Budget

Northridge Local (048033) - Licking County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (141)

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** | 82,290.00 | 11,640.00 | 2,352,850.00 | 40,000.00 | 0.00 | 0.00 | 2,486,780.00 |
| **Support Services** | 10,000.00 | 3,220.00 | 0.00 | 0.00 | 0.00 | 0.00 | 13,220.00 |
| **Governance/Admin** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Prof Development** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Family/Community** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Safety** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Facilities** | 0.00 | 0.00 | 0.00 | 0.00 | 2,500,000.00 | 0.00 | 2,500,000.00 |
| **Transportation** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Total** | 92,290.00 | 14,860.00 | 2,352,850.00 | 40,000.00 | 2,500,000.00 | 0.00 | 5,000,000.00 |
| | | | | | | **Adjusted Allocation** | 0.00 |
| | | | | | | **Remaining** | -5,000,000.00 |

Application

Northridge Local (048033) - Licking County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (141)

**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:STEM RIDGE (Reaching Individual Development with Global Education)

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.

STEM RIDGE will promote the advancement of all students' achievement through focused curriculum and programming, access to 21st century technology, individualized learning platforms to address students' specific learning needs, and preparation for College and Career Readiness. Additionally, STEM RIDGE will provide a significant reduction in spending by fostering a learning community where students' individual learning needs are met through innovative delivery of curriculum, the inclusion of special populations, and a centralized campus environment. Lastly, STEM RIDGE will promote the advancement of shared resources through the community relationships that will be developed by the centralized Learning Center.

1300 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Sabrina Vallery

Organizational name of lead applicant: Northridge Local Schools

Unique Identifier (IRN/Fed Tax ID): 048033

Address of lead applicant: 6066 Johnstown-Utica Rd., Johnstown, OH 43031

Phone Number of lead applicant: 614.507.5076

Email Address of lead applicant: sabrina.vallery@gmail.com

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

First Name, last Name of contact for secondary applicant: N/A

Organizational name of secondary applicant: N/A

Unique Identifier (IRN/Fed Tax ID): N/A

Address of secondary applicant: N/A

Phone number of secondary applicant: N/A

Email address of secondary applicant: N/A

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.

N/A

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.

Mr. Britt Lewis, as Treasurer and Director of Business Services and Transportation, was responsible for the following the building projects: new office for the ESCCO, $24,500,000, MS OSFC Building Project London, OH LEED Platinum, $17,000,000 HS OSFC Building Project Remodel London, OH. Mr. Lewis is responsible for getting the London City Schools removed from fiscal watch by ODE as well as for getting Northridge LSD removed from fiscal caution by ODE. Further he played a key role in the $1,200,000 New Build and Design of Transportation Facilities project Northridge LDS. He has also saved the Northridge Local Schools $4,100,000 in cost savings by changing the budget process and showing more transparency since June, 2012. This demonstrates our commitment to sustainability. Finally, he received two CAFR awards from the Auditor of State Office. Mr. Jack Kruse, as Director of Technology, has 38 years teaching science and technology. He has served as the district site administrator for the ten prototype sites for SchoolNet.and pioneered the wiring of all Ohio school districts. He's a state certified Novice/Practitioner Trainer for SchoolNet and also one of 50 Adobe Educational Leaders for 4 years. He served as site coordinator for SchoolNet's TLCF 'Raising the Bar' grant, which entailed spending $200,000 from Dec 1 to Jan 15, documentation of success, and pathways to sustaining the progress started. Many of the key instructional components started in 2001 are still used today. Mr. Kruse designed, bid, and oversaw the installation of multi-media in four buildings. He assisted with the implementation of a new building in Gahanna in 2010, containing 14 carts of 30 laptops focused on 1:1 education, wireless mics and sound, and multimedia boards in all rooms. The building's STEM-based technologies were brought online with staff training as scheduled. He was responsible for the summer maintenance of 42 laptop carts, 200-300 Ipads, 600 desktops and yearly upkeep using student help for the past 10 years. Mrs. Wisniowski, as Director of Special Education, has experience authoring, with community stakeholders, grants to fund intervention programs: Blueprint Grant $100,000 and TASK Collaborative. She acquired Autism grants for STACK Training and assimilated that process to the Pickaway County ESC Collaborative, totaling $150,000. In addition, she acquired two Access to the General Curriculum grants for the Teays Valley LSD, targeted at staff development, technology integration and curricular access through differentiated instruction, totaling $85,000. Further, she analyzed student gains on special ed. qualification, addressing needs for building infrastructure to support RtI. She provided annual training in Alternate Assessment. and began a summer program for approximately 35 special needs students in Pickaway County. Dr. Sabrina Vallery, as Director of Teaching and Learning, has extensive knowledge in curriculum, instruction, and assessment methods. She has experience with the implementation of new and innovative programming, including those associated with RTI, gifted education, and district-wide data management. Most recent grant work includes the reward of the Third Grade Reading Guarantee Grant to improve K-3 literacy and intervention. Dr. Vallery also oversees the grant spending for Northridge LSD. Mrs. Heather Clark, as Curriculum Coordinator, with a Master's Degree in STEM education, provides leadership in STEM programming an initiatives. Dr. Chris Briggs, as the Superintendent of Northridge, has conducted doctoral research on "Progressive Leadership in theAge of Standardization." Dr. Briggs has a teaching background in special ed.. His most recent position was as Regional Executive Director overseeing innovative schools in the largest school district in Ohio. The schools under his direction included two gender schools, a a bio-medical high school, art focused middle school and an alternative elementary school.

