Budget

Ross Local (046144) - Butler County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (210)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	192,125.00	0.00	620,107.00	0.00	812,232.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	50,000.00	0.00	0.00	0.00	50,000.00
Prof Development	32,625.00	5,255.00	27,125.00	0.00	0.00	0.00	65,005.00
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	22,750.00	0.00	22,750.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	32,625.00	5,255.00	269,250.00	0.00	642,857.00	0.00	949,987.00
						Adjusted Allocation	0.00
						Remaining	-949,987.00

Application

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Personalization Through Digital Age Teaching and Learning

2. Executive summary: Please limit your responses to no more than three sentences.

Teaching and learning will be transformed through student utilization of digital resources and 1:1 digital devices to provide a more personalized learning experience. Formative assessments will be used by teachers to select resources and activities based on students' identified needs, thus allowing all students to meet or exceed grade level standards and become college and career ready.This proposal aims to achieve the Straight A Fund goals of student achievement and spending reductions in the five-year fiscal forecast.

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.

1750 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:

- [ ] Pre-K Special Education
- [ ] Kindergarten
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [x] 5
- [x] 6
- [x] 7
- [x] 8
- [x] 9
- [x] 10
- [x] 11
- [x] 12

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

First Name, last Name of contact for lead applicant
Greg Young

Organizational name of lead applicant
Ross Local School District

Address of lead applicant
3371 Hamilton Cleves Rd. Hamilton, OH 45013

Phone Number of lead applicant
513 863-1253 ext. 2901

Email Address of lead applicant
greg.young@rossrams.com

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

- [ ] Yes
- [x] 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

- [x] 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

We have identified three problems that must be solved for all of our students to be college and career ready. Our Speak Up 2012 survey results show that 72% of our high school and middle school teachers feel that not having enough computers for student use is a major obstacle to utilizing technology in learning. Further dialog reveals that our teachers are unable to meet the diverse learning needs of their student population through current print resources and our limited access to online resources (1 device:10 students ratio). In addition, teachers cannot collect data efficiently from students over time to personalize learning because we do not have an efficient means to conduct timely assessments. Finally, our state report card data has identified several areas of weaknesses which are the lack of progress being made by our students in the lowest 20% of achievement and by our gifted students, as well as a gap in achievement for students with disabilities.

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

To solve these problems, we are seeking Straight A Grant funds for the Personalization Through Digital Age Teaching and Learning project that will provide Ross High and Middle School students with innovative digital resources and tools to participate in a 1:1 personalized learning environment. We propose that all students and teachers in grades 5-12 be issued a Chromebook to use on a daily basis and that all teachers participate in professional development to leverage the digital tools. This will allow us to meet diverse learning needs (Greaves). All students, including those in the lowest 20% of achievement and students with disabilities, will access resources that are relevant and allow for personalized learning so they can increase rigor and meet or exceed grade level standards. Adaptive software will allow us to support and scaffold learning for students with disabilities so they meet grade level standards. In order to go beyond grade level standards, gifted students will use online resources to discover unique solutions as part of their problem-based learning experience. Digital tools will allow all students to interact and collaborate with others and create authentic products so that they are participating in activities that mirror the real world. We will augment existing innovative approaches with additional tools funded by the grant. All staff have participated in FIP (Formative Instructional Practices) training through Battelle For Kids' online modules as part of the FIP Your School Ohio Campaign and our middle school English language arts teachers participated in Ohio's Formative Assessment in Middle School (FAMS) pilot project . Currently, teachers are completing Thinkgate's Instructional Improvement System (IIS) online modules through the Race to the Top grant. A 1:1 program will allow teachers to fully implement formative assessments (FIP) using Thinkgate IIS. Teachers will create and administer online formative assessments through Thinkgate IIS. Student online assessment data will be analyzed so that teachers will be able to provide immediate feedback to modify daily lessons and tailor resources, activities, intervention and enrichment to personalize learning for each student. Grant funds will allow us to implement Schoology, a learning management system (LMS), as a framework to handle all aspects of the learning process, and iCurio, an online learning resource library that differentiates resources. Teachers will replace traditional textbooks by sharing academic content, learning materials and resources that are more timely, relevant and engaging. Students will use the LMS to blog, share their thinking and clarify understanding of content thus creating an online learning community. This innovative project will involve upfront professional development on our district's 1:1 policy, personalized learning, online resources, the utilization of a learning management system (LMS) and continued development in using Thinkgate's IIS platform for formative and summative assessments. Professional development training will be led by local educational service centers and district experts so that teachers can connect resources to support the differentiated needs of students. Recently, the district has been building capacity for a project like this. Kindergarten through fifth grade students complete grade level technology checklists through integration with core content classes. First through twelfth grade students utilize Google apps to create documents, presentations, and spreadsheets; participate in digital citizenship education; and use iPad apps to communicate and create. Sixth through eighth grade students take four technology courses in Google apps, technology education, twenty-first century skills, and applied technology. Freshmen students take online health and take career awareness in a blended environment. Our students and teachers, therefore, are now ready to move forward.

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 increased achievement of all students in grades 5-12 will be reflected by an increase in the number of performance indicators on the achievement component of the state report card that are ranked in the top one-fourth of our ODE similar districts. The comparison with similar districts is being used because with new state assessments being put in place for grades 5-12 over the next two years, we do not know at this time what the cut-off scores will be to meet or exceed grade level standards. More specifically, the improved achievement of students with disabilities will be reflected by an increase in the percent of proficient students in the IEP subgroup in reading and math to exceed the annual measurable objective target over the sustained five-year grant period. The state report card grade for gifted students and students in the lowest 20% of achievement in reading and math, under the progress component, will rise from C to A culminating in the following by the end of five years: students in the lowest 20% of achievement will all be deemed college and career ready on the prepared for success component

of the state report card and the prepared for success measures of Honors Diploma, Advanced Placement and Dual Enrollment will be in the top one-fourth of our ODE similar districts. In addition, in grades 5-8, the results from the MAP (Measures of Academic Progress) online assessments from March 2015 will be compared to the previous year's (2014) results in math, science and reading. Specifically, improved achievement will be reflected by an increase in these scores. Finally, in grades 5-12 student performance on pre and post assessments developed in Thinkgate IIS will be used to measure student progress toward meeting and/or exceeding grade level standards in the core content (language arts, math, science, and social studies) standards.

