Vinton County Local (050393) - Vinton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (81)

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

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Adjusted Allocation 0.00

Remaining -817,454.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
   Competence and Confidence 4 College and Careers (4Cs Program)

2. Project Summary: Please limit your responses to no more than three sentences.
   Computers will be integrated into active learning. A college/career culture will be established. Life outcomes will be impacted.
   
   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.

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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.

Vinton County Local School District will continue to provide an active learning program to prepare students as college-and-career ready for years to come. The program includes establishing a culture in which students will rise to the expectation of pursuing post-secondary training and education. The district has no intention of abandoning the concept when sustainability ends. The program will continue to impact approximately 1600 students per year beyond the grant period.

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

First and last name of contact for lead applicant
Mary Hale

Organizational name of lead applicant
Vinton County Local School District

Address of lead applicant
307 West High Street McArthur, Ohio 45651

Phone Number of lead applicant
(740)596-5218

Email Address of lead applicant
maryann.hale@vinton.k12.oh.us

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

Concern: Access to technology to support college-and-career readiness. Vinton County Schools are committed to the Ohio Improvement Process. The district implemented early, crucial strategies to elicit positive change. They identified clear learning objectives, aligned instruction and assessments to objectives, provided targeted long-term professional development, and monitor frequently. The commitment has resulted in the formation of a true learning community. The process is steered by District and Building Leadership Teams. The primary goal for improvement is for students to exit high school as college-and-career ready. This goal is important for students anywhere but may be especially crucial in our Appalachian area. Vinton County has one of the highest rates of poverty in Ohio (20.9%), ranking it 8th of 88 counties. When "near poverty" levels are considered, the figure more than doubles; the rates are recurring. 79.1% of students are identified as Economically Disadvantaged. It is not surprising that poverty rates highly correlate with local educational attainment. In Vinton County, 19.6% of the population aged 25 and older have no high school diploma. Only 8.4% have an Associate's Degree and a mere 8.5% hold a Bachelor's Degree. The state average for a Bachelor's Degree is 25.1%; nationally, the rate is 34%. Current data indicate 35% of our graduating classes pursue post-secondary education with as few as 65% actually completing the programs. If students are going to escape the clinches of poverty and improve life outcomes, they must be equipped with the knowledge, skills, and attitudes that will translate to greater earning
power. They must be prepared to enter a skilled work force, to obtain career-related training, or pursue a college education. The district has begun the process of changing up the instructional program to ensure students’ readiness for college and careers. The district will acquire laptops for every Grade 3-12 student to support efforts.

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

To be prepared for college and careers, students must exit school able to access, analyze, and synthesize information. They must be capable of thinking critically, working as individuals or collaboratively, and effectively communicating. They should be immersed in authentic tasks in an environment that mirrors college campuses or work settings. The teachers are redesigning instruction to align with college-and-career requirements. Teachers have participated in long-term professional development featuring Marzano’s High Yield Strategies, Formative Instructional Practices, and the Universal Design for Learning to assist them in preparing quality, cognitively demanding work for students. Students are being engaged as active participants in exceptional learning tasks. The students are responding with enthusiasm, teachers are honing their skills, and advancements are noted! Progress is being made but has reached a pivotal point. With students armed with only pencils, paper, and a few computers, the effort is thwarted. Technology scarcity impacts how students can engage in learning and restricts opportunities for them to demonstrate knowledge. Web-based activities are impeded. And, the classrooms in no way resemble technology-rich work sites and college campuses, environments in which students should be able to work fluently. The district intends to provide a laptop for every grade 3-12 student to engage in real-world learning. Computers will add a powerful dimension to the transformation that is occurring:

- Teachers and students will have access to quality, digital content aligned to Ohio Standards and college-and-career. Teachers will utilize iLearnOhio and other repositories to create learning experiences that assist students in constructing college-and-career readiness. STEM experiences and cooperative learning will be emphasized. Teachers will spend less time transmitting knowledge and more time facilitating learning. Students will be using technology in much the same way as when they transition to work or higher education. In addition to higher-level cognitive skills, students will also develop perseverance and other habits of mind that are necessary qualities for work in the 21st Century environment.

