

Budget

Champion Local (050138) - Trumbull County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (95)

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	17,400.00	601,419.00	0.00	0.00	618,819.00
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	12,500.00	0.00	0.00	12,500.00
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
<b>Total</b>		0.00	0.00	17,400.00	613,919.00	0.00	0.00	631,319.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-631,319.00

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Breaking the Barriers of the Traditional School: From Black and White to Color

2. Project Summary: Please limit your responses to no more than three sentences.  
Through the use of computer programs and personal laptops, a sustainable 1:1 learning environment will be created, resulting in an asynchron  
*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				
16 Pre-K Special Education	80 K	108 1	99 2	102 3
108 4	112 5	99 6	130 7	125 8
98 9	119 10	131 11	116 12	

Year 1				
15 Pre-K Special Education	104 K	80 1	108 2	99 3
102 4	108 5	112 6	99 7	130 8
125 9	98 10	119 11	131 12	

Year 2				
15 Pre-K Special Education	104 K	104 1	80 2	108 3
99 4	102 5	108 6	112 7	99 8
130 9	125 10	98 11	119 12	

Year 3				
15 Pre-K Special Education	104 K	104 1	104 2	80 3
108 4	99 5	102 6	108 7	112 8
99 9	130 10	125 11	98 12	

Year 4				
15 Pre-K Special Education	104 K	104 1	104 2	104 3
80 4	108 5	99 6	102 7	108 8
112 9	99 10	130 11	125 12	

Year 5				
15 Pre-K Special Education	104 K	104 1	104 2	104 3
104 4	80 5	108 6	99 7	102 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.*

As a result of this grant, every student receiving educational services at Champion Local Schools will be directly impacted; general education students, those who qualify for special education services, students on 504s, English language learners, deaf education students, and students that take part in our Pre-Kindergarten Programs. In addition, we partner with multiple counties to provide deaf education services for Pre-K-12, and these students would also be impacted.

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

First and last name of contact for lead applicant

Celeste Tripoulas

Organizational name of lead applicant

Director of Technology

Address of lead applicant

5976 Mahoning Ave. NW, Suite B Warren, Ohio 44483

Phone Number of lead applicant

330-847-2305

Email Address of lead applicant

celeste.tripoulas@neomin.org

*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

The Champion Local School District has spent the last two years implementing Google Apps for Education (GAFE) to all students in grades K-12 to increase digital learning. Digital learning focuses on critical thinking, collaboration, and strength-based learning by providing students choice, and opportunities for innovation and connected-learning. Through implementation of GAFE, our students have had increased capabilities to become college and career ready by utilizing the Apps for Education. We have seen a rise in independent exploration and typing skills. Students have become more engaged and excited learners. The district plans to enhance our digital learning platform by delivering access to every student every day by providing a 1:1 digital environment. The problem we are currently facing is outdated technology and limited funding. The Straight A Grant will drastically break down the barriers we are currently experiencing.

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

The proposed innovation would put a Google Chromebook in the hands of every student in grades pre K-12 for in-class and home use. This bridge between home and school will offer students opportunities to extend their learning outside the classroom walls. The Breaking Barriers Initiative will enhance classroom instruction by going from the traditional black and white (paper, pencil, and textbook) classroom to colorful

classrooms that provide students more opportunities to collaborate, explore, research, integrate, ask questions, defend, and challenge. A survey created by the high school Student Advisory Committee and administered to students in grades 2-12, indicated that Champion students place a high importance in having technology in their classroom yet feel their access is limited because of controlled lab times and minimal exposure to technology such as SMARTboards and Elmos. The proposed innovation would remedy this situation by creating and maintaining a 1:1 learning-center environment for students and by increasing and improving staff professional development. Teachers will attend multiple in-services detailing the functionality of the Chromebook, GAFE, digital citizenship, Google classrooms, and curriculum expectations in the classroom. The knowledge gained from professional development will be passed on to students and parents. Administration will be able to forfeit traditional faculty meetings to encourage teacher leadership by initiating "Flash Forward Fridays" to showcase staff presenters sharing new 1:1 best practices using Google Hangouts. This Straight A Grant will enable students and staff to break down the barriers currently impeding their desire to be actively involved in a learner-centered environment by participating in local and global learning communities.

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.*

The desired outcomes of the project are improvement in graduation rates, college readiness, and career capability; decreased retention in third grade; and increased proficiency in Ohio's Learning Standards and ISTE (International Standards for Technology in Education) standards for technology. Using Chromebooks throughout their education experience will keep students actively engaged in their own learning while fostering independence and preparing them to be college and career ready. Elementary grades will become more computer savvy so that the new state testing format is not a barrier to their successful progress through third grade. This 1:1 initiative will give teachers more opportunities to integrate ISTE standards into daily instruction following Ohio's Learning Standards: This integration will foster creativity, collaboration, research fluency, critical thinking, problem solving, digital citizenship, and technology operations in our students.

