

Budget

Berea City (043612) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (334)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	42,435.00	13,000.00	634,255.00	0.00	689,690.00
Support Services		0.00	0.00	10,000.00	0.00	0.00	0.00	10,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		160,000.00	92,000.00	26,169.90	0.00	0.00	0.00	278,169.90
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		160,000.00	92,000.00	78,604.90	13,000.00	634,255.00	0.00	977,859.90
Adjusted Allocation								0.00
Remaining								-977,859.90

Application

Berea City (043612) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (334)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

MHJH-Connected Community of Learners

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

Berea's MHJH - Connected Community of Learners (MHJH-CCoL) is a project that will empower and engage teachers and students and ensure success for all. The MHJH-CCoL will increase student achievement and college readiness by mobilizing community resources and collaborating through the use of emerging technologies, blended learning and 21st century teaching and learning practices. The project will serve to accelerate transformative practices of collaboration communication creativity and critical thinking to empower, engage and ensure success for student learners through personal learning environments (PLE). As we prepare our students for college and career readiness, we are preparing students for the future. The essential questions become how do we prepare our students for the work of tomorrow and what will happen if we continue to prepare them for the world of yesterday? Providing opportunities for our students' education through individualized learning opportunities develops creativity and innovation and will help to cultivate middle level learners to realize dreams never imagined possible.

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.

1452 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 type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Karen Frimel

Organizational name of lead applicant
Berea City School District - Middleburg Heights Junior High

Address of lead applicant
390 Fair Street

Phone Number of lead applicant
216-214-2939

Email Address of lead applicant
kfrimel@berea.k12.oh.us

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

1) Access - Our current schedule, fiscal resources to support release time and facility usage limits the district's capacity to provide for ongoing sustained professional that empowers collaborative teaching and learning to focusing on improving academic achievement and student learning. The state of the district hardware specific to student access limit's the students ability to engage in sustained innovative learning experiences that reflect 21st century skills as well as 2) Varied learner rates and needs - The district faces socioeconomic and demographic characteristics to the neighboring district of Cleveland, Ohio where high-poverty and high-mobility are primary risk factors for these youth. There is a need to be able to address the varied learner rates and need with innovative practice, increased access to technology integration of content for differentiated practices to close the learning gap. 3) Lack of career and college readiness paths and varied development needs - current facility structures where as the district as a cost savings measure reconfigured our to secondary sites to go from a tradition 6-8 and 9-12 model to become two large secondary sites for grades 7-9 and 10-12. This new structure presents challenges in course offerings and differentiation based upon the development needs of the middle learner and the aspirations of our students for college and career readiness. 4) Time restraints - Current structure does not promote 24 -7 personal learning environments for staff, students and parents. Establishing staff (teaching and administrative) Personnel Learning Networks (PLN) and Student Learning Network (SLN) in the current brick and mortar structure presents limitations in providing differentiated and connected learning for adults and students.

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

The proposed innovation presents the following big ideas as solutions to our current problems: Personalized Learning Environments for Staff and Students, Evidenced-Centered Instructional Design, Blended Learning Environments Targeting differentiated evidenced-centered instruction in English, mathematics, social studies, science and world language; Technology Integration of Pedagogy and Content Knowledge (TPACK); Connected Community of Learners - Administrators, Teachers, Students, Parents and Community; Classroom Chromebook Cart 1:1 Initiative; Lesson Study Model utilizing Mobile Learning Modalities. As we prepare our students for 21st century skills, we are preparing students for the future. The essential questions become: how do we prepare our students for the work of tomorrow and how do we challenge the status quo through innovative and transformative practices to increase the success of students and teachers? Providing opportunities for our students' education through individualized learning opportunities develops creativity and innovation and will help to cultivate middle level learners, grades 7-9, to realize dreams never imagined possible. Advances in both cognitive science and information technology have the potential to transform education and student learning in ways previously unimaginable. The MHJH-Connected Community of Learner' s proposal requires that we connect, inspire and engage a broad group of stakeholders, including educators, parents, students and the community- stakeholders to equitably meet each student's academic and non-academic needs and help ensure all students realize his or her full potential. Our vision, is to get a collective group of educators locally and connected globally to be immersed in "real change" to intentionally design personalized learning environments that will use collaboration, data-based strategies and 21st century tools such as online learning platforms, computers, mobile devices, and learning algorithms, to deliver instruction and supports tailored to the needs and goals of each student, with the aim of enabling all students to graduate from high school college and career ready. A student in this environment will succeed because, failure, will no longer be an option for our middle level learners.

