

Budget

Bright Local (047613) - Highland County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (16)

U.S.A.S. Fund #: 466

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	35,000.00	335,000.00	0.00	370,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		16,600.00	3,400.00	0.00	0.00	0.00	0.00	20,000.00
Prof Development		8,300.00	1,700.00	0.00	0.00	0.00	0.00	10,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		24,900.00	5,100.00	0.00	35,000.00	335,000.00	0.00	400,000.00
							Adjusted Allocation	0.00
							Remaining	-400,000.00

Application

Bright Local (047613) - Highland County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (16)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
CONNECT in the Bright Local School District (BLSD) at White Oak Jr. High/High School (WOHS).

2. Project Summary: Please limit your responses to no more than three sentences.
CONNECT will provide the most effective hardware and software for classrooms and for individual students and staff in grades 7 -12 at WOHS.
This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year					
Education	Pre-K Special	K	1	2	3
4	5	6	50 7	55 8	
53 9	68 10	58 11	59 12		

Year 1					
Education	Pre-K Special	K	1	2	3
4	5	6	47 7	50 8	
55 9	53 10	68 11	58 12		

Year 2					
Education	Pre-K Special	K	1	2	3
4	5	6	56 7	47 8	
50 9	55 10	53 11	68 12		

Year 3					
Education	Pre-K Special	K	1	2	3
4	5	6	56 7	56 8	
47 9	50 10	55 11	53 12		

Year 4					
Education	Pre-K Special	K	1	2	3
4	5	6	46 7	56 8	
56 9	47 10	50 11	55 12		

Year 5					
Education	Pre-K Special	K	1	2	3
4	5	6	55 7	46 8	

4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

Bright Local School District (BLSD) expects that the CONNECT 1-1 technology initiative will impact 343 students during the grant year. Since 2008 the enrollment in the BLSD has decreased by 170 students. It is expected that the collaboration possible, the engagement and the number of electives made more easily available would encourage and excite students to return to the WOHS. This halt to the exit that has been taking place could add additional students that would be impacted throughout the life of the CONNECT project. It is the desire that enrollment will increase.

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

First and last name of contact for lead applicant
Judy Campbell

Organizational name of lead applicant
Grant Writer/Retired Educator-Principal

Address of lead applicant
430 East Walnut Street, West Union, Ohio 45693

Phone Number of lead applicant
937-544-3702

Email Address of lead applicant
jcampbell75@cinci.rr.com

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

BLSD is a small, rural school district in southern Ohio that presently is not well-equipped with technology to prepare students for the 21st century workforce. There is very little money set aside in the budget for technology and the two computer labs that are presently operational are stocked with refurbished computers that have been secured from a military base, Fort Campbell, in Kentucky, and from the Piketon Atomic Plant, in Ohio, when they were being discarded for new. There are two Chrome Book carts in the building that can serve 30 students at a time when scheduled in advance by teachers for use. The 70% level of poverty in the community correlates to the limited access that students have with technology from home and the opportunity gap when they complete high school. There has been no high school building project in conjunction with OFSC; therefore, the facilities are a bit antiquated and do not provide the latest in learning environment. Students who are entering junior high and high school, born 2001-2004, don't even know what life was like without the internet. Most have experience with ipods for entertainment, ipads and laptops for research and cell phones for social media and texting for communication. Effective schools are incorporating 1-1 technology into their classrooms just to stay current. There has been a paradigm shift in education as schools prepare students for college and career readiness and success. WOHS is well behind the curve in preparing students for the 21st century global society and workforce. CONNECT will provide effective teaching access in redesigning the classroom for more collaboration, flipping, touch

screens, individualization and creativity to attempt to fill this void.