**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)

- [x] Student achievement
- [x] Spending reductions in the five-year fiscal forecast
- [x] 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
- [x] 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.

Several problems will be addressed through the STEM RIDGE project. The following problem statements include: Based on the 2012-2013 Report Card, OAA achievement and Measures of Academic Progress (MAP) data, poor academic achievement in science and math has been identified. Based on the 2012-2013 Report Card, OAA achievement and Measures of Academic Progress (MAP) data, poor

academic achievement in the economically disadvantaged and special education subgroups has been identified. We have difficulty monitoring progress of special education students serviced off campus at alternate locations; we are also challenged with re-integrating these students into the mainstream population. We lack up-to-date curricular resources in science and math to align with the new Common Core and Ohio Standards. We lack appropriate technologies to support 21st Century Learning as well as College and Career Readiness Being a consolidated district of 138 square miles, there is an absence of a centralized learning center where students can come together for collaboration preK-12. There is an absence of a "town" center where local and neighboring community members can share resources and support each other through a variety of learning and communicative opportunities. The STEM RIDGE project will address the preceding problem statements. Northridge Local Schools will establish a centralized learning community to increase student achievement, reduce costs for the district, and advance community relationships and shared resources. This is an innovative project in that it addresses 1) the challenge to build shared resources in a large geographic area, 2) the lack of a STEM framework and/or other College and Career Ready programming in Licking County, 3) the need for state-of-the art classrooms designed for innovative instructional delivery, 4) the need to better support our special populations, and 5) a 21st Century Learning environment for students and members of the larger community. The Learning Community Center is an innovative approach to create a culture that fosters educational sustainability and a focus on continuous improvement. Major activities include: The implementation of 1:1 technologies that support math and science STEM programming as well as other curricular resources across the district; 1:1 technologies will also support the need for differentiated instruction, individualized learning opportunities, and specialized programming. The implementation of this technology will ensure that students are using 21st Century Skills to be College and Career Ready. Establishment of a Learning Center, complete with appropriate technologies, which fosters a centralized Learning Community. This Learning Center will bring together students preK-5, an Intensive Behavioral Support Program (IBSP), a special education preschool, technology and science STEM labs, and other available spaces to be shared with the larger community.

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.

The first goal is that STEM RIDGE will promote the advancement of all students' achievement through focused curriculum and programming, access to 21st century technologies, and the use of an individualized learning platform to address students' specific learning needs. This goal will be met through the following activities: *New math and science STEM curriculum aligned to current Common Core and Ohio Standards *Access to a Learning Center with current 21st century technology and STEM resources *1:1 ratio of student devices to provide for individualized differentiated instruction, intervention, and enrichment opportunities *Programming to address the needs of low achieving subgroups The second goal is that STEM RIDGE will provide a significant reduction in spending by fostering a learning community where students' individual learning needs are met through an innovative delivery of curriculum, the inclusion of special populations, and a centralized campus environment. This goal will be met through the following activities: *Technology-assisted delivery of curriculum will reduce costs of hard copy curriculum resources *Bringing special education students serviced out of district onto the main campus; this will reduce transportation and tuition expenditure *The opening of the Learning Center will reduce costs by consolidating district transportation to one central location (PreK-3 moved from Alexandria, Ohio to the main campus) The third goal is that STEM RIDGE will promote the advancement of shared resources through the development of community relationships in order to prepare College and Career Ready students. This goal will be met through the following activities: Construction of a Learning Center which allows for: 1. A centralized Learning Community complete with 21st century technologies and STEM resources 2. Available spaces to be shared with the larger community 3. Opportunities for early childhood development and extended learning in preparation for college and/or the workforce 4. Information sharing and/or trainings with parents and the local community 5. Before and after school community childcare programming