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 MHJH-Connected Community of Learner's vision is Middleburg Heights Junior High will improve the process of learning, teaching and leading through the implementation of personalized learning environments, through four year strategy developed within a cycle of design to accelerate district aligned building goals. This vision is supported by the following goals: 1. Implement a personalized learning environment around the National Association of Secondary School Principals (NASSP) 2. Transformative practices through Technology, Pedagogy and Content Knowledge (TPCK) (Mishra & Koehler, 2006) by providing educators with differentiated models of professional development; 3. Implement shared accountability systems and policies to ensure that the conditions for continuous improvement are in place and learning can be customized to respond to performance based frameworks for students and staff: The MHJH-Connected Community of Learner' s professional learning networks will expand the role of the teacher into one of a coach, mentor, facilitator of learning, and teacher leader by establishing collaborative structures to support professional learning and increase principal and teacher effectiveness.

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.)

Personal and Fringe Benefits: The increases in this line for FY16 and FY17 reflect the professional development coach model to support the implementation of MHJH - Community of Learners. This is a job-embedded staff capacity building model and will be scheduled for 2 years. After the 2 year implementation period, 1 FTE will reduced. The increases in this line for FY16 and FY17 reflect the professional development coach model to support the implementation of MHJH - Community of Learners. This is a job-embedded staff capacity building model and will be scheduled for 2 years. After the 2 year implementation period, 1 FTE will reduced. Purchased Services: The reduction in this line represents coast savings to the district by using the Saylor Software Perpetual License at no ongoing cost to the district , this software will replace the use of the Plato and Lincoln Interactive Software agreements, which will result in a \$40,675 savings annually to the General Fund. In addition, the annual Ombudsman contract would be reduced by 10 seats, leading to an additional cost savings of \$49000 in this line item. The district would add a software program called Compass Learning, which would cost \$37,835.00 in the first year and \$4,600.00 in each additional year for annual maintenance. The Collaborative Assessment Project (CAP) Assessments for science and social studies grades 7-8 will be administered as an online assessment versus paper/pencil which result in a 14,100.00savings. An additional savings of 16,430.00 will be realized with the discontinuation of whole grade NWEA testing The commitment to move to a paperless environment will incrementally result in the following savings: year 1 - 3,055.56 (25%), year 2 - 6,111.00 (50%), year 3+ 9,166.65 (75%) Increase in this line represents contracted service for an external evaluator for the grant. Supplies: The reduction in this line represents cost savings (5,000.00) to the district by using digital tools to replace the annual printing cost for the student planner. Capital Outlay: The increases in this line represent purchasing 10% of the Chromebooks every four years as part of the replacement cycle plan as well as an annual budget to address retired devices due to unforeseen circumstances. In additional, in the first 2 years the district will study and revise policy to include a Student Contribution Fee as well as policy to implement a BYOD, this reduce ongoing costs.

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.)

MHJH-Connected Community of Learners will utilize Open Source content i.e., Saylor.org as well as Google Apps for Edu to support emerging technologies, professional learning to provide increased access to courses and expansion of professional learning networks and student learning networks. The classroom 1:1 model will preserve the care and maintenance of equipment while increasing access to content and emerging technologies to all students. Our current resources i.e., BCSD Moodle, Ning - Inspire-Ed and other social media will provide access to 24/7 learning for both students and teachers. Additionally, implementing a classroom 1:1 initiative will allow the district to reduce costs in several areas to include: professional development through the establishment of online modules of learning, promotion of staff's professional/personal learning networks; a teacher signed commitment to implementation of a paperless 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.

