

Budget

Portsmouth City (044669) - Scioto County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (89)

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	54,200.00	0.00	252,750.00	0.00	306,950.00
Support Services		20,090.00	3,516.00	0.00	0.00	0.00	0.00	23,606.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
<b>Total</b>		20,090.00	3,516.00	54,200.00	0.00	252,750.00	0.00	330,556.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-330,556.00

Application

Portsmouth City (044669) - Scioto County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (89)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Closing the Southern Ohio Achievement Gap

2. Project Tweet: Please limit your responses to 140 characters.  
Southern Ohio Breaks Reading Barriers

*This is an ultra-concise introduction to the project.*

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

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

Grant Year				
Pre-K Special Education	K	180	169	163
157	128	138	109	134
4	5	6	7	8
9	10	11	12	

Year 1				
Pre-K Special Education	K	1	180	169
163	157	128	138	109
4	5	6	7	8
9	10	11	12	

Year 2				
Pre-K Special Education	K	1	2	180
169	157	128	138	109
4	5	6	7	8
9	10	11	12	

Year 3				
Pre-K Special Education	K	1	2	3
180	169	163	157	128
4	5	6	7	8
9	10	11	12	

Year 4				
Pre-K Special Education	K	1	2	3
4	180	169	163	157
5	6	7	8	
9	10	11	12	

Year 5				
Pre-K Special Education	K	1	2	3
4	5	180	169	163
6	7	8		

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

*This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.*

Over the life of this project, potentially every student in Portsmouth City School District will be impacted by the additional resources provided in the awarding of the Straight A Grant. With a proven, data driven resource, additional one to one technology, our students will have resources available which have been sorely lacking for years. Due to the economic hardships of the area, the lack of industry, funding cuts, and the e-Rate situation for those districts previously served by SCOCA, we have been unable to provide some of the resources and technology for our students. Should we be awarded funds, in a single year we will be able to put technology in the hands of students in grades 2-8 that will be used for the grant purposes, but will also be an invaluable asset in all curricular areas. The impact will be seen in giving the students a much stronger fundamental base in reading, allowing them to progress and achieve in areas which have been a struggle for our district.

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

First and last name of contact for lead applicant  
Doug Poage

Organizational name of lead applicant  
Portsmouth City School District

Address of lead applicant  
724 Findlay St

Phone Number of lead applicant  
740-354-5663

Email Address of lead applicant  
doug.poage@portsmouthtrojans.net

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

6. Are you submitting your application as a consortium? - Select one checkbox below

Yes

No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

## **B) PROJECT DESCRIPTION - Overall description of project and alignment with goals**

8. Describe the innovative project: - Provide the following information

*The response should provide a clear and concise description of the project and its major components. The following questions will address specific outcomes and measures of success.*

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

Historically, we have performed poorly overall in the area of Reading, especially at our elementary level. The issue is exacerbated when taking into account that as a district, we have 28% identified as students with disabilities. In attempting to address the problem, there have been many potential solutions explored, but these have produced a splintered environment yielding fragmented data. Very little common data analysis has taken place, and strategies are as varying as the teacher utilizing them. Although there are legitimate issues plaguing our students, the lack of consistency could be seen as yet another hurdle we have inadvertently created. To put it bluntly some student achievement, as with many districts, was a result of which teacher was delivering the instruction.

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

In attempting to solve the problem, we are streamlining the process, making additional technology accessible to students, and shedding