**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.

N/A

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

5,000,000.00 * 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 overall budget entails: New math and science curriculum aligned to current Ohio Standards Cost $202,850.00 Learning Center building Cost $2,500,000.00* *Based on future savings as a result of this project, the district will match, $2,500,000 of grant money with an additional $2,500,000 of district money to fund the construction of the building Two STEM technology labs in the Learning Center Cost $600,000.00 One STEM science lab in the Learning Center Cost $250,000.00 Large community spaces/auditorium with digital access Cost $50,000.00 K-12 1:1 ratio of student devices Cost $651,500.00 Technology infrastructure Cost $550,000.00 Software for technology Cost $48,500.00 STEM Coordinator Cost $70,000 *FY 14 salary and benefits (January, 2014 -June, 2014) is half Two special education teachers Cost $130,000 *FY 14 salary and benefits (January, 2014 -June, 2014) is half Behavior Support Specialist Cost $20,000 *FY 14 salary and benefits (January, 2014 -June, 2014) is half Special education materials, equipment and resources Cost $40,000

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.

220,000.00 * 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 following costs will be required to maintain and sustain the project permanently beyond the duration of the grant. Two special education teachers Cost $130,000.00 The cost accounts for two teachers' salaries and benefits. The special education teachers will provide leadership with the expansion of special education services in our district. They will facilitate the successful transition of students into our on-campus Intensive Behavioral Support Program (IBSP). STEM Coordinator Cost $70,000.00 The cost accounts for the individual's salaries and benefits. The STEM Coordinator will oversee the management of the technology and STEM resources associated with the STEM RIDGE project. The position is essential to support planning and training staff and students on an ongoing and consistent basis. He or she will use curriculum expertise to ensure that instructional delivery is aligned with the goals of the grant. Behavior Support Specialist Cost $20,000.00 This cost accounts for the individual's salaries and benefits for a part-time position. This specialist will provide services to special education students in the areas of behavior management, behavioral interventions, positive behavior supports, and aide with transitioning students through social integration to on-campus placements.

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

909,600.00 * 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 majority of expected savings that will result from the implementation of the innovative STEM RIDGE project include: PreK-3 transportation from Alexandria Primary School consolidated with main campus ($536,600.00) Special education transportation and offsite tuition costs eliminated for most students ($373,000.00)

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.

This innovative project is self-sustaining. Although we will be hiring additional staff to support the STEM RIDGE initiative, the cost reductions that will be made are in excess when compared to the new/recurring costs associated with continuing this project. The substantial transportation and tuition savings incurred through the centralized Learning Center will more than pay for the ongoing costs needed to continue the project beyond the grant timeline. Transportation Tuition Staff (preK-3; special ed.) (STEM & new Special Ed.) Currently spending $761,600.00 $148,000.00 $0.00 Ongoing costs $0.00 $0.00 $214, 297.00 Expected savings $761,600.00 $148,000.00 $0.00

**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): 01/01/2014

* Narrative explanation

1. Identify, investigate, and purchase math and science curriculum to support STEM initiative Plan: January 1, 2014 - June 30, 2014 Classroom teachers, principals, Director of Technology, and the Teaching and Learning Department will identify math and science curriculum that is aligned with Ohio's Common Core and New Standards as well as meets the needs of the STEM and 1:1 initiatives. All curriculums will be explored from a variety of vendors to choose programming that focuses on 21st century technology skills, is STEM focused, and prepares students to be college and career ready. 2. Research and purchase 1:1 technology in the Middle School, grade 5 science and math classes, and grade 9 science and math classes Plan: January 1, 2014 - June 30, 2014 Appropriate individualized technologies will be determined by classroom teachers and the Director of Technology in conjunction with the Teaching and Learning Department to fit with new STEM-based curriculum. The Director of Technology will work with state of the art business and community resources and other consulting agencies to prepare buildings with the necessary technology