☑ 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 major reductions in spending expected through the implementation of the grant will involve the replacement of print resources (textbooks, handouts, worksheets, and assessments) with teacher identified online resources. The district spends an average of $153,602 in grades 5-12 for textbooks each year. We anticipate that online resources placed in the learning management system by the teacher will replace textbooks thus freeing up these funds to support the cycle of technology replacement that will be needed for our personalized learning initiative. The LMS will also house other online resources replacing worksheets and handouts. Thinkgate IIS will house the assessments used in each classroom. Students will take assessments online eliminating paper quizzes and tests. Eliminating print worksheets, handouts, and assessments will result in a decreased use of copier paper in the schools. We anticipate reducing paper usage in grades 5-12 by 50% , resulting in a savings of $10,000 each year. With fewer copies being made there will be an annual savings of $10,225 for copier maintenance. With resources being shared online, the number of printers will be reduced in both schools. This will result in an annual savings of $8,000 on our printer maintenance contract. Online assessments will also eliminate the need for scantron testing materials which will result in a savings of $2,500 each year. Both schools currently spend $9,800 annually on student "agendas" which contain the student handbook and a planning calendar. Those items will be downloaded to each student's digital device thus saving those dollars. The district's library media coordinator estimates that the district can eliminate $2,000 of annual expenditures in non-fiction library books since students will have online access to the information. Finally, our district has spent an average of $59,440 each year for technology in the middle school and high school general computer labs or laptop carts. Since each student will have a personal digital device those labs and laptop carts will no longer be necessary. The funds will be redirected to the replacement cost of the Chromebooks.

☐ 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.)

☐ 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.

949,987.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Using the CCIP budget grid this cost is broken down as follows. In the Salaries (100) column we have budgeted $32,625 dollars for substitute teachers. This number was calculated by multiplying 430 needed substitute days (five days each for 79 teachers) by our substitute teacher rate of $75.00 per day. In the Retirement/Fringe Benefits column (200) we have budgeted $5,255. This number was calculated by multiplying the 430 needed substitute days by our substitute retirement/fringe benefits rate of $12.08 per day. These substitute teachers are needed because in the initial grant year we will not be able to provide all needed professional development on scheduled in-service days. It will be necessary, therefore, to provide some professional development training for teachers during the course of the school year. In the Purchased Services column (400) we have budgeted a total of $269,250. The majority of this cost is associated with the purchase of iCurio online learning resource library ($125,000) and Schoology learning management system ($67,125). This makes a total of $192,125 in the Instruction row. In the Governance/Admin. row we have contracted with the University of Cincinnati Evaluation Services Center to provide external evaluation services for the project in the amount of $50,000. The final expenditure in this column involves purchased professional development services from the Butler County Educational Service Center ($16,000), iCurio training ($10,000), and Schoology training ($1,125) for a total of $27,125 in the Professional Development row. The iCurio product provides 19 resource types aligned with the Common Core and Ohio standards. The resource types are differentiated by reading lexile levels which allow users to meet their personal learning needs. Schoology is a web-based framework that will facilitate student access to teacher determined resources personalized to student needs and allow students to interact and collaborate. A third party evaluator will provide an unbiased evaluation of the project's impact on the goals of student achievement and spending reductions. The professional development, including Butler County Educational Service Center, iCurio training and Schoology training will prepare teachers for implementation of the project with their students. The largest amount of the project budget involves expenditures in the Capital Outlay (600) column where we have budgeted a total of $642,857. The purchase of 1,854 (1750 students and 104 teachers) Chromebooks at $278.37 each makes up the bulk of this column's expenditures ($516,098). We also plan to purchase protective cases for each Chromebook at a cost of $56.10 per device ($104,009). These two expenditures total $620,107 for the Instruction row of the Capital Outlay column. The other Capital Outlay expenditure involves the purchase and installation of additional wireless access points ($18,750) so that each classroom will contain one. We will also need to purchase a server and software to manage users on the wireless network ($4,000). This is a total of $22,750 for the Facilities row. Chromebooks were chosen because they have a full keyboard, update automatically and will integrate seamlessly with our Google Apps for Education domain (provided free to schools) which allows students to create documents, presentations, spreadsheets, drawings and calendars which can be shared with each other and their teachers. Free Chromebook apps provide additional tools, including adaptive software. The protective cases affix to the Chromebook and will always be on to keep it secure during use at school and at home. Wireless access points will be added to all classrooms in the two schools, that do not already have one, to provide reliable wireless internet access in every space.

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 major cost to be incurred in sustaining the project will involve replacing the digital devices and protective covers on a four year cycle. On an annualized basis this replacement cost is $155,027. We will redirect $59,440 of our current annual budgeted computer lab replacement funds from capital outlay because every student will have a device. To make up the difference, we will increase our capital outlay annual expenditure by $95,587. Together the $59,440 and the $95,587 will give us the $155,027 needed annually for the device replacement fund. These funds will be set aside so that $620,107 will be available every four years. The online purchased services for iCurio and Schoology will be purchased for five years with grant dollars.The Thinkgate IIS annual cost will be $8,750 beginning in FY16. We have accounted for an inflation rate in the Financial Impact Table (FIT) for Thinkgate IIs of 1.5% for FY17 and FY18 and 2% for FY19 and FY20. The total funds that will be saved or redirected over the five years after the grant year will be $735,520. This is more than enough funds to meet the four year device and cover replacement cost of $620,107, and the annual online purchased service fees for iCurio, Schoology, and Thinkgate IIS. This project, therefore, is highly sustainable since the accumulated annual savings will cover the cost of the four year replacement cycle for the devices and the cost for the online purchased services. After covering the annual sustainability costs of the project, the district will still realize cost savings. We do not anticipate an increase in the device cost since the cost of most electronic devices decreases over time. Even if this were not the case, the margin between our savings and our device replacement cost is large enough to cover any increase in cost. We have not included any dollar amount for maintenance in the sustainability costs since the purchase price of each Chromebook includes a management license and tech support. The students will be responsible for the cost of any damage or loss of the devices. Within each four year cycle we will annually take the devices that were used by twelfth grade students and give them to the incoming fifth grade students. The purchase price of the online purchased services includes professional development for the initial grant year. Following the initial grant year,

professional development will be conducted by our district curriculum and technology teams. The dates for this training will be a part of our regularly scheduled in-service training days and the curriculum and technology teams will be trained as trainers during the grant year. As a result, no additional professional development costs will be incurred after the initial grant 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.

