

Budget

Chagrin Falls Exempted Village (045286) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (407)

U.S.A.S. Fund #:

[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	0.00	0.00	334,320.00	0.00	334,320.00
Support Services		0.00	0.00	18,975.00	0.00	0.00	0.00	18,975.00
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	65,000.00	0.00	322,186.00	0.00	387,186.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	83,975.00	0.00	656,506.00	0.00	740,481.00
Adjusted Allocation								0.00
Remaining								-740,481.00

Application

Chagrin Falls Exempted Village (045286) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (407)

Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: T.E.A.M.S. Initiative (Technological Efficiencies & Advancements to Maximize Student learning)

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Our innovative initiative seeks to achieve all three goals described in the grant application. Chagrin Falls Exempted Village Schools intends to use the allocated funds to expand upon our existing 1:1 computing project by upgrading the network infrastructure, increasing the number of students with a device, and adding online courses into our curriculum. Our model is research-based, financially sustainable, and educationally sound.

2000 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Mike Daugherty

Organizational name of lead applicant: Chagrin Falls Exempted Village Schools

Unique Identifier (IRN/Fed Tax ID): 045286

Address of lead applicant: 400 E Washington Ave

Phone Number of lead applicant: 440 247 5500

Email Address of lead applicant: Mike.Daugherty@chagrinschools.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: Lisa Shannon

Organizational name of secondary applicant: Assistant Superintendent

Unique Identifier (IRN/Fed Tax ID): 045286

Address of secondary applicant: 400 E Washington Ave

Phone number of secondary applicant: 440 247 5500

Email address of secondary applicant: Lisa.Shannon@chagrinschools.org

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

NA

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* 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.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

8. Please 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.

The team responsible for implementation will include the following individuals: - Mike Daugherty, Director of Technology - Robert Hunt, Superintendent - Becky Quinn, Director of Curriculum - Christopher Woofter, Director of Strategic Initiatives - Steven Ast, High School Principal - David Wessel, Middle School Principal- Rebecca Holthaus, Intermediate School Principal Relevant Experience Mike Daugherty, Director of Technology Mr. Daugherty has 17 years of experience in the education technology space. Prior to joining the district, Mr. Daugherty served as Director of Education for a mid-sized IT consulting firm in Cleveland. In this role, he developed and deployed several successful 1:1 computing projects for school districts in Ohio. Robert Hunt, Superintendent Robert Hunt was hired to be the new Superintendent of the Chagrin Falls Exempted Village Schools in June, 2012. Prior to that, he was the Superintendent of Streetsboro City Schools. Previously, he was the Assistant Superintendent of Chagrin Falls Exempted Village Schools. In this role, he served as the instructional leader overseeing all of the district's curriculum and instructional planning including courses, programming and gifted education. He served on the districts strategic planning team as well as the districts leadership team for levy campaigns. He created a district professional development committee to plan and evaluate all professional development within the district. Becky Quinn, Director of Curriculum Becky Quinn has received a Knowledgeworks Foundation grant which supported the creation of innovative summer programming, has received multiple Jennings Foundation grants designed to grow the capacity of both teachers and students in elementary science, and ODE Research grants which included innovative assessment and instructional programming in gifted education for students in elementary and middle school. Christopher Woofter, Director of Operations and Strategic Initiatives Christopher Woofter is the Director of Operations and Strategic Initiatives at the Chagrin Falls Schools. The previous fourteen years he has served at the building level in the role of principal. He has a heart for initiatives involving school planning, technology integration, school based teams, and leadership initiatives. Over his career he has served on special projects with The University of Akron, Yale University, and the United States Department of Education. Steven Ast, High School Principal Steven Ast is in his second year as Principal of Chagrin Falls High School where he also served as Assistant Principal. He came to Chagrin from Normandy High School, where he spent his first year in school administration. Prior to his work as an instructional leader he taught Government, AP Economics, US History, and Sociology at Mayfield High School. David Wessel, Middle School Principal David Wessel is in his first year as principal of Chagrin Falls Middle School. Prior to coming to Chagrin, David was an administrator for eight years at Nordonia Middle School where he worked hard to create a true professional learning community: mission, vision, and values. David created DAT teams (Data Assessment Teams) at Nordonia in which teachers collaborated and developed formative assessments, analyzed data, and improved focused instruction. David graduated from the College of William and Mary in Williamsburg, VA with a BA in Political Science. He holds a Master's degree in Administration from Ursuline College. Rebecca Holthaus, Intermediate School Principal Rebecca Holthaus has 22 years of experience in teaching and administration. During her time at Chagrin Falls, she has served as the middle school principal and the intermediate school principal. Rebecca is currently being recognized as the 2013 Ohio Middle School Principal of the Year.

