### Budget

James A Garfield Local (049205) - Portage County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (183)

U.S.A.S. Fund #:

**Plus/Minus Sheet (opens new window)**

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Adjusted Allocation: 0.00

Remaining: -5,000,000.00
## A) APPLICANT INFORMATION - General Information, Experience and Capacity

### 1. Project Title:

Creating a Community of Excellence

### 2. Executive summary:

Provide an executive summary of your project proposal and which goal(s) in question 8 you seek to achieve. Please limit your responses to no more than three sentences.

The Campus of Excellence is a model of efficiency and innovation. Consolidation of our schools into one campus will accomplish all three goals identified in the Straight A Fund by creating increased instructional time for students, shared academic resources between classrooms and leveraging partnerships with local organizations. The consolidation of our schools into one campus results in spending reductions that will support sustained innovative approaches to learning that ensure student success.

### 4. Lead applicant primary contact:

- **First Name, Last Name of contact for lead applicant:** Ted A. Lysiak
- **Organizational name of lead applicant:** James A. Garfield Local Schools
- **Unique Identifier (RNFFed Tax ID):** 049205
- **Address of lead applicant:** 10235 State Route 88
- **Phone Number of lead applicant:** 2165347413
- **Email Address of lead applicant:** tlysiak@jagschools.org

### 5. Secondary applicant contact:

- **First Name, last Name of contact for secondary applicant:** NA
- **Organizational name of secondary applicant:** NA
- **Unique Identifier (RNFFed Tax ID):** NA
- **Address of secondary applicant:** NA
- **Phone number of secondary applicant:** NA
- **Email address of secondary applicant:** NA

### 6. List all participating entities by name:

- **Name:** Mr. Lysiak’s knowledge
- **Address:** 3150 3. Total Students Impacted:
  - 1500

### 7. Partnership and consortia agreements and letters of support:

- **Letters of support are for districts in academic or fiscal distress only.** If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

### 8. Provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

**Fed Lysiak - Superintendent, James A. Garfield Local Schools**

Mr. Lysiak has over 15 years experience that have been defined by innovation in the areas of technology, partnerships and school facilities. He was responsible for the introduction of distance learning and laptop learning environments for students in the Stow-Munroe Falls City Schools. Each project transformed learning for over 6,000 students. Mr. Lysiak implemented one-to-one laptop programs for teachers and students in the Euclid City Schools. Further, he worked with local stakeholders to create and implement a 21st century digital curriculum for students and staff. He was part of the team that facilitated the construction of four new 21st Century elementary schools, and was also heavily involved in the current phase of construction planned in Euclid that will bring the city, YMCA and schools together to support the entire community with a new multi-use facility. Not only has he demonstrated an impassioned ability to implement innovative projects, he has also been able to implement these projects without overburdening local taxpayers. Technology purchases were made with grant funds secured from eTech, ODE and ARRA. Mr. Lysiak's knowledge of facilities, technology and community partnerships provide the sound experience necessary for this project’s success. Portage County Educational Service Center For over nine decades the Portage County Educational Service Center (ESC) has taken a serious and committed position of providing high quality services to the James A. Garfield Schools. County superintendent, Dewey Chapman, and the district are currently working to expand public preschool and before and after school care in the community. Consolidation of our buildings to one campus would relinquish a building that the ESC would never implement to expand public preschool and before and after school services within the community. Glenn Haley - Cleveland Area YMCA Mr. Haley and the YMCA of Greater Cleveland have a long history of collaboration with other organizations, both for-profit and non-profit. In the coming years, they have plans to expand partnerships to increase programs and services to youth and teens. Mr. Haley has already brought his team to the community to explore partnerships and has committed to continuing the dialogue necessary to bring YMCA services to our families. Mr. Haley and his organization have demonstrated their success through partnerships with organizations such as the Cleveland Food Bank, Cuyahoga Community College and the American Red Cross. Mr. Haley has a track record of developing partnerships that are fruitful and sustainable. Patrick Roberts - Hiram College Mr. Roberts is the Vice President for Development and Alumni Relations for Hiram College. He explores opportunities that will further develop programming and engage partners in outreach opportunities. Hiram College brings a number of experiences to the project. Their experience with renewable energy solutions will be invaluable and will be a critical component to the project. The new campus project would provide a long-standing partnership with tutoring services, pre-service teacher experiences and professional development for our staff. Hiram College will also bring evaluation expertise to the project to gauge the success of the Campus of Excellence Project. This team has been carefully selected to implement the "Campus of Excellence" based on their commitment to innovation and sustainability when it comes to increasing student achievement. Each member brings a unique set of experiences and skills that will ensure the success of the project.