977,859.90 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Instruction Purpose - Purchased Services a total expenditure of 42,435.00 which includes Year 1 one-time costs of 31,500.00 (content) + 6335.00 (start-up costs) and Year 2 maintenance cost of 4,600.00 for Compass Learning digital content to be used for grades 7 and 9 gap closing, credit rebound and credit recovery in multiple blended learning environments w and Capital Outlay - Instructional Supplies- 13,000.00 to purchase site switches to increase capacitive bandwidth issues; Instructional Capital Outlay - a total of 634,255.00 to include the following elements: 45 Chromebook (29 tablets) Carts at 526,725 and 3 45 Chromebook (16 tablets) Carts at 21,660.00 to support the Classroom 1:1 cart initiative. 5 Mobile Device Carts at 45,560.00 to support the Department 1:1 mobile cart strategy; 50 mobile iOS iPad mobile devices at 18,950.00 to support the Connected Community of Learners Mobile Device Lesson Study strategy studying evidenced-centered instructional design using mobile devices and applications. 1 Chromebook Cart at 11,630.00 (29 devices) to support alternative Blended Learning Setting for onsite and offsite personal learning experiences for at risk students to include credit rebound, credit recovery and prescriptive paths . Miscellaneous equipment supplies at 10,000.00 i.e., covers, adaptors, Apple TV, dongles to support staff and student usage. Support Services Purpose - Purchased services for 10,000.00 contract for an external evaluator of MHJH-Connected Community of Learners to provide a model of practice that includes baseline data, high quality feedback and deep analysis of areas of strengths and weakness to support a cycle of continuous improvement and shared accountability that is evidenced centered. The contracted service will follow seven principles outlined by Owens to be effective: Involve the staff as much as possible; Form a group responsible for day-to-day management of the evaluation; Strive for consensus on the evaluation plan; Provide necessary resources to the evaluation team; Encourage evaluators to report on their progress; Use findings to reflect on the program aspects under review, and Develop a systematic plan by which changes can be made. Professional Development Purpose Code - A total of 278,169.90 monies is allocated for the Purpose Line. This includes salaries for 160,000.00 to support site specific technology instructional coach as a job embedded professional development model for year 1 and 2. This professional development model is a capacity building model to support administration, staff, students, parents and community relevant to Middleburg Heights Junior High. This position will be reduced in force after year 2. Additionally, Retirement, Fringe and Benefits of 92,000.00 to support the above coaching position. 26,169.90 is budgeted for Purchased Services to support a contracted substitute services for department tech teacher leader/mentors as well as staff. This is the following breakout based upon year 1 and substitute needs - 129 Impact Days (13,557.90) for 43 participants; 10 Impact Days for (6,306.00) 6 department tech teacher/leader mentors. In year 2, 10 Impact Days for (6,306.00) 6 department tech teacher/leader mentors.

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.

Incurring costs as a result of maintaining and sustaining the project include the following: In the Instructional Purpose Code - In Purchased Services there will be sustainable costs associated to an annual fee of 4,600.00 related to maintenance costs associated to the digital content for Compass Learning; in Capital Outlay there will sustainable costs associated with equipment; Year 2, 3, and 4 replacement costs associated with technology replacement has been budgeted at 10,000.00 for year 2, 3, and 4. In year 5, 44,850.00 is budgeted to address a greater replacement based upon the 10% factor related to device life span. This dollar amount takes into consideration the district strategy to move towards a BYOD and student contribution model. Professional development will move from the traditional model to a blended online content model supported through currently used tools such as Berea City School District Moodle and Google Hangout at our Apps for EDU domain bereaschools.org.

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.

94,210.00 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 annual savings will be realized in the sustained reductions of this proposal. The reduction in this project are represented by district using the Saylor Software Perpetual License at no ongoing cost to the district, this software will replace the use of the Plato and Lincoln Interactive Software agreements, which will result in a \$40,675 savings annually to the General Fund. In addition, the annual Ombudsman contract would be reduced by 10 seats, leading to an additional cost savings of \$49000 in this line item. The Collaborative Assessment Project (CAP) Assessments for Science and Social Studies grades 7-8 will be administered as an online assessment versus paper/pencil which result in a 14,100.00 savings. An additional savings of 16,430.00 will be realized with the discontinuation of whole grade NWEA testing The commitment to move to a paperless environment will incrementally result in the following savings: year 1 - 3,055.56 (25%), year 2 - 6,111.00 (50%), year 3+ 9,166.65 (75%) Increase in this line represents contracted service for an external evaluator for the grant.

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.