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.

"Technology is not new to this generation. Learning does not happen between Monday and Friday. This generation of kids are growing up consistently learning all the time." -- Jamie Casap, Google Education Evangelist. In August 2013, the Chagrin Falls Exempted Village School District equipped every 6th grade student with a Google Chromebook. A Chromebook is similar to a traditional laptop, but it does not run Microsoft Windows or Microsoft Office. Instead, the Chromebook runs Google's Chrome OS. The device is deeply integrated with the Google Apps for Education suite of products which allows the students to create documents, spreadsheets, forms, and presentations in an environment that fosters collaboration. Students are allowed to take the Chromebook home in the evening and on

weekends. The district spent three years researching and piloting different methods and devices before making the decision to move toward 1:1 computing. During that research, we determined that we needed to focus on increasing six core technology skills with our students to better prepare them for college and their subsequent careers. Those skills included critical thinking, collaboration, adaptability and communication. While we are only a few months into this initiative, this increased access to technology appears to be accomplishing our goals. A sixth grade science teacher described the program: "Every student has one, every class, every day, fully charged, ready to go. We use them, close the lids, have a discussion, open them, use them again. It is seamless, embedded, purposeful... just as I hoped it would be." The district technology plan calls for this initiative to expand to additional grade levels in the next three to five years with the ultimate goal of a 1:1 environment from sixth through twelfth grade. Using the Straight A Fund, our T.E.A.M.S. initiative will dramatically increase the timeline for that expansion. Our plan is to grow the program to include grades seven through twelve in the upcoming school year. Every student in those grades would have a Google Chromebook for use in the classroom as well as at home. The majority of instruction and school work (researching, creating, and collaborating) will be done on the Chromebook. However, there will be times when the students will close the computer and interact in traditional ways. The T.E.A.M.S. initiative asks the parents to contribute \$50 per student enrolled in the program. The \$50 yearly contribution to the district technology fund is what allows the student to take the Chromebook home in the evening and on weekends. While the contribution is optional, our current program received 100% participation from parents. In addition, we have received feedback that indicates this added cost is not an issue with our stakeholders. The final component is the implementation of a system that provides our students the opportunity to take courses through an accredited online institution. Our district administration feels strongly that students need to be prepared for the world that awaits them after graduation. Many colleges and universities offer or even require online classes as part of the curriculum. Chagrin Falls intends to use the Chromebooks to put similar offerings into practice at the High School.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan. Our existing technology plan hopes to have a device in the hands of all our students grades 6-12 by 2017. If the district were to receive improvement funds, it will allow us to broaden, expand, and implement a five year plan in less than twelve months. Our district has created an implementation timeline that ensures the network infrastructure, devices, teachers, and students will be ready for this increased access at the start of the 2014-15 school year. Please refer to question 18 on this application for details on how we plan to implement our plan and achieve the listed goals. The T.E.A.M.S initiative will meet the student achievement goal by providing our students with the tools they need to be successful in the college / career environment. These students will have access to the largest information resource right at the fingertips, both at school and at home. They'll use their Chromebooks to collaborate with their peers to give meaning to that information. From there, students will choose the presentation tool that best fits their needs to communicate their ideas to the audience. Our project's true value is that it will give authenticity to the learning that is taking place both inside and outside the classroom. From a financial perspective, the innovative project described above will save the district more than one million dollars over a five year period. Even after the initial five years, the cost reductions will continue to impact the district budget in a positive manner. Finally, the T.E.A.M.S. initiative will greatly expand the resources in the classroom. When every student in the class has ubiquitous access the world wide web to research any topic the create media rich, content driven blogs, websites, videos and presentations, the possibilities are amazing. The research we have uploaded at the end of the application supports the transformation that can happen once every child has a increased technology access.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