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

One of the goals of CONNECT at WOHS is to provide 20 core subject classrooms in grades 7-12 with Qomo's Journey 70" LED Multi-Touch Screens. This is a high quality, yet affordable multi-touch display that puts collaborative interactivity into the school. The elementary K-6 students have experience in a new facility with traditional white boards. This initiative will provide a continuum of services for students with an upgrade to the interactive LED panel. Teachers can annotate over multi-media, including video or document camera feed creating engaging, interactive lessons and presentations. The teachers can bring multiple students to the Journey (J) screen at once engaging and encouraging teamwork. With immediate feedback and intervention possible the instructional time has increased potential for individualization. The (J) screen can also display up to four sections at one time allowing students working in up to four small groups in a classroom to update and edit a project on the screen as they work. At the completion of the work, it is immediately ready to present to the entire group or export to a connecting classroom. The work can be saved to continue on another day or emailed for sharing with the community. The (J) screen allows teachers to connect with other classrooms with a split screen and co-teach without moving students or materials. If a student is absent from class the lesson can be saved on the (J) board and the student can make up the class time on his/her return to school. It can also be emailed to the student to be completed from home. Lessons can be saved indefinitely making review prior to testing much more convenient and thorough. An additional goal of CONNECT at WOHS is to provide an Apple ipad for each student in grades 7-12. The district has a free and reduced lunch count of 70 per cent indicating the poverty level of much of the community and the student's homes. 38 per cent of the students have no internet access at home. The ipads will be interactive with the teacher using the (J) board with a twofold benefit. First, students will be hands on engaged as visual, tactical, and auditory learners. Secondly, many will be gaining experience and exposure to technology otherwise not available to them. The excitement of the possibility of this initiative is already evident in the school building. It is the plan to load textbooks with an application (app) on the ipads for students to access from home. Currently, WOHS has apps for the following interactive textbooks: JH Science, JH History, Algebra II which have been purchased during the past year. As new textbooks are purchased on a rotating basis the apps will be secured and be loaded onto student ipads. Loading and updating textbooks will continue long beyond the grant year and the sustainability time frame. While loading textbooks is an important piece of CONNECT, the ipad is certainly not meant to be just a direct tool substitute with no functional change. There are approximately 80,000 apps for education that the school faculty can choose to load to enhance the educational experience. The teacher's role in the classroom is ever changing as an enriched digital environment gives the advantage of significant task redesign, expanding cognitive skills, teamwork, and empowerment for students. These are all characteristics necessary in the student's future employment. One of the two computer labs currently stocked with refurbished computers will be dismantled and used as a regular classroom. An additional purchase is to be a desktop computer for each of the 40 faculty members for personal use in designing lessons, updating grades on line, and communicating with parents and students, etc. 30 of the 60 Chrome books presently in the building will be sent to the elementary building to provide exposure and individual use to the K-6 students of this district.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

Desired and measurable outcomes of CONNECT at BLSD are: *Improved test scores on the State based AIR assessment. *Student engagement will increase and discipline records will decrease. *1 year's growth on student scores from pretesting and end of year tests with Pro-Core and MAP. *Increased enrollment and attendance by students,. *Increased co-teaching and cross-curricular opportunities for instruction. *Better communication within and without of the building. *Students can receive instruction at home when they are absent. *Fiscal savings as a result of going to electronic textbooks. *Reduction in the use of paper needed for instructional purposes. *The potential to offer students more electives and enrichment throughout the school day due to the technology. *Students will be challenged with effective teaching and advanced learning will result.

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

As a result of communication and visits in other districts with 1-1 technology the following assumptions have guided the CONNECT plan: Project based learning will result in student engagement which will increase student learning. Due to student engagement, the discipline referrals will decrease as students become more excited about their learning. Through the online testing opportunities, teachers will be able to see where students are their previous achievement and will be able to tailor their instruction to the needs of the students for the remainder of the school year. Students will make at least one year's growth due to being more engaged and more individualized intervention. Due to increased technology, teachers will better be able to use the data to identify students' areas of weaknesses and identify what interventions need to be put into place to better meet the needs of the students on a daily basis. Enrollment will increase due to returning and open enrollment students as parents and students alike become more interested in a district that is thinking outside of the box to better reach students and their learning. Fiscal savings will make possible the purchasing of additional materials to better meet the needs of the students in each of their subject areas. Students will be more college and career ready due to the technology skills acquired through the use of individual technology. Parents, the community and students will feel more connected to what is happening in the district due to increased communication on every level.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Other districts in Ohio and Kentucky have been contacted regarding technology that have found positive results of an increase in attendance rates, increase in enrollment, increased student engagement, reduced student discipline referrals, increased test scores and community members awareness and commitment about their district. The WOHS planning team visited Bridgeport School District in early September. That district has implemented 1-1 technology effectively. Knowledge was gained through the visit that provided a better understanding of all facets of the implementation. WOHS has piloted the use of a Qomo Journey Board (J) in one of the teacher's classrooms which has stimulated excitement about the idea of new technology with students and the ability they will have through the use of this technology. Two teachers at WOHS have piloted lessons of co-teaching with one another from two separate classrooms using the

(J) board. The WOHS planning team researched the ipad in comparison to an android device and the Chrome Book. The ipad was found to have a better security system, apps are released to the ipad more quickly and there are constantly more apps readily available to the ipad in comparison to the other devices. It was found to be user friendly for students. WOHS administration researched the savings and convenience of using virtual text in comparison to the traditional hard bound textbook. This will result in a saving fiscally over time. Another attractive feature of the online version is that it is being constantly updated, whereas the traditional text is the same without updates until a new text is purchased. WOHS is making arrangements with Qomo for professional development to better equip the staff in the use of the boards and with Mason County School District, Maysville, Kentucky, in the area of professional development in the implementation of ipads in the classroom.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

*The General Fund will be constantly monitored to ensure that savings is occurring. *Student attendance data will be monitored on DASL to see if the engagement piece is actually stimulating an increase for the positive with student attendance. *The Pro-Core and MAP pre-assessment and post-assessment data will be monitored to ensure student growth is being reached as predicted. *The Pro-Core and MAP pre-assessment data will be implemented to drive instruction and intervention as evidenced by teacher records. *All teachers will implement at least one cross-curricular lesson per nine weeks throughout the school year. *All teachers will utilize at least one co-teaching experience per nine weeks through out the school year. *Student discipline will decrease from one nine weeks to the next. *Teachers will institute on line testing in their daily classrooms. *State administered assessments will show an increase in student proficiency. *The ability to offer more electives and technology will stimulate growth in the student population indicated by increased enrollment.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