- Learning will be more personalized to meet diverse needs. Teachers will use iLearnOhio and other sites to customize experiences. This feature is beneficial for all students but is especially suitable for Students with Disabilities and the gifted. “Anytime, anywhere web-based learning will improve students’ opportunities for engaging in cognitively demanding curricula. Students can access information in volumes unfamiliar to most of them. “Teachers will also use the computers to engage students in college-and-career awareness activities on the OhioMeansJobs website. Students in grades K-3 will build career awareness, Grades 6-8 students will complete career explorations, and Grades 9-12 students will build and implement individual career plans. Students’ post-secondary aspirations will be increased. More students will have the confidence to pursue and complete post-secondary education. This is a critical feature for our schools and a component that will receive emphasis. Of the current graduates that go to college, most are from families that are headed by college graduates. Local data indicate those families are few. We will target students that will represent first generation achievers of certificates and degrees! Grades K-2 teachers report being well-served with access to computers on a rotating basis. Grades 3-12 teachers report a need for daily access to computers to facilitate appropriate knowledge. The district will provide laptops for every Grade 3-12 student. The program will be known as Competence and Confidence 4 College and Careers (4Cs). Innovation is relative and in an area identified as “distressed” by the Appalachian Regional Commission, the 4Cs’ opportunities are innovative.

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 Vinton County Local School District has identified the following desired outcomes for the 4Cs (Competence & Confidence 4 College-and-Careers) Program. * An increase in the number of students scoring at the Advanced Plus, Advanced, and Accelerated Levels of Achievement on the Ohio Report Card * Increase in the percentage of indicators the district meets at each state-tested level for every tested subject * Meet or exceed the state average in every state-tested subject at each grade level * An increase in the reading and math performance rates of the subgroups of Economically Disadvantaged and Students with Disabilities * An increase in the number of students participating in Advanced Placement classes * An increase in the percentage of students with an Advanced Placement Exam score of 3 or better * An increase in the number of students participating in the ACT * An increase in Remediation Free ACT scores * The number of juniors and seniors with a comprehensive, electronic College-and-Degree Plan * An increase in the number of college acceptance rates * Improved 4-year graduation rates * An increase in the graduation rates of the Economically Disadvantaged and Students with Disabilities subgroups

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.

For the 4Cs (Competence & Confidence 4 College and Careers) Program to be successful, the following assumptions must be true:

- The selected instructional program approaches will positively and significantly impact student achievement. *Digital learning can improve student achievement outcomes. *Intentional efforts to establish a college-and-career school culture will raise students’ aspirations and will increase the number of students pursuing post-secondary training and education.

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

The assumptions that are the foundation of the 4Cs Program are evidence-based: The selected instructional approaches will positively and significantly impact student achievement. The National Center for Education Evaluation has analyzed research regarding actively engaging students and concluded “Student engagement is shown to correlate positively with achievement” and “engaged students are better able to make an effort to comprehend complex ideas or master difficult skills”. In fact, “It has been demonstrated that disadvantaged students gain the most from active engagement”. Other research reports similar compelling results. In Research-Based Strategies for Increasing Student Achievement, Robert Marzano (2001) and colleagues identify nine high-yield instructional strategies through a meta-analysis of over 100 independent studies. They determined that the nine strategies have the greatest positive effect on achievement for all students, in all subject areas, at all grade levels. The strategies, like cooperative learning and using non-linguistic representations, can render percentile gains from 22-45 percentile points! Teachers have taken part in long-term professional development and incorporate the
practices regularly. Teachers are utilizing Formative Instructional Practices (FIP) to establish clear learning goals, identify students' needs, provide actionable feedback, and monitor progress. According to the Battelle Institute for Kids, FIP is built on the research of Black and William, et al., “and is a powerful practice for keeping instruction aligned to targets and students on-track for mastery of Ohio’s Learning Standards”. The Universal Design for Learning (UDL) process is embedded in the Ohio Model Curricula as being exemplary for addressing the needs of all learners. Teachers are utilizing UDL to differentiate for students. Teachers are utilizing Bloom's Taxonomy and Webb's Depth of Knowledge charts to build learning experiences. They purposefully construct tasks that represent various levels of complexity that reflect college-and-career readiness requirements. Digital learning can improve student achievement outcomes: Research has shown that students can make significant gains when computers are incorporated in learning. Computer-based technologies integrated in project-based learning are particularly useful for constructive learning (Roscichelle et al., 2000). There is an abundance of research to support implementation of technology in the plan. It may be summed up by Moeller & Reitzes (2011) and the Education Development Center in a 79-page report for the Nellie Mae Education Foundation: “Technology is highly effective in diagnosing and addressing student needs, equipping students with skills essential for work and life in a 21st Century society, providing an active experience for students, and increasing their motivation to learn”. Efforts to establish a college-and-career school culture will raise students' aspirations and will increase the number of students pursuing post-secondary training and education: The College Board reports “The idea that college is the next step after high school may seem unrealistic for students who are from one or more of the following groups: low achievers, middle to low-income levels, underrepresented minorities, disabled youth, and families where no one has attended college before. In fact, merely graduating high school is a challenge. Studies have found that students who are from the groups mentioned above are more likely to face college planning obstacles because of social barriers, less access to information and guidance, less exploration because of low expectations, decreased access to the Internet, and underestimation of the amount of financial help available.” The board also states that students who have the parental, school, and community expectations that college is the next step see college as the norm. Local data indicate that this part

