

Budget

Toledo SMART Elementary School (014864) - Lucas County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (71)

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		4,000.00	625.00	0.00	1,400.00	64,875.00	0.00	70,900.00
Support Services		0.00	0.00	7,000.00	0.00	0.00	0.00	7,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	1,000.00	0.00	0.00	0.00	1,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	2,500.00	0.00	0.00	0.00	2,500.00
Indirect Cost							0.00	0.00
<b>Total</b>		4,000.00	625.00	10,500.00	1,400.00	64,875.00	0.00	81,400.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-81,400.00

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Full STREAM Ahead!

2. Project Tweet: Please limit your responses to 140 characters.  
Toledo Smart Bilingual Elementary is Full STREAM Ahead to success!

*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				
0 Pre-K Special Education	30 K	35 1	20 2	18 3
18 4	0 5	0 6	0 7	0 8
0 9	0 10	0 11	0 12	

Year 1				
0 Pre-K Special Education	30 K	35 1	20 2	20 3
20 4	20 5	0 6	0 7	0 8
0 9	0 10	0 11	0 12	

Year 2				
0 Pre-K Special Education	30 K	35 1	20 2	20 3
20 4	20 5	6	7	8
9	10	11	12	

Year 3				
0 Pre-K Special Education	30 K	35 1	20 2	20 3
20 4	20 5	0 6	0 7	0 8
0 9	0 10	0 11	0 12	

Year 4				
0 Pre-K Special Education	39 K	35 1	20 2	20 3
20 4	20 5	0 6	0 7	0 8
0 9	0 10	0 11	0 12	

Year 5				
0 Pre-K Special Education	30 K	35 1	20 2	20 3
20 4	20 5	0 6	0 7	0 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.*

The PBS Learning Media content replicable to any school in Ohio and beyond as it is a free national digital platform designed for teachers. They currently have over 1.5 million subscribers for content, making the model potentially replicable by all subscribers. The created content will be shared via the Edmodo platform. In order to make the STEM content replicable to other districts, we will share Edmodo access via the Montgomery County Curriculum Directors listserv to all districts on the subscription.

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

First and last name of contact for lead applicant  
Genesis Henderson

Organizational name of lead applicant  
Toledo SMART Bilingual Elementary

Address of lead applicant  
1850 Airport Highway Toledo, Ohio 43609

Phone Number of lead applicant  
419.214.3290

Email Address of lead applicant  
Gen@mangen1.com

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

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

Yes

No

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

[Add Consortium Members](#)

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

Yes

No

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

[Add Partnering Members](#)

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

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

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

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

The primary goal of the Full STREAM Ahead initiative is to increase student achievement in literacy for all students in grades K-5. This will be realized via 1:1 laptop devices, engaging multimedia content and tools to increase access and support of parents from monolingual Spanish homes. Primary Outcome for grades K-5: After one year of implementation, reduce the percent of K-5 students who are performing below grade level in reading to less than 40%. After continued implementation for the span of five years, we will see a reduction of students performing below grade level in reading to 20%. Secondary Outcomes: a. Students in grades 2-5 will develop science competency that includes problem solving, the engineering design process, and math applications needed for 21st century learners. The school will add a STEAM club to their after school offerings. This will allow students to develop an understanding of the role art has in the design process.

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

It is our hope to address the foundational reading gap in early years (grades k, 1) and develop 21st century competency for students in grades 2-5 by infusing their educational day with problem based experiences, STEM lessons and culminating activities supported through our partner at the University of Toledo. We will develop early literacy skills in our K, 1 students through access to quality engaging and