The following data will be monitored at monthly OIP meetings and weekly/biweekly project team meetings: Attendance data including chronic absenteeism. Pre and post assessment data from Pro-Core and MAP Teacher lesson plans to show how they are using the data, how they are implementing at least one cross-curricular lesson per nine weeks and utilizing one co-teaching experience each nine weeks. Discipline data through educatorshandbook.com. Discipline referrals will decrease by 10 per cent a year. Using the AIR data given by the state, student achievement will increase by 2 per cent from one year to the next. Through DASL the number of students enrolled per nine weeks will show if the enrollment increase of 2 per cent over the implementation year is reached and daily attendance is improved. Through OTES (Ohio Teacher Evaluation System) and walk-throughs, there will be an increase in differentiation by 20 percent by the end of the grant year. An increase in the General Fund due to cost savings of nearly .35 per cent, approximately \$38,000.00. Through scheduling reporting at OIP meetings an increase in electives should be evident.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

When additional professional development is needed, WOHS will ensure that teachers have the resources and tools that are needed. Planning is in place to offer additional time for co-teaching planning in order for teachers to become more familiar with the process and with the teacher. If the memory on the ipads is not sufficient, WOHS will need to upgrade present ipads and purchase for the next school year ipads with more memory. WOHS will evaluate the curriculum that is being used to ensure the students are being given information that will keep them up-to-date for today's global society and instruction. WOHS will assess that the skills presented through the curriculum are aligned to the Common Core and will evaluate these pieces to ensure student success on the state mandated AIR tests. If additional students enroll or return to the district, there will be a need to ensure that there is adequate technology to meet the needs of all students. WOHS will need to offer to the students tutorials on the apps as well as how to efficiently submit assignments through the technology

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

The students at WOHS will benefit from an enriched digital environment and become active participants in the conversation of learning. The CONNECT technology will provide virtual travel all over the world and outer space, unlimited collaboration in the classroom and beyond the classroom, and empowered students. The possibilities are exciting! For the teachers it will be an opportunity to facilitate and instruct for a greater share of class time as opposed to disciplining. Classes can be flipped where material is presented at home and homework is done during class time providing the opportunity for immediate feedback. Lessons dropped into student's email when they are absent from school will keep students abreast of what is going on in the classroom when they are unable to be there eliminating any delay in learning from complications that keep a student at home. Co-planning and co-teaching at WOHS will enrich the material presented to students and increase time on task as the (J) board creates availability with ease. Cross-curricular offering will increase because of the ease of using the (J) board. I pads for individual students at WOHS will bring daily news and worldwide happenings to their fingertips updated by the minute for a more informed student population.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

Through the addition of a Qomo Journey 70" interactive screen in each classroom 7-12 at WOHS and a 1-1 technology initiative of an ipad for every student, CONNECT will result in tasks that would be unimaginable without today's access to technology. Students will have abundant experience in discovery, research, teamwork and presentation. To research they will be able to do interviews via Facetime and Skype, search the worldwide web, take pictures, create videos and publish presentations for the class and the community. All of these are valuable skills for success and interest in school and for future training and employment.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Through visits and discussions with other 1-1 technology schools, the WOHS planning team has witnessed engaged students working in teams researching, producing, and presenting projects that resulted from the use of technology. A visit to Bridgeport School District took place in early September, a phone conference was held with Franklin Local Schools on November 17, a visit to Mason County Schools is planned for December 4, 2015, and a scheduled training with a representative from Qomo is scheduled for December 18, 2015. WOHS has one Qomo (J) Board in the building as a pilot and an ipad has been purchased for each teacher. The research of Ruben R. Puentedura demonstrates this shift in the classroom in his SAMR Model. The SAMR Model is a conceptual model which maps a transformation in 1-1 technology classrooms from passive learners with expensive tools to invaluable tools for teaching and learning. SAMR is a four-rung ladder working up from simple daily tasks to all tasks that were once impossible to become daily activities in the classroom. SAMR is an acronym for Substitution, Augmentation, Modification, and Redefinition describing the desired progression possible when utilizing technology effectively in school. The planning team has become familiar with his study and plans for professional development for the staff once the project is underway. Teachers will be shown examples of SAMR transformed lessons. (Taken from SAMR Model - Technology is Learning) Two teachers have piloted a co-teaching lesson with the split screen and are planning now for a cross-curricular lesson.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

The most recent data as evidenced on the annual Ohio School Report Card demonstrates that BLSD in the WOJH/HS, in particular, are spending below average as compared to other districts in the state of Ohio. A little over \$14,000.00 was spent last school year for instructional supplies out of a 8.6 million dollar budget. Per pupil spending in grades 7-12 was \$7,162.00 on the last report which falls in the low average level compared to other schools. In the area of achievement WOJH falls far below the average by not meeting any of the indicators. The student achievement level was 71.9%. This indicates a desperate need for a change in the delivery of instruction and a need for up to date technology in the building. The WOHS 9-12 met 6 out of 10 indicators on the OGT for an overall average of 74.4% in achievement. The spending per pupil was \$9,178.00, an acceptable amount with less than acceptable results. CONNECT will attempt to eliminate the gap between spending and accomplishment in this rural community school.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

