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:

Pre-K Special Education

Kindergarten

1

2

3

4

5

6

7

8

9

10

11

12

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

First Name, last Name of contact for lead applicant

Steven Foreman

Organizational name of lead applicant

Director of Title I and Special Programs

Address of lead applicant

160 North Fourth Street Zanesville, OH 43701

Phone Number of lead applicant

740-588-5539

Email Address of lead applicant

foreman@zanesville.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

Currently, students exhibit a great deal of enthusiasm for classroom technology (smart boards, laptops, and iPods). The limited availability of any single device to all students in the room, however, creates a challenge to teachers as they plan lessons and to students as they resort to sharing devices inconsistently for day-to-day routines. While a great deal of time and effort has been developed by our District Leadership Team (DLT) to create a functional Ohio Improvement Plan (OIP) and implement it consistently throughout the district, the challenges associated with engaging students in their education appears to be a major stepping stone to the rapid change that is needed for those students approaching the end of their third grade year. Our 2015 district report card indicates that our grade three reading passage is at 75.9% which is 5.5% below the state average. Likewise, our third grade math passing percentage is 69.6 which is 8.8% below the state average. At the root of it all, we recognize that active learning and differentiation are key elements to affecting rapid change. This is why we reference engagement often in our OIP: through formative assessment, differentiation, positive behavioral support (PBIS), and teacher planning. Implementing 1:1 technology in our grade 2 & 3 classrooms will afford teachers the opportunity to stimulate young minds at a crucial time in their development. We plan to overhaul daily classroom instruction by engaging students in exciting and challenging work. Moreover, we plan to create authentic underpinnings of our OIP that will be evidenced through their daily work.

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

During daily classroom instructional time, district OIP goals 1 & 2 will be addressed. Students will visit differentiated centers in which they can engage in problem solving activities utilizing the iPads such as but not limited to: interacting on an Extended Response Math Blog, Math games, Unit Math Projects, and test preparation websites. Literacy / Social Science Integration will occur as students read high interest literature integrated with the Social Science, Science and Social Emotional curricula and engage in online virtual Literature Circles to discuss, analyze and interact with the texts. Students will also use the Library of Congress website to read historical documents and practice interacting with primary source documents (to not only improve Literacy but Social Science skills as well). The iPads will be used for Science Integration as students access the BrainPOP Application to further their science skills. They can also collect and analyze data using the Numbers Application. During daily morning meetings OIP goal 3 will be addressed through the support of a district-wide initiative to implement PBIS (Positive Behavior Intervention Support). Students will engage in short lessons reflecting on social-emotional objectives (anti-bullying, self-confidence, decision making, etc.) and take turns posting comments on a blog to which students can reply during anchor activity time (at the end of other subjects). Students who have problems in the classroom can also use the blog to get support anonymously from their classmates.

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.)

Funds will be expended immediately toward the purchase of iPads for every student in grades 2 through 3 in our district. Additionally, iPad charging stations, apps, carts, and protective safe grip iPad cases will be secured. By the end of this year, every student will have their own iPad to use at school and home. All teachers will be utilizing them in the classroom daily as evidenced through OTES classroom evaluations performed by each building principal. By the end of year two, student performance data will reflect that of a study done by Houghton Mifflin Harcourt in California that showed that students using iPads saw their math test scores increase 20% in one year compared to students using traditional textbooks. Years 3 and 4 will continue to reflect student performance data that mirrors the success of year 2 as students continue to show gains in excess of 1 year's growth as measured through Thinkgate IIS. By year 5, the effect of this project will be evident as our students will be working and learning on grade level with our district's literacy and math OIP goals accomplished. Perhaps less measurable, but more evident through time on task, will be the effect that this project will have toward the accomplishment of our OIP climate goal 3. While we will continue to track student behaviors and implement PBIS (Positive Behavior Intervention Support) in our district, the degree to which 1:1 technology has enabled us to maintain a safe and caring educational environment for all students may not be identified as a success in isolation. Instead, we will rely upon the research such as that conducted at Northdale Middle School in Coon Rapids, MN, where iPads in the classroom have led to increased engagement among students and have accelerated and improved their learning and comprehension.

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.)