interactive literacy lessons that support development of foundational reading skills that are accessible anytime through a 1:1 device model. This will support struggling readers and their parents who currently lack the reading and/or language skills to provide that support at home. One example of this content is available via PBS Learning Media entitled REACH (Reading Expands all children's horizons). The content is free and web based so accessible anytime and anywhere. This will increase parent engagement in the educational process and provide meaningful self-paced learning opportunities to students. We can address our second goal of instilling 21st century skills and confidence/competence in STEM activities through continuing the 1:1 model to our remaining grades (2-5) in the grant year and expanding our current partnership with the University of Toledo. We will be adding grade 5 to our building and the program in year 1 of the grant. Many of our students will be the first in their family to attend college. It is our commitment to expose them to the promise of a college education early on and continue to build their confidence that they can access higher education. To this end, we collaborate with Jose Trevino at the University of Toledo College of Pharmacy and Pharmaceutical Sciences to provide students experiences on campus which include touring the campus and sitting in classrooms so they can begin to see this as their future reality. While these experiences alone are beneficial we will infuse STEM activities and interactions with our university partner throughout the school year for students. Teachers and district curriculum specialist, with the University of Toledo we will develop STEM based "problems" and resources for each grade level of students (2-5). Students will access learning modules through online platforms (PBS Learning Media and original content housed at Edmodo) that are multimedia and provide research on the topic. Students will use the engineering design process to develop proposed solutions to the problem and culminating activity at the University to present their solutions to Jose and his team. In addition to instilling math, science, and research skills to students in grades 2-5, these opportunities to engage in meaningful informational text reading, will further develop the necessary "read to learn" skills that are necessary for meaningful application of textual content. " Informational text differs in structure and purpose from fiction and requires different sorts of knowledge about reading and comprehension skills that are unique to the genre. This is critical knowledge for all students as it is considered the key to success in later schooling where the focus shifts from learning to read to reading to learn" (Duke and Bennett-Armistead; New York: Scholastic, 2003. ) We will take this to the next level with our after-school STEAM club where students will explore the connection art has to the engineering design process. Students will be introduced to beginning coding skills where they will complete hands-on projects and utilize their devices to access PBS Learning Media modules that include coding content from Zoom, Cyberchase, SciGirls, and Nova.

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 primary goal of the Full STREAM Ahead initiative is to increase student achievement in literacy for all students in grades K-5. This will be realized via 1:1 laptop devices, engaging multimedia content and tools to increase access and support of parents from monolingual Spanish homes. Primary Outcome for grades K-5: After one year of implementation, reduce the percent of K-5 students who are performing below grade level in reading to less than 40% . After continued implementation for the span of five years, we will see a reduction of students performing below grade level in reading to 20 %. Secondary Outcomes: a. Students in grades 2-5 will develop science competency that includes problem solving, the engineering design process, and math applications needed for 21st century learners. b. The school will add a STEAM club to their after school offerings. This will allow students to develop an understanding of the role Art has in the design process.

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.*

Full STREAM Ahead's essential programmatic elements will result in increased reading achievement for all students in grades K-5. 1. Engaging in during school and after school self-paced literacy content at grades k and 1 will enhance foundational reading skills needed for early literacy success. 2. Students in grades 2-5 will be in 1:1 classrooms with engaging in high-quality, inquiry-based applications of science and math skills through informational text that they "read to learn" . 3. The addition of culminating projects with the University of Toledo will lead to a better understanding that: a) Science and Math have applications to real life. b) Reading ability impacts all other academic pursuits c) Higher education is possible and desirable for everyone, regardless of personal or family history. d) Including a 1:1 instructional model will address the socio-economic digital divide and equip 21st century learners.