87,664.00 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 number entered above reflects an average of the annual savings as a result of implementing the project. The first area of expected savings is with the Financial Impact Table line item of Supplies and Materials. The major savings expected through the implementation of the grant will involve the replacement of print resources (textbooks, handouts, worksheets, and assessments) with teacher identified online resources. The district spends an average of $153,602 in grades 5-12 for textbooks each year. We anticipate that online resources placed in the learning management system (LMS) by the teacher will replace textbooks thus freeing up these funds to support the cycle of technology replacement that will be needed for our personalized learning initiative. The LMS will also house other online resources replacing worksheets and handouts. Thinkgate IIS will house the assessments used in each classroom. Students will take assessments online eliminating paper quizzes and tests. Eliminating print worksheets, handouts, and assessments will result in a decreased use of copier paper in the schools. We anticipate reducing paper usage in grades 5-12 by 50%, resulting in a savings of $10,000 each year. Online assessments will also eliminate the need for scantron testing materials which will result in a savings of $2,500 each year. Both schools currently spend $9,800 annually on student "agendas" which contain the student handbook and a planning calendar. Those items will be downloaded to each student's digital device thus saving those dollars. The district's library media coordinator estimates that the district can eliminate $2,000 of annual expenditures in non-fiction library books since students will have online access to the information. The total annual savings for supplies and materials as outlined above will be $177,902. This is reflected in the Financial Impact Table with the annual Supplies and Materials expenditure dropping from $949,590 in FY14 to $771,688 in FY16. Another area of savings will be in the Financial Impact Table line item of Purchased Services. As a result of the elimination of print handouts, worksheets, and and assessments fewer copies will be made which will result in an annual savings of $10,225 for copier maintenance. With resources being shared online, the number of printers will be reduced in both schools. This will result in an annual savings of $8,000 on our printer maintenance contract. The total annual savings for purchased services as outlined above will be $18,225. This is reflected in the Financial Impact Table with the annual Purchased Services expenditure dropping from $3,221,743 in FY14 to $3,212,268 in FY16. After annual purchases related to the project are made, the annual net savings realized will be as follows: FY16 = $91,790; FY17 = $91,659; FY18 = 91,526; FY19 = $91,346; and FY20 = $71,999.

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.

From a financial standpoint this project will be self-sustaining because the ongoing spending required will be offset by savings and the reallocation of existing resources. The funds needed for the annual online purchased services of iCurio, Schoology, and Thinkgate IIS ($27,913) and the four year Chromebook and case replacement cycle ($620,107) will be available as a result of the annual savings from a reduction in supplies and materials such as textbooks, copier paper, student agendas, and library books ($177,902) and purchased services such as copier and printer maintenance ($18,225). These annual savings in the combined amount of $196,127 will be used to finance the annual subscriptions for the online purchased services ($27,913) with the remainder ($168,214) set aside each year and to be available for the four year Chromebook replacement purchase. In addition, funds currently being used to complete annual upgrades ($59,440) to general computer labs in the two schools will be reallocated. A total of $227,654 ($168,214 + $59,440) will, therefore, be set aside each year. Over four years that equals $910,616. With the four year Chromebook replacement cycle equaling $620,107, this will provide funds for sustainability.. To sustain this project, teachers and students will need support. Our technology integration specialist will provide curriculum integration support as in the past. The roles of some certified staff members will change. The role of the media specialist will evolve to

support teachers and students in classrooms. Two current technology teachers will be re-tasked to directly support classroom teachers. These persons will provide professional development for new teachers. Both new and veteran teachers can attend our existing summer technology workshops taught by district personnel. Two technology specialists, who currently manage computer labs and laptop carts in each school, will provide technology support. Our technology director will continue to maintain our infrastructure to provide wireless access throughout our two schools. A Chrome management license and support agreement and automatic operating system updates are built into the cost of each device. The purchase of the device each four years will, therefore, sustain the systems needed to operate and maintain them. The Chromebooks will integrate seamlessly with our Google Apps for Education domain (provided free to schools) which allows students to create documents, presentations, spreadsheets, drawings and calendars which can be shared with each other and their teachers. Free Chromebook apps provide additional tools, including adaptive software. As devices are damaged or lost by students, the student will be responsible for the cost of repairs or replacement. The district will work with an insurance provider to offer students low cost insurance for the Chromebooks. As it becomes necessary to update the online resource materials and assessments in the future, the funds that the district budgets each year for curriculum revisions will be used. As a result, the online resource materials and assessments created by teachers will be sustained and kept updated. Each school will have a task force composed of teachers, students and parents. The task force will plan and implement the project during the initial grant year. In subsequent years, each building's task force will continue to evaluate the effectiveness of the project and make any changes necessary to assure the sustainability of the project. The project's goals and implementation process will be communicated each year by the district's administrative team. Each building principal will communicate with parent and student groups and seek their feedback. The superintendent will keep the school board informed through monthly reports and they will review and pass policies to support the project as needed. The community stakeholders will be kept informed through district newsletters and press releases.

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 RangeFebruary 2014-August 2014

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

Feb. 2014 -The grant writing team determined three problems from an analysis of our ODE state report card data and the Speak Up survey. - Student achievement and professional development in similar projects was researched; we decided that student achievement could be evaluated by our performance on our ODE report card, as two programs (Bebell & Shapely) used their state report card to evaluate their projects. An anticipated barrier of using the state report card is that the assessments will be changing, thus we decided to rate our student achievement against our ODE similar districts in upcoming assessments and to use district summative assessments. -Met with school principals. March 2014 -Met with grant evaluator from University of Cincinnati to discuss and plan the evaluation process -Met with teachers in each school and gave them access to the grant proposal. -Researched learning management systems, digital content and device; selected Schoology, iCurio and Chromebooks. -Superintendent presented an outline of our application to the board of education and received their full support. Apr. 2014 -Held District Technology Committee meeting for final project approval. -Created middle school and high school task forces. May 2014 - Building task forces and principals will create a student 1:1 policy. - Plan for Fall in-service day professional development. Aug. 2014 - School board approves 1:1 policy. - Create evaluation instruments with grant evaluator. - Technology personnel will create tutorial videos and post to our website.