Our innovative project will save the Chagrin Falls Exempted Village School \$253,800 per year while only generating \$48,975 in new costs for a net savings of \$204,825 per year. The reduction to the annual budget make the T.E.A.M.S. initiative a financially sustainable project.

14. What is the total cost for implementing the innovative project?

740,481.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

The budget for this project includes three primary components: Network upgrade, device purchases, and software purchases. In order to implement this initiative, the district's physical and wireless network will require an upgrade. The proposed upgrade includes replacing aging switches with top of the line Cisco devices capable of running at a 10 gigabits per second. The district intends to use the purchasing power of the MCOECN consortium to purchase these switches at approximately forty five percent off of list price. The wireless upgrade is designed to use the latest advancements in wireless technology. The district plan to purchase Aruba access points that use the wireless 802.11ac standard. According to one study, there will be one billion devices using the wireless 802.11ac standard by the year 2015. The implementation plan will require one access point per classroom and multiple access points in common areas. Chagrin Falls Exempted Village Schools can expect the network upgrade to reliably handle the district's increased network traffic for the next ten to fifteen years. We have chosen to move forward with Google Chromebooks as the student device for the increase technology access due to its ease of management and proven success in the district. In the initial year, devices will need to be purchased for grades six and eight, along with the entire high school. The seventh grade students will use the Chromebook they received in the 2013-14 school year. In subsequent years, the district will recycle devices from graduating seniors down to incoming sixth graders. Our expectation is that these device can be expected to last five years. Chagrin Falls will not need to purchase new devices for students until the start of the 2018-2019 school year. The final component is the evaluation and selection of a content provider for our online course offerings. There are several reputable organizations in this market to choose from. The district has done preliminary research on potential vendors but is not ready to make a decision by the grant submission date. Chagrin Falls intends to develop a team consisting of teachers, administrators, and possibly students to continue on the research that has already been conducted.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

48,975.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

The T.E.A.M.S. initiative would almost double the amount of computing devices on the Chagrin Falls network infrastructure. The Chromebooks are substantially easier to manage and maintain than a traditional computer, however, the technology department is not adequately staffed to support the additional devices. The district plans to add a part time employee to oversee the day to day support needs of the Chromebooks. This person will be responsible for troubleshooting daily problems, repairing minor damage, inventory, and warranty related issues. Based on the current data from our existing program, a part time position would be adequate to handle the duties required. The expected total cost of this position is \$18,975. Offering our students the ability to take some of their courses online will also incur a cost to the district. A vendor has not been chosen at this time. The district administrative team does not feel an acceptable amount of investigation has occurred with the potential online course offering to make an informed decision. There will be a cost associated with this innovation. For accounting purposes, \$30,000 has been allocated per year for this software subscription.