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

According to the Hanover Research Council's research entitled The Effectiveness of One-to-One Laptop Initiatives in Increasing Student Achievement, "After three years of 1:1 implementation there was evidence that student achievement had been positively enhanced through the types of educational access and opportunities afforded by the 1:1" educational program. In addition to the benefits of 1:1 educational approaches, our student-centered approach will allow for access for students at various level of readiness and will address the disparity in the classroom. "Similar to the scaffolding used in construction to support workers as they work on a specific task, instructional scaffolds are temporary support structures faculty put in place to assist students in accomplishing new tasks and concepts they could not typically achieve on their own." (Larkin, 2002) Utilizing the scaffolded model in combination to exposure to rich and engaging content assists students' development of skills to connect with, understand, and obtain meaning from text, which leads to increased performance on reading comprehension assessments. Additionally, "the supportive and challenging learning experiences gained from carefully planned scaffolded learning, instructors can help students become lifelong, independent learners" (Larkin, 2002) which is the ultimate goal of all educational endeavors. This model for early literacy intervention has been piloted and netted positive results. A district in the Dayton area developed a similar project for a 21st Century grant. Out of that project, came the REACH content. It has proven successful in meeting the early literacy needs of that consortium. We look to replicate their success with similar needs and use the model to engage Spanish-speaking families. The content itself has research support. We will utilize the previously developed content and research validated classroom-ready multimedia content from PBS Learning such as REACH, STEM in 30, Scratch Jr, Building Big, ZOOM, and STEM Alive. PBS content has been shown to have "significant positive impacts" on student learning (PBS: Learn More: The Impact of America's Largest Classroom on Learning, 2015.)

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).*

Full STREAM Ahead will use the following indicators to measure the impact of the initiative in regards to increased student achievement in reading. 1. A reduction in the number of students in grades K -5 who are performing below grade level in reading to less than 40% by the end of year 1. 2. A reduction in the number of students in grades K-5 who are performing below grade level in reading to less than 25% by the end of year 5. Full STREAM Ahead will utilize the following indicators to measure the impact of the initiative in regards to the secondary outcome of increased achievement in science : 3. A reduction in the number of students in grades 2-5 who are performing below grade level in science to less than 40% by the end of year 1. 4. A reduction in the number of students in grades 2-5 who are performing below grade level in science to less than 25% by the end of year 5.

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

Toledo SMART Bilingual Academy will utilize NWEA and DRA assessments as the baseline and progress monitoring data points in determining students who are performing below grade level in reading. This data will be used to evaluate indicators 1 and 2. . Toledo SMART will also use NWEA data to establish a baseline and ongoing comparison monitoring the number of students who are performing below grade level in science to evaluate indicators 3 and 4.

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

Assumption 1: Students will engage in the quality multimedia modules. In the event that student engagement is not realized, we will take the following steps to address: We will first determine why students are not utilizing the content and identify barriers. Once these are categorized: if determined to be an access issue for home users we will utilize hot spot promotion and development plans, if it is determined to be lack of preparedness or appropriate challenge for students the teacher will differentiate to meet individual needs, if teachers making meaningful connections in the classroom is the root, we will utilized professional development and coaching in the classroom to assist the teacher. Assumption 2: quality online modules will increase the engagement of K-1 parents in participating in home support First, we will gather feedback to determine reasons for lack of engagement. If it is access, we will address as above. If technology use, comfort or proficiency, we will address via parent training sessions and home visits. Assumption 3: Implementing the 1:1 model will lead to classrooms that are student-centered and focused. If this is not realized, we will use the following strategies. First is the completion of classroom visits and walkthroughs to collect data. If the teacher is lacking technology proficiency or comfort, we will provide additional support via the district Google educator. If the teachers are not utilizing student- centered methods, we will provide additional professional development to the staff.

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.*

81,400.00 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.*

Instruction Salaries: \$ 4,000.00 Instruction Benefits: \$ 625.00 We plan to provide stipends to our teachers who are implementing the program at the school. The work involved is developing the content for the assigned problem for each grade level. This is an annual stipend, to be paid at the end of the full school year, as it is in addition to their teacher contract. Instruction Supplies: \$ 1,400.00 We will be purchasing four STEAM Student Kits. One for each grade 2-5. These instructor led activities are ideal for classrooms. We will also be purchasing one Gizmos and Gadgets set from littleBits, which will support activities in the after school STEAM club. Instruction Capital Outlay: \$ 64,875.00 We will be purchasing Dell Chromebooks for the 1:1 initiative. Students will be able to use their school assigned Chromebooks at school, as well as off-site in evenings and on weekends. Parents will sign a waiver for checking out the school equipment and will accept responsibility for any and all replacement costs of the technology while not at school. The Chromebook will also have a 5 year warranty, which will assist the school with sustainability of this project. Support / Purchased Services: \$ 7,000.00 This line item will support the costs of the visits to the University of Toledo for campus tours, presentations of final projects and mentorship from UT faculty. Additionally, this will support the costs of our partnership with UT in the development of problem solving content in the summer prior to Year 1 Implementation. Professional Development / Purchased Services: \$ 1,000.00 We will allocate \$1k to training the school level teams and classroom teachers in STREAM. Transportation / Purchased Services: \$ 2,500 We will hire buses for transportation to and from the University of Toledo for the implementation of the on-site visits. We plan for 3 trips during the school year.