Additional indicators concerning the equipment might fall into the category of repair and replacement of ipads to make sure everyone has the tools and resources that are needed. For this plan to be successful all facets need to be working correctly. The librarian and the technology supervisor in the building will do in house repair on screens, etc., and will have additional cables available when students come to class without a device that is charged. They will see that any device that is not salvageable is replaced with new. All of the student devices will be collected each summer to be cleaned, examined, and repaired, if needed. Equipment may need upgrades as the program moves forward. WOHS is planning on purchasing ipads with 32 gb of memory. The ipads will have about 10 apps on them to begin, but many will be added by teachers and students as time and familiarity go forward. Professional development with teachers and students will be offered frequently as needed. When more memory could eventually be needed that will also be handled by the technology supervisor. It is difficult or next to impossible to provide baseline data for this measurement as this initiative is new and there basically is very little former experience in the building, other than what is being piloted right now. As mentioned earlier, the computers in the labs are refurbished and years old at best. WOHS is moving from deprivation to abundance.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

Teams of teachers could travel to any of the four school districts previously contacted (Georgetown, Bridgeport, Mason County, or Franklin Local) and witness lessons utilizing technology first hand. Teachers could be partnered with a mentor teacher from any one of these buildings. A common planning time at the close of each school day will provide increased time allotted for teachers to share successful lessons and projects going on in their classroom in this building. Additional tutorials on the apps available and encouragement to implement them will be presented to students and staff.

d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

These should be measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

a. New - Never before implemented

b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

c. Replication - Expansion or new implementation of a previous Straight A Project

d. Mixed Concept - Incorporates new and existing elements

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

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

400,000.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a 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.

During the initial year of the CONNECT initiative the majority of the spending will be for the cost of getting the equipment purchased and the program up and running. Equipment for the classrooms and for personal devices for the students will be purchased. During the spring of 2016 twenty Qomo Journey 70 inch Multi-Touch Screens will be purchased for \$5,400.00 each for a total expense of \$108,000.00. The student population in grades 7-12 at WOHS is expected to be 343 for the 2016-2017 school year. The planning team plans to purchase 350 Apple ipads (32 gb) at \$454.00 and covers for protection at \$46.00 for a total cost of \$175,000.00. Each classroom teacher (40) in the building is to receive a new desktop computer at \$800.00 for a total expense of \$32,000.00. During the initial year \$30,000.00 is being earmarked for software from

Supplies appropriations. In order to handle the new technology there will be a need to make improvements to the bandwidth and network infrastructure in the building at an estimated cost of \$20,000. An additional \$5,000.00 is being allocated for needed supplies; such as, upgrades, cords, chargers and replacement screens, etc. Professional development for staff and students will be ongoing during the initial year of the grant. \$8,300.00 is requested to be used for stipends, substitutes, and presenters when the training is not done in house. \$1,700.00 will be necessary for retirement and fringe benefits in connection with professional development. A contract with an external consultant, Judy Campbell, during the first year to aid in collecting, reviewing, assessing and reporting data is planned resulting in \$16,600 for salary and \$3,400 for retirement and fringe benefits. This is a total budget of \$400,000.00

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

38,000.00 a. Sustainability Year 1

38,000.00 b. Sustainability Year 2

38,000.00 c. Sustainability Year 3

38,000.00 d. Sustainability Year 4

38,000.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

During the sustaining years of the CONNECT initiative budget, a minimal number of replacement individual devices will need to be purchased and new devices purchased for incoming students, During the first three years of the grant it is difficult to predict how many new ipads might need to be purchased. The desire is for each incoming seventh grader to be supplied a new device. Eventually, a whole grade level of new devices will need to be purchased as the life expectancy of the ipads is 5-6 years. During the sustaining years of the grant some students may be interested and encouraged after the experience with a personal device to purchase their own device to bring and use at school which would free up some of the grant purchased ipads for new students coming into the junior high or returning students to the district. This number could increase as the sustaining years go forward and students become more and more familiar with the technology and want to have it available year round to use at home. \$30,000.00 is estimated for Capital Outlay for the purchase of ipads each year through 2022. This allows for 60 per year to be attained, if needed. \$5,000.00 is to be available for Supplies and Materials; such as, apps, replacement cords, chargers, cases and repair necessities. Ipads will be collected every summer, cleaned and repaired. Professional Development will continue to be needed as staff turnover brings new teachers into the district and a new class joins the junior high each year. \$3,000.00 will be provided for student and staff continuing professional development to insure success in effective teaching and advanced learning and for Purchased Services in connection with any devices that need to be sent out of the building for repair. The Qomo (J) interactive screen has no yearly maintenance fees and has reduced energy consumption, so no allocation is being allowed for this minimal expense.