* Anticipated barriers to successful completion of the planning phase

-A barrier identified by the grant writing team was not having time for upfront professional development, curriculum resource alignment and assessment creation before the start of school in Fall 2014. To overcome this, we plan to build capacity in the fall and phase in student implementation in January. -Barriers identified by principals were that some students do not have home internet access. Our current after school supervised study tables can overcome this issue as students can access the internet at school and can ride the activity bus home. - Barriers identified by teachers centered around student behavior and the need for a policy outlining expectations and consequences for not following it. Teachers felt that students not having basic skills to use the device may become a barrier.

18. Implementation - Process to achieve project goals

* Date RangeAugust 2014-

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

Professional development Aug. 2014 - Contract with ESC for teacher training 8/22/14 pm - Teacher training on personalized learning transformation; iCurio online resources for personalization 10/1/14 late start (80 minutes) - District 1:1 policy 11/4/14 all day - Teachers

receive Chromebook and training on its use and attend sessions relevant to their content area 1/16/15 pm & 2/11/15 & 3/4/15 late start (80 minutes each) - course creation in Schoology Teacher release days Sep. 2014 - Dec. 2014 - provide core content area teachers and special education teachers five release days each to build district formative and summative assessments with Thinkgate IIS to determine mastery of grade level standards and determine personalized resources, through iCurio, aligned to curriculum and add the resources to existing district pacing guides; teachers will work with peers, curriculum director and ESC content specific experts; Schoology training during one of these days Provide structures and support to teachers so that they change their practices Ongoing - establish face-to-face and online learning community for teachers to communicate needs for implementation, discuss successes and support their peers. Implementation with students Aug. 2014 - order Chromebooks, protective cases and wireless access points; contract with iCurio and Schoology (we are currently under contract with Thinkgate IIS through Race To The Top) Sept. 2014 - install wireless access points 1/19/15 - Chromebooks given to students - all core content area teachers will structure their classrooms for personalized learning Ongoing - grant evaluator and task forces evaluate project implementation against benchmarks Communicate with stakeholders Aug. 2014 - present to school board and inform staff; school open houses to inform students and parents; press release to local media; post on district website Ongoing - monthly report to school board; update website; articles in local media and district newsletter

* Anticipated barriers to successful completion of the implementation phase.

Anticipated barriers: -scheduled professional development time is not enough -some teachers may be reluctant to change their practices - some students may struggle with the transition to Chromebooks

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

* Date RangeAugust 2014-July 2020

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

The project external evaluation is heavily focused during Phase1/Beginning (Aug2014-June2015). The plan includes evidence to support initial student achievement, teacher outcomes, and district systemic outcomes. Quarterly (Aug2014 to June2015) - Systemic changes in decision-making and continuous improvement efforts with evaluation capacity building (ECB), district policy changes, cost efficient adjustments, and project support gleaned from administrator interviews and district documents. Dec 2014 & April 2015- Teacher outcomes indicated by changes in self-efficacy, classroom practices from pre-post surveys, LMS and Thinkgate IIS documents, classroom observations, focused discussion groups, and interviews of principals about teachers. May-June 2015 - Initial student achievement results (with comparative baseline data) derived from pre-intermediate-post MAP data, pre-post Thinkgate IIS assessments; student products, e-portfolios; baseline data from the district's 2014 ODE report cards; established baseline data and design for the 2015 5th and 8th grade cohorts set for longitudinal project study. The Task Force (TF) is at the helm during Phase2/Intermediate Term (2015-18) and Phase3/Project End (2018-20) using processes, instruments, and routines established in Phase1 to attain project milestones and outcomes. Lessons learned from evaluation are discussed monthly with suggestions for improving project implementation. By the end of Phase3, all teachers would have been trained and teacher outcomes re: self-efficacy and changed teacher practices will be indicated in the results from teacher surveys, PD trainer interviews, documentation, and observations. From analysis of all student quantitative and qualitative data, student achievement gaps among groups are greatly narrowed; the gifted and lowest 20% among students rise from C to A. The district proves to be cost efficient, meets all 24 performance indicators and is within the top five of its ODE comparative districts.

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

Anticipating possible barriers to program evaluation, it is important to be proactive and prepare for possible consequences. The external evaluator, along with the district staff, identified three possible barriers: (1) resistance to evaluation (by personnel, students and parents) that may be due to some negative association with the term "evaluation"; (2) personnel (both administrators and teachers) turnover; (3) varying pace of teacher adaptation to the use of innovative practices. To minimize resistance to evaluation, the external evaluator will conduct evaluation meetings and will clearly communicate that evaluation is meant to provide growth and not be punitive. There is ample potential for growth and development along with the project improvements. The best way to handle personnel turnover is preparation and comprehensive process documentation such that it would be easy for any new person joining the project to be on board seamlessly. To help ease teacher stress and accelerate their adaptation to the use of innovative practices, project leaders have to be mindful of the coaching process and the facilitation of learning communities so peers can support each other and share both successful and unsuccessful experiences with the innovative practices thus paving the way for late adopters.

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 grant will allow us to become a model for 21st Century learning. Implementation will result in a total transformation of teaching and learning in grades 5-12. Over the course of five years, all teachers will facilitate personalized learning in their classroom 100% of the time changing the classroom dynamic that has been in place for the past century. The project will eliminate one size fits all teaching as teachers use formative instructional practice to determine students' level of mastery of the grade level standards. After students take online assessments, the teacher will use the data to personalize resources and learning activities and plan whole group, small group or individual instruction to meet the needs of each student. Teachers will determine remediation needs of students and apply rigorous challenges for those students who are ready to go beyond the standards. As students work individually or collaboratively, the teacher will monitor and guide student progress. Teachers will use a learning management system (LMS) as an infrastructure to manage and deliver digital instructional content, thus eliminating the need for static, out-of-date textbooks, so that learning materials and resources are more personalized, timely, relevant and engaging (Greaves). The LMS will allow the teacher's role in the classroom to change from direct instruction to guiding students' inquiry, thus releasing responsibility for learning to the student. Twenty-first century technologies will change the way students communicate (Lei) and collaborate. The LMS integration will provide students with a social media-like platform to chat, email and video conference with one another. Students will establish multiple online learning communities with teachers and peers through blogging, responding to teacher