previously unsuccessful attempts to address the issue. As our DLT delved further into the Reading data, the discussion centered around the fact that we cannot hide from our faults. What we are doing simply is not achieving the goals we set forth, which led to further discussions regarding possible solutions, and the request for i-Ready was made. In moving each teacher and classroom in grades K-8 to i-Ready, the rigorous i-Ready diagnostic would be at everyone's disposal, and the resulting recommendations would be implemented. There would be individualized instruction in a group setting. Teachers would all be using common assessments, a common approach to the curriculum, and they would have common, meaningful data to enhance student results. Teacher Based Teams (TBT) would examine student data with a streamlined approach. Grade level meetings would offer relevant, meaningful data and teachers would be able to offer more guidance as to what works for them in helping students who struggle. Shared instructional strategies for particular lessons or areas would be more meaningful because of the pinpoint data and common approach i-Ready would bring the district. A potential obstacle to the use of i-Ready is access to technology. While units have been replaced intermittently, the average age of the desktop computers in teacher classrooms is nearly 10 years old. It is the desire to put one to one technology in the hands of students in grades 2-8 with the addition of 1,200 Chromebooks purchased from the funds awarded under this grant. Not only would the Chromebooks be vital in the use of the i-Ready program, they would move the Portsmouth City School District forward in allowing us to access digital, updated texts. Also, under the concept of the grant, the Chromebooks would move from grade to grade with the students, while adding in new units at the 2nd grade level every year, so that eventually our high school students would reap the same technological benefits as our lower level students.

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 process. - (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 outcome of the grant is that we increase Reading proficiency with all of our students grades K-8. The attached Reading Readiness Table serves as an example of the current state of our students as we get them. Clearly, despite the best efforts, numerous initiatives, and many programs, we are still coming up short. Not only does this impact the students at their current grade level, but with nearly 28% of our student population being identified as a student with a disability (and 94% economically disadvantaged), it plagues them throughout their academic careers. It is the desire that with a more streamlined approach with meaningful, common data, we can meet the student needs before there is a need for additional services. If we are able to better address the need at a primary level, then we may not need intervention and remedial services as the student moves through the system.

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.*

To be successful and impactful, educators will use i-Ready diagnostic to diagnose student needs at the sub-skill level and prescribe proven instructional resources for each student. In examining the data, they will be able to: identify grades, classes, and students at risk of falling behind; determine where additional resources are needed and for which groups; organize differentiated small group instruction and identify appropriate instructional resources for each group; track student growth over time, ensuring all students are making progress towards long-term academic success. Educators will use the information from the i-Ready diagnostic assessment to determine strategies and lessons that will be most beneficial. I-Ready will provide a path of lessons for the students so that the specific needs are addressed. The data received from the diagnostic will help teachers understand where the students' gaps are so they can provide timely interventions to help keep students on track.

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

Teamwork, goals and the selective and judicious use of data are key components that will show results and improvement (Schmoker, 1999). Our teachers will meet regularly with a focus on working with the data to determine what the students' strengths and weaknesses are. Teachers will review the data and talk together to determine what strategies will work best with the students in addressing their specific needs. Success with utilizing this program will depend on the interdependency between collaboration among the grade levels and their goals for the students. Focused, supportive teams are essential in working towards school improvement. In this district we have a very high rate of poverty and a high number of students with special needs, 94.6% and 28% respectively. Poverty affects virtually all aspects of a student's life. Impoverishment will limit access to material resources and opportunities for students. Students of a similar ability may enter school with differences in their readiness due to their social backgrounds. Children of parents with higher educational levels generally have been read to more frequently, have more books in the home, may have already learned how to use computers, and have different patterns of interactive reading and conversation than children of parents with less education and fewer resources. Living in poverty can detrimentally influence the physical, emotional, and psychological well-being of students (Burney & Beilke, 2008). The i-Ready program lends itself very well to Response to Intervention (RTI). RTI is a multi-level approach that is often used in classrooms to help identify students who may be struggling so that interventions can be provided so they can be successful. There are three tiers for RTI. Tier 1 is general education that is provided for all students. This instruction must follow Common Core standards. The students in Tier 1 are those who are at or above grade level. Tier 2 in RTI is targeted instruction that is provided to students, usually in small groups in the classroom setting. These students may be one level below grade level and need some small group interventions to be on track with their peers. Students who do not see success in this Tier are moved to Tier 3. Tier 3 is a more intensive intervention that is done usually on a one-on-one basis. The students in this Tier are more than one level below grade level and need intensive support to be successful. With these issues in mind, it is critical students receive the instruction and interventions they need in order to be successful and college and career ready. It is up to the school and teacher to see their needs are met. This is also true for those students who are on track in their learning. These students need to be challenged and provided enrichment so they do not become bored or complacent in their learning. The i-Ready program will also fit their needs as the diagnostic assessment can show how far they have grown in their learning and will provide a learning path designed to challenge them and keep them learning. I-Ready is adaptive to learners at all levels of development. Having access to a viable curriculum will have the most impact on student achievement (Marzano, 2003). A viable curriculum is a combination of giving students the opportunity to learn along with the time to learn. Even when highly structured textbooks are being used as a base for the curriculum, teachers commonly make independent and personal decisions about what should be covered and to what extent. This practice commonly leads to holes in the students' learning. Having a diagnostic assessment, such as i-Ready, that will show teachers where the