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).

100% of the grades 3-12 students will have access to a laptop for anywhere, anytime learning. Teachers will implement at least one student-centered learning task, including STEM tasks, per week. Learning tasks, results, challenges, and successes will be shared at monthly staff meetings. Teachers will integrate at least two of the nine high-yield instructional strategies into every student-centered task. Teachers will document the levels of complexity and levels of cognitive demand of every student-centered task. Each task will also include differentiation aligned to the Universal Design for Learning. Grades 3-12 students will utilize laptop computers to engage in learning tasks no less than once per week. Students will be permitted to take computers home to increase time for access to learning. Teachers will provide evidence of formative instructional practices to guide classroom instruction. Evidence will be provided in Teacher-Based-Team meetings. Grades K-3 teachers will document at least one college-and-career awareness group activity once per month. Grades 6-8 Language Arts teachers will implement a college-and-career exploration program through the use of the OhioMeansJobs.com website. Student eBackpacks will serve as documentation. Grades 9-12 Language Arts teachers will implement college-and-career planning through the OhioMeansJobs.com website. Students’ ePortfolios will serve as documentation. Grades 6-8 guidance counselors will conduct college and career-and-career activities including students and parents on a quarterly basis. Activities may include speakers’ bureau, job site visits, job shadowing, career fairs, and more. Grades 9-12 guidance counselors will conduct college-and-career activities including parents at least four times per year. Activities will include providing college affordability information, college admissions assistance, FAFSA filing assistance, college-visits.

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

Goal: Student Achievement Ohio Report Card Data and local college-bound numbers will serve as the Source Measures: Increase the number of students achieving at the Advanced Plus Level from 0%, the Advanced level from 14.2%, and the Accelerated Rate at 21.5% by at least 3% per year. The district met 10 of 24 indicators on state tests. Increase by 4 indicators per year. The district met or exceeded the state average for proficiency on 4 tests; increase by 3 additional areas per year. There is an 11.6% gap between All Students’ reading proficiency rates and the state goal. The gap is 14.4% for the Economically Disadvantaged. Gaps will be decreased by 3% per year. The gap is 47.3% between the state goal and Students with Disabilities. The gap will decrease by at least 5% per year. There is a 9.3% gap between All Students; math proficiency rates and the state goal. The gap is 12.1% for the Economically Disadvantaged. Gaps will be decreased by 3% per year. The gap is 47.9% between Students with Disabilities and the state goal. It will be reduced by at least 5% per year. The graduation rate will increase from 86.3% to 90% and will progress by 2% per year thereafter. The Economically Disadvantaged graduation rate at 83.3% and Students with Disabilities at 70.6% will increase by 4% per year. Students participating in Advanced Placement classes (17%) will increase by at least 3% per year. The percent of students scoring a 3 or better on the AP Exam will increase from 5.3% by 3 percentage points per year. The ACT Remediation Free rate at 9.4% will increase by at least 3% per year. Approximately 36% of the graduates pursue post-secondary education. This figure will increase by 4 percentage points per year. A checkpoint will be established for the number of juniors and seniors completing a comprehensive College-and-Career Plan. Increments for improvements will be created. A baseline for college acceptance rates will be established and an improvement goal will be created.