Initial costs of equipment, professional development, digital content, infrastructure will be covered by the project. The project achieves sustainability and savings by achieving at 94,921 in cost savings by end the grant funding compared to a nominal amount in ongoing costs. This grant request is sustainable and the benefits will be sustained overtime without further revenue enhancements. Within the body of the grant, the building and district determined one-time costs and committed time-lines to adhere to these one-time costs or 2 year salary commitment to ensure cost neutral and sustainable planning. Equipment models have been determined based upon low maintenance costs overtime. This platform will support the digital content that the district current owns as well as the commitment to OPEN SOURCE online content. In addition, each year savings will be realized as the building/district moves towards increasing blended learning environment options, paperless productivity and blended models of professional practice.

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 08/1/2014

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

*Establish Building Site Advisory Team to include a labor management partnership of balanced students, teachers, and administrators

*Establish a Grant Communication Plan to include emerging technologies *Monthly Project Meetings - Topics to be addressed include clarity of tasks, future considerations, implementation plans/issues, barriers/solutions, input, revisions and document of next steps and communication to all stakeholders. *Define procurement and deployment action steps. *We already have a signed Memorandum of

Understanding with our local teacher associations that allows for a change in teacher work days and reductions in program staffing. If the plan implemented above includes after school community activities, middle school careers staff will be allocated to a later "shift" in the day. *Review policy and contract for future considerations and potential barriers to be addressed through current collaborative process utilizing the Building Instructional Labor-Management Time (BLT) *Review and revise all relevant Board Policy for staff and student usage *Post position to higher building instruction technology coach. Define roles, responsibilities of position. *Grant advisory team will set criteria and select online learning options for both online options and blended learning platform informed by previously completed surveys.*Procurement of devices and develop comprehensive plan for deployment *Develop comprehensive plan and schedule for professional development *Administer Baseline Survey

* Anticipated barriers to successful completion of the planning phase

*The timing of the grant and the structure of the current school year are not aligned.*Developing cultural shifts in looking at how instructional practices may change and providing opportunities for this transition. *Setting the stage and helping to building a shared understanding and accountability among all staff and administration will be essential to success. *Inspecting on a regular and timely fashion of what is expected and then committing to follow through. *Deployment of devices during the school year.

18. Implementation - Process to achieve project goals

* Date Range 1/31/2015

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

*Monthly Project Meetings - Topics to be addressed include clarity of tasks, future considerations, implementation plans/issues, barriers/solutions, input, revisions and document of next steps and communication to all stakeholders.. *Technology Readiness, Preparedness and Deployment of Equipment*Board acted upon Policy *Implementation of Comprehensive Communication Plan *Implementation of Comprehensive Professional Development Model *Administer Benchmark Surveys

* Anticipated barriers to successful completion of the implementation phase.

The timing of the grant and the structure of the current school year are not aligned. Developing cultural shifts in looking at how instructional practices may change and providing opportunities for this transition. Setting the stage and helping to building a shared understanding and accountability among all staff and administration will be essential to success. Inspecting on a regular and timely fashion of what is expected and then committing to follow through. Deployment of devices during the school year. Scheduling of Next Generation Assessments -

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

* Date Range 6/1/2016

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

*Monthly project meetings *Quarterly expected performance outcomes *Establish Survey Timeline, Pre, Interim and Post *Collect evidence of practice * Host community of learners fair *Analyze analytics on emerging technology usage * Analyze shared lessons studies *Short term outcomes to be measured quarterly with interim progress reports regularly *Longterm outcomes to be measured by semester

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

A number of direct and indirect barriers that may affected the capacity of this project to carry out informative evaluations and generate knowledge on include: the availability and management of data, design and planning of projects, and systems for reporting among key stakeholders.