infrastructure that will be required with the new technological implementation. 3. Re-integrate special education programming to the main campus via the Intensive Behavioral Support Program Plan: January 1, 2014 - June 30, 2014 Appropriate equipment, curriculum, and supplies to support nonrestrictive special education classrooms will be determined by Intervention Specialists and the Special Education Coordinator. 4. Purchase of a Learning Center Plan: January 1, 2014 - June 30, 2014 The Board of Education, Superintendent, Treasurer, Finance Committee, Facilities Committee, Director of Business Services and Transportation, Building and Grounds Supervisor, Director of Technology, and the Department of Teaching and Learning will work with a selected Construction Management Firm to build the Learning Center facility. Appropriate STEM based equipment, technologies, and 1:1 devices for the building will be determined by classroom teachers, STEM Coordinator, and Director of Technology in conjunction with the Teaching and Learning Department to fit with new STEM-based curriculums. The Director of Technology will work with state of the art business and community resources and other consulting agencies to prepare the building with the necessary technological infrastructure that will be able to support the Learning Center. One barrier that may occur would entail unforeseen difficulties in establishing a strong infrastructure that supports all of the technological advancements. We plan to proactively mitigate this issue by involving multiple community resources with various perspectives in the planning and implementation stages. We may also communicate or team with other districts who have taken on a STEM initiative in their schools. We are interested in becoming a part of or developing a STEM network to foster collaboration.

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

* Narrative explanation

1. Identify, investigate, and purchase math and science curriculum to support STEM initiative Implement: August 1, 2014 New math and science STEM curriculum will be implemented August 1, 2014 by classroom teachers and supported by principals, the Teaching and Learning Department, and other school staff when appropriate. Professional development for teachers regarding the programming will take place from the vendor and appropriate school staff before the start of the school year. 2. Research and purchase 1:1 technology in the Middle School, grade 5 science and math classes, and grade 9 science and math classes Implement: August 1, 2014 New individual digital devices will be implemented August 1, 2014 by classroom teachers and supported by Director of Technology as well as other support staff when appropriate. Professional development for teachers regarding these devices will take place from the vendor, STEM Coordinator, and/or the Director of Technology before the start of the school year. 3. Re-integrate special education programming to the main campus via the Intensive Behavioral Support Program Implement: August 1, 2014 The re-integration of special education programming will be implemented August 1, 2014 by Intervention Specialists and supported by the Director of Special Education, Behavioral Support Specialist, as well as other support staff when appropriate. Professional development for teachers regarding students' specific needs will take place before the start of the school year. The social integration of students back into the community will begin in the spring of 2014 with transition plans created in collaboration between Northridge staff and staff from previous placements will ensure best practices are in place and carried out. 4. Purchase of a Learning Center Implement: July 15, 2014 Construction of the building will begin mid-July and take approximately six to eight months to complete. Implement: April 1, 2015 - August 1, 2015 The STEM technology and science labs, classrooms, community space, conference room, and special education classroom will be equipped with STEM based technologies and other materials as planned by the classroom teachers, Intervention Specialists, Director of Technology, Director of Special Education, and T&L Department. The Director of Technology will work with state of the art business and community resources and other consulting agencies to prepare the building with the necessary technology infrastructure that will be needed to support the Learning Center. The Learning Center will open for student, teacher, and community use on August 1, 2015. A barrier that may occur would be the inadequate preparation of teaching staff to properly implement the STEM focused curriculum infused with the 1:1 technologies. To mitigate this barrier, Northridge will be committed to the careful planning, transparent communication, as well as early and continuous professional development. To support this work, additional staff (as indicated in the Financial Impact Report) will be hired early in the project timeline to ensure positive and successful implementation. Another barrier that may occur is that the building would not be finished in time to open for the 2015-2016 school year. While this may prolong the implementation of the Learning Center, it will not affect the STEM initiatives provided through new curriculum and new technologies. In the event that the entire project cannot be completed within the timeline, project parts will be phased in. The building will open, and remaining unfinished components will be completed at a later date. In order to ensure the timely completion of the project, multiple stakeholders will be engaged in ongoing communication and consistent feedback. Further, in our timeline, while the estimate is six to eight months to build, we've allowed for over twelve months.