gaps are will be highly beneficial in providing the instruction the students need. If students do not have the opportunity to learn the content that is expected of them or the time to learn, there is little chance they will (Marzano, 2003).

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

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

The most critical place for reviewing the assessment results from i-Ready will be in the classrooms. The teachers will monitor their students and will be expected to share at their weekly TBT meetings how their students are progressing. Data will be compiled in grade level notebooks, and adjustments to rosters will take place as the data dictates. The teachers have a common set of standards, are on the same schedule, and meet regularly. This time to collaborate and work together will help the school be much more successful in educating the students. The long range goal is that we lower our number of students with disabilities by providing them early intervention. In addition, our results on standardized assessment will rise to the proficient level at all tested grade levels.

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

The initial data garnered from i-Ready, in conjunction with our previous year's results, will serve as our baseline data. From there, we will have quarterly assessment results along with continual i-Ready data to monitor our students progress. As the program becomes fully implemented, over time, we can gauge the impact it is having on students with disabilities by tracking the number of initial referrals for services through the IAT process and the overall reduction of percentage of students identified.

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

If the assumptions prove to be false and our intended outcomes are not realized, we will utilize the Building Leadership Teams (BLTs) to review the process and see specifically where we are not being productive and work to revise the process so that we can help our students achieve at higher levels. Each Teacher Based Team (TBT) will also review their analysis procedures to determine if they are effectively using the data to drive their instruction. The District Leadership Team (DLT) will also be employed to review any professional development needs that may be necessary so that our teachers can provide effective instruction to our students. After review by the DLT, the district will determine if any further training is needed so that effective analysis of the data gathered from iReady is completed in order to provide specific instruction on sub-skills needed for students to master the content standards. The BLT and DLT Teams will oversee any professional development they see as beneficial in helping staff incorporate strategies and/or interventions and enrichments necessary for students to master the Ohio Content Standards.

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. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

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.**

330,556.00 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.*

The purchase of the i-Ready will account for \$54,200 of the project budget. Obviously, the bulk of the funds will be spent on bringing our technology current at the primary level. The \$252,750 requested for the purchase of 1,200 Chromebooks will not only allow our students to be fully integrated into the i-Ready curriculum, but it will also allow them to have access with up to date texts, learn how to utilize technology at an early age, and will allow students the advantages of personal technology. With a district of 94% economically disadvantaged, the hardships of asking our students to have their own laptop or Chromebook is evident; it simply isn't feasible. Allowing them to have their personal device will impact our students as they progress through the educational careers. In the immediate future, students will utilize the Chromebook for i-Ready, but it will not be restricted to that. As they progress, they will be using the same Chromebook to record their Chemistry experiments, write papers for their CC+ English papers, and experience the advantages of students in other districts. It should be mentioned that in the subsequent years, the district will purchase 100-150 additional Chromebooks each year, and we will be moving our district forward so that each student in grades 2-12 have their individual Chromebook. For this to happen and allow our students to experience the advantages this offers, the grant is the key in making the large initial purchase. With the addition of 1,200 Chromebooks, the district will be adding an assistant to our technology coordinator to assist in maintenance. After the initial grant year, the district will absorb this cost to aid in the sustainability.

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.

23,606.00 a. Sustainability Year 1

24,568.00 b. Sustainability Year 2

25,551.00 c. Sustainability Year 3

26,524.00 d. Sustainability Year 4

27,498.00 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.*

The sustainability of the project is met by shedding programs, software, and replacing it with i-Ready. Nearly dollar for dollar, the expenses associated with i-Ready are identical to the district's expenditure with current programs. As of this date, we are spending \$40,120 in various programs that will be replaced with the addition of i-Ready. The initial purchase price includes professional development and other materials which will be scaled back once implementation is complete. Once the program is purchased, the yearly renewal is \$40,700. With a difference of \$580, the cost of the program is sustainable in future years. Furthermore, the district hopes that there will be long range savings by eliminating additional intervention tutors who have been hired to aid in remediation will assume the cost of the assistant to the technology coordinator.

