

Budget

Cambridge City (043695) - Guernsey County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (25)

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
<b>Instruction</b>		9,000.00	1,400.00	0.00	825,600.00	0.00	0.00	836,000.00
<b>Support Services</b>		61,000.00	9,500.00	0.00	0.00	0.00	0.00	70,500.00
<b>Governance/Admin</b>		20,000.00	3,100.00	0.00	0.00	0.00	0.00	23,100.00
<b>Prof Development</b>		40,000.00	5,400.00	25,000.00	0.00	0.00	0.00	70,400.00
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		130,000.00	19,400.00	25,000.00	825,600.00	0.00	0.00	1,000,000.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-1,000,000.00

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:

Bridging the Gap - One Computer at a Time

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

The Bridging the Gap - One Computer at a Time initiative will provide each student of the Cambridge City School District a common technology device allowing for the transformation of the current teacher-directed classroom to a student-centered classroom where students create, collaborate, analyze and synthesize. This initiative will allow for the digitization of the curriculum by the teaching staff allowing all students equal opportunity to the curriculum and technology. All of these goals will be achieved while saving the district money by a more effective use of available resources.

*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.*

2240 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

5

6

7

8

9

10

11

12

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

First Name, last Name of contact for lead applicant

J.P. Feldner

Organizational name of lead applicant

Cambridge City School District

Address of lead applicant

6111 Fairdale Drive

Phone Number of lead applicant

740.439.5021

Email Address of lead applicant

jp.feldner@omeres.net

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

Cambridge City Schools is currently unable to effectively meet the needs of all students. Data shows that students within the district are not achieving at a level required by the state. Historically, the districts' Value Added scores have shown students are not meeting a years worth of growth. Low achieving and high achieving students are showing the least amount of growth per year. The teachers of the district are forced to create their own materials to teach their classes because funds for new textbooks are very limited. Out dated textbooks are being used, as current resources are limited. The district is unable to maintain successful achievement levels comparable to districts around the state of Ohio. Each building within the district has limited access to a computer lab. Teachers have shared access to a computer lab one day a week, which makes using the computer lab inconsistent and ineffective. The district is unable to prepare students for technology-driven careers. Employers are expecting students to have digital literacy skills before they enter the workforce. Technology is prevalent in the workforce today. The district is unable to expand students' technology and critical thinking skills needed for the growing workforce.

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

Launching a 1:1 computing initiative throughout Cambridge City Schools will not only close the educational gap that the district faces, improve the low Value Added scores currently held by the district, and prepare students for a technology-driven future; it will transform the classroom into a new learning environment. This new learning environment will also close the educational disconnect between home and school. Teachers will be able to create, collaborate, manage and administer lessons and assessments using the 1:1 initiative. Currently, the district is unable to keep up with the changing demands of curriculum. The funds allotted for textbooks leave most teachers with little or no resources. Through the use of technology, K-12 teachers will be able to create a web-based learning management system to create, organize, collaborate and deliver curriculum. Teachers will be able to use applications to teach students new ways to structure thought, brainstorm, construct ideas, and problem solve using interactive maps. They will be able to assemble their own textbooks with rich content aligned to Ohio's New Learning Standards. After analyzing the district's Value Added data, it is clear that more focus needs to be given to students at both ends of the spectrum. With the use of technology, teachers will be able to equip low-achieving and high-achieving students with modified instruction to meet their individual needs within the general education classroom. Professional development will be provided to all certified staff during the school year 2014-2015. Professional development will be provided by outside professionals as well as an in-house technology team. Professional development will take place during two full in-service days, as well as four two-hour delay days. It is our goal to make sure the staff is comfortable using the technology prior to implementation. At the same time, teachers already deemed as "technology ready" will pilot the initiative.

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.)

A 1:1 computer initiative will increase student achievement in many areas. The district will focus on increasing student achievement in the areas of math and language arts. The initiative will include all students in grades K-12, however, students grades 3-8 will show achievement gains on state standardized tests in the areas of math and language arts. With the implementation of technology, high school students will see an increase in their ACT scores as well as end of the year course exams. As technology becomes more fluent in the classroom, students will be able to use their new technology skill set to increase their confidence during online testing. As state achievement tests become streamlined and technology driven, students of our district will be prepared because they are using the technology on a daily basis in the classroom. Student achievement test scores will increase as a result of daily exposure to computers and a new learning environment. As a district that promotes inclusion classrooms, Cambridge City Schools highly regards reading and writing skills as a top priority. Research states, "that the quantity and quality of writing by students with disabilities improved because laptops removed the motor coordination challenge of writing with pen and pencil and allowed the students to produce work that was easily edited and looked as good as the work of their non-disabled peers." Students with disabilities will be exposed to technology in all areas of instruction and in turn will show significant achievement gains. Students K-12 will also show achievement with their Student Learning Objectives. Students will be able to show achievement through pre, mid and post assessments. With the successful implementation of technology, students will meet or exceed their student growth target.