Summative evaluation (MM/DD/YYYY): 08/01/2015

* Narrative explanation

1. Identify, investigate, and purchase math and science curriculum to support STEM initiative Summative Evaluation: ongoing through June 1, 2015 Summative evaluation will include data analysis by classroom teachers, principals, and the Department of T&L by using the state Report Card, pre- and post- assessment data, formative assessment classroom data, MAP scores, OAA achievement scores, as well as value-added data (September 30, 2015) to determine the success of initial implementation. 2. Research and purchase 1:1 technology in the Middle School, grade 5 science and math classes, and grade 9 science and math classes Summative Evaluation: ongoing through June 1, 2015 Summative evaluation will based on data analysis, which includes teacher and student surveys regarding the devices, student achievement and trend data analysis, and feedback from the STEM Coordinator and Director of Technology. 3. Re-integrate special education programming to the main campus via the Intensive Behavioral Support Program Summative Evaluation: ongoing through June 1, 2015 Summative evaluation will based on student data analysis, which includes the state Report Card, pre- and post- assessment data, formative assessment classroom data, MAP scores, OAA achievement scores, as well as value-added data (September 30, 2015) to determine the success of initial implementation. Teacher and student surveys along with feedback from the Director of Special Education, Behavior Support Specialist, principals, and Intervention Specialists will also be included in our evaluation of the programming. 4. Purchase of a Learning Center Summative Evaluation: ongoing through August 1, 2015 The summative evaluation of the construction of the Learning Center will be conducted by the Construction Management Firm, the Board of Education, Superintendent, Treasurer, Building and Grounds Supervisor, Director of Business Services and Transportation, Finance Committee, Facilities Committee, and the Department of Teaching and Learning. What initially started as a grant application process became the cornerstone for a greater district vision. The process has evolved into the development of a strategic plan that will serve as the driving force to implement continuous improvements in our district and community. Communication during the development of the application included daily conversations among stakeholders as well as various meetings to brainstorm, create, and provide feedback regarding the STEM RIDGE project. Stakeholders included the Board of Education, Superintendent, Treasurer, Finance Committee, Facilities Committee, Director of Business Services and Transportation, Department of Teaching and Learning, Director of Technology, Director of Special Education, principals, and teachers. Ongoing communication with stakeholders during the project implementation will take place at Board meetings, Superintendent's Cabinet meetings, Finance Committee meetings, Facility Committee meetings, Transformational Team meetings, District Leadership meetings, staff meetings, and other meetings where appropriate. Project success will be monitored on a yearly ongoing basis, consistent with best practice and continuous improvement.

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

The expected changes to the instructional and organizational practices include 1) increased 21st century curricular opportunities through a STEM focus that are embedded in new technologies facilitated by teachers, 2) the addition of a Learning Center to centralize Northridge Local Schools will foster an environment focused on learning, collaboration, and community, 3) the inclusion of special education populations will diversify our campus and provide the least restrictive environment for a specialized population, and 4) increased student achievement in math, science, and subgroup populations in order to empower College and Career Ready students. These expected changes are realistic and significant in moving the institution forward. The project is aligned with the district vision of ensuring every student reaches their fullest potential and the district mission to empower all students with the knowledge and skills necessary to be College and Career Ready. The project is also aligned with Race to the Top goals and other current state and local educational initiatives.