prompts, commenting on peers' responses, sharing their thinking and clarifying their understanding of content. Collaboration and interaction with mentors and experts outside of the school will increase thus erasing the barriers of time and distance. Students will be engaged in higher order thinking as they apply, analyze and synthesize content. Additionally, authentic audiences, outside of the school, will be established when students create and post online e-portfolios. When posting online, students will follow our 1:1 policy so that they utilize digital devices and resources responsibly resulting in students demonstrating digital citizenship in a real-world setting. The way technology skills and digital citizenship are taught will transition from isolated technology courses to an integrated approach within all subjects. This is similar to what is occurring in our elementary schools where we utilize technology checklists that students complete with classroom teachers, technology integration specialist and media manager collaboration. Our plan is to move this model from our elementary schools to our middle and high schools. Two current technology teachers will become peer coaches and working side-by-side with classroom teachers will make the use of personalized digital resources and devices second nature in the learning process. This project will demand that all stakeholders understand the need for personalized learning and the role of digital resources in solving our problems in preparing students to be college and career ready. The district will establish and maintain communication regarding the grant with all stakeholders including parents and the school board. Both the high school and middle school principals will hold informational meetings about the project. At least one parent and one student from each school will join the building task forces as they steer the implementation of the grant. The superintendent will use the district newsletter to communicate project information to all district residents. Our website will contain up-to-date information on how digital tools and resources are personalizing learning for our students.

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.

Bebell, Damian & Rachel Kay. "One to One Computing: A Summary of the Quantitative Results from the Berkshire Wireless Learning Initiative." The Journal of Technology, Learning, and Assessment 2010.Web. Five Massachusetts traditional middle schools provided a laptop to all students and teachers and professional development to help teachers integrate the technology. Within months, the majority of students and teachers quickly altered their approach and practices; teachers reported that students' motivation, engagement and academic performance increased. Sixty-two percent of teachers reported an improved change in their teaching. Teachers posted assignments and resources online and students' access to materials and creation products increased dramatically increasing their quality of work. Teachers observed increases in student collaboration and interaction; they also reported an increase in their students ability to work independently. After using laptops for two years, seventh graders reached the highest historical levels on record for both ELA and Math and eighth graders reached its highest historical record for ELA, Math and Science on state assessments. Greaves, T., et al. The Technology Factor: Nine Keys to Student Achievement and Cost-E?ectiveness. MDR, 2010. Web. 5 Feb. 2014. Project Red findings show that "continuous access to a computing device for every student leads to increased academic achievement." Test scores increase, disciplinary action is reduced and graduation rates increase. Replacing textbooks with digital content containing images, text, video and sound not only reduces paper and copy costs but "expands educators' ability to meet diverse learners' needs, providing avenues for differentiation" thus providing the right level of challenge for each student. Also, teachers who are no longer the sole content deliverer have more time for one-on-one instruction and intervention. Lei, Jing and Yong Zhao. "One-to-One Computing: What Does it Bring to Schools?" Journal of Educational Computing Research 2008. 97-122. Print. Lei and Zhao investigated students' use of 1:1 laptops in a Midwestern middle school and its impact on student learning and school culture. They found that "student laptop uses were very imaginative, creative, and diverse." Digital tools were used by students to solve daily problems, do homework, search for information, explore and communicate. The learning activities that ensued would not be possible without one-to-one computing. Student and teacher interviews revealed that their learning experiences have been enriched and expanded and opportunities were opened. In addition, "teachers and students believed that the laptops were very important and that the 1:1 laptop project greatly helped teaching and learning." Shapely, Kelly, et. al. Evaluation of the Texas Technology Immersion Pilot: Final Outcomes for a Four-Year Study. Texas Center for Educational Research, 2009. Web. 10 Feb. 2014. The Texas Education Agency funded technology projects in 42 middle schools. Teachers increased the frequency of their students' authentic problem solving, collaboration and critical thinking activities through technology and their students used a variety of technology resources. Student access and use, especially home use, was a consistently positive predictor of students' Texas Assessment of Knowledge and Skills reading and math scores. Engaging homework assignments and access to digital resources motivated students to learn outside of class. Respondents at some schools attributed effective implementation to being allowed time through having professional development begin early.

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.

Dr. Imelda Casta?eda-Emenaker (castania@ucmail.uc.edu), from the University of Cincinnati Evaluation Services Center, will lead a team of evaluators from this center to conduct the Phase1 external evaluation guided by the following questions: To what extent has the Ross Local

School District improved its organizational effectiveness in terms of implementing and sustaining the Personalization through Digital Age Teaching and Learning (PDATL) Project as seen in its: district organizational adjustments and changes in policies and practices, financial operational effectiveness, improvements in curriculum, and support provided the teachers and students? How has the PDATL Project affected teachers' self-efficacy and changes in teacher practices? To what extent have these teachers' changes in self-efficacy and classroom practices affected student achievement? The external evaluator will provide evaluation orientation and guidance to the Project Task Forces (TF) during Phase1. She will also collaborate with the Project TF in facilitating the design of the 2015 5th and 8th grade cohort longitudinal study. The external evaluator will conduct an independent data collection from all involved in the project. She will review all documentation and will triangulate project staff self-reports to provide a holistic picture of project implementation fidelity and project outcomes. An intermediate evaluation report will be submitted mid-way through Phase1 and a final Phase1 report in June 2015. The Project TF will conduct internal evaluation guided by the same evaluation questions through the project years. In Phase1, they will focus more on self-evaluation and/or reflections, ongoing project documentation, data-based decision-making, and continuous improvement efforts. During Phases2&3, they will continue to collect data from all project staff using the same instruments and processes instituted during Phase1, will manage and analyze project data, and will write accountability reports.

* 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).

