Budget

Bryan City (043679) - Williams County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (65)

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

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	0.00	45,000.00	0.00	45,000.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
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	0.00	0.00	0.00	0.00	45,000.00	0.00	45,000.00
						Adjusted Allocation	0.00
						Remaining	-45,000.00

Application

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Textbooks to Chromebooks, a 1 to 1 initiative for Elementary/Middle school students

2. Project Summary: Please limit your responses to no more than three sentences.
Bryan City Schools will implement a 1 to 1 Chromebook initiative for students in grade 6.

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

Pre-K Special Education	K	1	2	3
4	5	150 6	7	8
9	10	11	12	

Year 1

Pre-K Special Education	K	1	2	3
4	5	150 6	7	8
9	10	11	12	

Year 2

Pre-K Special Education	K	1	2	3
4	5	150 6	7	8
9	10	11	12	

Year 3

Pre-K Special Education	K	1	2	3
4	5	150 6	7	8
9	10	11	12	

Year 4

Pre-K Special Education	K	1	2	3
4	5	150 6	7	8
9	10	11	12	

Year 5

Pre-K Special Education	K	1	2	3
4	5	150 6	7	8

9	10	11	12

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.

Students in grades 7 to 12 will be indirectly impacted by this project. Additional teacher professional development, focused on proven, research-based teaching practices will provide all secondary teachers with the means to implement a 21st century curriculum. Teachers will become more familiar with apps and software available to teach in a 21st century learning environment. Teachers will integrate proven and current teaching methods into their daily lessons. Students will benefit by having increased access to additional apps and software programs that will differentiate and individualize learning. Students will be able to drive their educational plan and to focus on specific skills that need improvement. Students in grades PreK to 5 will benefit indirectly from this project. Students will have access to additional equipment at all elementary levels. The infustion of the additional equipment will allow teachers to utilize individualized instruction on a regular basis.

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

First and last name of contact for lead applicant
Diana Savage

Organizational name of lead applicant
Bryan City Schools

Address of lead applicant
1350 Fountain Grove Drive

Phone Number of lead applicant
4196366973

Email Address of lead applicant
dsavage@bryanschools.net

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

Having access to reliable technology tools in education can no longer be viewed as an option. In order for students to be successful in the classroom and in the global workplace, technology must be accessible for all, it must be reliable and it must become integrated into the daily curriculum. BCS has always held technology as an important part of the daily routine. However, the access and reliability were questionable. BCS began upgrading the infrastructure to support a completely wireless educational community. Then, BCS began migrating towards a shared device system. However, the shared devices proved to be inadequate to continue to meet the teacher and student demand. Driven by teacher demand, BCS implemented a 1 to 1 initiative utilizing Chromebooks for grades 7 to 12 for the 2015-2016 school year. This program has increased individualized learning opportunities for students, increased the progress monitoring of student achievements in all core curriculum areas, and provided access to 21st Century skill development and learning systems within the 7 to 12 curricula. Due to funding constraints for the district, students in grade 6 were unable to be included in this implementation. This grant would provide the funds

necessary for BCS to purchase 170 additional chromebooks necessary for all grade 6 students.

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

This grant would provide the funds needed to purchase an additional 170 chromebooks for the grade 6 students. Students and teachers would be able to depend on the technology and integrate multiple curriculum options into the daily lessons. Students would have increased access to indivdiualized learning opportunities and more hands-on, integrated lessons. Students would no longer have to share hardware devices in order to complete a lesson. In addition, this grant would allow for the addition and infusion of both technology devices and instructional support in grades PreK to 5. By utilizing grant funds for the purchase of devices for grade 6, other devices currently used through a shared system, can be distributed to the lower grade levels. This additional technology will be welcomed at the lower levels and will provide a solid foundation for student growth in the future. Overall, this district project will create a learning atmosphere where technology is infused into daily learning opportunities and assists in the expansion of knowledge and student growth. All students will have access to dependable hardware devices and a network that can support the continuous wireless traffic. Teachers will have access to the devices, instructional support, and professional developement. Lessons in the classroom will transition from a stale, rigid, directed environment to one that is fluid, engaging, and hands-on.

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.

Increased student performance on standarized tests - with a focus on individiualization and differentiation, student scores on the state standarized test and core curriculum should increase. Student deficits can be readily identified through formative and summative assessments. These specific deficits can be retaught, reviewed and mastered through the use of technology and supportive teaching. Reduction of students retained in grade three for the reading guarantee - progress monitoring of reading development is a critical step in the success of students at these primary levels. The addition of technology support for this progress monitoring allows for more differentiation; more individiualized instruction and increased student achievement. Increased differentiation and personalization of student instruction- as stated above, technology opens a door for students to independently practice and refine deficit skills. This can be accomplished in a private, non-threatening environment. Students can receive the additional support necessary to succeed. Improved student progress monitoring, increased access for personalized learning for students with special needs.