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

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

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

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

While in the immediate future there is a small cost savings, as the FIT shows, in the long run there will be a substantial cost savings in that if we are able to target student needs early, aid their struggles at the primary level, we will not be playing "catch up" with additional intervention for tutors and other mechanisms to attempt to bring the student up to a proficient level.

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

*Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table*

*Note: the responses to questions 16 and 18 must total 100%*

19. Please explain the source of these reallocated funds.

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

In the fund reallocation, we are simply using funds which are currently going to various district improvement initiatives and using them to fund the i-Ready sustainable costs. Rather than attempt many different approaches to the reading issue we have, it was decided by our DLT that an ODE approved program could help in our efforts.

**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 Team Key Personnel information by clicking the link below:

[Add Implementation Team](#)

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

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

#### 21. Planning

a. Date Range August, 2016-September 2016

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

Training of staff in utilization of the i-Ready product Training of staff in utilization of Chromebooks August-September, 2016 - Benchmark I, diagnostic assessment completed End of 1st Nine Weeks - Benchmark II End of 2nd Nine Weeks - Benchmark III End of 3rd Nine Weeks - Benchmark IV Weekly TBT meetings will be used to analyze data received from the diagnostic assessments as well as the continuing student progress in lessons within the program. Monthly BLT meetings will be used to analyze data received from the TBTs to ensure the data is being evaluated with fidelity and used to provide specific interventions and/or enrichments to the students. The DLT will oversee the implementation and offer any support needed to help students achieve to the best of their abilities. This timeline will be used each year of implementation with the exception of the initial training on the use of the product.

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

a. Date Range August - September, 2016

b. Scope of activities - include all specific completion benchmarks

Initial training of staff in utilization of iReady and Chromebooks will be done so that all are familiar with the items and how to use them. Staff have been trained and will continue to work on mastering their skills in data analysis through the TBT meetings.

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

a. Date Range 2017-2020

b. Scope of activities - include all specific completion benchmarks

The program outcomes will be communicated beginning with year one of the grant. The data will continuously be shared, evaluated, and adjustments to practices will be data driven by the results of implementation. The evaluation of the success of the implementation be done over the first three years. We will monitor the number of students who are showing growth, as well as the number who may have been referred for intervention but were aided by delving further into classroom practices demonstrated by the data to meet the student needs to avoid the need for remediation.

### 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:

Making this change in our instructional process is critical to the achievement of our students. The use of i-Ready and Chromebooks in the classrooms will give the teachers a focus and specific feedback from the data that will drive their instruction. The analysis of the data will be done not only in the classroom, but also in the TBT meetings. This will bring the teams together to work towards a common goal. Having specific feedback from their analysis gives the staff the opportunity and challenge to discuss strategies to utilize within their classrooms that will help our students succeed. Making this change in our process will also work towards bringing our buildings together. i-Ready and Chromebooks will be utilized in all three buildings. This will give us a commonality that we have not had up to this point. Not only will this help us with consistency for our students, but also for our staff. Collaboration can be done with staff in other buildings on instructional approaches and what others have used to help students achieve. Removing the other products the district has used and making the focus on one product and the data derived from that will help move this district forward towards a common goal of focusing on increasing student achievement.