Using the iPad to replace textbooks with digital versions saves not only paper, but also money. Textbooks are costly to replace. The average

textbook cost for grades 2-3 in our district is equivalent to \$12,297.03 a year. Digital versions are a fraction of the cost and students can highlight and make notes in the digital versions. At the primary grade level, worksheets are often used and the cost to purchase and maintain copiers and supplies (paper, ink, parts) is extensive. Using numbers from the past three years at the three elementary buildings in our district, the average copier cost (paper and service) per year for a classroom of 28 students is \$933.33. This equates to \$33.33 a year per student for an annual savings of \$23,331 district-wide. This makes the expected savings to our district through this innovative project \$35,628.03 a year.

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

The substantial value of this project is that students can each receive individual math problems to solve, e-books to read, or web sites /topics to research through 1:1 technology. With the help of 1:1, both content delivery and students' assignments can be varied based on students' interests and readiness levels. This can all be done discreetly as well; no student needs to know that others are working on easier or more difficult tasks. The lasting impact of this project comes with the promise of more instructional time. Students who are allowed to bring their 1:1 devices home can effectively extend their school day and continue their learning in a motivating, fun way. This is especially crucial for students whose home life might otherwise not consist of substantial intellectual stimulation. With only an extra hour of work each school night on their device, students can gain 720 hours of additional instructional time by the end of third grade. This significantly equates to 1.75 additional years of instruction over a four-year period.

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.)

Students with exceptional needs will participate alongside all other peers throughout this project, which is the method of operation for our district as inclusion teachers play a role in co-teaching throughout most all classrooms district wide.

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.

881,896.08 State the total project cost.

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

The overall budget consists mostly of supplies (iPads, charging stations, protective cases with handles) at a total cost of \$507,163.80. Software and applications to support the implementation of this innovative program is \$49,285.78. Professional development includes expenditures for salaried substitutes totaling \$84,723.07 and benefits totaling \$20,723.43. Because we are a RttT school district, funds already expended for technology through RttT will be used to provide ongoing IT support. Together with T-1 funding, over \$350,000 was expended in FY 13 to provide laptops to elementary students (3-6) and create a STEM program in both our high school and our middle school (grades 7-12) with 1:1 technology. This innovative program would serve as a precursor for the technology that already exists beyond the third grade in our district. As a part of this implementation, IT technicians were assigned to every building to manage the day-to-day operation of this hardware. These technicians would be available as a support to this innovative project as well. Our district has effectively utilized E-Rate funds to support the purchases of our existing technology. These same funds would be used for this innovative project to support replacement costs and maintenance/repairs. Two of the three elementary schools would receive upgraded infrastructure at a cost of \$70,000 per building totaling \$140,000. eRate funds make the total cost for the third elementary building cost free (\$0). Professional development for all classroom teachers would cost \$80,000 and ensure the best implementation was occurring district-wide.

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.

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

Recurring costs include repair and replacement. This will be funded through district E-Rate funds. Additionally, our district employs its own IT department along with interns and TRECA (our A-site) on-site support. Service, maintenance, and upkeep of the technology purchased will NOT be an additional cost. We are poised to completely absorb those costs from within district as each building in our district has at least one IT department employee on staff.

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.*

35,628.03 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

Using the iPad to replace textbooks with digital versions saves not only paper, but also money. Textbooks are costly to replace. The average textbook cost for grades 2-3 in our district is equivalent to \$12,297.03 a year. Digital versions are a fraction of the cost and students can highlight and make notes in the digital versions. At the primary grade level, worksheets are often used and the cost to purchase and maintain copiers and supplies (paper, ink, parts) is extensive. Using numbers from the past three years at the three elementary buildings in our district, the average copier cost (paper and service) per year for a classroom of 28 students is \$933.33. This makes the expected savings to our district through this innovative project \$35,628.03 a year.

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

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

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

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

This will be funded through district E-Rate funds. Additionally, our district employs its own IT department along with interns and TRECA (our A-site) support. Service, maintenance, and upkeep of the technology purchased will NOT be an additional cost. We are poised to completely absorb those costs from within district as each building in our district has at least one IT department employee on staff.

#### 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 6/2014 - 8/2014

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

Press release to community outlining the "Technology 121: Integrating 1:1 Technology in Elementary Classrooms" grant. Stakeholders including school administrators, community partners, and parents (all who serve currently on building-level teams) will be present to give their input on the impact of this innovative project to the media. At this time, the announcement of a district-wide K-3 iPad purchase of 900 units along with the purchase of charging stations and kid's Sage Grip iPad cases will be shared by the stakeholders to the media. A special emphasis will be made by the administration of the \$35,628.03 annual savings to the district that exists as a result of the innovative program that will boost student engagement and raise levels of academic achievement as evidenced through the research that spurred the Straight A application process. The opportunity will also be taken to explain Ohio Improvement Plan (OIP) goals 1-3 (Literacy, Math, & Climate) and explain how this innovative program will support the district's work toward the accomplishment of each. All equipment purchases will be made at this time to ensure that the program is implemented with expediency. Teacher-Based Teams (2-3) will begin using their 40 minutes of planning time each morning to plan for the emergence of 1:1 technology in their classroom with the assistance of the funds budgeted for professional development.