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.

Review of progress and data analysis cannot just be a "buzzword", it must become an action and everyday process in education. Providing access to programs and apps that will personalize student instruction, monitor progress, provide for reteaching and additional practice, and provide resources for intervention, are key to promoting student growth in the critical areas of student development. Early intervention is key. This progress monitoring and analysis can be best accomplished through software currently available. Allowing every student equal access to the technology can raise the achievement of all students. Students who are engaged in the lessons are more apt to be successful, to develop a deeper understanding of the material, be motivated to continue learning about the topic and have better retention. Access to technology provides this experience and allows teachers to focus on more engaging lessons and hands-on experiences. Real life problem solving, project based learning labs, 21st century skills are all supported by the infusion of technology into the learning process. BCS implemented a 1 to 1 initiative for students in grades 7 to 12 in the 2015-2016 school year. In the short time of observation, BCS has seen increased student engagement, increased focus on 21st century skills, and higher student achievement. This pilot implementation has allowed us to see where the program is both succeeding and where additional supports are necessary.

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

Overall, students' academic performance has recently been on a declining scale. Students seem to lack motivation in learning, especially in the more traditional classroom settings. Over the past few years, teacher's use of computer mobile labs has shown significant increases in usage. In fact, there is such a high demand that some teachers were unable to facilitate a learning unit, because the lab was not available. Due to this increase and high demand, teachers came to the administration requesting this transition to a 1 to 1 learning environment. Teachers have recognized that although the new generation of students are exposed to advanced multimedia outside of the classroom on a daily basis, not much change has been seen in teacher delivery models. However, identification of these new teaching models are not enough, there must be acceptance of this new teaching method as well. Research shows/states technology is becoming an increasingly important part of the classroom, with 93 percent of teachers now using some sort of digital tool to guide instruction. It's critical that teachers understand how to effectively use technology to enhance their lessons and increase their students' retention, comprehension and engagement. Technology by itself does not change our student's "test scores" but it can change our student's educational experience, which in turn can change their "test scores". Researchers (Bebell & Kay, 2010) analyzed the impact of one-to-one on five Massachusetts middle schools. Teacher surveys revealed beliefs that student engagement and student motivation had both increased. Of the teachers who responded to the survey, 83% indicated that "traditional" students were more engaged in the one-to-one setting. It also indicated that 71% of the teachers believed that students were more motivated with laptops. Many other studies also have found an increase in student engagement at one-to-one schools (see, e.g., Bebell, 2005; Metiri Group, 2006; Mouza, 2008; Russell, Bebell, & Higgins, 2004; Warschauer & Grimes, 2005; Zucker & McGhee, 2005). Although many people worry about the distractions that may come with providing students with laptops, student academic engagement may be one of the most substantial benefits of one-to-one computing programs. (Sauers, Nicholas J. & McLeod, Scott, What Does the Research Say about School One to One Computing Inititatives?, May 1, 2012.)

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 overall percentage of proficient, advanced and accelerated scores on the state mandated achievement tests will increase by 10%, using 2014-2015 as the baseline year. The number of students retained at the third grade level will be reduced by 50%, using the 2014-2015 results as the baseline year. At least 50% of surveyed teachers will implement a teaching unit that provides explicit data showing individualized instruction for his/her student population. Formative assessment results must show a pre-test, instruction, post-test results supporting this unit. At least 50% of surveyed teachers who teach in a co-teaching or classroom with students with identified needs will implement a teaching unit that provides explicit data showing individualized instruction for his/her student population. Formative assessment results must show a pre-test, instruction, post-test results supporting this unit.

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

All baseline data will be the 2014-2015 school year. The school will utilize state test scores, classroom grading and IEP progress reports. Due to the overall delay in receiving state test results, BCS cannot specifically outline all of the scores. However, the third grade reading guarantee showed 7.2% failure rate for the 2014-2015 school year. In addition, there were 12 students not on track for the Literacy Data at grades K to 3. Specifically, 3 at the K to 1 level; 4 at the 1 to 2 grade level; 2 at the 2nd to 3rd grade level; and 3 at the 3rd grade diagnostic to 3rd grade OAA level. Classroom observations and OTES information will provide the opportunity to gather data on the teaching implementation. Walk throughs can be used to gather and track the number of times students are observed engaged with technology; offered a lesson with technology support, provided an opportunity for indivdiualized instruction and reteaching. Classroom observations and OTES information will provide a record of the opportunities and change provided to students with special needs. Observers would look for increased progress monitoring, which will be documented in IEP and progress reports.