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

253,800.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

The Chagrin Falls Exempted Village Schools expects to save \$204,825 annually as a direct result of the project implementation. The savings will be achieved through two opportunities. The first opportunity is the reduction of force / repurposing of two teaching positions. The cost savings from the salary and benefits of those two staff members will be \$140,000. The second opportunity is the dismantling of six of the district's nine computer labs. The district expects to see a significant cost savings attributed to not replacing those machines on a standard five year refresh cycle. At an average cost of \$665 per computer with monitor in a lab of thirty computers, the five year estimated cost of replacing these devices is \$120,000 or \$20,000 annually. In addition, the district will see a reduction in total energy requirements with the removal of those 180 computers. The average cost per year to power a desktop computer is \$300. Most school districts turn the computer labs off during the summer months reducing that cost to \$210 per year. The approximate cost for Chagrin Falls Exempted Village Schools to power those 180 computers is \$37,800 per year. Along with the savings generated by the program, the district will continue to generate revenue from the \$50 per student annual cost collected to use the Chromebooks on nights and weekends. The Chagrin Falls Exempted Village Schools expects \$56,000 in annual income associated with this project. The school district expects to save \$197,800 per year by capitalizing on these opportunities and generate \$56,000 in additional revenue for a total of a \$253,800 per year reduction in the budget.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The major barrier to an initiative such as this is the upfront cost of upgrading the district's network infrastructure. Once the network has been upgraded, the ongoing costs are manageable based on the district's current budget allocation to technology. The additional costs associated with the T.E.A.M.S. initiative are calculated at \$48,975.00, while the district expects to save \$253,800.00 per year through the means described above. The implementation of this project will generate \$204,825 per year in positive cash flow which makes this initiative financially self-sustaining.

D) IMPLEMENTATION - Timeline, communication and contingency planning

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 timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the 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): 12/18/2013 - 01/31/2014

* Narrative explanation

December 2013: Receipt of grant award December 2013 - January 2014: Renovation schedule created, procurement of network upgrade equipment.

Implement (MM/DD/YYYY): 02/01/2014 -08/01/2014

* Narrative explanation

The T.E.A.M.S. initiative implementation will be a twofold approach. The upgrade of the network infrastructure will begin with this installation of a new core switch followed by the edge switches. Once the physical network upgrade has been completed, the focus will shift to the wireless network. Access points will be configured and deployed in a matter that is least disruptive to the classroom. We expect that the infrastructure upgrade project will be completed by April 1st, 2014. Relying on past implementation experience as a guide, the largest barrier to success from the technology standpoint is an incomplete or inadequate network architecture. In order to mitigate that risk, the district intends to complete the upgrade in the Spring of 2014. With the upgrade complete while school is still in session, the Technology department will have a suitable number of active devices and users to perform throughput assessments on the upgraded equipment. Chagrin Falls will implement a substantial professional development program for the staff to ensure our teachers are ready to teach in a 1:1 environment. Building on the success of the existing implementation, the district will use a combination of existing staff as well as outside organizations to accomplish this goal. The Chromebooks will be purchased in early June 2014 and should be expected to arrive by July 2014. Once the device arrives, the district IT staff will inventory and assign each Chromebook to a student. In August, we intend to hold rollout meetings by grade level. Students and parents will be required to attend a one hour meeting to review the care and safety of the Chromebook. We will discuss Internet safety during this meeting to ensure everyone is aware what the Chromebook can and cannot access online. At this meeting, we will pass out the Chromebooks, ensure students can login, administer a parent survey, and collect the \$50 contribution to the technology fund.

Summative evaluation (MM/DD/YYYY): 09/01/2014 - 06/01/2015

* Narrative explanation

The district will evaluate the success of the program throughout the 2014-15 school year. The evaluation will consist of both the student achievement and financial aspects of this grant. From the student achievement lens, the evaluation will consist of pre and post parent, teacher, and student surveys, biannual writing samples, Edu 2.0 usage statistics, and student work assessments. We will perform a course audit in grades six through twelve that demonstrates an increase in online class work as well. We will conduct a financial evaluation to ensure we are seeing the cost saving expected. The cost savings audit will look at the reallocation of staff members as well as the energy conservation savings generated.