**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.

Spending reduction will mainly occur based on a change in curriculum delivery, transportation changes, and elimination of special education tuition costs. This is evidenced in the five-year fiscal forecast. The rationale and impact on student achievement that supports this innovative project is presented in the research below. In order to create students that are College and Career Ready, Northridge believes that a strong foundation in STEM will set students up for success. ACT (2006) reported that students who take more than three years of math are significantly more likely to meet the College Readiness Benchmark in math than those who only take only three years or less in mathematics. Similarly, students that take an upper level sequence of science courses that includes physics are substantially more likely to reach the College Readiness Benchmark in science than students that only took biology and chemistry or less. ACT (2006) contends that expectations should be raised so that all students have strong skills in math, science, and technology and that all students can reach College and Readiness workplace standards. Employers are looking for employees who possess the skills that are taught in STEM programs. Facilitation of student activities cannot take place without adequate facilities. The facility must be equipped with tools, materials, and training that will make the STEM educators' activities more meaningful and realistic. Researchers found that when technology was infused in interventions, positive results included improved high stakes test scores, decreased dropout rates, and improved discipline. Further, research supports the daily use of technology in core classes of students for all levels of ability. Schools with a 1:1 student to computer ratio outperform non 1:1 schools on both academic and financial measures (ISTE, 2010). The most significant improvements are found where technology was included in intervention classes. Research reported that teachers believed that laptops improved student achievement especially for students with disabilities (Rosso, 2013) . Students at Maine schools scored significantly higher in science, math, and social studies than did students at the comparison schools. Teachers also reported that laptops helped Maine students with disabilities interact more with other students and their teachers, and they increased opportunities for individualized learning. Outcomes for young people with serious emotional disturbances have been particularly troubling; the individual and social costs of their failure to achieve in school and beyond are significantly high (Wagner, 1995). Several factors are related to significantly better outcomes. The first factor is the importance of parents in the lives of all students. Another factor is the flexibility in courses. Another component to students' success includes providing choices among placement options. Students with disabilities who spend more time in regular education classrooms are less likely to be socially isolated and more likely to belong to school or community groups (Wagner, 1995). Schools can support the social and academic integration of students into the life of the school as well. Through the STEM RIDGE Learning Center, with its central campus model, better collaboration and partnerships with mental health and social service agencies will exist. Northridge values the inclusion of special populations into the general population of students for the benefit of all. The Learning Center provides a location and environment where resources can be shared among the school and community. Watters (2013) indicated that to confront the issues of student engagement and to align schools with the knowledge demands of the 21st century, there is a growing recognition that education needs to engage in partnerships with the community and industry. The Learning Center provides for opportunities to accomplish these goals.

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

☑ Yes ☐ No

22. If so, how?

This STEM RIDGE model, with its significant savings, best practices, and STEM infusion could be implemented in similar districts with comparable configurations and needs. Specifically, a district must have available space to accommodate special education and learning center structures. The district must also identify academic areas of weakness, as evidenced by the state Report Card, and begin implementation of programming there. Our model entails a centralized Learning Center with a STEM focus. Initial technology and curriculum implementation is rooted at the middle school level (our area of need) where it can grow and branch out in both directions to the Primary and High School. To replicate the STEM RIDGE project, a district can follow these steps: 1) implement and provide professional

development for math and science STEM curriculums, 2) set up the appropriate technological infrastructure, 3) implement and provide professional development for 1:1 technology in grades five to grade nine, 4) integrate special education populations, 5) build a centralized Learning Center, and 6) expand the scale and the scope of the project by extending curricular programming and 1:1 technology devices across the district. Time and effort would be comparable to the current implementation and communication timeline (as indicated in question 18). A summary of our timeline includes six months of planning, a year and a half of implementation (some implementation components overlap with the planning phase), as well as annual and long term evaluation benchmarks of project success.

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

The Northridge stakeholders will continue to support STEM RIDGE initiatives after the grant has expired. There are minimal costs necessary to sustain the programming when compared to the current recurring costs of the district. The substantial and lasting impact of this project can be measured by the following outcomes: Students' math and science achievement scores will improve, as evidenced by the state Report Card, pre- and post- assessments, MAP, OAA, and value-added assessment data. Students' achievement scores in subgroups will improve, as evidenced by the state Report Card, pre- and post- assessment, MAP, OAA, and value-added assessment data. Special education students will benefit from the services available at the Learning Center and in the district, as evidence by meeting or exceeding IEP goals, data collected from surveys, and social integration feedback. The Learning Center and increased technology opportunities will aide in the development of students' 21st century skills and better prepare them to be College and Career Ready. Some evidence to support this outcome includes the state Report Card, OGT scores, end-of-course exams, pre- and post- assessments, EXPLORE, PLAN, SAT, and/or ACT scores. A centralized Learning Community will create a culture that fosters sustainability and continuous improvement through shared resources. The lasting benefit from the opportunities available will empower the greater community and provide a renewed sense of cooperative identity.

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.