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

#### 9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- [ ] Student achievement
- [ ] Spending reductions in the five-year fiscal forecast
- [ ] Utilization of a greater share of resources in the classroom

#### 10. Which of the following best describes the proposed project? - (Select one)

- [ ] New - never before implemented
- [ ] Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- [ ] Mixed Concept - incorporates new and existing elements
- [ ] Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

### 11. Describe the innovative project.

The Vision: The Campus of Excellence Project will improve student achievement while lowering operational costs. This savings will be reinvested into classrooms and provide 21st Century tools and learning environments for students. The Campus of Excellence will construct an addition to our elementary school, separating it into an adjoined, early-literacy K-3 Elementary and a 4-Intermediate building. Bringing all of our students to one campus will result in yearly operational savings of over $313,200. A portion of the operational savings will be reinvested to create a 21st Century Learning
17. Describe how it will meet the goal(s) selected above. It presents both operational and academic challenges. Because student behavior will be shared among a campus. Classroom libraries will be expanded by nearly 20% due to the consolidation of literacy resources. Further, with the movement to digital curriculum and a student data system and online services for students and teachers. Recurring costs will amount to $90,000 annually beginning in 2017. This cost will be easily absorbed by the more than $313,200 we will realize in savings each year. Further, we anticipate additional soft-cost savings in the areas of utilities, supplies and ongoing maintenance. These savings were not included into the aforementioned $313,200 because they are merely estimates and cannot be accurately calculated until the new facility is operational.

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or explain why. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the implementation of the project. In particular, the project will provide for the following: (a) Professional development in the area of technology integration for students and teachers. (b) Professional development in the area of technology integration for students and teachers. (c) Professional development in the area of technology integration for students and teachers. (d) Professional development in the area of technology integration for students and teachers. (e) Professional development in the area of technology integration for students and teachers. (f) Professional development in the area of technology integration for students and teachers. (g) Professional development in the area of technology integration for students and teachers. (h) Professional development in the area of technology integration for students and teachers. (i) Professional development in the area of technology integration for students and teachers. (j) Professional development in the area of technology integration for students and teachers. (k) Professional development in the area of technology integration for students and teachers. (l) Professional development in the area of technology integration for students and teachers. (m) Professional development in the area of technology integration for students and teachers. (n) Professional development in the area of technology integration for students and teachers. (o) Professional development in the area of technology integration for students and teachers. (p) Professional development in the area of technology integration for students and teachers. (q) Professional development in the area of technology integration for students and teachers. (r) Professional development in the area of technology integration for students and teachers. (s) Professional development in the area of technology integration for students and teachers. (t) Professional development in the area of technology integration for students and teachers. (u) Professional development in the area of technology integration for students and teachers. (v) Professional development in the area of technology integration for students and teachers. (w) Professional development in the area of technology integration for students and teachers. (x) Professional development in the area of technology integration for students and teachers. (y) Professional development in the area of technology integration for students and teachers. (z) Professional development in the area of technology integration for students and teachers.

19. What is the total cost for implementing the innovative project? The total cost of the project will be $5 million. A total of 94% of the funding will support construction of additional classroom space to our elementary building. The additional 6% will support professional development and the initial purchase of a technological device for all students in grades 7 to 12.