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

The district expect to create an environment of individualized learning to help prepare students for the world that awaits them after high school. The expectation is that teachers involved in the T.E.A.M.S. initiative will integrate the district's learning management system, Edu 2.0, into their curriculum. These teachers will have an online classroom that includes relevant coursework, discussion boards, lessons and assessments, similar to what our student will see in the college environment. Students will be expected to perform tasks that include creating and submitting an assignment online, daily email checks, and effective internet research. Currently, students perform some of these tasks but it is rarely required by the teacher. Along with an increased presence on our learning management system (Edu 2.0), the district expects to see an increase in peer collaboration among all student, especially in grades six through twelve. 21st century college and career readiness includes collaboration and research. By providing the students with a device and the software tools needed to be successful, we expect this teamwork, research, and collaboration to be more authentic. Lastly, the district will be moving toward a paperless environment. By utilizing the sharing and collaboration features of Google Apps for Education, the district expects to see an increase in online sharing and a decrease in hard copy printing. The Straight A fund would drastically change the landscape of learning at the Chagrin Falls Exempted Village Schools.

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 classroom.

The District Technology Committee met in October of 2012 to discuss how to adapt to this new generation of learners. Per the existing technology plan, the district has been running several successful pilot programs over the past three years. It was time to choose a direction for moving forward on a larger scale. The committee broke into two smaller subcommittees. One group studied the teaching and learning aspects, while the second reviewed the network infrastructure. The outcome of these meetings was a recommendation to increase student access to technology using a device that would promote six core technology skills: critical thinking, research, collaboration, adaptability, communication, and presentation. In addition, the device must comply with the requirements for the new state sponsored web based assessments beginning in 2014-15. The district has been very thoughtful in making this decision and has spent years evaluating student impact, device options and preparing teachers. We are moving in this direction to engage students, extend the learning environment beyond the walls of a classroom and prepare them to be competitive in the 21st century. Our research for the initial deployment and the expansion of our T.E.A.M.S. initiative including visits to several school districts that were currently implementing an idea, discussions with various vendors (Apple, HP, Samsung) and online research. Some of those online resources are listed below can be found online at the site we created to showcase our existing program. The website is located at www.greattechspeculations.com. - Ingredients (DigitalDirections.org) - What does the research say about school one-to-one computing initiatives? (Castle Brief) - Creating a robust and safe BYOT program (District Administrator) - Mobile Devices and the Common Core (Center for Digital Education) - Connecting the Dots (Center for Digital Education) - The Evolution of Textbooks (Scholastic Administrator) - Success Breeds Success (District CIO) - One by One (Scholastic Administrator)

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

Yes

No

22. If so, how?

The T.E.A.M.S. initiative relies on a district's commitment to technology in order to be successful. First, the district needs to decide what skills they want their students to possess upon graduation. The skills decision should drive the roll out direction and the device selection (iPad, Chromebook, laptop). Once a computing device has been selected and a roll out plan has been created, the district will most likely need to upgrade the network infrastructure and wireless access to handle the Internet requirements those devices will bring with them. Cost savings can be created by reviewing current course offerings at the grade levels that are using the devices. Are there courses that could be taught differently or even removed from the schedule once every student has a computer? Could staff be reallocated to different areas of the district if the course offerings are adjusted? In addition, the district should look at what computer labs will still be needed in a 1:1 environment. Chagrin Falls is planning to disassemble six labs across our four buildings. The school district will no longer bear the cost of operating and replacing those labs which should lead to a significant savings over a five year period. Moving to an environment where every student has a computer at their fingertips may not be a viable option for every district, but for those that make a commitment to move in this direction, we feel the plan we have outlined in this proposal could be used as a guide to reach that goal.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

The T.E.A.M.S. initiative seeks to prepare students for the world they will encounter after high school. Each student will use their Chromebook on a daily basis to perform a variety of tasks, similar to the way much of the workforce uses their computing devices now. Students will learn how to use the Internet in a purposeful way to find reliable information. They'll use their Chromebooks to collaborate with their peers to give meaning to that information. From there, students will choose the presentation tool that best fits their needs to communicate their ideas to the audience. Our project's true value is that it will give authenticity to the learning that is taking place both inside and outside the classroom. Starting in the sixth grade, our learners will be using the Chromebook to mimic what will be expected from them at the college level and beyond.