93.00 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

Cost savings as a result of the 1-1 technology initiative CONNECT at BLSD will be derived from Supplies and Materials and from Capital Outlay. It is expected that \$10,000.00 per year will be saved as a result of a reduced/minimal need for the purchase of hard bound textbooks, workbooks, software licenses and other instructional supplies. Copy paper consumption is expected to reduce by more than 50-60% as testing and daily work will be completed electronically, sent through Blackboard and Schoology and grades posted on Progress book, etc. The possibilities of paper replacement in the building are limitless. Non replacement of student computer equipment will allow for \$30,000.00 a year to be available for the purchase of the individual devices from Capital Outlay funds.

7.00 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

*Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%*

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

\$3,000.00 will be reallocated from Purchased Services to cover stipends, substitutes, fringe benefits and retirement for teachers during professional development. There may be fees associated with outside repairs of individual devices that will be Purchased Services.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range August 2015-March 2016

b. Scope of activities - include all specific completion benchmarks.

In August of 2015, the superintendent, elementary principal, and the junior high/high school principal met to do planning for the 2015-2016 school year. The discussion centered around an initiative for 1-1 technology and a change in the daily schedule to allow for common planning at the end of the day for the 7-12 building. Mr. Downing came to BLSD as superintendent in August of 2015, from Bridgeport Local Schools where a 1-1 technology program had been implemented. On September 9, 2015, the superintendent, two principals, librarian, technology supervisor and three teachers made a visit to Bridgeport to see first hand the technology implementation. The team made the decision to proceed following that visit. The WOHS planning team researched user-friendly, forgiving and reliable devices to put in the hands of the WOHS students and teachers and decided on Apple ipads. In early October team meetings were held with the WOHS staff, the Elementary and High School Parent Advisory Committees, and the Superintendent's Business Advisory Committee to explain the initiative and received a very favorable response. On October 14, 2015, the staff voted 100 percent in favor to proceed. The school board voted 5-0 in favor to financially support the initial steps of the project and submit a Straight A Fund Grant to bring the district to full implementation on October 21, 2015. The teachers needed to be familiar with the operating system and daily use of the device, so in early November of 2015, an ipad was purchased for each teacher in the building to pilot the initiative and the training. The planning team also made the decision to use the Qomo's Journey (J) 70" interactive touch-screen and one was purchased for the building. Professional development will begin with a half day training from a Qomo trainer on December 18, 2015, and a full day with Mason County Schools in March of 2016. A visit is being made to Mason Co. Schools in Maysville, Kentucky, on December 18, 2015.

22. Implementation (grant funded start-up activities)

a. Date Range April 2016-June 2017

b. Scope of activities - include all specific completion benchmarks

Assuming the Straight A Fund Grant is received, policy revision and development will take place; such as, Acceptable Use, Loan Agreement, Proof of Receipt, etc. Communication with parents about CONNECT and the plan for implementation will continue through call outs, mandatory meetings, the school website and paper handout distributions. Professional development and implementation meetings concerning CONNECT with the faculty provided by the local team in cooperation with Mason County Schools will take place March through May 2016. During April/May 2016 the student ipads and classroom (J) boards will be purchased. The technology personnel will work through the summer to unpack, organize, and plan for the distribution nights. During the month of August 2016, ipad distribution to students including signed agreements by parents and students concerning usage and responsibility will take place. The first parent meeting will be for grades 9-12 for distribution, instruction, signed agreements and receipt of the ipads. Students will be given expectations and account information. The second meeting will be for grades 7 and 8 with the same format being followed. A third night of distribution will be available for any students in grades 7-12 and parents that were unable to attend the first two nights. During the 2016-2017 school year lesson plans and walk throughs will indicate growth and change in instruction and student roles. The OIP team and the CONNECT planning team will meet monthly and bi-weekly respectively, to review data and make adjustments as needed. Implementation of a common planning time at the end of the school day for continued training of teachers and intervention with students will begin with the 2016-2017 school year.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range July 2017-June 2022

b. Scope of activities - include all specific completion benchmarks

CONNECT will continue to be evaluated. Professional development with staff will advance from how to implement technology to training of the SAMR Model. Teachers will continue to share apps and to use the new learning technologies to co-teach and to do cross-curricular lessons. At the present time at WOHS electives available to students are minimal. The added technology will afford the opportunity for electives to be plentiful. Students will work with the school counselor to investigate the possibilities out there. The staff and students will explore apps such as CORE, PDF, Nearpod, ExitTicket, Kahoot, digits, noredink, ibooks, etc., and many, many more as they continue to become more comfortable using the new learning tools. Ipads will need repaired, replaced, and upgraded. Replacement chargers and cases will need to be purchased. New ipads will be purchased for each entering seventh grade class. Interactive textbooks will be loaded to the ipads and the number of hard bound textbooks will be minimized. Data collection and evaluation will continue to show student growth. Graduating classes will face the world not just being college and career ready, but college and career successful.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