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.*

The shift to online textbooks and state testing requires teachers provide their students with more access to digital text. Daily access to Chromebooks will provide students with this access, while online diagnostic lessons (i-Ready Instruction) will result in teachers monitoring student progress for early diagnosis and intervention. Students also will receive more frequent and meaningful feedback of their learning so that they may create and meet self-directed goals. We must assume our teachers will use the technology themselves and provide students with daily digital opportunities. Since the goal is to prepare students for the real world, teachers must parallel integration of technology with Ohio's Learning Standards instead of looking at them as separate entities. If these assumptions are true, our students will exhibit an increase in standards mastery, graduation rates, and in college and career preparation, along with exhibiting personal growth in reading.

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

We have tested these assumptions through progress monitoring, student and teacher surveys, Bring Your Own Device (BYOD) programs, online assessments, the Google Classroom program, and student choice. Teacher and student surveys show the current use of technology in the classroom consists of teacher use of online progress monitoring, comprehension and fluency checks, guided reading/lexile levels, and standards mastery in order to differentiate student instruction; while student use consists of online assessments to display subject knowledge and use of Google Classrooms at the high school. These uses have met with some success, and the information gathered sheds light on the barriers that prohibit us from integrating technology in daily learning activities for all students. While some students are able to successfully use online assessments, controlled lab times makes this difficult for teachers to provide on a regular basis; and, although programs like Google Classrooms are successful at the high school, they are not available to other grade levels or to students who do not have their own devices. The successful learning outcomes of these experiences lead us to conclude this 1:1 initiative will break these barriers so that digital learning is expanded to all students at all grade levels in the district. The Breaking Barriers Initiative seeks to have a powerful, valuable, and lasting impact on our students. By implementing a 1:1 initiative pre-K-12, a dramatically different environment will be established in the Champion Local School District, which is supported by a recent study of 997 schools across the United States (Greaves, Hayes, Wilson, Gielniak & Peterson, 2010). Nine factors were identified that, if present, contribute to higher levels of achievement in schools that have adopted one-to-one programs. The top three factors were -Ensuring uniform integration of technology in every class -Providing time for teacher learning and collaboration (at least monthly) -Using technology daily for student online collaboration and cooperative learning "Proponents of one-to-one programs also assert that such programs create savings in other areas, including reduced costs for textbooks, paper, assessments, and paperwork, as well as a reduction in disciplinary actions" (Greaves, Hayes, Wilson, Gielniak & Peterson, 2010). The Breaking Barriers Initiative will move Champion School's' technology program from pockets of innovation to a culture of integration. By empowering our students to make global connections on a daily basis, we will break the barriers of the traditional school. References: Greaves, T., Hayes, J., Wilson, L., Gielniak, M., & Peterson, E. (2010). Project RED key findings. Shelton, CT: MDR. Retrieved from One-to-One Institute at [www.one-to-oneinstitute.org/NewsDetail.aspx?id=85](http://www.one-to-oneinstitute.org/NewsDetail.aspx?id=85)

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).*

Specific indicators to be used toward the desired outcome following implementation of Chromebooks: -100% of teachers will use Google Classroom within the first year of implementation; will detail the use in a teacher created online survey -100% of students will use Chromebooks daily with a weekly review of their use -Teachers will implement one new project each semester incorporating collaboration and critical thinking

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

85% of Champion students in grades K-12 will show at least one year's growth in value added data based on state assessments, SLO, or diagnostic data. Baseline percentages will increase by 5% in each content area after year three of implementation. Baseline Indicator/Baseline Percentage Third Grade Guarantee - 100% of third graders met the requirements for promotion to 4th grade 3rd Grade Reading (OAA) - 93% proficient or above 3rd Grade Math (PARCC) - 92% proficient or above 4th Grade Social Studies (AIR) - 79% proficient or above 4th Grade ELA (PARCC) - 85% proficient or above 4th Grade Math (PARCC) - 77% proficient or above 5th Grade Math (PARCC) - 77% proficient or above 5th Grade ELA (PARCC) - 91% proficient or above 5th Grade Science (AIR) - 78% proficient or above 6th Grade Math (PARCC) - 88% proficient or above 6th Grade ELA (PARCC) - 94% proficient or above 6th Grade Social Studies (AIR) - 83% proficient or above 7th Grade Math (PARCC) - 82% proficient or above 7th Grade ELA (PARCC) - 88% proficient or above 8th Grade Math (PARCC) - 84% proficient or above 8th Grade ELA (PARCC) - 92% proficient or above 8th Grade Science (AIR) - 87% proficient or above Algebra 1 (PARCC) - 84% proficient or above Geometry (PARCC) - 100% proficient or above Physical Science (AIR) - 79% proficient or above American History (AIR) - 78% proficient or above American Government (AIR) - 72% proficient or above Graduation Rate - 96%