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.)

Spending reductions will take place on a number of different levels as this 1:1 computer initiative moves forward. Four main areas for cost

reduction are copier use, paper use, textbook purchasing, and technology replacement. After examining expenditures, the team felt confident that costs could be saved in these areas. Expected savings per year in each area are as follows: a 30% (\$16,988.22 per year) savings in the copier costs for the district, a 30% (\$7560.00 per year) savings in paper usage for the district, a 50% (\$11,000.00 to \$61,000.00 per year depending on the amount budgeted for that fiscal year) reduction in textbook costs, and a 40% (\$10,000.00 per year) reduction in technology costs. Copier costs and paper costs go hand in hand with one another. As teachers begin to lean on technology usage for work and communication, these costs will go down. Online assignments with the feature of the teacher being able to comment on the student work digitally reduces the need for paper copies for each assignment. This environment also allows for all staff members to communicate electronically with a move toward a paper less environment. As Ohio has been transitioning to new learning standards, many of our current textbooks are not aligned appropriately. The teaching staff has been left to compose their own pool of teaching resources. This initiative would allow for the vertical and horizontal collaboration where departments could essentially create their own digital "textbook" by combing the best of the best resources and storing them on our server space for digital access. These textbook savings vary from year to year as the amount set aside for textbooks vary from year to year. Technology has been and continues to be a valuable resource for our staff and students. The major barrier to technology use is that the systems and hardware was purchased in phases through various funding sources and therefore a lack of consistency has occurred in both hard ware and software. There has been a budget of \$5,000.00 per building set aside for the purchase of classroom technology per building per year and strides have been made in bring more uniformity in classroom. The movement of a 1 to 1 initiative brings the hope of all students, grades kindergarten through twelve, using the same hardware taking away from the difficulty of learning how to use a new device and more focus on curriculum.

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.)

This 1:1 initiative will allow for the teacher and student roles to shift away from traditional pedagogical approaches. Teachers will move from the leader to become facilitators and coaches. The increase in student-centered activities, leads the teacher away from whole-class instruction and leaves them more time to move throughout the room to observe and interact with the students. Students will become more responsible for their own learning. The student and teacher will reverse roles where students will become teachers and teachers become students. This switching of roles allows time for the teaching staff to differentiate their instruction to better meet the needs of their students. Intervention and enrichment lends itself to the more student centered learning as teachers have more one on one time with the students. Every student having a device will allow for extended course offerings at both the middle school and high school. The middle school language arts staff is already preparing to pilot a technology integrated reading class. The high school is planning on offering options to post secondary where the students do not have to leave their home school. The boundaries are endless with the right tools in the students' hands. Placing this new technology in the hands of teachers and students will offer new vehicles for understanding the world around them, accessing information instantaneously, connect with others, and give them equal opportunities that others have around Ohio.

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.)

Most of the efficiency that will be improved will come from reducing the number of machines. Through a reduction in paper and copying, larger buildings with multiple copiers will be reduced to one centrally located copier. The ability to complete and turn in work electronically will also cut down the need/use of classroom printers. This is a concept that is already being partially implemented throughout the district as classroom printers have been replaced by shared printers in some buildings. This 1:1 initiative would allow for this plan to be executed throughout the entire district. Through the use of Google, less server space would be needed on site with a vision of reducing our current eight servers to four to house our local data. The automation may also create savings and/or a shift in the duties of district personnel as process done by hand today will be automated in the future such as taking the daily lunch count.

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.

1,000,000.00 State the total project cost.

\* Provide a brief narrative explanation of the overall budget.