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:

Optimal student learning is tied to excellent teaching. Research indicates that the interaction between teacher and student is critical to producing high-level student learning and achievement. Excellent teaching motivates students, fosters intellectual curiosity, promotes high expectations, and lets students know that they are the primary reason for teaching. Exceptional teachers are catalysts for change. The Ohio Standards for the Teaching Profession call upon teachers to understand student learning, respect student diversity, understand content areas, and know how to plan and deliver effective instruction and assessments. Excellent teachers promote high levels of learning, collaboration and communication among students, colleagues and parents, and they assume responsibility for their own professional growth and performance, whether individually or within their learning communities. Excellent educators-teachers, administrators, principals, paraprofessionals, professional staff-are not born; they are "grown" and nurtured through professional development and support. If teaching and leading are among the most essential components in the broader vision for transforming public education toward excellence and equity, then it is essential that all of our educators receive the preparation and support necessary for their growth from novice to expert practitioners. Quality teaching and leadership are essential for transformation of Ohio's K-12 education system into one that will support personalized learning environments with effective strategies to meet each student's academic needs and to ensure that all students can graduate on time and college- and career-ready. The roles of our educators, individually and collectively, are critical to this transformational process as they strive to meet students' academic and social-emotional needs to ensure student growth and success. Essential to teachers' and administrators' success are the support and time for professional development required for them to achieve their career and leadership goals. A culture of professional learning communities will support the objective that every educator works collaboratively locally and regionally in order to transform MHJH CCoL and provide opportunities for innovation and personalization. This system will ensure a consistent application of expectations for students and educators within the building across the district. It will also serve as a model framework for developing learning organizations and professionals and provide an inviting context to recruit, develop, reward and retain effective teachers

and principals. MHJH-Connected Community of Learners will increase access and opportunities for emerging technologies for educators and students by:-Creating a community of learners -Enabling students to take responsibility for their learning -Providing a curriculum that develops deep and enduring understanding and the application of discipline specific content -Utilizing project-based learning and inquiry models of practice -Equipping students and staff with 24/7 learning -Providing access to high quality technology integrated learning experiences -Developing individualized learning environments plans for each student that address real world issues, problems and challenges -Focusing on deep content learning through engaging and relevant practices -Embedding critical thinking and practice into the curricula to promote collaboration, communication, critical thinking and creativity -Providing extended day opportunities at the school and in the field through business specific volunteers and internships.

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 rationale, research and past success that supports this project and the impact on student achievement, spending reduction and the greater utilization of shared resources in the classroom is supported by evidence that includes but is not limited to: A. The building continues to demonstrate a record of success in improving student learning outcomes and closing achievement gaps through multiple measures of success as evidenced through achievement and contextual data through strategic planning and models of continuous improvement. B. Teacher mastery and delivery of common standards aligned to career and college readiness to include Common Core State Standards for English Language Arts and Mathematics, and Ohio New Learning Standards for Science and Social Studies a. Development of common assessments aligned to common core and state standards. b. Participation in grade level or course level teacher-based-team collaboration in Professional Learning Communities. c. Identify instruction foci through on going improvement processes to capture and disseminate best practices: i. Standards-based learning environment to include a continuum of implementation components, that is a guaranteed and viable curriculum (standards, unwrapping for content/skills/Depth of Knowledge (DOK) and development of learning targets aligned to cognitive demand) and backwards mapping of the curriculum for 21st century teaching and learning (sequencing/pacing, big ideas, essential questions, common summative/formative assessments, aligned resources and grading systems. ii. Technology Pedagogy and Content Knowledge (TPACK) to promote integration of curriculum, instruction and assessment to address the varied needs of individual learning. 1. Define the "21st century classroom" in terms of the content, pedagogy, and technology that are required to meet the needs of today's learners. 2. Reflect on current classroom practice to identify strengths and areas for growth for a 21st century classroom. 3. Collaborate with colleagues in face-to-face and virtual environments to design a series of lessons or an instructional unit that addresses areas for growth, as identified above. 4. Use collaborative technology tools to document thinking, planning, and creative processes. 5. Identify and demonstrate characteristics of digital citizenship. 6. Demonstrate appropriate use of online resources (including copyright, Creative Commons and validity of sources). 7. Model the concept of a positive digital footprint. iii. Netbook Pilot - 1 to 1 netbook pilot project to promote technology integration and literacies for students creating elements of personalized learning environments i. iOS - Mobile Device Pilot Project to promote expansion of technology integration and literacies for teacher and student innovation. ii. Secure Access - District wide roll-out of Digital Citizenship through the lenses of safe and secure environments to support digital literacies with staff and student learning. iii. BCSD Moodle and Google Apps for EDU- District wide strategies to promote blended learning experiences for students in elementary through high school levels. iv. Flipping the Classroom Project - District wide strategies to promote blended learning experiences for students in elementary through high school levels. v. FLAT Classroom Project - Global performance based project with students in grades 8 and grades 9 which incorporates Moodle, wikis, blogs, and blended learning environments globally. vi. AVID - Advance Via Individual Determination - at the junior high and high school C. Build district-wide system of accountability and support to accomplish and sustain goals through the Ohio Improvement Process. E. Through Professional Development and Collaborative Learning Cultures in the schools and other measures, these plans will be implemented to improve student performance. The District School Leadership Team is dedicated to serving the needs of Building

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.