The specific benchmarks related to the fund goals are indicated below. The success of long-term objectives is based on benchmark comparative data points. Data points are collected from the new Northridge Local School District Report Card, which is distributed by ODE. The first goal is that STEM RIDGE will promote the advancement of all students' achievement through focused curriculum and programming, access to 21st century technologies, and the use of an individualized learning platform to address students' specific learning needs. This goal will be benchmarked in the following ways: Short-term objectives (short-term objectives refer to implementation of new programming) *New math and science STEM curriculum aligned to current Common Core and Ohio Standards (June 30, 2014) *Access to a Learning Center with current 21st century technology and STEM resources (August 1, 2015) *1:1 ratio of student devices to provide for individualized differentiated instruction, intervention, and enrichment opportunities (August 1, 2015) *Programming to address the needs of low achieving subgroups (June 30, 2014) Long-term objectives (demonstration of successful implementation by year 5 is based on benchmark comparative data points) *Overall increased student achievement in math and science, as evidenced by a Report Card Achievement grade of B or higher and a Progress: Value-added Overall grade of C or higher. *Overall increased achievement for student subgroups, as evidenced by a Report Card Progress: Students with Disabilities grade of C or higher and Report Card Progress: Lowest 20% in Achievement grade of C or higher. *Overall increased student achievement in Gap Closing: Annual Measurable Objectives (AMO) grade of C or higher. *Continuous improvement in all data points is expected. The second goal is that STEM RIDGE will provide a significant reduction in spending by fostering a learning community where students' individual learning needs are met through an innovative delivery of curriculum, the inclusion of special populations, and a centralized campus environment. This goal will be benchmarked in the following ways: Short-term objectives *Bringing special education students serviced out of district into district; this will reduce transportation and enrollment expenditure as evidence by the Financial Impact Table and Question 16 - expected savings of $373,000.00 (August 1, 2014) Long-term objectives (demonstration of successful implementation by year 5) *The opening and sustainability of the Learning Center will reduce costs by consolidating district transportation to one central location as evidenced by the Financial Impact Table and Question 16 - expected savings of $536,600.00 (PreK-3 moved from Alexandria, Ohio to the main campus) The third goal is that STEM RIDGE will promote the advancement of shared resources through the development of community relationships in order to prepare College and Career Ready students. This goal will be benchmarked in the following ways: Short-term objectives The opportunity for students, parents, staff, and community members to utilize a centralized Learning Center complete with 21st century technologies and STEM resources (August 1, 2015). Long-term objectives (demonstration of successful implementation by year 5) *Students will demonstrate College and Career Readiness by achieving 75% or above proficiency on end-of-course exams. *Increase attendance and parent involvement in school-related activities *Provide shared resources and foster relationships for the larger community, including Licking County STEM collaboration In order to demonstrate the success of the long-term objectives, Northridge will collect and evaluate end-of-course exam data, track attendance for Learning Center use, track parent involvement in school-related activities, track shared resources, and collect and respond to survey feedback.

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 first goal is that STEM RIDGE will promote the advancement of all students' achievement. The method by which progress will be measured is based on benchmark comparative data points. Data points are collected from the new Northridge Local School District Report Card, which is distributed by ODE. Once Report Card data is released, student achievement data will be reviewed by stakeholders on an annual basis. If sufficient yearly progress toward the goal has not been made, additional in-house professional development will be used to increase the quality of instruction. Peer mentors will also be provided to teachers who show a lack of appropriate student growth. In addition, a curriculum and technology audit will be conducted every two years to ensure the fidelity and validity of materials and resources being used. The second goal is that STEM RIDGE will provide a significant reduction in spending. The method by which progress will be measured is based on the end-of-year fiscal report. This report is the evidence necessary to evaluate the savings. Northridge does not foresee insufficient progress in this area based on the five-year forecast. The third goal is that STEM RIDGE will promote the advancement of shared resources through the development of community relationships in order to prepare College and Career Ready students. One method by which progress will be measured includes yearly attendance tracking for the Learning Center use, parent involvement and the use of shared resources. Survey feedback will also be collected and responded to annually. If insufficient use of the Learner Center is noted, Northridge will formulate and carry out a plan to increase communication with community stakeholders. Some ideas may include special events, guest speakers, student demonstrations, and community benefits. College and Career Readiness will be measured through end-of-course exams. If sufficient yearly progress toward the goal has not been made, additional in-house professional development and peer coaching will be used to increase the quality of instruction. In addition, a curriculum and technology audit will be conducted every two years to ensure the fidelity and validity of materials and resources being used. The STEM RIDGE project's final analysis of success will come from reaching all three Straight A Fund goals that the proposal aimed to achieve. This STEM RIDGE project will be shared with other education providers. A short-term goal is to share the project model with other local Licking County districts. A long-term goal is to present our project model at state conferences, including OSBA, OAASFEP, and Ohio Technology Conference among others.

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 Sabrina Vallery, Ed.D. Director of Teaching and Learning, Northridge Local School District October 25, 2013