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

4Cs has an evidence-base that supports likelihood of success. If the plan is failing short the District Leadership Team it will be assumed that the integrity of the implementation has been compromised. The district will analyze data to answer the following, per building and per district: Have the components been implemented with fidelity? Are there particular content areas that demonstrate a need for greater support in integrating a student-centered approach utilizing technology? Are there subgroups of students that indicate a need for additional support? Does a particular group of staff need additional support (e.g. Resident Educators, guidance counselors)? Have the parents been engaged to support achievement and navigate a path to college-and-careers? The district chooses not to abandon 4Cs and the concept of teaching the students in an environment that more closely aligns to work and college. The quality of the adulthood of our students rests on their college-and-career readiness. Instead, the District and Building Leadership Teams will analyze evidence per plan component and design measures to intervene in any area that indicates a need. The plan to improve results will be implemented and monitored frequently.
### 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.

817,454.00 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.

$494,100 to purchase 1647 Chromebooks X $300 Chromebook to equip every Grade 3-12 student with a computer to enhance the process of active learning. $30,000 to purchase 100 Chromebooks X $300 Chromebooks (20 for each of 5 buildings to be retained in each location as temporary replacements when maintaining student computers). $243,854 to provide 100 Access Points X $1469 per point to facilitate online access for every grade 3-12 student in each of 5 buildings. All costs including installation and activation. $12,000 Purchased Services for Licensing and Maintenance of Access Points. $37,500 of Purchased Services for 5 Temporary Technical Assistants to mobilize Chromebooks in each of 5 buildings @ 50 days each X $150/day. Temporary Assistants for imaging the computers, configuring them as per district specifications. Temporary assistants will also provide initial troubleshooting for staff and students. $817,454 TOTAL COSTS

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.

36,705.00 a. Sustainability Year 1
36,705.00 b. Sustainability Year 2
36,705.00 c. Sustainability Year 3
36,705.00 d. Sustainability Year 4
36,705.00 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
The district notes that historically it replaces approximately 5% of its existing computers per year to maintain computer ratios. Therefore, we are estimating 5% of $494,100.00 to sustain the technology per year. This computes to $24,705.00. This will allow the district to replace or repair 5% of 1647 total number of computers (or 82) computers per year. The district will need to sustain $12,000 per year for each of the five years of sustainability for licensing and maintenance of 166 access points spread among the 5 buildings. The total amount for sustaining: $24,705 + $12,000 = $36,705 per year. Additional staffing for the grant implementation is temporary only. The staffing includes hiring short-term assistance to configure the new laptops for students’ use. The district is allotting grant monies to support the employment of five external workers to spend 50 days each in the district @ $150 per day. The 50 days per 5 temporary workers will be more than sufficient to image the computers as well as provide initial assistance to the staff and students on computer operations. The additional staffing will not be retained. At least one regular district employee per building currently serves as a technology leader. Those persons have agreed to continue in that capacity. The technology will be supported by the district’s technology coordinator, as well. Professional development has been, and will continue to be, a critical component in ensuring the success of the 4Cs program. The professional development is delivered through Edivate’s PD 360 program, the district’s new teacher training, mentoring by veteran teachers in the Resident Educator program, and through the services provided by the Gallia-Vinton ESC. PD 360 offers differentiated development modules to meet the needs of teachers and teachers are committed to completing at least two modules per month during the school year. The modules support teachers’ development of skills in planning and implementing quality learning experiences for engaging students in learning. The current Five-Year Forecast already reflects the costs of professional development including the costs for PD360 @ approximately $19,500 and the compensation for mentors for the Resident Educators. The costs are not a grant budget request and are already reflected in the district’s Five-Year Forecast as purchased services.

**0 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.

**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 17 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.

The Vinton County Local School District’s Five Year Forecast has $25,376.61 budgeted in the 500’s (supplies) that was originally designated to cover the price of lease services for 75 computers for the district. With the acquisition of a Straight A grant and the purchase of a chromebook for every grade 3-12 student, the lease will not be necessary. The money will be reallocated to cover the annual sustainability costs of $24,705 for replacement and repair of Straight A computers. And, since each Straight A computer costs less than $500, the purchase will be as supplies (or 500s). Therefore, no real “movement” of funds is reflected. Another $12,000 must be reallocated to cover the annual price of licensing and maintenance of the access points for the five buildings. In the Five Year Forecast, $25,000 has been budgeted to purchase additional classroom computers to share among the students. With the acquisition of Straight and the provision of a computer for every grade 3-12 student, the purchases will no longer be necessary. Therefore, $12,000 is being reallocated to cover sustainability. It will be reflected as a move from the 600’s (capital outlay) to the 400’s (purchased services). And, the computers (such as Computers on Wheels) that are assigned to grades 3-12 will be redistributed to enhance the equipment supplies available to students in grades K-2. This will result in adequate amounts to permit K-2 teachers and students appropriate access to technology.