20. What are the new/recurring costs for the project? Recurring costs will amount to $80,000 annually beginning in 2017. This cost will be easily absorbed by the more than $313,200 we will realize in savings from our consolidation. Additionally, $10,000 will be set aside annually for professional development support for teachers. No staff will be added because of this project.

21. Are there expected savings that may result from the implementation of the innovative project?

22. What are the new/recurring costs for the project? Recurring costs will amount to $80,000 annually beginning in 2017. This cost will be easily absorbed by the more than $313,200 we will realize in savings from our consolidation. Additionally, $10,000 will be set aside annually for professional development support for teachers. No staff will be added because of this project.

23. Are there expected savings that may result from the implementation of the innovative project?
communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 03/01/2014

* Narrative explanation

Accomplished by March 1, 2014 Outcomes/Areas of Focus -Infrastructure planning for student and teachers one-to-one project -Restructure of K-12 schedules to incorporate 30 minutes of common planning/professional development time into teacher schedules -Architectural design and bid process awarded Barriers/Mitigation Plan Barriers that may derail this phase of the Campus of Excellence Project would include weather that may delay construction of the new building. It is imperative that our construction project is finalized prior to August 15 so our students can begin school on our new campus. To mitigate this barrier we have specified a pre-fabricated building package to ensure work can be completed on the project even during inclement weather. Stakeholder involvement Stakeholders from the Greater Cleveland Area YMCA and Hiram College have been engaged to create and utilize spaces in the new and existing buildings. The YMCA has committed to providing a staff member to organize and promote youth recreation services in the community. This service will be facilitated through space provided by the district. Hiram College has committed to providing a portion of the project with the district by providing preservice educators to all students. The additional space being constructed on campus will allocate a 1st Century Professional Development Center that Hiram College, the Portage County Educational Service Center (ESC) and the district will use to host a multitude of regional professional learning offerings. Communication Plan A two strong approach to communication has been used throughout the planning phase of this project and will continue to be used through all future phases. First, internal communications with staff have been supported with updates from the superintendent to all staff. Bi-weekly meetings with administrators and monthly meetings with union teams. Open internal communication has provided unequivocal buy-in and numerous enhancements to the project through the planning phase. Second, external communications have been sustained through a strong relationship with the three newspapers that serve our community. A monthly update to the community ensures that the community provided input and will continue to be updated on the progress of the Campus of Excellence Project.

Implement (MM/DD/YYYY): 08/01/2014

* Narrative explanation

Accomplished by August 1, 2014 Outcomes/Areas of Focus -Finalize construction of addition on Campus of Excellence -Implement partnerships with YMCA, Portage County ESC and Hiram College - Conduct initial teacher and student technology orientation Barriers/Mitigation Plan Barriers that may derail this phase of the Campus of Excellence Project include construction delays due to weather and teachers or students not available during August to participate in technology orientation. To mitigate the construction delay barrier, classrooms will be maintained at the current off-campus location to provide all required educational services until the addition is open. To mitigate the impact of individuals not available for orientation in August, additional evening and weekend sessions will be held for those who are unable to attend in August. All of these efforts will be coordinated by the Building Project office. Hiram College will be engaged to support the deployment of technology to all students and staff. The community will be invited for a ceremonial ribbon cutting of the Campus of Excellence, to be facilitated by the area Chamber of Commerce. At the ribbon cutting ceremony the resident of the YMCA will speak about the commitment to bring new services to the community. Local and state government officials will be invited to speak about the financial savings. The state superintendent will be invited to speak about the educational innovation and students will speak to the instructional advantages that were made possible through the Campus of Excellence Project. Communication Plan The aforementioned communication plan will be leveraged to communicate to internal and external stakeholders. Additionally, the district will communicate with state representatives and the state superintendent to speak with the community at the ribbon cutting ceremony. Finally, local television stations will be leveraged to spotlight the Campus of Excellence as a regional model of innovation to improve student learning. The focus of communication during this phase will be demonstrating how facilities consolidation and a centralized campus can be the catalyst for educational innovation and sustainability.

