

Budget

Chagrin Falls Exempted Village (045286) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (102)

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		18,975.00	0.00	188,560.00	0.00	432,000.00	0.00	639,535.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		18,975.00	0.00	188,560.00	0.00	432,000.00	0.00	639,535.00
Adjusted Allocation								0.00
Remaining								-639,535.00

Application

Chagrin Falls Exempted Village (045286) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (102)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Project Ignite

2. Executive summary: 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.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

1120 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

5. 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

Address of lead applicant
400 E Washington Ave

Phone Number of lead applicant
4402475500

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

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

- Yes
 No

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

[Add Consortium Members](#)

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

- Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

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

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

The current state or problem to be solved; and

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. Our sixth grade students have had the devices for almost eight months now and this increased access to technology is accomplishing our goals. These devices are transforming the way we educate our students. We have seen increases organizational skills, confidence in technology, typing skills, collaboration and most importantly, engagement in learning. 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. The problem in our minds is that implementation timeline is simply too long. We want to rapidly expand our success at sixth grade, but due to cost constraints, that is not possible. Using the Straight A Fund, our Ignite initiative will dramatically increase the timeline for that expansion.

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

The Ignite 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 Ignite 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.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

The Ignite project, when fully implemented, will put a Chromebook in the hand of every student from grades six through twelve. They will take them home on the evening and the weekend, We expect to see growth student organizational skills, confidence in technology, typing skills and collaboration. Students growth will occur in writing and writing quality as demonstrated through quarterly writing probes. 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. Additional, we expect to see 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.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

The Chagrin Falls Exempted Village School District expects to realize spending reductions of \$152,225 annually as a direct result of the Ignite project implementation. In addition to 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 total annual savings after ongoing costs will be \$208,225. The savings described above will be realized through two opportunities. The first is reduction in force / repurposing of two teaching positions. The cost savings from the salary and benefits of those two staff members is \$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 \$650 per computer with monitor in a lab of thirty computers, the five year estimated cost of replacing these devices is \$117,000 (\$23,400 per year). 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. A spreadsheet has been uploaded to help explain all the associated costs and savings.

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

The Ignite project is designed to put an Internet connected device in the hands of over 1100 students in the first year. We expect this will lead to a larger adoption of blended learning methodologies such as a flipped classroom. We have already seen this at our sixth grade level. Our vision is that teachers will spend less time lecturing and more time working on real world application as they are no longer the "keepers of knowledge" in the classroom. Resources like Khan Academy and Compass Learning can be used with confidence knowing that every student has both the device and method to access them. Teachers can use our LMS to offer discussion boards, forums, and Google Hangouts with the students on the evening and weekend. The classroom becomes centered around the students, not the teacher. This shift in thinking coupled with our online course offerings will lead to an expansion of the learning environment.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

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

New - never before implemented

Existing: Never implemented in your community school or school district but proven successful in other educational environments

Mixed Concept: Incorporates new and existing elements

Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

637,894.51 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The budget for this project includes three primary components: Network upgrade, device purchases, and ongoing support costs. 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 the original list price. The wireless upgrade is designed to use the same effective yet affordable wireless technology the district used for the existing project. 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 purchase 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 2019-2020 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 with the research that has already been conducted.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

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

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

The Ignite 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. The district has done preliminary research on potential vendors but is not ready to make a decision. For accounting purposes, \$30,000 has been allocated per year for this software subscription. The total ongoing support cost will be \$48,975 per year.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

257,200.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

The Chagrin Falls Exempted Village School District expects to realize a savings of \$257,200 annually as a direct result of the Ignite project implementation. The savings will be realized through two opportunities. The first is reduction in force / repurposing of two teaching positions. The cost savings from the salary and benefits of those two staff members is \$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 \$650 per computer with monitor in a lab of thirty computers, the five year estimated cost of replacing these devices is \$117,000 (\$23,400 per year). 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. In addition to 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. Reduction in Force: \$140,000 Savings from not replace one lab per year: \$23,400 Energy savings: \$37,800 Student Chromebook Fund Contribution: \$56,000 Total: \$257,200