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

If outcomes are not realized within a three year time period, BCS is prepared to reevaluate the 1 to 1 initiative. This includes evaluation of the hardware and software chosen, as well as the basis of technology as a whole.

☑ 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.

Cost savings of additional technology - $260 for 170 chromebooks for grade 6 students = $44,200 (150 current students plus 20 spares for new students and loaners while machines are being repaired) Cost savings due to transition from textbook and other educational resources to digital resources - approximately $75,000. (Note - reductions in this area already realized for the 2015-2016 school year with the elimination of textbook purchases for reading in grades K to 5) Elimination of Student Handbooks. As a result of each student having access to their own device we will migrate to an electronic version of the Student Handbook saving the district $9000.00

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.

Teachers must be assured that technological resources will be both available, accessible and provide a solid instructional base over current textbook suppliers. Teachers must be provided the support and training necessary to fully utilize the new instructional tools and techniques. Students must take pride in the equipment and ensure that it is ready for use each day. Students must use the equipment appropriately and for its intended purpose. The best gift we can give our children is the gift of responsibility.

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

Teachers have begun an early pilot from textbooks to more technology based instructional tools. Bryan City has seen decreases in purchases in the areas of science, literature, and elementary reading. Teachers are implementing more current, relevant instructional materials found through other resources, mainly accessed through technology. This year, with the implementation of a 1 to 1 program for grades 7 to 12, the students were required to access all student agenda planners through their chromebook devices. Students have been accessing the handbook and utilizing the Google Drive, Google Calendar and other Google Tools to support their learning and daily routines.

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).

A savings of $45,000 will be achieved through this grant. The $45,000 will provide for 170 additional chromebooks for our grade 6 students. The specific indicator would include the purchase of the 170 devices and the distribution of those said devices prior to the end of the third quarter grading period.

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

A comparison of our permanent improvement spending patterns with the previous year, FY 16, would provde the data point necessary for success.

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

If our assumptions are proven false or the outcomes are not realized, then a shift in the philosophy of the district must be examined.

☐ 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.

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.

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. 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 indictor for this goal.

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.

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

☐ 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 measureable 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.

45,000.00 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.

Hardware, Chromebooks, approximately $260 per unit, 170 units, for an estimated total of $45,000.

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.

47,500.00 a. Sustainability Year 1

49,900.00 b. Sustainability Year 2

50,818.00 c. Sustainability Year 3

52,755.00 d. Sustainability Year 4

53,710.00 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.

Each year, money is reserved for the maintenance and general repair of the Chromebooks. Some of the chromebooks will require repairs and/or replacement due to accidental and/or non-accidental damage. Research has proven that the highest incident rates occur with broken screens. This is a repair that can be done in house at a more reasonable cost. Therefore, each year, there is money reserved for these costs. Year 1 = $2500 Year 2 = $4000 Year 3 = $4000 Year 4 = $5000 Year 5 = $5000 Every year, new chromebooks will need to be purchased for the incoming graduating class in grade 6. In addition, a 4 year rotation schedule of replacement machines will be purchased. This equates to 170 chromebooks being purchased every year. A 2% increase in cost of the machine is assumed in this budget: Year 1 = $45000 Year 2 = $45900 Year 3 = $46818 Year 4 = $47755 Year 5 = $48710

95.00 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.

The 95 percent savings will come from the grant supplying the funds to purchase 170 chromebooks. This will be a spending reduction that will be alleviated from the general and/or permanent fund for FY17.

5.00 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.

These reallocated funds would come from the general fund. A staffing position would be reallocated from a classroom instructor to a technology integration specialist. This position would support both staff and students with the infusion of technology into the classroom lessons.

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 RangeJanuary, 2016

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

Research completed into best purchase price and vendor.

22. Implementation(grant funded start-up activities)

a. Date RangeFebruary to March, 2016

b. Scope of activities - include all specific completion benchmarks

170 Chromebooks purchased. Parent meeting held in March, 2016 170 Chromebooks distributed to students in grade 6. Implementation of the program begins no later than the start of 4th quarter, 2015-2016 school year.

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

a. Date RangeFY 2018 to FY 2022

b. Scope of activities - include all specific completion benchmarks

Repairs and replacements of damaged chromebooks, on an as needed basis. Technology Integration Specialist - two teaching positions will be devoted to the on-going support and instruction for both teachers and students.