The evaluation design includes both process and product evaluation to: 1. Better determine the effectiveness of the program for participants; 2. Document that project objectives were achieved; 3. Provide information about service delivery that will be beneficial to program staff; 4. Enable program staff to make changes that improve program effectiveness. The MHJH-Connected Committee will use the information gathered during the planning, implementation, and evaluation processes to interpret, report findings, and recommend modifications for improving the project. The evaluation will include both qualitative and quantitative collection of evidence as well as process and product evidence for staff and students. MHJH-Connected Community of Learners project includes a comprehensive evaluation plan developed to determine success in meeting goals for improving teaching and learning for all stakeholders. Specific goals, objectives, and activities have been delineated in the above sections. Berea City School District will contract with Kent State University to conduct the final evaluation of MHJH-

Connected Community of Learners. The Project Manager (TBI) will collect information, collect the campus data, and provide the progress reports throughout the project period to the grant advisory committee to address assurances and requirements.

* 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).

Process evaluation will be used to gather information about how successfully the project was implemented as planned and to assess its impact on the targeted population. Process examples may include: site visits or administrative observations, integration surveys, external evaluation of long-term impact on student achievement and professional development training completed. The product evaluation component will focus on measuring final outcomes against project goals, objectives, and performance targets. Examples of pre- and post-staff needs assessment surveys, evaluations of professional development, standardized or benchmark tests of student achievement.

* 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 evaluator will use research-based design model to include data collection tools, informal and formal reports, design plans, interviews, focus groups and surveys of stakeholders at all levels of the system. Evaluation deliverables will include interim reporting with recommendations, mid-year reports as well as a system that provides ongoing formative feedback from stakeholders. Student achievement, demographic and perception data related to curriculum, instruction and assessment will be analyzed to identify trends, patterns, strengths and areas of concern to support ongoing shifts.

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.

This project will focus specifically on supporting teachers and school leaders involved in personalized learning for those students in grades 7 through 9, the middle and transition years. The Association for Middle Level Education (AMLE, formerly the National Middle School Association) in its "Position Statement on the Professional Preparation of Middle Level Teachers," finds that "teachers of young adolescents need specialized professional preparation to be highly successful" (www.amle.org). It urges education leaders and others responsible for the welfare of young adolescents to assure that students will be taught by teachers who have specialized knowledge, skills, and dispositions to teach them effectively. It fosters specialized middle level educator preparation to achieve better educational outcomes for students in the middle grades, and it encourages school districts to hire those teachers for the middle grades who have completed specialized middle level preparation. The professional development and leadership components of this project will focus on the teachers and administrators providing services for the students in the middle and transition years. Good professional development, as proposed for this project, will target district-level instructional leaders who will identify sub-groups for programs in content, methods, technology, practice and other needs; align to Ohio's Standards and to the Ohio Educator Standards; be designed for educators of diverse learners, subjects and grade levels; and will be extended over time, a major factor in delivery of quality professional development. Project professional learning will demonstrate individual, small group, and project-based instruction to provide opportunities for student response based on their academic needs, academic interests, and optimal learning approaches. Our national education partner National Association of Secondary School Principals' (NASSP) Breaking Ranks in the Middle Grades framework addresses curriculum, instruction and assessment, as well as collaborative leadership, and personalized student environments. Dimensions of scale will be applied to a model of implementation in order to address the complexities of our district. In the context of innovations, Coburn (2003) in discussion of teaching and curriculum, defined scale as encompassing four interrelated dimensions: depth, sustainability, spread, and shift in reform ownership. In Coburn's formulation, "depth" refers to deep and consequential change in classroom practice, altering teachers' beliefs, their norms of social interaction, and pedagogical principles as enacted in the curriculum. "Sustainability" involves maintaining these consequential changes over substantial periods of time, and "spread" is based on the diffusion of the innovation to large numbers of classrooms and schools. "Shift" requires districts, schools, and teachers to assume ownership of the innovation; deepening, sustaining, and spreading its impacts. Dede, Rockman, & Knox (2007) modified these dimensions to include a proposed fifth dimension to extend Colburn's framework: "evolution." Evolution requires the adopters of an innovation to revise and adapt it in such a way that these modifications are not only redesigned but may strongly influence and shift the originators and the collaborators around the original idea. This dynamic model grounded in the practice inquiry and reflection creates a community of practice between participants, and the transformation team members, whereby allowing innovation to evolve, scale and sustain.