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset

increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The major barrier to an initiative such as this is the up front 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 allocation to technology. At the current cost structure, purchasing new devices for an entire grade level is approximately \$66,720. The yearly revenue generated by this initiative is estimated at \$56,000 which covers a significant portion of the cost of those devices. In addition to the \$56,000 in revenue generated, the district also expects to save \$201,200 per year through the means described above which makes this initiative financially self-sustaining. The total savings per year is estimated at \$257,200. The total ongoing costs for supporting this program per year at \$48,975. The net savings per year for our district is \$208,225. Using the expected \$208,225 in savings per year coupled with the local technology budget, the district can easily support the ongoing costs and replacement of devices associated with this program. For example, if the district chose to replace three grade levels in the 2019-20 school year, the cost would be \$201,200 which is slightly less than one year of our generated savings.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range 5/1/14 - 8/1/2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

This time will be spent developing a rollout strategy for the Chromebooks as well as planning the infrastructure upgrade. We have chosen the network equipment we need to replace, but we'll need time set aside to determine the order and strategy in which we will do those replacements. We will also use this time to coordinate and communicate the device rollout plan to our district stakeholders. Similar to last year's deployment, we'll need to hold several parent /student information nights over the course of a two week period. Finally, the district leadership team will meet to make a final decision on a software package for our online course offerings. We will need time to evaluate, implement, and prepare the teacher for the chosen package.

* Anticipated barriers to successful completion of the planning phase

While we do not anticipate any issue, one potential barrier would be discovering underlying electrical problems for the network upgrade. For example, if the new network equipment used considerably more electrical power than the existing equipment. We have already begun the process of having an audit done of our current capacity to confirm this is not an issue.

18. Implementation - Process to achieve project goals

* Date Range 6/1/2014 - 8/15/2014

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

The Ignite 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 August 1st, 2014. 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.

*** Anticipated barriers to successful completion of the implementation phase.**

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 by August of 2014. With the upgrade complete prior to the start of school, the Technology department will hold a rollout event where we'll have a suitable number of active devices and users to perform throughput assessments on the upgraded equipment. Any issues should be identified at that time and corrected accordingly.

19. Summative Evaluation - Plans to analyze the results of the project

*** Date Range 8/16/14 - 6/1/2015**

*** List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).**

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 the 21st century learning exam, 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.

*** Anticipated barriers to successful completion of the summative evaluation phase.**

The largest barrier to the successful evaluation of the project is classroom adoption. If the teachers fail to integrate the technology in their lessons and activities, the learning objectives will not be met. In order to mitigate this risk, the district will be offering job embedded staff development next year to all teachers. Our goal will be to work with teachers, by department, to develop lessons, online plans, and course material that works in conjunction with the devices.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The district expects 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 Ignite 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 course work, 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 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

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem (s) have been solved.

21. 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 response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below:

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. In August 2013, we deployed 160 Chromebooks to our sixth grade students. Our students have had the devices for almost eight months now and this increased access to technology is accomplishing our goals. These devices are transforming the way we educate our students. We have seen increases organizational skills, confidence in technology, typing skills, collaboration and most importantly, engagement in learning. The district created an infographic that highlights some of these measurable achievements. It is attached to the application. Our research for the initial deployment and the expansion of our Ignite 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 can be found online at the site we created to showcase our existing program. The website is located at www.greattechspectations.com.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

Becky Quinn, Director of Curriculum will be responsible for conducting the evaluation. The Ignite 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. Student will be assessed using the both the pre and post 21st Century Skills Assessment from Learning.com. The assessment is based on the ITSE standard and will allow us to accurately measure the growth of our students in those areas. The 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 Survey Monkey four times throughout the year: September, December, March and June. The Survey Monkey software allows for in-depth analysis of the results which gives the district relevant information on the impact on subsections of the student population. 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 swell 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 formative assessments that measure writing. -

* 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 project's progress).

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. This will be measured through staff and student surveys. 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 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 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.