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.

0.00 a. Sustainability Year 1

1,000.00 b. Sustainability Year 2

1,000.00 c. Sustainability Year 3

1,000.00 d. Sustainability Year 4

1,000.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

*Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.*

This grant was written with sustainability in mind. Other than on-going professional development costs, there are few additional expenses need to sustain programming. There will no on-going equipment costs, as there is a 5 year warranty on all devices that will be purchased. Additionally, we have no additional staffing costs associated with the project.

11.00 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.*

We will realize a reduction of spending in the amount of \$37,500 in salaries and \$5,795.00 in benefits for summer school services that will no longer be needed as the student achievement increases, as well as a savings for the intervention specialist costs for intervention and remediation.

89.00 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.*

The successful funding of this project will provide reallocated costs in the amount of \$40,000 split between FY18 and FY19. With the grant providing the Chromebooks for the project, the school is able to reallocate the funds set aside in the Five Year forecast for additional devices to support the learning applications that will be acquired through the STREAM project and will support the after school STEAM club activities.

#### **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 June 2016-August 2017

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

June 2016 or as soon as award notification made, Superintendent will announce Full STREAM Ahead awarded. June 2016- July 2016 project launch July 2016-August 2016 project design members meet to begin development of content August 2016-January 2017 continued development of curriculum components and project development February 2017- Assess interest and value of developed content via stakeholder input. Adjust as needed. January 2017-February 2017 device assessment- technology department members make final recommendations for device March 2017 order is placed for technology February 2017-June 2017 continued development of content. June 2017 professional development is provided to staff on use of technology in the 1:1 design August 2017 professional development to staff in curriculum content and modules August 2017 project unveiling open house

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

a. Date Range August 2017-May 2018

b. Scope of activities - include all specific completion benchmarks

August 2017 K-1 parent meeting. Introduce technology, and reading application August 2017 2-5 parent meeting introduce technology and science content and program model September 2017 baseline assessment conducted K-5 September 2017 implementation team meeting September 2017 Parent and student technology PD September 2017-October 2017 parent responsibility forms and technology assignment October 2017 parent conferences held. Teachers share student needs and content for K-1. Students in grades 2-5 begin their STEM Projects November 2017 parent meeting for afterschool STEAM club. Begin weekly meetings August 2017 K-1 parent meeting. Introduce technology, and reading application August 2017 2-5 parent meeting introduce technology and science content and program model September 2017 baseline assessment conducted K-5 September 2017 implementation team meeting September 2017 Parent and student technology PD September 2017-October 2017 parent responsibility forms and technology assignment October 2017 parent conferences held. Teachers share student needs and content for K-1. Students in grades 2-5 begin their STEM Projects October 2017 College orientation visit November 2017 parent meeting for afterschool STEAM club. Begin weekly meetings November 2017 implementation team meeting to evaluate roll out and successes/challenges. Team will meet again in January, March, and May for program evaluation. May 2018 program evaluation or year 1.