Summative evaluation (MM/DD/YYYY): 06/30/2015

* Narrative explanation

Outcomes are accomplished by June 30, 2015 -Implement digital learning environment for teachers and students -Monitor and report monthly operational savings through consolidation -Present Campus of Excellence project at State Conferences (Ohio School Board Capital Conference and Ohio Educational Technology Conference) -Prepare final evaluation for Campus of Excellence Project Barriers/Mitigation Plan Barriers that may derail this phase of the Campus of Excellence Project are limited. Sound instructional planning and preparation have mitigated many plausible barriers for this phase of the Campus of Excellence Project. With the implementation of a digital learning environment is expected of all teachers there will be some individuals needing more support. This possible barrier is difficult to mitigate, but it can be dealt with over time with continued professional development, which is a component of our plan. Stakeholder involvement The community, staff, students and partners will be engaged throughout the year in surveys and interviews conducted through Hiram College. Hiran College will be contracted to evaluate the overall impact of the Campus of Excellence Project. Further involvement of stakeholders will take place at the end of the 2014-15 school year through community focus groups. The intent of these focus groups will be to brainstorm additional partnerships that may be explored to expand services in our community as well as additional educational tools or supports that can enhance the district's digital learning environment. Communication Plan While ongoing communication with internal and external stakeholders occurs throughout the project, this particular phase offers tremendous opportunity to expand the scope of communication. The district intends to communicate lessons learned in the form of a formal presentation that will be made at the Ohio School Boards Association’s Capital Conference in November and the Ohio Educational Technology Conference in February. These forums provide opportunities for our students and staff to showcase educational excellence and sustainability realized because of the Campus of Excellence Project. They also provide a stage to share successes and barriers for others who wish to pursue similar projects.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

The Campus of Excellence Project will transform instruction and model sustainable financial practices in the district. Too often we hear well-intentioned educators state that there is not enough time to meet today’s expectations. This project redefines how we use time in many aspects. First, it extends the instructional day for our most needy students by eliminating the need for shuttle services to an off-site building. It will also provide the structures necessary to create common collaboration time for staff members, which will support daily, job-embedded professional learning, lessening the need to be removed from a classroom environment. A barrier traditional day will be removed as blended learning environments are implemented on the Campus of Excellence. The time in which students have access to digital resources will be greatly expanded as students and parents will have access to them at all times. Collaboration among teachers will be increased and more meaningful due to the consolidation of key grade bands into common facilities. Bringing teachers of these grade bands together will finally make vertical articulation of the curriculum and assessments possible in our district. This is for teachers as well. The transformation of digital tools and systems teachers need to meet the needs of today’s learners. Updated technology, an online learning management platform and the introduction of a rich student data system will transform instructional practices. These tools will provide teachers real time data on all students, the flexibility to customize instruction and the devices necessary to make learning engaging and more aligned to how students will learn in college and their future careers. The Campus of Excellence Project will also model sustainable financial practices. Consolidation to one campus offers numerous operational efficiencies. Reductions in staff, transportation and resources required to educate students will be realized while services to students are expanded. Operational savings will not only be reinvested into classrooms, they will also reduce the burden on local taxpayers. The savings realized through the Campus of Excellence Project will allow the district to go longer between levies. The Campus of Excellence Project is a rare example of educational innovation that can be sustained and replicated in many districts.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the district.

One of the largest barriers to student achievement and success is time. Research indicates that students who are engaged and involved in their education achieve more both academically and behaviorally. The classroom is the one place where this is possible. The Campus of Excellence Project provides the structures necessary to engage students in meaningful learning experiences. The extended instructional day and increased access to technology provide opportunities to make meaningful changes in instruction practices. The project provides the savings necessary to sustain these innovative approaches, creates a stage to share successes and barriers for others who wish to pursue similar projects.