**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 2010 - May 2016

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

| Initial Continuous Improvement Strategies identified and implemented including completion of data profile; identification of priorities; and, alignment of curriculum, instruction and assessment. College-and-career readiness selected as broad goal toward which all improvement efforts would align. Investigation of research and decision made to prepare for and implement an active learning instructional program supported by evidence-based strategies. Provide on-going professional development on Nine High-Yield Strategies (via the Marzano Institute), designing learning experiences incorporating various ways of thinking (Bloom’s), integrating activities requiring multiple levels of cognitive demand (Webb’s Depth of Knowledge), and Formative Instructional Practices. 80% of the district’s teachers are fully-trained. District initiative reaches a pivotal point; makes decision to seek external funding for a one-to-one computer ratio to engage grades 3-12 students in active learning. Grant application prepared. Grant awarded in February 2016. Monthly meetings of District and Building Leadership Teams focus on grant implementation. Dissemination of grant information, expectations, timelines, begin for all building staff. Technology-driven record of events/grant implementation begins and continues through sustainability for purposes of replication. Requisition chromebooks for students. Chromebooks received by May 2016. |

22. Implementation(grant funded start-up activities)

a. Date Range June 2016-June 2017

b. Scope of activities - include all specific completion benchmarks

| External temporary technology assistants hired to deploy Chromebooks for student usage. 100% of computers ready for deployment by September 2016. 100% of students receive instruction on care and usage of Chromebooks. Program Evaluation Guide and supporting documents created. Distribution at data summits in August at each building. Evaluation expectations shared. Data collection methods, documents, and responsible persons determined. District Leadership Team, Building Leadership Teams, and Teacher-Based-Teams include 4Cs program as a regular agenda item. Grades K-5 teachers utilize Teacher-Based-Team meetings to identify monthly college-and-career awareness activities to be implemented beginning in October 2016. Grades 6-8 Language Arts Teams solidify class time and assignments for using OhioMeansJobs website for career exploration. 100% of students in grades 6-8 will maintain an electronic backpack of career awareness activities. Grades 6-8 counselors implement quarterly afterschool college-and-career experiences for parents and students. Grades 9-12 Language Arts Teams determine class time and assignments for students creating college-and-career plans. 100% of the students will create and maintain College-Career Plan throughout high school years. Grades 9-12 counselors implement quarterly college-and-career experiences for parents and students. 90% of teachers implement at least one learning task per week incorporating the necessity for students to utilize computers to access, analyze, and synthesize information to complete authentic work. Teachers meeting with students less than 5 times per week will integrate described activity once per month. Professional Development ongoing and differentiated via PD 360, Mentoring, ESC Quarterly reports due from Building Leadership Teams beginning October 2016. Semi-annual formative evaluation by committee will take place in February and May 2017. Improvement plan if indicated; shared with stakeholders. Reports to O |

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

a. Date Range June 2017-June 2022 and Beyond

b. Scope of activities - include all specific completion benchmarks

| Continue monitoring progress formatively on semi-annual basis. Results shared via written reports and data charts with stakeholders at data summits and district website. Ongoing, differentiated professional development continued. Program activities sustained including active learning experiences and activities targeting a college-and-career culture. Grant collaboration via District & Building Leadership Teams, Teacher-Based-Teams continue. Focus group sessions and interviews begin for evaluation purposes. Surveys conducted. Teacher teams submit proposals to present at Ohio Tech Conference for 3 consecutive years. Teacher-Student teams available for site visits. Tech-driven grant documentation finalized for purposes of replication. Summative Evaluation Report Completed and shared with stakeholders. |

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:

The greatest change in the instructional program is that teachers are becoming facilitators of learning instead of dispensers of knowledge; they are "teaching students to learn." Students are learning to learn as they navigate procedures applied consistently across an active learning program. Students are no longer sitting passively awaiting delivery of information but are working in pairs and small groups utilizing resources to complete tasks that mimic real-world work. They are learning to access information, to judge the value of information, to organize, analyze, and synthesize information to make it of use. As teachers continue to present meaningful differentiated tasks for their engagement, students expand their repertoire of skills for approaching learning. They will graduate college-and-career ready. The process is becoming entrenched and regardless of funding, improved instruction will continue. With well-trained staff and motivated students, there will be no reason to revert to teachers being the keepers of knowledge, dispensing it on an as-needed basis. It is the process of "learning to
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:

Mrs. Mary Ann Hale, Assistant Superintendent Vinton County Local School District 307 West High Street McArthur, Ohio 45651 (740)596-5236 maryann.hale@vinton.k12.oh.us

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.