\* Anticipated barriers to successful completion of the planning phase

None. This will be accomplished through a press release. Zanesville City Schools has secured a strong, positive relationship with the local media.

18. Implementation - Process to achieve project goals

\* Date Range 8/2014 - 5/2015

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

In August, 2014 a city-wide workshop day will be held. Prior to this day, a district 2-3 online survey will be conducted of all 2-3 students, staff, and parents. The purpose of the survey will be to capture successes and concerns about the innovative program. Participant responses will be categorized, ranked, and discussed. Then ongoing student performance data will be compared to OIP goals 1, 2, and 3 to determine the degree of effectiveness of the innovative program and to determine what improvements can be made beyond FY15. The 5-step process will be used to examine data. All data will come from TBT (Teacher-Based Team) meetings and be presented by BLTs (Building Level Teams). All members of the DLT (District Level Team) will be present so they can have a full understanding of the implementation and report back to BLTs on the K-3 progress toward OIP goals 1, 2, and 3 (Reading, Math and Climate) respectfully.

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

Sometimes it is difficult to get the support of the community stakeholders, so surveys often work best online or on paper. However, making sure that equal representation of various groups exists is often a challenge. Within the school system, the challenge is diluted somewhat by the fact that all of the teaching staff participates in the 5-step OIP process daily during TBT 40 minute meeting times in the mornings M-F. BLTs meet 40 minutes a minimum of every other week. The DLT meets once a month for two hours.

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

\* Date Range 6/2-2015 - 7/2015

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

A district-wide professional development workshops will be held at the end of the FY15 school year and lead by the District Leadership Team (DLT). The purpose of the workshop will be the share progress toward the Ohio Improvement Plan to shareholders as a result of this

innovative "Technology 121" program. Survey data from throughout the school year will also be shared and breakout sessions will take place to allow specific groups to discuss methods by which barriers may be neutralized in the FY 16 school year. Specifically, issues relating to professional development and classroom instructional frameworks will be discussed. A complete needs assessment will be conducted through the State Support Team Region 12 to determine the depth and breadth of these needs in relation to the district's OIP. From this, a prioritized list will be created which will act as a road map toward greater success. This entire procedure will then take place again through TBT>BLT>TBT meetings in subsequent school years all leading to the end-of-year workshops that determine the degrees of success and barriers to improvement.

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

Active participation from all areas of the curriculum are vital to validity. Shared attribution among staff for the implementation of a program with fidelity. In buildings where a BLT or TBT fails to operate properly, No data from the 5-step process can exist that will further the cause. This is why we will continue to stress the importance of principals being actively involved in TBTs and BLTs as well as a visible presence in classrooms district wide.

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

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

Please enter your response below:

We propose to follow the lead of many schools in this country and around the world that are effectively using iPads as tools for learning in early elementary programs. Until now, our kindergarten students have only had access to technology through their teacher's use of desktop computers and the classroom Smart Boards. The iPad offers an opportunity to enhance our students' learning with the direct and effective use of an easy to use and highly interactive technology tool. There are many examples of successful integration of iPads in elementary grades. Students will be able to work in multiple modalities (tactile, visual, and auditory) that will motivate them to practice new concepts and enhance their ability to share their thinking and learning. The applications written for this age group include immediate feedback that motivates either correcting mistakes or moving forward to new challenges

#### **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.

A research study, conducted in Auburn, Maine showed that Kindergartner students using iPads scored much higher on literacy tests than students that didn't use the device. A study from KIPP Academy in Houston, TX showed the percentage of students who rated either proficient or advanced (the 'passing' rate) was 49% percent higher in the 'flipped classrooms' using the iPads than in the traditional classrooms with no iPads. Another study centered on an iPad game, Motion Math, has shown that the iPad can help with fundamental math skills. Fifth graders who regularly played the game for 20 minutes per day over a five-day period increased their test scores by 15 percent on average. Using the iPad to replace textbooks with digital versions saves not only paper, but also money. Textbooks are costly to replace. Digital versions are a fraction of the cost and students can highlight and make notes in the digital versions. Savings of supply cost (paper) of half the student copy cost of a three year average is equivalent to \$11,665.50 a year. The cost of half the student copy cost over a three year period averages \$11,665.50 a year. The average textbook 2-3 cost is equivalent to \$12,297.03 a year. The total savings to the district FY15 and beyond is equivalent to \$35,628.03 per year.