A mixed methods approach involving quantitative and qualitative data will be used to establish project implementation effectiveness and outcomes. The district has a current mechanism for analyzing data to be boosted by the project staff's evaluative thinking, improved decision making, and continuous improvement efforts for a district-wide systemic process of regularly learning from data to improve project outcomes. The project targets cumulative growth in its goal areas: student achievement and spending reductions in the five-year fiscal forecast. Short-term target objectives are those achieved in Phase1; intermediate objectives in Phase2; and long-term objectives are those targeted for Phase3 [details in #9, #24]. Overall, the project will collect baseline data in Phase1 to compare performance through Phase3. Increasing targets in terms of % and numbers are set above the baseline in Phase1 with 100% or top line targets set at the end of Phase3. For example: students - the narrowing of achievement gaps of student subgroups per ODE report card from Phase1 on to Phase3; teachers - upward trajectory in self-efficacy and changes in practice per pre-post surveys; similarly, upward trajectory in different district policies, decisions, and activities favoring the project. All quantitative data are triangulated with qualitative data. Data for students- comparative pre-intermediate-post MAP results, Thinkgate IIS teacher-made pre-post assessments, ODE report cards; focused discussion groups; e-portfolio; other student products and relevant documentation. For teachers- pre-post teacher surveys, focused discussion groups, LMS lesson plans and IIS assessments, PD and classroom observations, other relevant teacher-related school documents. For systemic changes - district policies, relevant academic and financial documents, administrator interviews re: decisions about and support for the project, Project TF focused group discussions, and minutes of meetings.

* 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.

The middle school and high school each have a Project Task Force that collaborates with the school's personnel to work for the success of the project. All personnel are kept abreast about the project and the different expectations from each person's level so there are no misunderstandings. Personnel are also provided with one-on-one/face-to-face support and coaching as needed. Personnel are also encouraged to build learning communities where they are able to share and make sense of generated data together. Feedback mechanisms are being established within the two schools. Regular feedback are gathered in time for the Project Task Forces and all involved to make decisions for continuous project improvements. This mechanism helps with updates and concerns about the project planning, implementation, and evaluation processes. This mechanism would also facilitate the adjustments/changes needed in the project plan if the measured progress is insufficient to meet the project objectives. Because of the Project Task Force's proximity and availability to the implementation workforce, it is easier to make immediate corrections and changes before anything unwieldy happens. Open communications lines are clear and established between and among the Project Task Forces and across the Project Team where each Task Force is represented. Major insufficient progress, that would go against the successful achievement of the project's main goals, will trigger a "back to the drawing board" process by the Project Team. Consultants may be invited to help resolve issues to rebound to the project track if necessary.

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 lasting impact this project intends to accomplish is to increase student achievement so that all students meet or exceed grade level standards and are college and career ready. Specifically, on the achievement component of the state report card, all 24 performance indicators will be in the top one-fourth of similar districts. Additionally, at least 90% of our students will demonstrate mastery of the grade level standards on a summative assessment in Thinkgate IIS. Substantial value will be shown through closing the gap between the level of proficiency and annual measurable objective target among our students with disabilities and our students in the lowest 20% of achievement on our ODE state report card. Finally, the performance of gifted students on the state report card's prepared for success measures for Honors Diploma, Advanced Placement and Dual Enrollment will be in the top one-fourth of our similar districts. Our school district, as an organization, will benefit through leveraging the activities of this project to facilitate systemic change. Many of our programs (K-5 technology checklists, 6-8 technology courses, 9-12 elective courses and K-12 digital citizenship program) that we have in place will merge with this project and allow teaching and learning to change as never before. All teachers will facilitate personalized learning in their classroom 100% of the time and will use a learning management system to engage students with digital resources tailored for their individual needs. Students will use real world digital tools to create authentic products and will establish multiple online learning communities. The grant will provide seed funds to allow the district to launch this innovative project. Once the initial investment has been made, the district will have no problem in sustaining the goals of the project after the grant period has expired. This is due to the savings in expenditures realized by moving from an antiquated print learning environment to a modern digital learning environment. The savings will be large enough to not only provide sustainability to the project, but will also produce a reduction in expenditures in the district's five year forecast. Our district is uniquely positioned to have success with this project and to be able to sustain it over time. Besides the financial position mentioned above, we have a demonstrated capacity for change and success. Our staff has embraced change through its support of our recent Race To The Top initiative. The groundwork for a personalized learning environment was laid with our work on formative instructional practices and Thinkgate IIS. Some teachers have been

piloting Schoology with a classroom cart of Chromebooks. Our staff is ready and willing to change their instructional practices to create a more personalized approach to student learning. Another indicator of the ability to sustain the project is that we have highly motivated and experienced technology support and curriculum teams. Our current technology integration specialists will continue to provide direct support to classroom teachers and students. Teachers who currently have responsibility for direct instruction of technology curriculum will be re-tasked to provide direct support to classroom teachers and their students. The curriculum staff and the media coordinator will be available on an ongoing basis to assist teachers in choosing timely, relevant and personalized resources. Ultimately, our district will become a leader in personalized teaching and learning with digital resources and this program will become a model for other schools in Ohio. Parents and school board members will become advocates for personalized learning outside the district boundaries and will co-present with district employees at state educational conferences.

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

-On the achievement component of our ODE state report card, all 24 performance indicators will be in the top 25% of similar districts. -90% of our students will demonstrate mastery of the grade level/content standards on district created post summative assessments in Thinkgate IIS. -The percent of students proficient in the IEP (individualized educational plan) subgroup (students with disabilities) in reading and math will be greater than the annual measurable objective (AMO) target on our ODE state report card. - Our ODE state report card measure of students in the lowest 20% of achievement under the progress component will increase from C to A and the prepared for success component on our state report card will indicate that all of these students are college and career ready. -Our ODE state report card measure of gifted students under the progress component will increase from C to A and the prepared for success measures for Honors Diploma, Advanced Placement and Dual Enrollment will be in the top 25% of our similar districts.

* Spending Reduction in the five-year fiscal forecast

-In Fiscal Year 2020 the Five Year Fiscal Forecast will demonstrate an annual savings of at least $71,999 while still supporting purchases for online purchased services and set-aside funds for the four year device replacement cycle.