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 benchmarked.

Benchmarking success through student achievement will be a challenging task for a district whose students already do very well on state tests. We expect to see advancements in the type of work that our learners will create. An assignment that would presently require a standard three page paper might be better accomplished through a student created video, Prezi, or other multimedia application. We determined that our district needed to focus on increasing six core technology skills with our students to better prepare them for college and their subsequent careers. Those skills are critical thinking, research, collaboration, adaptability, communication, and presentation. The T.E.A.M.S. initiative will provide out students with the tools they need to further develop each of those skills. Our benchmark for success from a financial perspective is a total savings of \$1,024,125.00 over a five year period. In that time, the Chagrin Falls Exempted Village School District will have directly impacted two thousand students through this initiative and will have saved a substantial amount of tax payer dollars in the process.

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 T.E.A.M.S. initiative will be evaluated relative to progress toward each of the Straight A Fund identified goals. The district will use a variety of methods to measure both short term and long term progress of the project. Students, teachers, and parents will be given surveys to collect data on the effect of the increased technology access on items such as peer collaboration, organization, study habits, typing skills, and communication. The surveys will be administered using SurveyMonkey four times throughout the year: September, December, March and June. The SurveyMonkey software allows for in-depth analysis of the results which gives the district relevant information on the impact on subsections of the student population. Chagrin Falls will adjust the program implementation accordingly based on the data received. Evaluation of the student and teacher outcomes will examine the impact of the T.E.A.M.S. initiative program across measures of: -Students growth in the area of writing and writing quality as demonstrated through quarterly writing probes. A Learning Management System, EDU 2.0 will act as a systemic evaluation tool for English teachers to evaluate student writing submissions for quality based on a predefined rubric. Writing standards will be included with a focus on technical writing and non-fiction report writing as well as research summaries. Students will be expected to improve at a rate 15%-20% above baseline measures throughout the course of the year. Increase will be measured by a standard rubric and compared against national norms for assessments that measure writing. -Student motivation and engagement in the classroom: specific instructional high yield strategies that promote student ownership (collaborative student work,

independent research, student creativity, and student choice of outcome) will be increased during instructional time. Increased instructional practices will be measured through student surveys and teacher self-reporting. An increased 230% from baseline practices and will be realized over a five year period. -Teacher attitudes and beliefs towards pedagogy, technology use, and overall satisfaction will increase over five year grant cycle. It is clear that teacher belief towards pedagogy impacts planning and instruction. The nature of teacher pedagogy will grow to include more collaborative student work, more independent student research, more student creativity, and more student choice of outcome. Teacher pedagogy will be evaluated through the use of TeachScape Walk-Through program and monitored by outside independent education evaluators. Pedagogy will improve toward targets over five year grant period to meet targets: year 1 - 50% of student outcomes to meet above criteria to year 5 - 90% of student outcomes to meet above criteria. The district will conduct an annual fiscal audit to show the reduction in district spending in the areas identified in the grant application. The audit will show the savings generated from reallocating two staff members, the reduction in the energy consumption from dismantling of six computer labs, and the revenue generated from the monies collected from students participating in the program. The expected savings per year is calculated to be \$253,800. The annual fiscal audit will determine which areas were accurate in their estimates and which areas need to be adjusted. The district will amend the program where applicable to ensure the cost savings are being realized. This project will also provide immediate evidence in the 2014-15 school year to reflect the increased utilization of a greater share of resources in the classroom. The collaboration that will occur through the use of web based resources such as Google Docs, Prezi, Edu 2.0, and other technologies will be measured using individual site statistics. The utilization reports gather from those sites at regular intervals will show an increase in usage and sharing among our kids.

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. Robert Hunt Superintendent Chagrin Falls Exempted Village School District October 25, 2013