This initiative will purchase Google Chromebooks for our entire student population as well as our staff. It will provide for the Chromebook management for each machine and charging carts. For some students, cases and/or screen protectors will be provided as an extra protection. Some funds will also be used to upgrade the wireless network. The current network is very stable however more access points will need to be added for a roll out of over 2400 devices. The grant will also provide for team training followed by full staff training. Most of the trainings will take place during 2 full in-service days and 4 two-hour delayed start days. Professional development is key in this project. Some will be provided by our training team and some will be provided by outside agencies. Funds have been budgeted for substitutes to help finish training and meet specific needs of groups of teachers who may need more time to feel comfortable with the technology. It is planned that staff machines and training will be provided in the wall of 2014 with student machines being purchased in the spring of 2015. It is imperative for the staff to feel confident in using the Chromebooks before being given to the student population. The final two items in the budget will provide for the setup and distribution of the Chromebooks and the management of the grant evaluation. Here is a detailed look at the budget items: Student Chromebooks \$572,700.00 Staff Chromebooks \$39,840.00 Chromebook Management Console \$73,800.00 Charging Carts \$115,010.00 Wireless Network Upgrade \$12,000.00 Misc. Supplies (Cases/Screen Protectors) \$12,250.00 Grant team trainers \$51,000.00 Grant Administration/Evaluation \$20,000.00 Professional Development & Subs \$74,000.00 Machine Preparation and Distribution \$10,000.00 Fringe Benefits \$19,400.00

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.

Yes, there will be a sustaining cost of \$23,350 per year for this initiative. \$5000 of this cost will be for training new staff and the other \$18,350 will be used to replace and repair machines as needed. This sustaining cost will still leave the district with a savings each 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.

54,698.00 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 above figure is an average of the five year savings. As explained in the Financial Impact Table, the savings will vary due to the amount set aside for textbooks each year as the district follows a cycle in the budgeting for textbooks. In FY17 there will be a \$22,198 savings after sustaining costs, in FY18 there will be a \$34,698 savings after sustaining costs, and in FY16, FY19, and FY20 there will be a \$72,198 savings

after sustaining costs. This savings will be realized by a 30% savings in annual paper costs, a 30% savings in copier costs, a 40% savings in technology costs, and a 50% savings in textbook costs. These are modest estimates of the savings that will be realized through this 1 to 1 initiative. Another cost savings that is anticipated due to this initiative is a reduction in ink and printer costs. As a result of applying for this grant, the tracking of printer and ink utilization has been started within the district.

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.

Many of the ideas that are addressed in this grant proposal are ideas that this district is trying to implement currently on a smaller scale. The need to provide consistency is the largest barrier at this time. This funding would provide for the ability to make content delivery more consistent as well as make our technology devices and software more uniform. The savings that will be realized through the implementation of this initiative will offset the sustainable costs each year after June 30, 2015. These exact savings versus sustaining costs have been discussed throughout this proposal. Since there are no new employees being hired with this money, sustaining costs are lowered. Another factor to lower sustaining costs is the device and platform which have been chosen. The Google Chromebook and management software is a one time fee with no yearly software license fee. The technical staff has purchased several of these devices as a part of the planning phase and have learned the ins and out of the Chromebook. There has also been time researching the repair of these devices, most of which can be done on site by current personnel. The sustaining costs are two-fold. The cost of training new staff members each year and the cost of repair/replacement of damaged equipment.

#### **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 September 2013-August 2014

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

Prior to grant implementation, the Lead Implementation Team conducted a needs assessment survey throughout the district. Through surveys, the team discovered that the district believes technology in the classroom is a priority in order to increase student achievement. The team studied data and trends to confirm the need to increase student achievement. Once the priority was set, the team met to brainstorm project ideas. The team met with district administrators and the superintendent to create a timeline and approve the initiative. Once approval from administrators was given, the team conducted several classroom teacher interviews to discuss barriers of the initiative. Again, studies and trends were evaluated to ensure 1:1 technology devices would be successful in the district. The Lead Initiative Team next targeted teachers who could fit the role of either a Training Team member or a Pilot Classroom teacher. Discussions with these individuals are ongoing and determinations will be made by June of 2014. The final stages of planning included planning an evaluation system to evaluate the effectiveness of the initiative in the classroom.

\* Anticipated barriers to successful completion of the planning phase

The Lead Implementation Team anticipated barriers within the planning phase. Barriers during the planning phase include acquiring data, time for the Lead Implementation Team to meet, survey completion and time to interview teachers for the needs assessment survey.