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

a. Date Range June 2018-June 2022

b. Scope of activities - include all specific completion benchmarks

June of 2018, 2019, 2020, 2021, 2022 technology is updated, and maintained. August 2018, 2019, 2020, 2021, 2022 staff professional development. This will include current staff training on any adjustments in programming base on feedback and best practices. This will also allow for staff induction and training of new staff. September 2018, 2019, 2020, 2021, 2022 Annual parent meetings. Report out on program success, discuss any changes to programming. October -May (2018, 2019, 2020, 2021, 2022) continued implementation October 2018, 2019, 2020, 2021, 2022 college experience visit at the University of Toledo May 2018, 2019, 2020, 2021, 2022 culminating field trip to the University of Toledo June 2018, 2019, 2020, 2021, 2022 Program evaluation with the support of University of Toledo August 2018-2022 continued professional development of staff and new families who join the school.

### 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:

We anticipate Full STREAM Ahead making a radical change to the learning process in all grades (K-5) in our school. Programming will change the school experience to a inquiry-based and student-centered approach and increase student and parent engagement both at school and at home. Instructional implications for teachers: Teachers will benefit from project specific and blended learning professional development that will result in improved lesson delivery in classrooms. Teachers will design and deliver student-centered lessons that are embedded with 21st century skills and access to engaging, multimedia content that comes alive for students. The blended capability will increase the capacity for school/family communication that will support instruction. Teacher's role will be redefined as they will no longer be the expert on the stage or holder of knowledge but the facilitator of a student led exploration. Instructional implications for students: Students will drive their learning in the engaging student-centered environment with an opportunity to see real life application in the problem-based learning scenarios. Perhaps most significant to students will be the increased literacy confidence and achievement. Research show children who have not transitioned to the ability to "read to learn" as opposed to learning to read at an academic disadvantage for their remaining school career and adult lives (New York: Scholastic, 2003). The 1:1 device model is embedding necessary 21st Century skills into the daily experience of students. Implications to parents: Parents will view their role as educational partner differently and take an active role in out of school learning. Once equipped with device and module training, digital citizenship guidelines, and school support/communication, parents of all linguistic backgrounds will become active partners in leaning.

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:

Susan Szalkowski University of Toledo 2801 W Bancroft St, Toledo, OH 43606 (800) 586-5336

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.*

The evaluation plan includes a mixed-method approach of analyzing qualitative and quantitative data that will include parent surveys, classroom walkthroughs, teacher lesson plans, student science performance as measured by NWEA data, student reading achievement as measured by DRA (K-3) and NEWA (K-5) assessments. We will compile these data points three times per year for the instructional team to analyze and make any needed changes, and annually to evaluate program success by indicator. Our primary goal of increased reading achievement will be measured using the DRA (Developmental Reading Assessment) in grades K-3 and NWEA assessments in K-5. Baseline data will be collected via universal screening by September 30 of each project year. This data will be evaluated through progress monitoring at middle of year test administration window and benchmarks evaluated at the end of the year. Annual program growth toward project goal of reduced numbers of students performing below grade level in reading to below 20% by the end of the grant cycle. Our secondary goal of increase in science achievement will be measured using the NWEA assessments in 2-5. Baseline data will be collected via universal screening by September 30 of each project year. This data will be evaluated through progress monitoring at middle of year test administration window and benchmarks evaluated at the end of the year. Annual program growth toward project goal of reduced numbers of students performing below grade level in reading to below 25% by the end of the grant cycle.

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.*

Full STREAM Ahead is replicable, expandable, and could be scaled-up by any school nationally as all content will be available without cost and housed in either the PBS Learning Media platform that is estimated to be already in use in over one-third of US classrooms or our created Edmodo platform that we will make available through listserv and social media. It is also available at any time and n any location that has web access so it could also be utilized in homes, clubs, libraries, and care centers. The project in its entirety, including relevant data points and feedback will be made available on our school webpage. We will use social media to advertise this availability. Any entity may access the program parameters and content to explore their own student-centered instruction plan, 1:1 device implementation, successful intervention to increase reading scores, and even developing STEAM capacity and the promise off college within their programs. We looked to other school's successful program implementations including REACH for literacy development in Piqua Schools and successful 1:1 implementation in the Houston independent Schools as our models. We hope to serve as a similar model in that capacity. We have partnered with the University of Toledo to create a "college vision" for students that is especially replicable to other schools in the area, including Toledo Public Schools over 22,000 students. The concept is a model replicable by any district with a University or higher education partner.