Vinton County Schools will conduct an internal evaluation of the 4Cs Program. Evaluation will be a collaborative effort involving the District and Building Leadership Teams led by Assistant Superintendent Mary Ann Hale. When the grant is awarded, the DLT will convene to develop the written plan. The evaluation will follow the Non-Researcher's Guide to Evidence-Based Program Evaluation and will pivot around two wide-ranging inquiries: 1. Has the program plan been implemented with fidelity? 2. What impact has the program had on the planned outcomes? The team will determine the derivative evaluation questions aligned to the quality of the implementation and the extent to which goals are being met. There will be no control groups and no random assignment of participants. The evaluation will examine program process and product and include qualitative and quantitative measures. Results will be used in making informed decisions, for judging the success of the interventions, for informing stakeholders, and for providing a blueprint for replication. A final descriptive analysis will be composed to reveal the value of the program and to specify Lessons Learned. The team will distribute its Program Evaluation Guide to Building Improvement Teams. Two members per each of 5 Building Improvement Teams will be designated to oversee the evaluation process per site level. Building Team members will be designated for collection and organization of data. Qualitative data will include surveys, interviews, and focus group responses. Documentation of quantitative data will include frequency counts, achievement data, and college–and-career planning and pursr data. In Years One through Three, the evaluation will be formative and will focus on fidelity of implementation. Teams will monitor activities and outputs that are necessary structures and operations to ensure the desired impacts. Evidence relative to learning task practices (including STEM measures); utilization of high-yield strategies and formative instructional practices; cognitive demand measures; computers prepared for usage; student-usage of computers; college-and-career awareness, exploration, planning, and pursuit; and, blended learning/web-based learning will be gathered. The information will be submitted quarterly to the District Leadership Team (DLT). Semi-annually, the team will conduct analysis of the evidence. The analysis will be measured against benchmarks. A rubric with differentiated values ranging from emerging to fully-developed will be used to assign an appraisal. A formative report will be written and shared with Building Leadership Teams to be distributed to all staff and shared on the district website. If the formative process indicates a need for modification, the DLT will consider factors contributing to shortfalls and corrective actions. Recommendations for improvement will be implemented and monitored. The formative progress reports will be incorporated in the summative evaluation and will establish a context for examining summative results. The institutionalization of a strategic plan to impact productive change takes time. Year Three will begin the collection of data focused on sustained transformation of school culture and true impact on student performance. Members of the DLT will conduct focus groups of teachers, students, and parents to render information. Interviews of teachers, students, and parents will be initiated. Surveys will be administered. The district will begin to compare changes in achievement and college-and-career pursuit to established expectations. A final summative report will be prepared by the end of Year 5. The report will include a description of the implementation, operation and governance, and formative assessment results. And, a descriptive analysis of data will examine the impact on students' college-and-career planning and pursuit, achievement, and college-and-career levels of readiness.

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 adopt 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.