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:

Dana Pollock 724 Findlay St Portsmouth, OH 45662 740-354-5663

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.*

In removing all splintered programs that are sometimes not used effectively and moving to a singular approach with i-Ready, we have single, reliable, consistent source of student data. Evaluating the effectiveness of this innovative approach will be done first within the classroom. Staff will monitor the student data as they move through the learning path on iReady. This learning path along with classroom instruction on the gaps in sub-skills will be discussed in TBT meetings each week. The TBTs will evaluate the impact this process is having on student achievement. If there is growth, we will continue along this path towards mastery of the standards. If the growth is limited or non-existent, the team will collaborate on strategies to use with the student(s). The Response to Intervention (RTI) team will be brought in on an as needed basis for students who may need additional support outside the TBT. Each quarter a diagnostic assessment will be given to all students and that data brought to TBT and BLT teams in a spreadsheet format. The students' progress in mastering the standards will be discussed and any changes to instructional strategies will be the focus of these meetings. This will provide a consistent curriculum across classrooms and buildings. Having access to a viable curriculum will have the most impact on student achievement (Marzano, 2003). A viable curriculum is a combination of giving students the opportunity to learn along with the time to learn. Even when highly structured textbooks are being used as a base for the curriculum, teachers commonly make independent and personal decision about what should be covered and to what extent. This practice commonly leads to holes in the students' learning. Having a diagnostic assessment, such as i-Ready, that will show teachers where the gaps are will be highly beneficial in providing the instruction the students need. If students do not have the opportunity to learn the content that is expected of them or the time to learn, there is little chance they will (Marzano, 2003). In order to help in monitoring the effectiveness of this process, the teams will set goals based on the diagnostic and classroom data. Working together in collaborative settings will give staff the necessary tools to help their students succeed.

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.

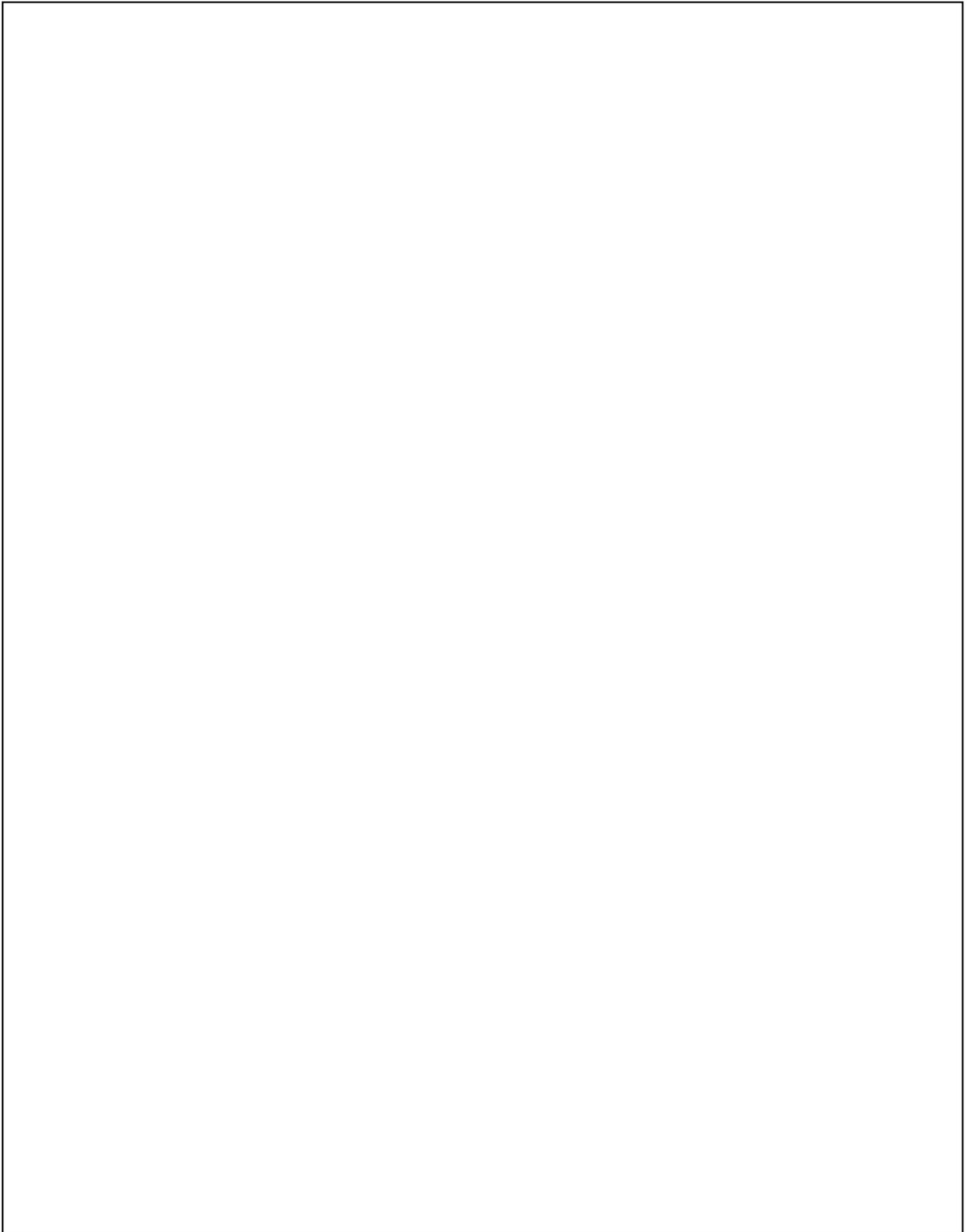
*The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other 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.*