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. Genesis Henderson, Superintendent 5/6/2016

Sections ▶

**Consortium Contacts**

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

Partnerships

Toledo SMART Elementary School (014864) - Lucas County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Jody	McCurdy	937-264-8588	jmccurdy@smartacademies.org	Smart Academies		6640 Poe Ave. Suite 400, , Dayton, Ohio, 45414	
Jose	Trevino	419-383-1994	jose.trevino@utoledo.edu	University of Toledo College of Pharmacy and Pharmaceutical Sciences		2801 W. Bancroft , , Toledo, Ohio, 43606-3390	

Implementation Team

Toledo SMART Elementary School (014864) - Lucas County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Jody	McCurdy	Curriculum Coordinator	- Oversee the development of problem based modules - Oversee Professional Development for Staff - Oversee project outcomes and deliverables - Responsible for overall grant implementation and evaluation	- 15+ years of experience in education - Nationally board certified teacher - Resident Educator Mentor - District Curriculum Coordinator	- Curriculum Director - Managed 21st CCLC Grant - Written and implemented grants for large public school districts	- M.Ed, - K-12 Intervention Specialist License - K-5, 4-9 and 7-12 Principal's License	10	
Melissa	Richardson	Grants Manager	- Oversee the fiscal requirements of the grant - Maintain grant compliance - Oversee technology inventory	- 10+ years in education - Written and implemented state and federal level grants (over \$500k) - Provide team trainings in grant compliance and oversight - Experience in school finance and school law	- Experience in school finance - Responsible for grant compliance and oversight - Manage office staff team members with regard to inventory and compliance	Bachelor of Arts from Wright State University; graduate coursework in School Leadership and accounting	5	
Genesis	Henderson	Superintendent	- Instruction Team Leader - Professional Development Leader - School oversight	- Masters in Education - 17+ in classroom and school leadership	- 17 years in Education - Work with federal start up grants and grant compliance - Oversees instruction and finance team as Superintendent.	M. Ed, in Educational Leadership, BA in Criminology	2	
Jessica	Molina	Principal	- Building Principal responsible for student achievement and learning - Responsible for staff oversight - Responsible for building level grant implementation	Latino Youth Summit, Committee Member - Conducted qualitative and quantitative research on significance of services offered - Planned Parents' Night which hosted 80 parents and 15 community agencies - Facilitated eleventh grade cohort in college readiness informational tracks Latino Alliance of Greater Toledo, Participant - Participated in subcommittee to advocate for the position of Hispanic Outreach	Educator , KIPP Austin Public Schools - Advise and educate 113 sixth-grade students by implementing science TEKS and KIPP character development curriculums - Communicate with parents, often in Spanish, regarding character and academic growth Toledo Public Schools - Actively engaged 40 diverse sixth graders in an inclusive environment - LEADERS participant, researched and implemented project-based, NGSS curriculum - Ranked "Accomplished" on the	MA Columbia University Teachers College; BS in Education from Bowling Green State University.	5	

Coordinator at Toledo Public Schools - Founding member of the Latino Community Forum organizing committee Diamante Awards, Committee Member - Organized event logistics and solicited donations for scholarship awards event American Association of Hispanics in Higher Education San Antonio, Texas National Conference Presenter March 2011 - Presented to a national group of 20 educators, highlighted the Latino Youth Summit of Toledo, Ohio as a successful college access program for underserved Latino students

Ohio Teacher Evaluation System - Students' proficiency: 100% for district-administered science assessments and 86% for Ohio Achievement Language Arts Tests during the 2013-2014 school year Director of Programs and Services - Designed, improved, and managed education and advocacy services ensuring grant compliance and quality programming - Created logic models utilized for grant proposals and improving organizational capacity - Supervised staff by monitoring effectiveness and adherence to organizational policy - Completed administrative and human relations duties, including creating client-tracking database, conducting interviews, and implementing volunteer orientation.