At the close of the last school year in BLS D a survey was completed by parents that indicated a desire for more class/subject offerings and more technology. As previously stated, the two computer labs in the building have antiquated and refurbished equipment. The building has two classrooms with no air conditioning. With the CONNECT project one lab will be disassembled and be reconfigured as a classroom space for one of those. A minimal number of computers will be moved to the library. The previous classroom will become a conference room for TBT, IAT, IEP, , etc. meetings. At present those are held near the office in a storage area where privacy is minimal and distraction is maximal. A major initiative in the restructuring of the school day is being planned to begin in the fall of 2016. At present WOHS has a six period plus lunch day with very limited electives. A seven period day will begin with students going to class at 7:20 am and ending at 1:35 pm. The first dismissal of students will be at 2:00 pm. Three days a week from 1:35-2:00 teachers will be monitoring study hall and doing interventions with students. This time will provide those students who have no internet services at home 25 minutes every day to complete research and collaborate on projects. Two days per week from 1:35 -2:45 will be available for half of the teachers to have TBT meetings and common planning developing co-teaching and cross-curricular lessons while the other half are monitoring students. Following the first dismissal at 2:00, students may choose to stay at school for more intervention, homework help, take college classes on line through the A+ program, participate in distance learning with another school district, make up missed work due to absences, work on projects on line that they would be unable to do at home because of no internet capabilities, etc. Study skills classes and ACT prep classes will also be taught during this time period. During this extended time from 1:35-2:45, electives, such as; photography, jazz band, vo ag, foreign languages, etc., will be made available to students. Some will be teacher taught and some will be on line through the CONNECT possibilities. This time will also provide a study table for student athletes prior to after school practices. No practices are to begin until after 3:00. Students who couldn't normally stay after school for club/class meetings will be able to stay and participate. The number of students participating in extra curriculums is expected to increase as transportation home will be available. At 2:45 the bus from the JVS is scheduled to pick up those students who choose to stay for enrichment/intervention and transport them to the elementary building where they will connect with buses to take them home. This extended time for students would be beneficial on its own, but the opportunities made available to students through the (J) boards and ipads as a part of the CONNECT initiative more than double the possibilities for growth, teamwork, and expanded curriculum. The goal is to redevelop pride in the district, more planning time for staff, more class offerings and help for students, and an overall engagement and excitement in the building, district, and community.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

The data collection for this initiative will be done internally by Michael Roades, JH/HS Principal at WOHS, He meets monthly with the OIP team for the building and much of the data collection will be provided to him at these meetings. Other data will come from information systems; such as, DASL and EMIS. Mr. Roades will observe classrooms during walk throughs and will monitor instruction when looking at lesson plans of his teachers. The counselor, librarian and technology coordinator will supply information concerning scheduling, electives, and equipment needs. He will collaborate semi-annually externally with Judy Campbell, who will be assisting with the reports for the Ohio Department of Education providing clear metrics and completing the reports required by the grant. Mrs. Campbell is contracting with the district for these services. She is a retired educator, principal, administrator of a previous grant and presently serves on a board of education in a neighboring county.

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

Mr. Downing, superintendent , and Mr. Roades, WOHS 7-12 principal, have assembled a qualified and excited team of professionals to plan, oversee, and evaluate this cultural change. This team will continue to meet weekly/bi-weekly to plan, implement, sustain, and evaluate collected data. In addition, the building OIP team will continue to meet monthly and monitor achievement, attendance, discipline referrals, enrollment, and possible electives, etc. Mr. Roades will oversee the evaluation team and data collection process. Each member of the committee will be responsible for quantitative data gathering and will report and update data at bi-weekly/monthly meetings. 9a. STUDENT ACHIEVEMENT. Increased Scores on AIR Assessment by 2 percent/year collected annually from AIR Assessment scores. One year's growth on Pro- Core and MAP testing from pretest to end of year testing collected by Michael Roades annually from Pro-Core and MAP score reported through OIP meetings. Enrollment to increase by 2 percent each year collected by Cathy Forsyth monthly from DASL/EMIS. (Baseline 343) Co-teaching lessons...One each nine weeks collected by Michael Roades every nine weeks from lesson plans/walk throughs. Cross-Curricular lessons...One each nine weeks collected by Michael Roades every nine weeks from lesson plans/walk throughs. (Baseline. Presently 2 teachers) Students more engaged reported by Allison Bach-Oliver and Michael Roades monthly as evidenced by reduced Discipline Referrals by 10 per cent. DASL (Baseline. 228 annually)) and a reduced number of homework assignments missed by 10 per cent annually reported by teachers at OIP meetings. (Baseline. Presently 39% of discipline referrals. 89 annually) Increased student attendance (Baseline.