The Vinton County plan is replicable for scaling up. It is based on students as active participants in learning infused in a context of a 21st Century education. The intent is to engage all students in cognitively-demanding learning to impact achievement and college-and-career readiness. Incorporating technology into teaching and learning will enhance the breadth and depth of the impact. And, the plan includes implementing a set of coherent efforts to intentionally establish college-and-career aspirations for every student. The instructional approaches are evidence-based with the resources being widely available for replicating the program (Marzano, Bloom’s, Formative Instructional Practices, Webb’s Depth of Knowledge, technology). Any school district would have access to the resources. The plan addresses needs of all student populations including the Economically Disadvantaged, Students with Disabilities, and could include students with limited English proficiency. The plan emphasizes the use of differentiation including using the Universal Design for Learning and web-based activities and blended learning to facilitate meeting the needs. This feature would align with any district across Ohio. And, the
science base behind the plan says it can yield the same results in any setting, be it rural, suburban, or urban. The initiative is being implemented in Appalachian Southeastern Ohio but the concept has the same likelihood of success in any quadrant of the state. The school district will intentionally include strategies to facilitate replication. To underscore technology as vital, the district will document progression by digitizing the journey. Digital records, including videos, photos, and documents, will be used to develop powerful presentations for replication purposes. The digital records will be accessible at www.vinton.k12.oh.us as well as from a direct request to the district. The district will also compile a master plan including deliverables and record on CDs for distribution. The district will serve as a model site for visits. Each of the five buildings will appoint a team consisting of two teachers and three students as ambassadors. Teachers will be granted professional time and along with the students will host visitors for explorations and discussions. The district would be pleased to extend additional direct consultation services to any interested party. A teacher team will submit a proposal to present Lessons Learned at Ohio’s Educational Technology Conference during Year 3 of the grant. The team will follow suit in years four and five to provide updates. The consortium has strong networks in place to serve as venues for spreading the influence of the improvement plan. Vinton County Local Schools is a member district of the Gallia-Vinton Educational Service and works collaboratively with six other districts. Sharing challenges and successes is a feature of the regularly scheduled meetings with the ESC partners. Vinton County will spread the news about its project to the other similar districts in the ESC collaborative. Mr. Rick Brooks, superintendent of Vinton County Schools is a member of the Coalition of Rural Appalachian Schools and will communicate the project with leaders of more than 135 other organizations. Vinton County Local Schools receives regular coverage in several local newspapers. The local plan will be featured and many surrounding districts that are have similar demographics will have access to the reveal. The news articles will contain contact information for any district interested in project details. Vinton County Schools estimates a period five years for other districts to reach full implementation of an active learning program including integrating one-to-one computers. Efforts would include planning, implementation of long-range professional development, acquisition and mobilization of computers, and monitoring efforts.

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 with the assurances. Rick Brooks, Superintendent Vinton County Local School District 307 West High Street McArthur, Ohio 45651 (740) 596-5218
Consortium

Vinton County Local (050393) - Vinton 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.
<table>
<thead>
<tr>
<th>Partnerships</th>
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<tbody>
<tr>
<td>No partners added yet. Please add a new partner by using the form below.</td>
</tr>
<tr>
<td>First Name</td>
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</tr>
<tr>
<td>Jay</td>
</tr>
<tr>
<td>Gilbert</td>
</tr>
<tr>
<td>Mary</td>
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</table>
representatives from every building in the district. They have histories of managing professional obligations with a high degree of efficacy. Mrs. Mary Ann Hale will lead the Straight A Grant at the district level. She will be responsible for the management and oversight of the Competence and Confidence 4 College and Careers Program (4Cs Program). She will coordinate communication and collaboration; will facilitate District and Building Leadership Team meetings and plans of action; will lead the process of evaluation to ensure programmatic fidelity and measure outcomes; and, serve as the liaison to the superintendent and the board of education. Mrs. Hale is also the Director of Curriculum in the district and she will oversee the implementation of high-quality active learning experiences that align to Ohio's Academic Content Standards and monitor the professional development program. Mrs. Hale will work closely with the district's treasurer to ensure the integrity of the grant budget. And, she will provide reporting for the Ohio Department of Education.

the leader of the 4Cs Program (Straight A grant). She began her career as a teacher of math in the upper elementary and middle school grades. Mrs. Hale was among the first teachers in the district to introduce students to technology. She has been a strong proponent of technology in the classroom from the beginning and continues to pursue full integration for the students. Mrs. Hale began her administrative career in 1989 as a principal. During that time, she assembled a building team and led an effort to secure one of the first discretionary grants to be brought to the district, an Effective Schools grant. Mrs. Hale and her team successfully implemented the multi-year grant and the school and students realized many positive benefits by participating. Since becoming assistant superintendent (and the curriculum director), she has amassed an abundance of experience in grant oversight and management. The district secured a five-year, federal 21st Century Community Learning Center's grant in the year 2000. Mrs. Hale served as the lead for that grant and oversaw a successful implementation of the initiative in 5 elementary schools.

her capacity to serve as the leader of the Straight A grant program. She was employed as a building principal in 1989 in the largest elementary in the district. She built leadership and supervision skills during her tenure as principal by supporting and directing more than 50 staff members including teachers, aides, bus drivers, and food service personnel. This helped prepare her for her role as an assistant superintendent where the number of staff members has risen to more than 300. Mrs. Hale is Director of Curriculum and Instruction in the district, as well. She facilitates teachers' knowledge of curriculum, instruction, and assessment via regular grade-level and department meetings. She directed the rollout of Ohio's New Learning Standards by conducting crosswalks and by assisting teachers with deconstructing the standards to identify clear learning targets. Mrs. Hale has arranged the professional development for many years in the district, aligning the sessions to needs indicated by data. She conducts interviews for the hiring of new staff and develops and implements trainings for new staff. She is also responsible for supporting the effectiveness of the district's principals. Mary Ann is the Test Coordinator for Vinton County Schools. She ensures security and the integrity for testing.