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

Each year, Champion Local Schools analyzes data to identify the effectiveness of the instruction we are providing. The new initiative will be analyzed using a number of data points each year. Lesson Plans, walkthroughs and observations will be used to collect data on how frequent teachers are using the tools for implementation. We will monitor and compare testing data to identify progress towards our goal's measurable outcomes. Analyzing data and making modifications is the key to success of every program. If we have not met our targets, the District Leadership Team, Building Leadership Teams, and Teacher Based Teams will analyze the implementation of the program. The teams must identify where the challenges still exist and what we must modify to increase student outcomes. We may be too ambitious, and may need to provide more professional development for our teachers and students or adjust the targets for implementation of Google Classroom/GAFE over the 5 year span. In a technology initiative, it is difficult to anticipate potential drawbacks until we reach them. We expect there will be problems, so our course will be to continue to meet and listen to issues presented by staff, do additional research, and adjust. Additionally, the resources that we plan to provide our teachers and students may need modified or reinvented.

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.*

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 indicator 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 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.*

624,819.00 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.*

In order to buy a Chromebook (1,625 in total) for every member of our learning community, \$413,850 will be needed. Each device will require the purchasing of a \$26 Google Software License at a total cost of \$42,250. At the elementary school, \$41,300 will be needed to purchase charging carts for the Chromebooks that will be secured in the classrooms rather than going home with students. Four elementary classrooms will need smaller mounted storage cabinets to house fewer than 10 Chromebooks each at a cost of \$2,136. This grant will allow Champion Schools to utilize eRate match funds to provide portions of the supplies need to implement the program. We will receive 70% reimbursement for the purchasing of the following pieces of infrastructure: Wireless Controller, WiFi Access Points, Software Licensing, Controller Support and additional PoE Switches. Two new PoE switches will be needed to support new WiFi access points across our elementary and middle schools at a cost of \$1684.85 after reimbursement. Forty-five Aruba 205 WiFi AP's will make all classrooms wireless, at a cost of \$9166.50 after reimbursement. The wireless controller will be used to manage all the existing and new WiFi AP's throughout the district, after reimbursement the total cost will be \$2,395.50. An as-needed technician would be hired 5 hrs./day for 40 days at \$135/day to run new networking cable and install all new Aruba access points (total cost: \$5,400). Raceway, keystone jacks, and network cabling will be needed to connect the new AP's to new and existing switches; this cost is \$3,080. 115 Google Chromecast devices will connect teacher and student Chromebooks to the projectors to show student work and allow teachers to collaborate with their students at a cost of \$4,025. An additional \$10,545 will be used to buy and install 20 Astroenergy Solar Panels, a 12-volt power inverter, brackets to hold the panels, connectors to link them together, and wiring to provide 25 years' worth of renewable energy, resulting in a zero-cost energy plan for the district. (As we will be tripling the number of machines in the district, this measure ensures that the cost associated with increased power usage will not burden the district now or in the future). In order to protect the district's investment, we will purchase cases at a cost of \$35 each, for a total of \$40,250. Only the devices that are going home with our students each night will receive the cases (1,150 in total). Furthermore, each year we will provide professional development to certify Champion Educators as Google Educators; we will allow \$2,500 per year for said professional development. We will use \$12,000 the first year to begin assembling a digital library through OverDrive. This will model the format of the state testing and allow each of the students to "check out" texts and other library/media materials directly to their devices, even in offline situations, and highlight, annotate, and make notes about the content using their devices, creating an "Equal Access" market for books, materials, and collaboration opportunities for all students, regardless of their at-home access to Wi-Fi/data. Finally, \$10,000 will be used to send the implementation team to the Ohio Technology Conference this year to learn from and collaborate with other teachers across the state who are instituting 1:1 initiatives to create progressive 21st Century Learning Environments.

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.