94.6 JH/92.9HS) Absences will decrease by 5 per cent reported by Cathy Forsyth monthly from DASL/EMIS. Number of instances of communication with parents reported by teachers and Michael Roades monthly through teacher logs, email and OTES at monthly OIP meetings. (Baseline 50% of teachers) The number of electives taken by students will increase by 20 percent as reported by the school counselor at OIP meetings. (Baseline. 8) The planning team hopes to see a 20 per cent increase in differentiation as observed by Mr. Roades doing OTES and walk throughs. (Baseline. 5%) A record of all profession development for staff and for students from the librarian, technology coordinator, principal, curriculum director and planning team will be evidenced through agendas and sign in sheets. Alignment to the Common Core of the curriculum will continue through curriculum mapping by Ms. Ellis, Curriculum Coordinator. 9c. GREATER SHARE OF RESOURCES IN THE CLASSROOM. The librarian and the technology coordinator will keep data on the repairs, replacement, upgrades, and increased number of apps needed for the devices. Qualitative data will be collected from three different surveys that will be distributed and collected at the close of each school year. Parents will complete the same survey as 2015, which be used as baseline. This will be repeated each of the sustaining years of the grant. Teachers will complete a survey indicating the growth and changes in instruction including instances of learning being directed by students, instances of discipline, and apps implemented in their classes. Students will complete a survey indicating the changes in their educational process. They will rate on a scale of 1-5 climate and instructional change, their view of learning and pride in their school and the number of electives and apps they loaded on their ipads for instruction. The Leadership Team will collect, compile, and assess the progress or lack of it in moving toward the desired outcomes. The course of the project can be modified as a result of all sources of data collection.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

WOHS would be the first school in Highland County to receive any money from Straight A Funds and to initiate a 1-1 technology program of this scope. At county ESC meetings and at the Hopewell Learning Center information will be shared verbally and professional development sessions offered to interested districts explaining the entire plan and lessons learned. Mr. Downing, the superintendent, serves on the Coalition of Rural and Appalachian Superintendents. This would be a beneficial connection to share information for replication. Information will be shared at ODE and other professional and association conferences. It is the desire of BLSD to replicate the project in the K-6 elementary building. The elementary principal has been part of the initial planning and took the trip to Bridgeport Local Schools to see the 1-1 technology in place with the JH/HS planning team. The Elementary Parent Advisory Committee has been kept informed of the plans and process, if funds become available. That group has given 100 per cent support for the initiative to move forward in the 7-12 building. Thirty of the sixty Chrome Books presently in the high school are being given to the elementary. A greater share of resources will be made possible for the elementary through the efforts of the 7-12 CONNECT initiative. There is excitement there about the possibility of receiving 30 Chrome Books that the 7-12 building is now using next year and, eventually, all 60 of them. The elementary presently has smart boards in the classroom, but a classroom at a time will experience 1-1 effective instruction and advanced learning "21st century style". BLSD would be interested and willing to share the CONNECT initiative with any other district. The plan is to keep thorough records of troubleshooting and success to give realistic presentations. The teachers would be open for a visit from an interested team from any school where they could model and train others sharing pains and successes. In this rural community word travels quickly when good things are happening in the school. The community citizens will be a great source for making others aware of what has been learned in this project. Elementary and 7-12 Parent Advisory Committee meetings will definitely present an opportunity for sharing data and giving updates on CONNECT. The superintendent's Business Advisory Committee will be the same type of opportunity with leaders in the community. With financial help any other district in Ohio could replicate this project.

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 agree, on behalf of this applicant, 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 Fund Assurances.

Sections 

Consortium Contacts

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

Partnerships

Bright Local (047613) - Highland County - 2016 - 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

Bright Local (047613) - Highland County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Michael	Roades	WOJH/WOHS Principal in BLSD	Mr. Roades has helped assemble and been an active part of the CONNECT planning team. He will arrange and implement profession development, serve as the moderator of the OIP team and serve as the primary contact individual for all data collection and reporting. As the administrator of the building, he will check lesson plans and complete walk throughs to insure that the changes in instruction for an advanced and effective level of teaching and learning are taking place. He will insure that the CONNECT planning team is meeting bi-weekly throughout the initiative.	Mr. Roades holds an Ohio Principal's License and an Ohio Superintendent's License.	Mr. Roades has had nine years of teaching experience, one year as an Assistant Principal and five years at the Junior/Senior High School level as principal.	B.S., Circleville Bible College; Bachelors +, Ashland University; M. Ed. +, Univ. of Dayton; Superintendent hours, Xavier University.	50	
Blinda	Boothby	BLSD Treasurer	Mrs. Boothby will be handling all financial aspects of the district's grant including budgeting, payroll, purchasing, paying bills and records management.	Mrs. Boothby has an Ohio School District Treasurer's License and a Bachelor degree in Accounting.	Mrs. Boothby has 4 years as an assistant treasurer and 17 years as Treasurer of a school district.	Bachelor of Science in Accounting	5	
Tami	Ellis	7-12 Curriculum Director/7-8 L.A. Teacher	Ms. Ellis is piloting the one Qomo (J) board that is in the building presently. She will work with the superintendent, the principal and the teachers in professional development to assure that the technology possibilities are maximized. She presently serves as an Internal	Tami has a masters degree in Educational Leadership and 15 years of experience as Curriculum Director	15 years as Curriculum Director and piloting the (J) board technology hardware in the building presently.	B.A with a concentration in English; Masters Degree in Educational Leadership.	35	