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

We feel that we have a strong handle on the implementation of this with our staff. This is based on the data as evidenced by our current 1:1 offering. In the existing program, the district leadership team met with the grade level leaders to discuss both the successes and the missteps on a monthly basis. We made modifications to the program as we saw fit. We intend to continue this practice going forward. For example, one adjustment that came out of these monthly meetings was to move to a more durable device. We listened to the issues presented by the teachers, did additional research, and adjusted the program accordingly. In a technology initiative like this, it can be difficult to anticipate the pitfalls until to reach them. We expect there will be problems and our only course of action is to meet on a regular basis to discuss and deal with them as they arise.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

The Ignite 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. Our program will show measurable increases in 21st century technology skills as defined by the ITSE standards. Additionally, we'll

see growth in organizational skills, typing accuracy and words per minute, research techniques, and the student's ability to adapt to different software packages. The program will continue with local funding long after the grant period has expired. As described in a previous question, the biggest barrier to implementing a project like this one is the upfront cost to upgrade the network infrastructure. Our teacher currently in the 1:1 environment would never chose to go back to the way things were before the devices arrived. This revolution in teaching has shown our district how vital technology is to the education of our children. Receiving this grant would increase the speed in which revolution occurs. The grant will not only reach the existing student; it will affect children that are not even enrolled yet.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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 applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

*** Student Achievement**

Benchmarking success through student achievement will be a challenging task for a district whose students already do very well on state tests. We continue to see advancements in the type of work that our learners create. An assignment that would presently requires 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 Ignite initiative will provide out students with the tools they need to further develop each of those skills. We have seen development in all of these skills with our existing 1:1 program and we fully expect to see additional increases if the program were expanded. Our district will rely heavily on the 21st century skills assessment from Learning.com to measure these skills. Students will be assessed in August of each year and then again in May of the same school year. The data received from the assessment will provide us with measurable outcomes. In addition, the reports from this assessment will highlight areas where we need to improve.

*** Spending Reduction in the five-year fiscal forecast**

Our benchmark for success from a financial perspective is a total savings of \$460,270.49 over a five year period. That savings is calculated by subtracting the yearly ongoing project cost of \$48,975 from the expected yearly savings of \$257,200 along with an expected device replacement cost in the fifth year of the grant. The savings generated from this initiative along with local founding will allow our district to place those machines on a refresh cycle to ensure their functionality. Our plan is fiscally sustainable. A spreadsheet is attached to the application to articulate this in more detail. The Chagrin Falls Exempted Village School District will directly impact thousands of students through this initiative and will have saved a substantial amount of tax payer dollars in the process. The district will track expenditures and savings on a yearly basis with quarterly reviews to ensure we are seeing the expected outcomes. The data points will be tracked within a Microsoft Access database in tables based on school year. The district expects retain all relevant data and report the finding each year.

*** Utilization of a greater share of resources in the classroom**

Our benchmark for success in this category will be measured by the number of blended learning environments that are created. We expect to see a 15% growth in flipped classroom models each year. The use of reliable technology in the classroom should drive the teachers to integrate applications such as Khan Academy and Compass Learning. In addition, we intend to offer online courses to our students at the 7-12 campus. We expect to see a 20% growth in enrollment each of the grant years with the ultimate goal of every student taking one class online prior to graduation.

*** Implementation of a shared services delivery model**

*** Other Anticipated Outcomes**

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

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

*** Explain your response**

The Ignite initiative was recently recognized by the OETC, receiving the #BestEdTech Award for Best 1:1 Program. We have hosted multiple schools districts looking to implement a program similar to Ignite. We believe our model works very well and the awards and visits from other districts help to validate that belief. The program 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.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree.

Consortium

Chagrin Falls Exempted Village (045286) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Consortium Contacts

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

Partnerships

Chagrin Falls Exempted Village (045286) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