## 18. Implementation - Process to achieve project goals

\* Date Range August 2014 - August 2015

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

7/21/2014: Announce the awarding of the grant to our learning community 7/22/2014: Meeting of the Lead Implementation Team 7/23/2014: Order Chromebooks and carts for staff and pilot classrooms 7/24/2014: Secure Professional Development vendor for their service throughout the 2014-2015 school year 7/28/2014: Meet with training team/pilot teachers 8/4/2014: Meet with administrative team stressing the vision that we agreed upon in the planning phase 8/8/2014: Setup and configure Chromebooks 8/11/2014: Day 1 of "Boot Camp" for the training team 8/12/2014: Day 2 of "Boot Camp" for the training team 8/13/2014: Day 1 of training for Pilot classroom teachers 8/14/2014: Day 2 of training for Pilot classroom teachers 8/18/2014: Kick off training and distribution of staff Chromebooks 9/12/2014: Full day of technology training for staff 10/15/2014: 2 hours of technology training for staff (delayed start) 11/19/2014: 2 hours of technology training for staff (delayed start) 1/16/2015: Full day of technology training for staff 2/11/2015: 2 hours of technology training for staff (delayed start) 3/11/2015: 2 hours of technology training for staff (delayed start) 5/27/2015: Order remaining Chromebooks and carts for students 8/2015: Configure and distribute student Chromebooks The first portion of this initiative is to get the technology in the hands of the teaching staff with the appropriate professional development and training. To achieve this, the training team needs to be trained as trainers. It is this type of "train the trainer" approach coupled with vendors supplied training that seems to be most effective in the district. The second portion of the training is from the curriculum side. This training will be handled by the Curriculum Coordinator and teams already in place within the district. The ordering, configuring and distribution of the technology devices will be handled by the current technology staff as well as the wireless network upgrade.

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

Research shows that lack of teacher knowledge and buy-in is the number one factor in the failure of an initiative such as this one. The Lead Initiative Team felt that it was vital for the first phase of the implementation to be training the teachers on the use and resources available to them through the use of technology. Equally important to prepare for the second phase is to begin the process of digitizing their curriculum and combining their resources. Currently, staff members "recreate the wheel" duplicating each other's work. With time proved to work together, the goal is to work smarter and not harder. Another barrier recognized is that of distribution, collection and care for devices. A neighboring district has undertaken a smaller version of this project and there has been ongoing communication with this district to learn of their successes and their failures. Although the experience from district to district will not be exactly the same, there is an understanding of the value of the information available from other similar districts. These discussions have prompted the administration to study the current schedule and look for creative ways to make more time for technology integration throughout the student day. There is a certainty that numerous barriers will arise throughout the implementation of this initiative and that this project will have to evolve as the needs and roles of the students and staff change.

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

\* Date Range January 2015 through June 2019

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

Contrary to the name summative evaluation, the evaluation data will be collected throughout the entire project. The first three major milestones will be the awarding of the grant, the end of phase one (teacher deployment and training), and finally the end of phase two (student deployment and use). The first staff survey will be taken in the spring of 2015 looking at the effectiveness of professional development. Beginning in the spring of 2016 through the spring of 2019, annual surveys will be completed by the teachers, students, parents and administration to examine the effectiveness of the program. Each summer the Lead Implementation Team will look at the data from the previous year including but not limited to: state-wide assessment results, district-wide assessment results, discipline referrals, high school graduation rate, attendance rate, teacher performance within the Ohio Teacher Evaluation System, student work samples, and classroom walk through observation data. The team will look for trends in the data, as well as changes in the roles of both the student and educator. The transformation from a teacher-centered classroom to a student-centered classroom is a must. It is also imperative that students of all learning styles and abilities are actively engaged in their learning. Technology use will be able to be monitored through the use of the Google Chromebook management console as well as observation.

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

Barriers to the evaluation piece mostly deal with time. On the survey end, the staff, students, parents, and administration need time to complete the surveys as well as turn them into the district. Also the timeliness of the finalized data coming from the state in terms of test scores. Other barriers would be a lack of buy-in from the teachers. Fortunately, the intent to apply for this grant has been shared with all of the stakeholders and the teacher's union supports the efforts. There is a need for more technology that is new and consistent in both hardware and platform.