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:

BCS is going through a transformation, both physically and educationally. Our school configuration is being remodeled and reorganized into an efficient, 21st century educational campus. One that embodies student learning, hands-on instruction, collaboration with the community, and the latest in technology. The infusion of technology into the hands of students will be the baseline of transformation for students in grades 6 to 12. Teachers will modify lessons and create opportunities for individualized learning and learning outside of the norm. Students will have access to technology every day, all day, which for some, will be a life changing opportunity. Teachers will move from textbook driven curriculum, to one that is current, relevant and student engaging. The amount of money spent on textbook purchases, and the time spent to review them, will be no more. The infusion of Google education platforms will continue to expand the educational process outside of the normal school day. This grant will have a lasting impact not only on our grade 6 students, but our entire district. BCS

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:

Diana Savage, Superintendent, Tom Karnes, Technology Director Gary Wyse, Network Specialist Chad Bassett, Director of Federal Grants and Operations All can be contacted at 1350 Fountain Grove Drive, 419-636-6973

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.

Chad Bassett, Director of Federal Grants and Operations, will be responsible for conducting the evaluation of this initiative. The initiative will be evaluated and rated as to the progress toward each of the Straight A Fund identified goals. The district will use a variety of methods to measure both short term and long term progress of the project. Student usage will be tracked using systems such as IXL math, STAR reading, Google Apps, and Study Island. All of these software educational tools have administrative reports that can be reviewed and analyzed to track not only student usage, but, also student growth. Improvements will be seen in comparision to the baseline school year, 2014-2015. Teacher usage will be tracked through informal and formal walkthroughs and OTES evaluations. A rubric of usage and how technology is being used will assist in tracking the change in instruction modality. In addition, a review of the technology integration specialist's schedule can be compared to the baseline year. For success of this project, one would expect to see an increase in the number of classroom presentations and student interaction. Students, teachers, and parents will be given surveys to collect data on the effect of the increased technology access on items such as peer collaboration, organization, study habits, typing skills, and communication. The surveys will be administered using Survey Monkey four times throughout the year: September, December, March and June.

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.

This project could be replicated within our district, within neighboring districts, or within any district across the state. In reality, this project has been implemented in many school districts across the state. The results seen in those districts are both outstanding and inspiring. The BCS project brings not only the educational buy-in, but in addition, the community as well. Historically, this district proposed a 1 to 1 initiative over 10 years ago. The community rallied against the idea, wholeheartedly, as no one wanted to see that this was the future of education. Now, 10 years later, it is not only the community, but the teachers who are pushing this change. This shows that solutions can come full circle. This piece can be shared with other communities, other schools and other teachers across the state. The district would be open to sharing our story; how we were able to change both the classroom practices and the attitudes of the community. The probability of this assisting others is very high.

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).

Diana L. Savage, Superintendent, Bryan City Schools

Consortium

Bryan City (043679) - Williams County - 2016 - 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.

Bryan City (043679) - Williams 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

Bryan City (043679) - Williams 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
Amber	Franzdorf	Technology Integration Specialist	Amber will model, research, develop lessons and train teachers on the use of technology in the 21st century classroom. Amber will be available to co-teach lessons with the classroom teachers, provide student instruction, provide teacher instruction, and research new techniques for the PreK to 5 grade levels.	Amber has a Master's Degree in Technology. She has been working as an integration specialist for two years.	12 years of service as a classroom science teacher, Defiance City Schools 1 year of service as a technology teacher, Defiance City Schools 2 years of service as a Technology Integration Specialist, Bryan City Schools	Master's Degree, Instructional Technology, Bowling Green State University	100	
Tom	Karnes	Technology Director	Tom will oversee the purchase, distribution, and maintenance of the chromebook program.	Tom previously worked at an ITC for our Four County area and possesses cutting edge knowledge of technology integration.	NWOCA, 17 years of service, Network Technology BCS, 7 years of service, Technology Director	Associate Degree, ITT, Fort Wayne, Electrical Engineering	50	
Jamie	Morris	Technology Integration Specialist	Jamie will model, research, develop lessons and train teachers on the use of technology in the 21st century classroom. Jamie will be available to co-teach lessons with the classroom teachers, provide student instruction, provide teacher instruction, and research new techniques for the 6 to 12 grade levels.	Jamie has a Master's Degree in Technology. She has been working as an integration specialist for two years.	10 years of serving as an elementary classroom teacher, Bryan City Schools 2 years of serving as a technology teacher, Bryan City Schools 2 years of serving as Technology Integration Specialist, Bryan City Schools	Master's Degree in Technology Instruction, Bowling Green State University	100	
Gary	Wyse	Network Technology Specialist	Gary will oversee the purchase, distribution and maintenance of the chromebook program.	Gary has been a technology director for 19 years, and specializes in the areas of eRate and wireless technology systems.	14 years of service as technician at Wyse Book and OS Inc 12 years of service as Technology Director, Ayersville Local Schools 7 years of service at Network Technology Specialist at Bryan City Schools	Associate Degree, NW State Community College, Computer Programming	50	