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

1. Establish personalized learning environments for up to 80% of the student population. 2. Develop shared resources and digital archives of lessons/units of instruction reflecting Technology, Pedagogy and Content Knowledge (TPCK) (Mishra & Koehler, 2006) 3. 90% of staff will participate in blended learning and differentiated models of professional development; 3. Increase staff and student participation in online and emerging technologies by 60%.

* Spending Reduction in the five-year fiscal forecast

Reduce on going copy paper use by 75% in grades 7-9.

* Utilization of a greater share of resources in the classroom

Increase the number of open source courses offered to our students by 25%.

* 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

This connected and blended learning project to meet the varied needs of middle learners using classroom 1:1 initiative can be replicated in another building as well as another district. Currently this model of practice is occurring regionally, nationally and globally. The initial start-up costs related to capital outlay and professional development are essential components in addition to the technology infrastructure and policy in place for schools to support a blended and emerging technology personal learning environment. Unfolding emerging technologies will sustain and support the PLE for both staff and students as long as an infrastructure is in place.

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, Karen Frimel, Director of Academic Affairs for Berea City School District, on behalf of this application and all members of the grant implementation advisory team to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, I enter "I accept" as an indication of this agencies commitment.

Consortium

Berea City (043612) - 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

Berea City (043612) - 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

Berea City (043612) - 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
Karen	Frimel	Director of Academic Affairs	Grant Lead Project Manager- responsibilities include the implementation of grant proposal to include leading the building advisory committee will include the Assistant Director of Academic Affairs, Jason Niedermeyer, Director of Technology, Kevin Jaynes, Principal, Paul Kish, Instructional Coach, and Building Technology Mentor Teacher Leaders	Exhibits knowledge of instructional management by implementing a system preK-12 that includes research findings on learning and instructional strategies, instructional time, advanced electronic technologies, and resources to maximize student outcomes; that describe and that apply research and best practice on integrating curriculum and resources for culturally responsive practices and assessment strategies to help all students achieve at high levels.	- Serves as district administrator for the Comprehensive Continuous Improvement Plan for public and nonpublic schools for all state and federal grants. - Serves as district administrator for Ohio Improvement Process, School Improvement and Race to the Top - Manages all curricular, library, state and federal budgets to ensure the district priorities are addressed and resources are allocated and aligned to improving student learning. - Implements the districts Three Year Technology Plan for eTech to include all state requirements. - Administer and implement the District Technology Initiative aligned to board priorities in year one and year two of the District Technology Initiative to include securing budget, hardware procurement, implementing technology efficiencies, planning staff development to include technology, pedagogy and content knowledge to improve student learning. - Oversee the development of data and planning management tools for the district and schools to include but not limited to analysis of external and internal data, the implementation of the district Value Added data - Developed a framework to sustain a Professional Learning Community district-wide that focuses on improving student learning through curriculum, instruction and assessment that includes chairing the District-wide In-service Committee and primary oversight of district Wavier Days. - Collaborate with internal and external service providers and initiatives in meeting the needs of all staff by differentiating approaches to professional development and technical assistance. - Developed, executed and facilitated a to sustain a Professional Learning Community district-wide that focuses on improving student learning through curriculum, instruction and assessment.	
Paul	Kish	Principal - Middleburg Heights Junior High	Responsible for site implementation	Current completing his dissertation on virtual learning environments.	Experience building administrator prior experience demonstrates a history of instructional leadership and innovation.	