## 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:

With the use of 1:1 computers throughout the district, K-12 teachers and students will experience changes in planning, collaboration, instruction and overall classroom practice. As agreed upon, all K-12 teachers will implement the 1:1 initiative in the classroom. Teachers will reduce the use of paper by 25% in the first year of full-implementation. Teachers will use technology to collaborate vertically and horizontally, which has not been a successful past practice for the district. Teachers will be able to create online lessons in a learning environment where students use the web, share file and access lessons otherwise lost in the current traditional learning environment; creating higher levels of thinking for all students. Teachers do not have common planning time, therefore, making it difficult to plan cross-curricular activities, let alone, plan within departments. Adding technology will change the way teachers plan by allowing virtual collaboration with no boundaries. Time, live

communication, and resources will be accessible anytime and anywhere allowing teachers to best plan for student achievement. Currently, teaching and learning at Cambridge City Schools is teacher directed using out-dated textbooks and one shared computer lab in each building. As district data indicates, students' needs are not being met. This type of learning environment does not foster differentiation among our student population. Traditional learning will be a past practice as teaching and learning will shift to a more student centered delivery, utilizing online information that is up-to-date and easily accessible. This new approach will allow students to access electronic resources that will provide an environment for collaboration, creativity, analysis and critical thinking. The 1:1 initiative will allow teachers to provide access to re-teaching opportunities as well as further enrichment activities to meet all students' needs. Teachers will be able to collect and analyze student data as well as track student progress, electronically submit information throughout the district and remove tasks that will be simplified through the use of technology. Teachers will no longer manually take attendance, record grades or keep track of school lunch counts; these tasks will be done electronically. Through the use technology, the district will be able to streamline the daily cumbersome tasks that take away valuable teaching time. Not only will teachers and students benefit from this change, but food services and the secretarial staff will profit from the live reporting from the use of technology.

#### **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.

This 1:1 initiative is based on a project that the middle school has been utilizing since receiving a grant in 2009 for use in the language arts classes. The 6th, 7th, and 8th grade language arts classes have been using netbooks in their classrooms. Their use has not been to the extent of what is described in this proposal but have been utilized as a tool for learning by the students in these classes. Since the implementation of these netbooks test score have risen on the Ohio Achievement Assessment. 6th grade reading score have gone from 77.6% to 86.2%, 7th grade reading scores have risen from 71.8% to 82% and the 8th grade scores have improved from 69.8% to 82.1%. All of these improvements were made without the needed training and without the ability for staff to collaborate about their electronic curriculum. There has also not been an opportunity for the staff to upload their curriculum making it accessible to students at non traditional times. The student goals for the initiative include: increased student engagement and productivity through equal access to technology, allow for anytime, anywhere learning, promote differentiation by providing equal learning opportunities to students with disabilities, and to increase rigor as well as achievement. The staff goals for the 1:1 initiative include: changing the teacher role from leader to facilitator, allowing time for vertical and horizontal collaboration, providing a vehicle for the staff to upload a digital curriculum, allow for staff to differentiate their instruction for special needs students as well as students who need their learning extended. The key component is allowing for the technology to be in the hands of the teachers for a year prior to distributing the technology to the students.

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.

In order for the 1:1 computer initiative to be successful at Cambridge City Schools, it must have an evaluation plan to measure its effectiveness. In general, the evaluation plan will be a guide for greater understanding, so that the district will be able to make decisions that will improve the initiative in the long run. The evaluation plan will provide information to the Lead Implementation Team and the district of the aspects of the program that work well and potential problems. The Lead Implementation Team will be responsible for conducting and reviewing the internal evaluation. The superintendent, principals, technology coordinators, teachers, parents and students will all be important stakeholders during the evaluation process. Pilot classrooms and teachers will be used during the first phase of the initiative. Therefore, pilot testing will also be an important part of the evaluation. Pilot classrooms will catch potential problems before they become costly mistakes. Evaluating the pilot program will provide information on how long data collection can be expected to take and a preview of how difficult items will be to complete. Modification of the evaluation is possible after the pilot tests have been evaluated. J.P. Feldner Director of Technology/Assistant Administrator 6111 Fairdale Drive Cambridge, Ohio 43725 740-439-5021

\* 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).