The innovation of utilizing the i-Ready product along with Chromebooks with our students and analyzing the data from iReady is expected to be successful in helping students achieve at higher levels. We will focus on reading and math with this implementation and once we see success from this, we will incorporate the higher grades in using the Chromebooks to help students master the academic standards. As students progress to the next grade level, they will take the Chromebooks with them. At the end of the school year, the Chromebooks will be returned to the school and they will be returned to the students at the beginning of the next school year. The tech department will use the summer to install any updates to the Chromebooks so they will be ready for the next school year. The district will purchase a new set of devices for the next 2nd grade class each year. The students moving into the high school will be able to use the devices as long as they remain with the district at the high school level. This innovation can be replicated in any school district. The DLT and BLT team members would be available to discuss the process incorporated in the district with any other district that may wish to replicate this process with their staff and students. This solution developed by the DLT team could prove to be very beneficial to other districts that may be struggling with academic achievement and consistency among grade levels and buildings. As the district moves through implementation in the first year, notes will be taken on both positives and negatives so that this information can be shared with others and so that the district can learn from any negatives that may occur. The 2nd year of implementation will be smoother if we can learn from any mistakes that may be made and reinforce the strengths we may find.

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).

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Consortium

Portsmouth City (044669) - Scioto County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

### Consortium Contacts

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

## Partnerships

Portsmouth City (044669) - Scioto County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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### Partnerships

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

Implementation Team

Portsmouth City (044669) - Scioto County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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**Implementation Team**

<b>First Name</b>	<b>Last Name</b>	<b>Title</b>	<b>Responsibilities</b>	<b>Qualifications</b>	<b>Prior Relevant Experience</b>	<b>Education</b>	<b>% FTE on Project</b>	<b>Delete Contact</b>
Beth	Born	Principal	Member of BLT, DLT, daily operations of the K-6 building, data evaluation	12 years as elementary intervention specialist K-12 intervention specialist license PreK-12 Principal License	12 years as intervention specialist, data analysis	BA in Business Administration M. Ed Specializing in Education Leadership	30	
Charles	Kemp	Director of Special Education	Mr. Kemp will help with implementaion fo grant components with the special education staff Work with the grant to insure compliance and will review data from student progress	Elementary Principal Supervision of special education for 8 years	Oversaw implementation of the Ohio Reading First Grant as the building administrator, DLT/BLT member to review student data and progress Ensures Special Education compliance for the district	B. S. Elementary Education M.A. Educational Administration Ed. D Curriculum and Instruction	20	
Dana	Pollock	Principal/Central Office Data Specialist	Ms. Pollock will be responsible for setting up the program, will be responsible for arranging the professional development and act as the liason to the ODE approved vendor.	Member of district DLT, BLT, K-8 Teaching License PS-12 Principal License BS in Mathematics MS in Curriculum and Instruction Ed. D in Curriculum and Teaching	8 years of teaching experience in an elementary setting, 7 years as elementary principal. Extensive work on Teacher Based Teams, Building Leadership Teams, District Leadership Team, as well as Ohio Improvement Process. Data analysis fo the district	BS in Mathematics MS in Curriculum and Instruction Ed. D in Curriculum and Teaching	50	