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

An anticipated outcome, that may not be easily benchmarked, will be an increase in the number of our teachers who score "accomplished" on the Ohio Teacher Evaluation System Teacher Performance Rating. Specific "accomplished" criteria that teachers will be able to meet are as follows: incorporating a range of appropriate formative and summative assessments into lesson plans; planning multiple pathways for learning depending on student needs; analyzing student data accurately to connect the data to specific instructional strategies, content and delivery that will meet the needs of individual students; matching strategies and materials to students' individual needs to make learning accessible and challenging for all students; and aligning instructional materials and resources to ability of students. A second outcome, is that students will build a positive online digital footprint that reflects an understanding of their digital rights and responsibilities while becoming aware their current actions may impact their future. Their ePortfolios will be used in our high school's senior mock interviews with local business people, in college applications and in job searches. Students will become lifelong digital users to expand their learning and communication in future college and career endeavors.

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

- [x] 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

This project will be able to be replicated in other districts in Ohio. By sharing established processes and best practices, we will become a leader in personalized learning for Ohio, particularly in Southwest Ohio and with our ODE similar districts. We will hold two open houses each year for other districts to observe the innovative instructional practices and interview students and staff members. We will also present at conferences such as the Ohio Educational Technology Conference and Ohio School Board Association Convention. We will communicate through Skype with any district whose distance and/or time limitations restrict them from attending these venues. The time and effort it would take for another district to implement this project depends on many factors. One factor is the district's capacity to implement Formative Instructional Practices (FIP) and Thinkgate Instructional Improvement System (IIS). If the district is new to FIP, it will take them at least one school year to complete the online modules and staff development. Thinkgate IIS training is also delivered online and at least one semester would be required to work through those modules. Implementation is also dependent on the teaching staff being prepared to embrace digital technology. If technology integration training is not already part of a district's professional development regimen, that would need to be established. The time frame would be approximately one year, but the training could run concurrently with the FIP and Thinkgate IIS training.

Additionally, the use of a learning management system (LMS) and a learning resource library to personalize learning is central to this project. Some of our district teachers piloted a LMS in the past year and we chose Schoology and will use dedicated in-service time to training our staff on this product. Replicating districts would need to do the same. In-service training time would also be needed for procuring resources, like iCurio, that teachers could use for personalized learning. Others should allocate time to research and determine which platform to use for personalized learning. The replicating district's existing technology staff should be supplemented with a Task Force, composed of teachers, administrators and technology staff. This group would be responsible for writing new policy related to the project, developing a plan for the project, and supervising the implementation of the project. The technology staff would need to take time to analyze the wireless infrastructure of the buildings in which the project would be implemented and develop a plan for any upgrade that would be needed. The selection of the specific device needed for student use is another undertaking that the Task Force and technology staff would need to complete. Staff members have attended workshops that included presentations by other schools who have implemented 1:1 computing and we recommend the same for replicating districts. Overall, our belief is that a district that desires to replicate this project would need at least one and one-half years to two years to complete all of the tasks necessary for successful implementation. The final time needed ultimately will depend on the staff's capacity for change. In addition to showcasing our Personalization Through Digital Age Teaching and Learning program, we will share related curriculum; our implementation timeline; our district 1:1 policy; our professional development timeline and materials; and our district communications to all stakeholders. Lessons learned through the implementation of the project will be shared with other districts to ease their transition should they choose to replicate the project. The sharing process would hopefully reduce the time and effort needed by others to replicate personalized learning in their districts.

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).

Greg Young

Consortium

Ross Local (046144) - Butler 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

Ross Local (046144) - Butler County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships							
First Name	**Last Name**	**Telephone Number**	**Email Address**	**Organization Name**	**IRN**	**Address**	**Delete Contact**
Imelda	Castaneda-Emenaker	513 556-3816	castania@ucmail.uc.edu	University Of Cincinnati	062927	PO Box 210002, Cincinnati, OH, 45221-0002	

Implementation Team

Ross Local (046144) - Butler 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
Kathy	DiBlasi	Director of Curriculum and Instruction	Ms. DiBlasi's primary responsibility will be to plan and implement all professional development activities related to the grant. She will work collaboratively with the Butler County Educational Service Center to plan in-service activities related to the development of the online curriculum. Ms. DiBlasi will also organize and schedule online training modules for Schoology and Thinkgate IIS. All professional leave approvals and substitute teacher scheduling will be done by her.	Prior to joining the Ross Schools Leadership Team in 2012, Ms. DiBlasi was employed as the Executive Director of Curriculum for the Lakota Local School District. She has also served as a curriculum coordinator for Middletown City Schools and has held several administrative positions including middle school principal and high school principal. She began her career in education as a high school English teacher.	Ms. Diblasi has most recently led the district's implementation of the Race to the Top Grant. She was responsible for leading the Transformation Team through the Scope of Work and Professional Development plans for the grant. Ms. Diblasi also planned the training for Informative Instructional Practices (FIP), student learning objectives (SLO), and Thinkgate Instructional Improvement System (IIS).	
Greg	Young	Superintendent	Mr. Young will be the lead contact person for the grant. He will organize the grant implementation and will direct communication regarding the grant with the school board and community stakeholders. Working with the district treasurer, Mr. Young will oversee the expenditure of the grant funds and will assure the sustainability of the project. He will also assume a leadership role in scheduling and organizing presentations of the project at workshops and conferences.	Mr. Young has served as the district superintendent for the past five years and has been an administrator in the district for 25 years. He was named the Buckeye Association of School Administrators Educator of the Year in 2012 in recognition of his leadership in education. During Mr. Young's seven year tenure as the district's assistant superintendent, he was directly responsible for leadership of the district's curriculum and instruction. During that time the district consistently achieved Ohio's highest report card rating. He has worked directly with the District Technology Committee for the past twelve years to plan and implement technology for the district.	Mr. Young has overseen the implementation of numerous grants during his tenure as an administrator. The most significant of these was a $125,000 Venture Capital Grant received by the high school to transform instructional practices. Other grant experience includes Effective School Grants and Martha Holden Jennings Grants. He is currently serving on the district's Race to the Top Grant Transformation Team.	
Andy	Klaber	District Technology Coordinator	Mr. Klaber will purchase and maintain all equipment for this grant project. He will be responsible for chairing the District Technology Committee who will provide policy direction and oversight for the grant implementation. Mr. Klaber will also serve as an ad hoc member	Mr. Klaber has served as the district's Technology Coordinator since 2000. He has a strong background in network administration and technology device troubleshooting.	Having served in his position for fourteen years, Mr. Klaber has been responsible for the purchase and roll-out of technology for several other district technology grants. This includes four	