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

Implementation Team

Chagrin Falls Exempted Village (045286) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Rebecca	Quinn	Director of Curriculum & Instruction	Rebecca Quinn will provide oversight of the Ignite grant project. Her primary responsibility will be the short and long term evaluation of the success of the initiative. She will work with the district's Director of Technology and the district's Director of Strategic Initiatives to plan and implement project-funded technology, skills assessments, surveys and walkthroughs.	Masters in Educational Leadership - Saint Joseph's University, Philadelphia, PA Bachelors in Elementary with Gifted Education - Kent State Univeristy, Kent, OH ODE Current Licensure: Superintendent's License Principal License Gifted Endorsement K-12.	Rebecca has taught Science and Social Studies at the middle school level and K-8 Gifted students. Additionally, she has been a school district administrator in the following roles, since 2001: Rock Hill School District Three (Rock Hill, SC):Served as the Saluda Trail Middle School Assstant Principal Cleveland Heights/University Heights Public Schools:Served as Gifted Coordinator, K-12 (5 years) Served as Director of Gifted/Enrichment, Arts and Middle Level Education (1 year) Knowledgeworks grant recipient, Ohio Department of Education Gifted Education Javit's Project grant writer/manager, Jennings's Foundation grant writer and manager Willoughby-Eastlake City Schools:Served as Director of Curriculum, K-12 (3 years) Jennings Foundation grant writer and manager Race to the Top grant writer/manager, Title IIA grant fund manager Chagrin Falls Exempted Village Schools: Serve as current Director of Curriculum and Gifted Coordinator, K-12 (in 1st year) Race to the Top grant manager, applied for iLearnOhio eTech Textbook Grant (awaiting notice of receipt of award).	
Christopher	Woofter	Director of Strategic Initiatives	Christopher will work with the district's Director of Technology and the district's Director of Curriculum to plan and implement purchase of project-funded technology.	Christopher holds a Master's degree in Education Administration and a Bachelor's degree in Elementary Education from University of Akron. He has completed the School Improvement Program at Yale University and continues to pursue ongoing education through seminars and workshops.	Christopher Woofter currently is the Director of Operations and Strategic Initiatives. This is a new role for the district that encompasses the responsibility of daily operations under Food Services, Transportation, Custodial, Grounds, and Maintenance. Additionally this role includes Employment, Human Resources, Strategic Planning and coordination of the new Ohio Teacher Evaluation System. Mr. Woofter served as the principal of the Chagrin Falls Intermediate School for two school years from 2011 - 2013. Prior to that, he served as an administrator in Nordonia City Schools. In total he has fourteen years of administrative experience at the building level. In the role of principal, Mr. Woofter served on many projects and initiatives involving school planning with school based teams. In addition, Christopher has served as an Adjunct Professor for The University of Akron for Project GRAD, a special learning initiative funded by the Bill and Melinda Gates foundation as well as recently teaching graduate classes for	

					<p>prospective principals. Mr. Woofter has presented at the Capitol Conference for the Ohio School Board Association on district technology implementation. He currently participates on the district Professional Development Committee helping to plan and evaluate professional development within the Chagrin Schools as well as leading with the district Technology Committee. Mr. Woofter has served as World Language Committee Chair and attended the National Chinese Language Conference in Washington D.C. He has also traveled to China in partnership with Chagrin's sister school; Huipu Education Group. This past year, Mr. Woofter was selected by the United States Department of Education to serve as federal grant evaluator for Race to the Top grant reviews.</p>
Michael	Daugherty	Director of Technology	<p>Mr. Daugherty will be responsible for selecting the devices, networking equipment, and all other facets of technology as it relates to this project. He will work with the district's Director of Curriculum and the district's Director of Strategic Initiatives to plan and implement purchase of project-funded technology. He will work with the district's Director of Curriculum and the 6th grade teachers who recently received the OETC Best Ed Tech "Best 1:1 Program" award in January 2014 to plan and implement training of 7-12 teachers and students on effective Chromebook use.</p>	<p>Michael received the #BestEdTech Technology Coordinator Innovator Award from OETC in January 2014. The #BestEdTech Awards were established to recognize the educational technology innovations of schools, colleges, programs, teachers, administrators, students and tech coordinators from around the state, particularly on social media. Michael and the 6th grade teacher team won this award this year for their successful implementation of a Google 1:1 Collaborative Environment this school year. These Awards were distributed by Ohio Board of Regents Assistant Deputy Chancellor of Educational Technology. He has a Bachelors degree from Kent State University and the following Tech-related Certifications: Microsoft Certified Systems Engineer since 2001.</p>	<p>Prior to Chagrin Falls, Mr. Daugherty served as Director of Technology for several school districts and charter networks in Northeast Ohio. This position helped him to refine his 16 years of experience working with educational institutions on visioning, planning, budgeting, and implementing a wide variety of large-scale IT projects. These projects include rollouts of Google Apps for Education, designing and implementing wireless networks, email migrations, and bring your own device initiatives. Mr. Daugherty has spent the vast majority of his career in the K-12 education sector. He is an accomplished network engineer, application developer, and IT Director.</p>