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.

Internal Evaluation through DLT utilizing the 5-step protocol. Steven Foreman Director of Title I and Special Programs 160 North Fourth Street Zanesville, OH 43701 (740) 588-5539 foreman@zanesville.k12.oh.us www.zanesvillek12.oh.us

\* 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).

The Director of Title I and Special Programs leads the district level team. Short term progress toward student achievement will be measured through the adult behaviors leading to increased student achievement on formative and summative assessments. Principals will monitor the teachers during OTES classroom evaluations and teacher use of the Thinkgate IIS tool. The long-term objective of all students making more than one year's growth so that more students are working on grade level in reading and math will be evidenced through state testing results and STARS. Annual progress will be anticipated as daily progress is discussed in daily, every day, 40 minute TBTs (teacher-based teams) led by a CORE leader who serves on the BLT (building-level team). BLT data will be presented at the monthly DLT (district-level team) so that we are not only monitoring student success, but also teacher behaviors leading to those successes. Whenever adequate progress is not made, the DLT will identify the problem, determine if it is a district/building/classroom issue, and implement corrective action(s). We will not wait until the end of a year based upon long-range outcome data. Rather, we will address issues as they surface through daily TBTs.

\* 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.

Zanesville City Schools has been fortunate enough to be chosen as a RttT school district. As a result, our teachers and administrators have been groomed in the 5-step process and the TBT>BLT>DLT OIP process. Fluidity has long been the practice toward the achievement of our goals, and teacher all understand that they are responsible for the work of the TBTs so that needed change can occur district-wide in the DLT.

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.

Short term progress toward student achievement will be measured through the adult behaviors leading to increased student achievement on formative and summative assessments. Principals will monitor the teachers during OTES classroom evaluations and teacher use of the Thinkgate IIS tool. The long-term objective of all students making more than one year's growth so that more students are working on grade level in reading and math will be evidenced through state testing results and STARS. Annual progress will be anticipated as daily progress is discussed in daily 40 minute TBTs (teacher-based teams) led by a CORE leader who serves on the BLT (building-level team). BLT data will be presented at the monthly DLT (district-level team) so that we are not only monitoring student success, but also teacher behaviors leading to those successes. Whenever adequate progress is not made, the DLT will identify the problem, determine if it is a district/building/classroom issue, and implement corrective action(s). We will not wait until the end of a year based upon long-range outcome data. Rather, we will address issues as they surface through daily TBTs.

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

Funds will be expended immediately toward the purchase of iPads for every student in grades 2 through 3 in our district. Additionally, iPad charging stations, apps, carts, and protective safe grip iPad cases will be secured. By the end of this year, every student will have their own iPad to use at school and home. All teacher s will be utilizing them in the classroom daily as evidenced through OTES classroom evaluations performed by each building principal. By the end of year two, student performance data will reflect that of a study done by Houghton Mifflin Harcourt in California that showed that students using iPads saw their math test scores increase 20% in one year compared to students using traditional textbooks. Years 3 and 4 will continue to reflect student performance data that mirrors the success of year 2 as students continue to show gains in excess of 1 year's growth as measured through Thinkgate IIS. By year 5, the effect of this project will be evident as our students will be working and learning on grade level with our district's literacy and math OIP goals accomplished. Perhaps less measurable, but more evident through time on task, will be the effect that this project will have toward the accomplishment of our OIP climate goal 3. While we will continue to track student behaviors and implement PBIS (Positive Behavior Intervention Support) in our district, the degree to which 1:1 technology has enabled us to maintain a safe and caring educational environment for all students may not be identified as a success in isolation. Instead, we will rely upon the research such as that conducted At Northdale Middle School in Coon Rapids, MN, where iPads in the classroom have led to increased engagement among students and have accelerated and improved their learning and comprehension.

\* Spending Reduction in the five-year fiscal forecast

Using the iPad to replace textbooks with digital versions saves not only paper, but also money. Textbooks are costly to replace. Digital versions are a fraction of the cost and students can highlight and make notes in the digital versions. Savings of supply cost (paper) of half the student copy cost of a three year average is equivalent to \$11,665.50 a year. The cost of half the student copy cost over a three year period averages \$11,665.50 a year. The average textbook 2-3 cost is equivalent to \$12,297.03 a year. The total savings to the district FY15 and beyond is equivalent to \$35,628.03 per year. This is equivalent to a spending reduction of \$178,140.15 throughout the five years (FY16 through FY20).