100,570.00 a. Sustainability Year 1

106,881.00 b. Sustainability Year 2

110,088.00 c. Sustainability Year 3

113,390.00 d. Sustainability Year 4

116,792.00 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.*

Over five years, the project will be 100% sustainable. Through professional development, Champion teachers will use the Breaking the Barriers initiative to teach in the ways that students learn. Students will collaborate on projects and be given more choices on how they will demonstrate mastery of learning, rather than just conventional paper pencil testing. As we transition into a new Pre K-8 building in the future, teachers will be able to collaborate on projects, share ideas and remove the "Barriers" of learning of a traditional classroom. Differentiation is the heart of this sustainable learning environment. We will reduce the amount of paper, pencils, pens and copies used each year. Teachers will give students more opportunities Pre K-12 to complete activities online and turn their work in without filling out worksheets or writing out their answers. Each year Champion Local Schools will save \$55,000 by cutting paper use in half. Ink and toner will be reduced by a sum of \$10,000 over 5 years as teachers gain confidence in the technology and the skills of their students and need less items printed out at the printer. We expect to reduce the use of chalk, dry erase markers, pens, paper and other items significantly over this time. The expected savings will be in excess of \$2,500. The district currently utilizes eleven computer labs in three buildings to allow for adequate diagnostic testing, state testing and student work. During the transition to the Breaking Barriers 1:1 Initiative, the school will no longer be replacing, maintaining and upgrading those computer labs. The savings passed down to the district will be no less than \$22,500 per year for a total cost savings of \$112,500. Based on the data collected from teachers and students through surveys, the Breaking Barriers Initiative will reduce the consumable spending by parents and families on workbooks and other items that students would normally need to purchase for school; including workbooks, planners, calculators, glue, colored pencils, etc. Students would be creating digital portfolios, backpacks and folders. To further sustain the program, students would be charged a \$50 annual technology insurance to provide maintenance, service and replacement of the devices once they reach end of life. This fee would raise \$387,500 over the duration of the 5 years. Ultimately, families would be saving money each year supporting the initiative as they would be purchasing far less supplies than previous years. Purchasing digital library content has a sizeable cost. Each year we will build our library content. In the fourth year of the initiative, we will switch to a shared media center when our new PreK-8 building is complete. Having invested into a digital library for several years, we would reduce the staffing needs of the media center from two people down to one. This would begin saving the district \$30,000 each year for the foreseeable future for a total sustainable savings of \$60,000. Every 5 years, we estimate a total replacement of the 1:1 devices in teachers and students hands. Implementation costs will not only get the project started, but build up the infrastructure needed to manage such an undertaking. At 3% inflation, replacing 1625 devices will have a net cost of \$480,000, \$42,250 for the Google software license and new cases at a cost of \$47,000 for a grand total of \$527,000. Factoring in all the savings through reduction in spending and insurance collected over that time, the district will have saved or collected \$627,500 in order to replace the devices, software and

the cases.

43.36 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.*

In order to sustain the costs of the Breaking the Barriers 1:1 Initiative, the school district would need to receive a total savings over the 5 years equal to \$139,500. This savings would funnel back into the fund established for the replacement of devices once they reach end of life. This initiative will fundamentally affect the pedagogical instructional practices throughout the district. Teachers, with the supports of ongoing in-house professional development, administrative guidance, and staff-to-staff mentoring opportunities, will have the capability to reinvent classroom experiences for each of their students. They will significantly reduce, and eventually eliminate, the number of worksheets and tests that students are given on a daily basis. This translates to the district reducing paper purchasing over the 5 years by \$9K, \$10K, \$11K, \$12K, and \$13K for a total of \$55,000. This number comes from the district's actual overall purchasing cost for paper. Each year paper consumption will be reduced a bit more as teachers receive more PD and continue to increase their skill levels with the tools, to a point that we will have reduced our paper consumption by our target goal of half. In reducing paper distribution to students, we will also significantly reduce the costs of toner and ink used throughout the district for printers and copiers as above (\$1,000; \$1,500; \$2,000; \$2,500; \$3,000) for a total 5 year savings of \$10,000. Each year we purchase classroom supplies for teachers such as chalk, dry erase markers, tape, scissors, grading pens, etc. Moving to a 1:1 initiative will reduce the need for many of those supplies each year, reflecting an additional cost savings of \$500 each year; \$2,500 dollars over the five year term. However, the biggest cost savings would come from the reallocation of the technology budget. Each year, we spend approximately \$22,500 updating computer labs throughout the district. We currently operate 11 computers labs district-wide (which is still not enough to allow all students access to 21st Century Learning demands!) To offer an example, at Champion High School, there is only one computer lab open for use per every 30 academic classes. The 1:1 would eliminate the need for classroom computer labs, the competition to procure the labs for extended learning opportunities, and the lost time transferring to and from the lab, signing on to desktops, accessing previously-created documents, etc. as each student will have their own device with them at all times. Further cost savings would be gained from no longer having to replace projectors and bulbs in those labs. As a bonus, we see an opportunity to gain classroom space back as well. This is imperative once we move into the new pre-K to 8 building in 2019, as state standards dictate that we not build dedicated computer labs into the footprint of the building. Because we will be going to shared space between the elementary and middle schools, the media center must service both levels, starting in 2019 and moving forward. The 1:1 initiative will both allow us to create an online book library that students have access to at all times and reduce the number of staff members needed to operate the library portion of our media center. The reduction in force that will occur will save the district \$17,000 in salary and \$13,000 in medical benefits and retirement costs each year, for a total of \$30,000. During those two years of savings alone, we will realize up to \$60,000 in total savings. The total budgetary savings from our reduction in spending plan would equate to \$240,000, well above the needed \$139,500.