21. Is this project able to be replicated in other districts in Ohio?

Yes
22. If so, how? The project can be replicated by any district who has the ability to consolidate. The key to replication is the reinvestment of operational savings into innovative educational opportunities that will enhance and expand learning opportunities for students. While the cost of new construction may not be an immediate reality for many districts, partnering with the community to engage partners to rent or purchase current facilities may provide the long-term capital necessary to consolidate into a campus. The technological components within the Campus of Excellence can be replicated by leveraging the devices many students already carry with them by implementing a bring your own device (BYOD) policy. If a district is faced with a population of students who may not have access to their own personal devices, they may explore reinvesting operational savings from a consolidation or sale of a building into technological devices for students. Implementing a schedule that is more conducive to job-embedded professional development can be achieved by any district willing to restructure a schedule that makes common collaboration time a priority. By creating a schedule that allows for common collaboration allows for an expansion of professional development for teachers.

23. Describe the substantial value and lasting impact that the project hopes to achieve. The Campus of Excellence is a new way of thinking about the education of children currently enrolled in the district, and with the cost savings realized through the project future generations of children will reap the educational rewards of this project. Students will reap the educational advantages presented by this project. Teachers will flourish with a level of support, collaboration and access to tools never before realized. Further, spending will be reduced and reinvested as a means of continuous improvement. Impact and value the project will achieve: Better Student Educational Experiences The educational experiences of all children will be transformed to align with the expectations of today's world. This transformation will better prepare James A. Garfield students for college and careers. The implementation of a one-to-one learning environment for students will provide ubiquitous access to information and learning resources. Blended learning environments will allow students more flexibility and creativity in their learning. Increased Teacher Support Educators are in an unprecedented time. New standards, assessments and evaluations have created a perfect storm of necessary supports to ensure their success. The Campus of Excellence will provide a shared facility that brings regional expertise to their classroom. Professional learning will also be realized through common collaboration time created by consolidating our staff to one campus. While a student data system provides the dashboard necessary to know how each student is progressing, the learning management system provides a platform for teachers to share enrichment or intervention strategies among one another. Cost Savings and Reinvest in Innovation The Campus of Excellence will create a yearly savings of more than $313,200. Reduction in staff, transportation, maintenance and utilities will streamline operations and allow the district to operate more efficiently. A portion of these funds (25%) will be reinvested each year into innovative approaches to meeting the learning needs of students and supporting teachers through professional development. The Campus of Excellence is a model of efficiency and innovation.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily measured.

Goal: STUDENT ACHIEVEMENT

Benchmark 1: Implement a blended learning environment for student learning. Students will be provided laptops for ubiquitous access to teaching and learning resources. Indicator 1 - All classes 7-12 will have online components to their coursework using the Haiku Learning Management System. Indicator 2 - Family meetings/trainings will be held at each building to introduce tools and expectations to students and parents. Indicator 3 - A teacher and student team from each building will present their learning at either the Ohio School Boards Capital Conference (November) or the Ohio Educational Technology Conference (February). Benchmark 2: Schedules will be reworked to incorporate collaboration time for staff members. Indicator 1 - Principals will establish scheduling teams to establish scheduling goals and priorities. Indicator 2 - Principals will incorporate 30 minutes of collaboration time into their schedules for departments to be implemented during the 2014-15 school year. Indicator 3 - A shared leadership structure comprised of Teacher Teams and a Building Leadership Team will be created by May of 2014. These teams will create a professional development calendar to focus collaboration times on sharpening teaching and learning. Benchmark 3: A student data system will be incorporated to provide data to teachers on student progress. Indicator 1 - Mastery Connect will conduct training for all staff members during the summer of 2014. Indicator 2 - All teachers will enter and administer their assessments to students through Mastery Connect during the 2014-2015 school year. Indicator 3 - Data reports generated through Mastery Connect will be shared at teacher trainings and in teacher performance evaluation meetings. Goal: SPENDING REDUCTIONS IN THE FIVE YEAR FORECAST