			Facilitator for the DLT. She will have the opportunity to share the initiative for replication. She will continue curriculum mapping to ensure that the common core is being followed as staff and students become more creative. As a part of the scheduling committee she will oversee a part of the change of schedule for common planning for teachers.					
Lisa	Beresford	Special Needs Coordinator	Lisa will ensure compliance to the Operating Standards set forth in Ohio Special Education Law. CONNECT will afford new and creative ways to insure achievement in the district for students with disabilities.	Masters degree plus in Special Education, Pre-K to 12, with 25 years of experience.	Licensed and practicing in special education for 25 years.	M.Ed. from Xavier University with additional course work through Wright State University and the University of Dayton.	30	
Travis	Bogart	Library Media Specialist/Technology Coordinator	Mr. Bogart will continue as a media skills teacher, Google Apps teacher, Blackboard Learn administrator and will develop teacher and student workshops for professional development with the new technology to assure effective instruction and advanced learning opportunities. He has participated in on site visits and conference calls to 1-1 technology districts.	Through course work at the graduate and undergraduate level, Mr. Bogart has had courses that had a content focus on the use of technology in the classroom and in the work force. He has had hands on experience with the latest technology and currently stays up to date on the latest educational tools in technology that can be utilized effectively in the classroom. He will play a role in instructing students in responsible, ethical, and legal use of the digital world and information concerning educational apps for teachers and students.	Mr. Bogart currently teaches students information literacy skills (using sources and information in the digital world responsibly, ethically, and legally, as well as Google Apps.	B.S. in Natural Science and Applied Mathematics. Masters in Library and Information Science.	30	
Gary	Arledge	Mathematics Teacher	Mr. Arledge has been a part of the	Mr. Arledge has certification and	Mr. Arledge has 21 years of	B.A. in education and a Masters in	30	

			early discussions of the CONNECT project. He made the trip to Bridgeport Local Schools and has been working with Ms. Ellis on a cross-curricular lesson. He will be the ears and voice of the teachers to the planning team and will bring information to the team at bi-weekly meetings.	license from the state of Ohio to teach mathematics in grades 7-12.	teaching experience using technology such as Smart Boards.	education with a focus on integration of technology in the classroom.		
Ted	Downing	BLSO Superintendent	Ted Downing brought the 1-1 technology idea to BLSO from where he previously worked in Bridgeport Local Schools. They had a successful program up and running, He wanted this initiative to help the student population to overcome poverty and fill the rural opportunity gap, He has assembled the planning team, arranged school visits and conference calls, He aided in the selection of hardware to be implemented and will be involved in implementation and sustainability as his office is in the high school building. He will see and hear first hand from the principal, his team and the teachers through out the project	Mr. Downing has 42 years of experience in education. He was a teacher for 14 years, has 21 years as a principal and 7 years as a superintendent.	He started 1-1 technology at Bridgeport Local schools and saw the advanced learning and effective instruction that was a result. His experience will be invaluable because he has previous knowledge of the type of climate change, issues, and adjustments that will possibly be necessary in taking a building from a deprived level to a very enriched level.	Mr. Downing has a B.S. in education from Otterbein University and MEd. and work toward his superintendent's license from Xavier University.	10	
Michelle	Gleim	Teacher	Ms. Gleim teaches vocal and instrumental music in grades 7-12 and is on the planning team having made the trip to Bridgeport Local Schools and will be involved in planning and implementation of the CONNECT initiative. She will be implementing the technology in an	Ms. Gleim holds a permanent Ohio teaching certificate .	Ms. Gleim has technology experience with a desktop computer, laptop, projector and ipod.	Bachelor degree in Music Education and Master of Arts	30	

			elective course and planning on more offerings during the extended day.					
Luke	Stevenson	Technology Coordinator	Mr. Stevenson will be responsible for researching and evaluating software and hardware required for the CONNECT initiative. He will place the purchase orders for software, equipment, and devices. When the equipment arrives, he will setup, configure, monitor, and maintain the devices. He will give device and user technical support and one to one device user training to staff. He will upgrade the building wireless and network infrastructure in the building.	Mr. Stevenson has 23 years of network experience, both wireless and LAN. He is competent in tablet/ipad setup, troubleshooting and repair. He has server set up management, systems management, PC software and hardware experience. He is experienced in interactive board set up, troubleshooting and repair. Mr. Stevenson has implemented and supported numerous programs and systems; such as, Microsoft Windows Domain, District wide Antivirus system, A+ Credit Recovery program, Google Apps, Google Device Management, NWEA Maps Assessment system, etc.	Mr. Stevenson has been involved in all stages of implementing programs and systems. His most recent experience would be researching and implementing Google Apps and Google devices in the BLSD in the summer of 2013. His duties range from User and device setup and maintenance, to systems maintenance and wireless and network infrastructure support.	23 years of experience in IT. Cisco, Microsoft, Comp Tia A+ certified. Associates degree in Computer Science	40	