56.64 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.*

Each year, the district creates a technology budget in order to maintain the tools that we are currently using to provide instruction to our students, for staff members to fulfill their job responsibilities, and to enhance learning tools for the future. By implementing the Breaking the Barriers Initiative, a major portion of the technology budget will be reallocated because our desktop computers will no longer be needed and therefore will not require updating, maintenance, or replacement. The total savings for the implementation is going to be \$22,500 per year for a total savings of \$122,500 over the 5 years of the sustainable forecast plan. The initiative will significantly reduce the amount of paper that the district purchases on a yearly basis. As teachers engage in professional development opportunities, they will naturally reduce the amount of paper used as they will begin to implement projects and activities using the 1:1 device that each student will have. Over time, the amount of paper saved will equate to savings of \$9,000, \$10,000, \$11,000, \$12,000, and \$13,000 for a grand total of \$55,000 over the 5 years. Having reliable uniform technology will also result in teachers reducing the amount of consumable classroom items needed; we expect it will save at least \$500 per year for a total of \$2,500. After the initial project implementation, the next phase includes building a digital library catalog which students will utilize to check out, read, annotate, link, and share electronic books and text materials. The result is a reduced need for help in the media center once the middle and elementary schools are consolidated, beginning in the 2019 school year. This will save the district \$17,000 per year in salary and \$13,000 per year in health care benefits and retirement. The total savings will be \$60,000 for two years out of the five. When the total savings that we are capturing from the Breaking the Barriers Initiative is factored, our realized gain is \$240,000; more than the necessary money needed to sustain the project. The remainder of the savings will be passed on to enhance, enrich, maintain, and otherwise support the programs at Champion Local Schools.

## **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 October 2015-November 2015

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

Champion School administrators actively research grant possibilities. To prepare our high school students to become college and career ready, we must begin at the foundation, Teacher leaders in technology from the elementary, middle, and high school planned to determine the goals for this venture. The Grant Team identified Student Achievement and Utilization of Greater Share of Resources in the Classroom as our goals. After researching outcomes of 1:1 initiatives among similar districts, we decided upon this project. The passage of a bond issue for a new K-8 building presented us with a unique opportunity: the new facilities will be built with an up-to-date wireless infrastructure. We began to collect bids on Chromebooks, other types of tablets, online textbooks, storage/charging carts and hubs, and for solar panels to sustain the electrical needs. Grant writing began in November with our team working collaboratively. We prepared and administered a survey for teachers to determine their levels of understanding and utilization of technology in the classroom to determine their needs for development. The Student Advisory Committee at the high school created a survey for students seeking data regarding their technology use and knowledge inside and outside the classroom. Currently, we are communicating with community members via Champion e-News regarding this proposed initiative.

## 22. Implementation (grant funded start-up activities)

a. Date Range August 2016-May 2017

b. Scope of activities - include all specific completion benchmarks

(Aug. 2016-Sept. 2016) Communication will be sent to the district's teachers of the first professional development (PD) session. Teachers will prepare an individual technology plan demonstrating integration of 21st Century Skills and will promote classroom implementation during the first nine-weeks of the school year. A digital portfolio of the district's plans that are created at this session will be disseminated to stakeholders. The second PD experience will be developed in house at this time by our technology team. (Dec. 2016-Feb. 2017) At the second PD session, each teacher (or teachers, if working collaboratively) will create an inquiry-based learning plan that combines Ohio Learning Standards with technology. The implementation of this plan during these months will expand best practices to include technology-rich, project-based learning. The third and final PD will be developed in house by the district technology team. Communication will go out to parents in December about the progress of the Breaking Barriers Initiative. (March 2017-May 2017) At the third PD each teacher will create a plan for digital assessments that aligns with project-based learning. A technology showcase also will be developed by the technology team to share the accomplishments of the grant with the community and parents. An online community platform will be developed and made available to community members so they can further acquaint themselves with the Breaking Barriers Initiative. In addition, post assessments will be completed by district teachers in order to identify their needs relating to resources and to their understanding and implementation of 21st century skills in the classroom. The students will be given a student-created survey to determine their needs in these areas. In this way the sharing and utilization of resources, the scope of the stakeholders' understanding, and the implementation of 21st century learning skills through inquiry-based learning.