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

Students will visit differentiated centers in which they can engage in problem solving activities utilizing the iPads such as but not limited to: interacting on an Extended Response Math Blog, Math games, Unit Math Projects, and test preparation web sites. Literacy / Social Science Integration will occur as students read high interest literature integrated with the Social Science, Science and Social Emotional curricula and engage in online virtual Literature Circles to discuss, analyze and interact with the texts. Students will also use the Library of Congress website to read historical documents and practice interacting with primary source documents (to not only improve Literacy but Social Science skills as well). The iPads will be used for Science Integration as students access the BrainPOP Application to further their science skills. They can also collect and analyze data using the Numbers Application. During daily morning meetings OIP goal 3 will be addressed through the

support of a district-wide initiative to implement PBIS (Positive Behavior Intervention Support). Students will engage in short lessons reflecting on social-emotional objectives (anti-bullying, self-confidence, decision making, etc.) and take turns posting comments on a blog to which students can reply during anchor activity time (at the end of other subjects). Students who have problems in the classroom can also use the blog to get support anonymously from their classmates.

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

Students with exceptional needs will participate alongside all other peers throughout this project, which is the method of operation for our district as inclusion teachers play a role in co-teaching throughout most all classrooms district wide.

**\* Other Anticipated Outcomes**

Another area which may be transformed is assessment, where teachers and principals may now have more evidence than they know what to do with thanks to the cameras and microphone built in to iPad. They will have visual and verbal dual feedback, which usually you wouldn't have any evidence trail for, but now they will be able to Dropbox video files and explain everything. But it's not just assessment where teachers may take the initiative and use iPads to deliver more detail. Staff who are encouraged to take their iPad home and experiment with it may film themselves delivering lessons, effectively allowing students to have multiple teachers in a single classroom. More and more activities that would have been independent could be structured by the teacher. Staff may also be encouraged to embrace creating different inputs for different ability levels within mixed classes, so children with similar needs can sit together, share an iPad and work with a virtual teacher who gives them the level of support they need. This means that while the teacher's doing a traditional input, all those children may receive the level of instruction that they need as well. Providing staff the opportunity to learn and p[ass along what they learn to students will certainly be a much-anticipated outcome of this project.

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

Yes

No

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

**\* Explain your response**

This project could be easily replicated throughout the state as teachers begin the process of collaborative instructional planning through Thinkgate IIS. Our school system is among the first to roll out this new instructional improvement tool. Thinkgate's IIS technology platform has the capability to provide educators throughout Ohio with immediate, relevant information for making instruction more personal for every student, every day. As our teachers plan for their instruction, it will be documented on Thinkgate IIS where lessons can be shared and student data can be recorded. This will enable us to not simply replicate any practice, but instead those practices adult behaviors that are successful as evidenced through increased student achievement.

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).

I ACCEPT Steven Foreman, M.Ed. Director of Title I & Special Programs Zanesville City Schools

Consortium

Zanesville City (045179) - Muskingum County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

### Consortium Contacts

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

Partnerships

Zanesville City (045179) - Muskingum County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

**Partnerships**

No partners added yet. Please add a new partner by using the form below.

Implementation Team

Zanesville City (045179) - Muskingum County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

**Implementation Team**

<b>First Name</b>	<b>Last Name</b>	<b>Title</b>	<b>Responsibilities</b>	<b>Qualifications</b>	<b>Prior Relevant Experience</b>	<b>Delete Contact</b>
Linda	Phillips	Curriculum Coordinator	Ongoing professional development for teachers.	Zanesville City School's Director of Curriculum.	Principal and teacher.	
Flora	Martin	Director of Special Education	Monitoring of effective implementation through site visits and principal CIP meetings.	Zanesville City School's Director of Special Education and Student Services.	Principal and elementary classroom teacher.	
Steven	Foreman	Director of T-1 and Special Programs	Ordering of all materials & hardware; infrastructure installment in two of three buildings; professional development for staff.	Team member is certified as a superintendent, assistant superintendent, middle school principal, high school principal, reading teacher K-12, and English 7-12.	Team member has held positions as technology coordinator, principal at all grade levels, coordinator of schoolimprovement, and currently is director of Title One where he oversees all federal funds/grants/special programs district-wide.	