Masters in Curriculum & Instruction OU
Masters in Ed Administration OU
Principalship & Superintendency OU
<table>
<thead>
<tr>
<th>Jennifer Case</th>
<th>Teacher</th>
<th>Mrs. Case will assist with the implementation of the 4Cs Program at the building level. She will continue to serve as a member of the Building Leadership Team and District Leadership Team. She will communicate expectations to buildings regarding the implementation of the grant. She will help monitor the level of implementation, will coordinate the evaluation process, and will serve as the building ambassador for replication purposes. Jennifer will also provide technology assistance for her fellow employees.</th>
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<tbody>
<tr>
<td>Jennifer Case</td>
<td>Teacher</td>
<td>Jennifer has been teaching 15 years in the Vinton County Local District. She currently teaches grades 3 and 5 science. She has participated in numerous opportunities to integrate technology into the classroom and has the capacity to help other teachers with incorporating technology.</td>
</tr>
<tr>
<td>Jennifer Case</td>
<td>Teacher</td>
<td>Jennifer has long served as an example of innovation in the building. She is always among the first to learn about and implement evidence-based concepts. She has been a long-time proponent of technology and currently serves as the &quot;go-to&quot; person in the building. She has participated in the implementation of other grants including Race-to-the-Top and the Afterschool grants.</td>
</tr>
<tr>
<td>Jennifer Case</td>
<td>Teacher</td>
<td>BSED +30 Additional Hours of Credit 15</td>
</tr>
<tr>
<td>Tracy Fee</td>
<td>District Technology Coordinator</td>
<td>Tracy will prepare requisitions and order Chromebooks</td>
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<tr>
<td>Tracy Fee</td>
<td>District Technology Coordinator</td>
<td>Tracy has been working with technology in the</td>
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<tr>
<td>Tracy Fee</td>
<td>District Technology Coordinator</td>
<td>Tracy received a Bachelor’s Degree in Electrical Engineering</td>
</tr>
<tr>
<td>Tracy Fee</td>
<td>District Technology Coordinator</td>
<td>Bachelor's Degree in Electrical 25</td>
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<tr>
<td>Name</td>
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<td>Experience/Qualifications</td>
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<tr>
<td>Marsha Burns</td>
<td>Teacher</td>
<td>Mrs. Marsha Burns will serve as an Implementation Facilitator for 4Cs at the building level. She will share communications from the District Leadership Team, will inform teachers of the expectations for implementation, will head the evaluation process, and serve as an ambassador for replication purposes. Mrs. Burns will also provide professional development on the integration of technology into the active learning process and serve as the &quot;go-to&quot; person for technology assistance or troubleshooting.</td>
</tr>
<tr>
<td>Ruth Thompson</td>
<td>Literacy Specialist and Title 1 Facilitator</td>
<td>Mrs. Ruth Thompson will serve as a building leader for the implementation of 4Cs. She will be responsible for communicating expectations to K-5 teachers with understanding and implementing</td>
</tr>
<tr>
<td>Building Staff</td>
<td>Mrs. Thompson</td>
<td>Mrs. Thompson</td>
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<tr>
<td>Mrs. Thompson will help steer the evaluation process at the building and will be responsible for compiling data to be submitted to the district. She will be the liaison to the District Leadership Team. Ruth will serve as the technology specialist in the building and will also assist teachers with designing quality learning experiences.</td>
<td>Ruth was selected to play a major role in the implementation of a Reading First grant in the district by becoming a Literacy Specialist; this is a major portion of her current assignment. Ruth also serves as a Data Coordinator at the building level and uses her expertise to guide the teachers in making data-informed decisions. She is a member of the Building and District Leadership Teams.</td>
<td>Mrs. Frasure was selected as an Implementation Team member because of her willingness to lead and her technology skills. She is a member of the Building and District Leadership Teams and is well-versed in the current status of student performance, the science-base for improving student performance, and her commitment to the plan for increasing performance levels. Amanda has a great deal of technology skills. She has trained in PD360, Progress Book, Thinkgate, FIP, and i-Ready to help facilitate those programs at the building level.</td>
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