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

a. Date Range August 2018-August 2023

b. Scope of activities - include all specific completion benchmarks

The Breaking Barriers Initiative will be a sustainable program as each student will have the opportunity to keep their laptop for a nominal yearly fee when they graduate from Champion. These fees, in turn, will help fund new devices for the next wave of students. This project will also allow us to create a digital, leveled library to support K-3 students to meet and exceed literacy requirements and the 3rd Grade Reading Guarantee, allowing us to more effectively collect student diagnostic data. For instance, teachers may assign books within a student's leveled reading tier, or allow the student to choose for himself, and the teacher will be able to collect diagnostic information. Additionally, older students will collaborate with teachers to develop a professional Google account for college applications, further ensuring students have access to their lifelong educational portfolio. This program will be evaluated annually for effectiveness and refinement, and this information will be shared at our yearly technology showcase. Years following implementation, professional development will continually be staff-driven with assistance provided by the Trumbull County Educational Service Center. Additionally, each year we will provide professional development to certify Champion Local educators as Google educators. Administration will be able to forfeit traditional faculty meetings to encourage teacher leadership by initiating "Flash Forward Fridays" to showcase staff presenters sharing new 1:1 best practices using Google Hangouts. This will continue to encourage teacher-led professional development and inspire others to integrate new ideas and blended learning into their teaching practice.

**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:

Obtaining the Straight A Grant will ensure that the students of the Champion Local School District are able to interact beyond the concrete barriers of traditional education to participate in the global culture which they will be expected to maneuver upon graduation. This project will also allow teachers to transcend the greatest limitation of the classroom--time. The Breaking the Barriers initiative would allow for critical instructional and organizational changes to occur. The teacher-routine of waiting in line at the black and white copier reproducing blackline masters will be replaced by students accessing high-definition content for a more engaging experience. Wasted time traveling to computer labs will be alleviated, leaving additional time for direct instruction and collaborative learning experiences. For example, by assembling a digital library through OverDrive, students will be able to "check out" texts and other library/media materials directly to their devices, even in offline situations, and highlight, annotate, and make notes about the content using their devices, creating an "Equal Access" market for books, materials, and collaboration opportunities for all students, regardless of their at-home access to Wi-Fi/data. Having a digital library would also allow the schedule to become more flexible in regards to time, since students check out their own materials. This also creates an environment where students will not be limited by their economic status; thereby, all students will have equal access to digital resources. Teachers will more effectively utilize technology for all students, breaking all barriers as they create high definition experiences for all. At the elementary level, the schedule would be rearranged to build in additional time for departmentalization and the addition of an Integrated Learning Center, to allow for one teacher to instruct students in a project based learning environment in addition to their core content areas. At the middle and high school levels, STEAM activities will be seamlessly incorporated as students will be able to participate and experience complex systems. With this added technology, students will transition from the occasional and supplemental use of technology to a more frequent and integral use across a multitude of settings. Once again, eliminating the time of moving to the "computer lab" on a weekly basis and replacing with individual Chromebooks places the power and opportunity at the hand of the student. By using Google Classroom, all teachers can easily create calendars with automatic due dates; push web pages to all students in a class; or create an assignment or announcement in Classroom. Teachers can post short answer questions in the class stream at any time and allow students to edit their own answer and see and reply to other classmates' answers. Currently our barriers prohibit this activity by all teachers and students due to accessibility. Uniform integration of technology in every classroom will transform the quality of instruction through the availability of unlimited ways to differentiate.