Benchmark 1: Staff reductions will be made in areas of certified and classified staff. Performance audits will be conducted in areas of cafeteria, custodial, transportation, secretarial duties to determine level of service needed after consolidation. Indicator 1 - Reduction of 5.5 FTE prior to the 2014 school year. Benchmark 2: Conduct yearly energy audits of all facilities. Indicator 1 - A 20% reduction in utility costs will be realized. Audits will be created by the treasurer and shared at board of education meetings. Goal: UTILIZATION OF A GREATER SHARE OF RESOURCES IN THE CLASSROOM Benchmark 1: A classroom space is added to the current elementary school. Building is divided into an early literacy-focused K-3 school and an intermediate 4-6 school. Indicator 1 - Construction specifications are established and a construction bid is awarded by February 2014. Indicator 2 - Additional space of 22,000 square feet will be added to the elementary school by August 1, 2014. Indicator 3 - Current Intermediate School space becomes occupied by YMCA and Portage County Educational Service Center by December 2014. Services are opened to the community by January 2015. Benchmark 2: Implementation of Haiku, an online learning management system. Indicator 1 - Virtual classrooms will be developed in Haiku for all departments and grades levels by August 2014. Indicator 2 - Teachers will populate the virtual classroom spaces in Haiku with best practices and resources aligned to Ohio's new Learning Standards by June of 2015. Indicator 3 - Haiku virtual classrooms will be made public in August of 2015 to share collective knowledge and resources outside the district.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress.

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

The district will employ grant funds to support a thorough project assessment with an independent evaluator at Hiram College. We will contract with Dr. Jennifer Miller from Hiram College, who has provided the assessment for many other programs and therefore has a strong knowledge of our schools and district. She has already developed several specific tools for measurement in the form of an appropriate academic achievement matrix that combines all assessment strategies, as well as survey tools that will incorporate the district's use of technology in their 21st Century Learning Transformation. The evaluation will determine whether the technology applications work, how well the programs work, for whom, and in what contexts. The evaluation design will be in alignment with the three Strategic A Program goals, and will include measures that correlate to the base data used to form the needs assessment and goals. The James A. Garfield leadership team will also conduct assessment as it monitors ongoing project implementation, academic and technological literacy outcomes, and related professional development. They will utilize the support from HAKAI to gather academic formative assessment data, and district technology and professional development oversight. Achievement data for full-time students will include measured change in state achievement scores and short-term vendor assessments for students, analyzed for comparative and descriptive change (e.g., trends). Achievement will also include data from STAR Math/Reading scores and ongoing assessments recorded by Mastery Connect and the Haiku Learning Management Systems that will combine all assessments in the year. Student technological literacy will be measured to state standards through a formative skills assessment and regular monitoring via a skills inventory assessment, both aligned to state indicators. Surveys of teachers, students, and parents will also quantify overall understanding and awareness of the program and perceived improvements related to implementation. Teacher abilities/frequency to integrate program software and utilize assessment to drive instruction will be measured by monitoring throughout the year. The district will assess teacher improvements related to participation in local professional development as measured by their growth on both the teacher performance and student growth portions of the Ohio Teacher Evaluation System. Sustainable financial savings will be monitored by the district treasurer in the form of monthly budget reports that will include the cost of salaries, benefits, supplies, maintenance and utility costs. This data will be evaluated on a quarterly basis relative to previous year spending trends to evaluate actual cost savings realized through the Campus of Excellence Project. A summative survey of all staff, as well as parents, will also combine into the aforementioned data to arrive at a year-end, comprehensive evaluation. The report will be used by district stakeholders to determine continued implementation for the coming year. A clear plan of support is in place to accommodate any possible changes needed to be made to the plan. Should formative data indicate that the program is not realizing expected targets our professional development partners through Cleveland State, Hiram College and the Portage County Educational Service Center have agreed to assist in monitoring and adjusting professional learning to best support achieving the programmatic goals.

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter “I Accept” and indicate your name, title, agency/organization and today's date.

I Accept. Ted A. Lysiak, Superintendent. James A. Garfield Local Schools 10/15/2013