			of each building's Personalization Through Digital Age Teaching and Learning Task Force. He will have direct responsibility for technology infrastructure, network administration, and device purchase, repair, and upgrade.		Library State Technology Assistance Grants and iPad carts for all schools and special education classrooms.	
Brian	Martin	Ross High School Principal	Mr. Martin's primary responsibility will be to lead the RHS Personalization Through Digital Age Teaching and Learning Task Force composed of teachers, parents and students. He will work with his building's teachers in setting personal goals related to the project. Mr. Martin will also help evaluate the change in instructional practices as he conducts classroom walk throughs.	Brian Martin began his career in education in the Madison Local School District and then continued with the Oak Hills Local School District where he served as a social studies teacher and counselor. Mr. Martin next served as the assistant principal of Indian Hill Middle School for four years, before becoming assistant principal, then principal, of Little Miami High School. He became the principal at Ross High School in 2011.	Mr. Martin is a strong advocate for the use of technology to enhance instruction and is a highly productive personal user of technology. He implemented an online health course for the high school this school year. His experience conducting walk throughs will help provide trained eyes on evaluating the project's implementation.	
Imelda	Castaneda-Emenaker	Senior Research Associate	The external project evaluation will be conducted by a team of independent evaluators at the University of Cincinnati Evaluation Services Center (UCESC) led by Dr. Imelda Casta?eda-Emenaker. They are responsible for overall project evaluation involving formative and summative project evaluation processes. These include independent data collection for project process, implementation, and outcomes triangulating the internal data collection efforts of the district's Project Task Force (TF). The Project TF will conduct project internal evaluation during Phase 1 and will have increasing project evaluation responsibilities over the project's Phase 2 and 3 years. Dr. Casta?eda-Emenaker will provide evaluation orientation and guidance to the Project TF. She will introduce all project staff to evaluation capacity building (ECB) meant to imbibe evaluative thinking to better enrich their data-based decision making and continuous improvement efforts toward achieving project outcomes. This ECB work is important since UCESC will be actively involved during the project's Phase One and will have minimal involvement in project evaluation for the rest of the project years.	UCESC is a research and evaluation center that has been in operation since 1996. The Center has eight research associates/consultants with doctorate degrees, different professional background, and more than one hundred years of combined program evaluation experiences espousing a collaborative evaluation model and providing comprehensive evaluation and assessment services that facilitate data-driven decision making for accountability, project improvement, and policy development.	Dr. Casta?eda-Emenaker has a doctorate in education and has more than ten years of experience in evaluating public (NSF, USDOE, state-funded) and private-funded K-16 educational projects involving professional development, STEM education, literacy, technology, and other education-related community projects.	
Ray	Lyttle	Director of	Mr. Lyttle will supervise special	Mr. Lyttle has served as high	He has administered	

		Special Services	education teachers as those teachers implement the project with students with disabilities and students in the lowest 20% of achievement.	school assistant principal and director of special services with our district since 1993. In these roles he has developed a strong understanding of successful instructional strategies for special needs students and those in the lowest 20% of achievement.	the district's IDEA (Individuals with Disabilities Education Act) Title VI-B (special education) Federal Grant Program.	
Stacy	Partin	High School Technology Specialist	Mrs. Partin will provide technology support to high school teachers and students. She will serve on the high school task force.	Mrs. Partin has been the high school technology specialist for 17 years. She prepares, updates and maintains computer labs, laptop carts, Chromebook carts and iPad carts. She supports all classroom technology, including LCD projectors and document cameras in the high school.	She supports all technology for grants that the high school has received by setting up hardware, installing software and managing student accounts.	
Eunice	Maynard	Middle School Media Manager and Technology Specialist	Mrs. Maynard will provide technology support to middle school teachers and students. She will serve on the middle school task force.	Mrs. Maynard has been the middle school media manager and technology specialist for 21 years. She prepares, updates and maintains computer labs, laptop carts, Chromebook carts and iPad carts. She supports all classroom technology, including LCD projectors and document cameras in the middle school.	She supports all technology for grants that the middle school has received by setting up hardware, installing software and managing student accounts.	
Chris	Saylor	Ross Middle School Principal	Mr. Saylor's primary responsibility will be to lead the RMS Personalization Through Digital Age Teaching and Learning Task Force composed of teachers, parents and students. He will work with his building's teachers in setting personal goals related to the project. Mr. Saylor will also help evaluate the change in instructional practices as he conducts classroom walk throughs.	Mr. Saylor began his career in 1994 as a mathematics teacher for the Hamilton School District. He has served as a building administrator at Ross Middle School since 2000 and has held his current role as Ross Middle School principal since the 2004-2005 school year.	Mr. Saylor led his middle school through a Formative Assessment Middle School (FAMS) Grant over the past two school years which trained teachers in the use of formative assessments to personalize learning.	
Jayne	Neufarth	High School Media Specialist and District Media Coordinator	Mrs. Neufarth will coordinate with Dr. Imelda Casta?eda-Emenaker to evaluate the project. Mrs. Neufarth will support high school teachers and students during the project implementation. In addition, she will serve on the middle school and high school task forces.	Mrs. Neufarth was a classroom teacher for five years and a gifted integration specialist for three years where she provided gifted students with opportunities in problem-based learning and technology integration. Most recently she has served as a the high school media specialist for eleven years and also as the district media coordinator for three years.	Mrs. Neufarth has implemented over $300,000 worth of innovative grants. The most recent grant provided each of our four schools with a cart of 31 iPads. She led the professional development and lesson plan integration with all teachers and facilitated teacher implementation with kindergarten through twelfth grade students in schools.	
Tricia	Kluener	District Technology Integration Specialist	Mrs. Kluener will support middle school teachers and students during the project implementation. She will serve on the middle school task force.	For the past seven years, Mrs. Kluener has been the district technology integration specialist and staff trainer. She coordinates our yearly summer	Mrs. Kluener has facilitated annual technology integration summer workshops for staff and provides	

			In addition, she will update our digital citizenship curriculum as it becomes necessary.	technology integration workshops for teachers and teaches many of the sessions.	daily support for technology integration in the curriculum. She has presented at numerous state conventions and is a Google certified trainer. In addition, she has trained personnel in other Ohio school districts to implement digital citizenship curriculum.	