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:

Brian Gillespie, Treasurer 330-847-2330 [brian.gillespie@neomin.org](mailto:brian.gillespie@neomin.org)

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.*

Uniform integration of technology in every classroom through the Breaking the Barriers initiative will lead to measurable increases in 21st Century Technology skills as defined by the ISTE standards. Quantitative approaches to assess progress and measure the overall impact of this initiative include assessing students with a 21st Century Skills Assessment prior to initiation and throughout the five year span. Value Added growth based on state assessments, SLOs, or district diagnostics (i-Ready, Reading Wonders) will be used to measure progress in core subject areas. 85% of Champion students in grades K-12 will show at least one year's growth in value added data. Baseline percentages of state AIR data will increase by 5% in each content area after year three of implementation. Attendance issues and discipline referrals are also expected to decline. Teachers will be required to implement Google Classroom in the first year of implementation, as well as a project each semester that demonstrates student collaboration and critical thinking. Using Google Apps for Education will also be imperative. The Google Management Console will be monitored by the Director of Technology. This platform tracks number of emails, storage space used, file uploads, and the use of each application for students and staff. Summative reports can also be derived from the Console. These items will also be measured and evidenced by walkthroughs, observations, data presented in Teacher Based Team and Building Leadership Team meetings, and teacher-led professional development. Teachers will be expected to present new 1:1 best practices at monthly "Flash Forward Friday" Google Hangout meetings, where attendance of teachers can be monitored. Each building's technology committee will meet monthly to assess progress and measure the overall impact of the project proposal. Using a digital library offers a different avenue of monitoring what students choose to read and how often. Buildings can use this to their advantage by offering incentives to students for reading so many books per month. We can also manage the library platform by reading level so students can choose appropriate books that their teachers suggest (mastery +1). After implementation, the Grant Team will present lessons learned from the Breaking Barriers 1:1 Initiative at local, regional, and state inservices and conferences.

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 redefines the conventional learning environment into a student-centered learning environment that provides the tools that students must have to learn in a 21st Century Society. The Breaking the Barriers Initiative provides the tools for teachers to explore new pedagogical strategies. This project can be expanded to provide instruction and an open learning environment for the community by developing further partnerships with the Warren Trumbull County Public Library. This partnership would allow our media centers to stay open in the evenings to the students and the public through a shared service. We would expect that our experiences and district collaboration would be beneficial to others that are looking to take on a project of this magnitude. The easiest part of this process is budgeting and planning. The hard work is entrenched in developing PD, delivering PD, analyzing data and modifying instructional practices as we see students learning change during this implementation. We will be using Flash Forward Friday's in place of our faculty meetings, once per month, to have teachers share successes and pitfalls. Teacher Based Teams, Building Leadership Teams and Technology Teams will focus on bringing teacher needs forward to development further training opportunities. Travis Roth, Technology Integration Specialist from the Trumbull County Educational Service Center, will work with our teams to create professional development from our data collected. We will utilize district waiver days to provide PD to teachers over the next five years, with the focus on 21st Century Skills. We will use early release professional development. In the development of this project, we have learned from several other districts and partners. Rick George, Youngstown State University 21st Century Learning Implementation Specialist, was a collaborator in preparing the grant and gave the implementation team ideas on sustainability and implementation strategies. We have collaborated with administrators from Chillicothe High School who recently began a 1:1 project. Chagrin Falls Technology Director, Michael Daugherty, has influenced our pedagogical development for this project and shared many ideas to avoid problems they have encountered in their project. Celeste Tripoulas and John Grabowski, the District Level Implementation Team, will offer to present the district's Breaking the Barriers Initiative at the Ohio Association for Secondary School Administrators. The Grant Team and students on the Principal's Leadership Team will share how they have broken the educational barriers through their 1:1 classroom at the Ohio Educational Technology Conference. The progress will be published through electronic newsletters from the district, student and teacher spotlights in The Champion Times. Articles will be submitted to The Journal, a national educational technology periodical, on how a small town school creates inspired learners one Chromebook at a time. Administrators from Champion will share out information using their professional Twitter accounts to the other members of their professional learning communities.

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.

Sections 

**Consortium Contacts**

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

Partnerships

Champion Local (050138) - Trumbull County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Rick	George	330-941-3469	rsgeorge@ysu.edu	Youngstown State University	063156	One University Plaza, Youngstown, OH, 44555-0001	
Travis	Roth	3305052800	travis.roth@neomin.org	Trumbull County ESC	050088	6000 Youngstown Warren Rd, Niles, OH, 44446-4603	

Implementation Team

Champion Local (050138) - Trumbull 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
John	Grabowski	High School Principal	Mr. Grabowski will be responsible for leading professional development for staff and monitoring implementation measured by walkthroughs, observations, and analyzing student data before and after implementation in regards to desired outcomes with District Leadership Team, Building Leadership Team, and content area teams.	John Grabowski is currently the Principal at Champion High School, in his third year leading the building. Previous to that, he was the Technology Director of Champion Local Schools. He collaboratively developed the current BYOD policy for Champion, and he procured grant money to fund the implementation of a wireless initiative at Champion which he supervised during his time in that position. In 2011 he supervised the implementation of a sustainable energy grant that revamped the existing network in Champion Local Schools. He also developed many inservices to train staff on the use of software, hardware, ip telephony and security systems at Champion Schools.	Mr. Grabowski began his education career as a science teacher, teaching physics, chemistry and biological sciences in 2000. As a science teacher at Barberton High School, he was on the grant team who collaboratively wrote and received a \$500,000 SchoolNet grant for the "Magical Wetlands" Research Project. He was in charge of ordering equipment, implementing the grant and presenting the outcomes of the project at the regional grant review meeting. Mr. Grabowski also taught technology integration courses at the University of Akron during the 2011 school year focusing on on Web 2.0 tools such as blogs, wikis, podcasts and online asynchronous discussions.	BS Ed Youngstown St. Univ 1999 MS Instructional Technology from the Univ. of Akron in 2007 Principa license from the Univ. of Akron in 201	25	
Celeste	Tripoulas	Director of Technology	Lead applicant primary contact Project implementation and facilitator Technology Coordinator Ms. Tripoulas will be responsible for using a variety of methods to measure both long-term and short-term progress of the Breaking Barriers initiative. She will distribute student and staff surveys four times per year using Google Forms to determine progress of the implementation over the five year span.	Google Apps for Education Training, SmartBoard, MS Windows, Word, Excel, PowerPoint, AimsWeb Responsible for school system website Progressbook/SIS and Outlook Administrator Ohio Teacher Evaluation System (OTES) Teacher Based Teams/Building Leadership Team /District Leadership Team Training/Leader Compass Learning Odyssey-Trainer and Facilitator ISTE and SAMR model trained State of Ohio	Implemented Google Apps for Education Monitors Google Management Console Implement a staff development program to include: modeling lessons, observe lessons, providing feedback to teachers on classroom technology and maintain documentation and records of all staff development activities and workshops. Provides assistance and information to school principals to improve technology in the classrooms. Works closely with Ohio State Support Team 5 to stay	B.S., Education, University of Akron, Akron, Ohio - 1990 Ohio Teacher Licensure - 5 Year Professional Grades 1-8 Highly Qualified - Reading	15	

			<p>She will also create a pre and post 21st Century Skills Assessment based on the ISTE standards to measure student growth in this area. Annual parent surveys will also be distributed to derive feedback on the impact of 1:1 implementation and accessibility of technology access for their child's education.</p>	<p>Common Core trained Ohio SIG Best Practices Model School Conference</p>	<p>updated Incorporates 21st Century Technology using ISTE and SAMR model Technology Integration Coach for NE region of Summit Academy Schools Instructional Mathematics Coach for grades K-8 School Improvement Grant (SIG) team writer and administrator 21st Century Grant team writer District, Building and Teacher-Based-Team member Local Professional Development Committee(LPDC)-Manager/Liaison</p>			
Alexandra	Nannicola	Elementary School Principal	<p>Mrs. Nannicola will be responsible for leading professional development for staff and monitoring implementation measured by walkthroughs, observations, and analyzing student data before and after implementation in regards to desired outcomes with District Leadership Team, Building Leadership Team, and content area teams.</p>	<p>An innovative, 21st Century educator with a reputation of success in school operations through strategic planning, curriculum and program development, with strong faculty and community collaboration. Committed to meeting the needs of all students and creating a stimulating and challenging learning environment conducive to the highest level of student growth and achievement. Additional strengths include: -Curriculum Planning and Implementation - Diagnostic and State Assessment Coordination - Management of building and Title I finances - Researched-based school reform programming experience - Technological skills for increasing public relations and gathering stakeholder feedback</p>	<p>Recruited to facilitate and lead the process of a shared vision for achieving specific and challenging goals that reflect high expectations for all students and staff. - Led the change process for continuous improvement. - Generated educational developments that affect school issues and environment. - Fostered professional learning communities to articulate instructional content of the New Ohio Standards and research-based instructional practices - Advocate for high levels of learning for all students through the effective use of data - Formed partnerships with local businesses to procure additional financial resources of over \$4000 used for technology to support student and staff learning -Instituted schoolwide system for behavioral support and intervention -Provided systematic coaching and mentoring to staff for recognition of strengths and weaknesses for continuous improvement and advance the leadership capacity of all -</p>	Youngstown St. Univ. Superintendent Licensure 2012;Principal Licensure - PK-6, 4-9 2009; Educational Administration 2004;Elem. Ed.1-8 1998	25	

					Recruited and arranged parent and community groups to support student achievement and school and community priorities			
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