Evaluation of the plan will include several components. The evaluation team will determine whether or not the initiative is producing desired results. A formative evaluation will be conducted in the early stages of the initiative. The evaluation will examine processes regarding equipment, professional development and early implementation. This evaluation will provide baseline data for future evaluations and may help future initiative outcomes. The team will review summative evaluations to assess outcomes. Student achievement, the effectiveness of professional development and the cost savings to the district will be evaluated. The plan will evaluate results from the math and reading state assessments in grades 3-8. K-12th grade Student Growth Measures from Student Learning Objectives will also give the evaluation team data regarding student achievement. The team will evaluate data collected from pre, mid and post assessments to see if technology is helping

students meet their Student Growth Measures. The team will also use prior data to compare results. It is the hope of the team that the 1:1 initiative will improve high school graduation rates, attendance and discipline referrals. Therefore, the team will evaluate high school graduation rates over time, attendance rates and discipline referrals at each building. Principals will evaluate whether technology and training are helping to alleviate attendance and discipline problems. The team will conduct interviews and surveys. Information collected will include the current state of the program and future program outcomes. Teacher interviews and surveys will help determine if reading and math skills are improving as a result of technology-based lessons. Parent and student surveys will be conducted to evaluate if the technology is making a difference with computer literacy and if the technology experiences will help the students have greater opportunities in the future.

\* 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.

Once the Lead Implementation Team has completed their evaluation of year one, it is crucial that modifications will be made if data shows the outcomes have not been met or are insufficient. The team will decide which areas are insufficient and create an improvement plan, prior to year two, to meet the project objectives. The year one pilot classroom data will be instrumental in helping the Lead Implementation Team move forward towards a successful full implementation of the 1:1 computer initiative within the district. On-going professional development will be used to develop skills that need attention. The assessment of the evaluations conducted by the team will provide the district with professional development needs. Once the needs for improvements within the initiative have been established, teachers will attend professional development prior to year two of initiative. The team will continue to re-evaluate quarterly using student assessments, surveys and interviews. The final analysis of the project's progress will include five years of data collection, evaluations and improvement plans. The district believes it is important to share successes and struggles with the initiative so that other districts in the state can successfully implement a similar initiative. The lessons learned throughout the 1:1 computer initiative will be posted onto the website that was specifically created for the initiative. The goals, pilot plan, implementation, evaluation, outcomes and contact information will be clearly stated to provide information to districts interested in implementing a similar initiative in their district. The Lead Implementation Team will also be prepared to speak at technology conferences in the state of Ohio.

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 initiative of 1:1 devices for teaching and learning will increase equity of access to technology, update teachers' knowledge and skills to improve instructional quality, increase student engagement, improve academic achievement and technology literacy, provide more learning opportunities for students with special needs, and improve the home-to-school connection. Technology is here to stay. An initiative such as this, solidifies the opportunity for the students to be prepared for a future where technology is used on virtually every job site throughout the world. This grant will provide the technology to both teachers and students as well as provide the staff with a vehicle for transitioning their teaching to a student lead environment. Actively engaging students of all ability levels and giving them access to information such as research, lessons, assignments, and grades. This amount of accessible data will improve the home and school connection as both are more accessible for timely communication. With the upcoming move to the PARCC assessments, this initiative will help prepare the students with not only completing school work online, but also help to firm up the technology skills needed to be able to focus on the content of the assessment instead of fumbling around with the technology. One of the main goals is to prepare the students for the future, be it the PARCC assessment, transitioning to either the middle school or high school, vocational school, college, or entering the workforce. Although the technology may change, this initiative will provide the students the ability to learn as never before. The goals of this program are meant to change the learning environment for staff and students long term. Each student will have the opportunity to access a whole world of knowledge and understanding. Each staff member will be challenged to harness the power of learning through the use of technology.

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

The long term goal of improving students achievement will be measured by examining the performance of the students' work on state-wide assessment results, district-wide assessment results, and student work samples. There will be a process flow chart and rubrics designed by the Lead Initiative Team to use as guide to help teachers through the process. These tools will help to improve instruction which will, in turn, improve overall students achievement. In the short term, students achievement will be monitored through the use of classroom observation by teachers, classroom observations by administrators, and discussing samples of student work. Use of the above mentioned rubrics will give the teacher a recording instrument for their observations. The district walk through form will serve as the recording instrument for administrators. These observations will also be looking for sharpened technology skills evident by more digital projects such as: creating web sites, working with databases, working with spreadsheets, using digital images, using digital video, creating blogs, and creating podcasts. Another goal is to create higher level thinking skills within our student population. Moving from the game-based computer activities and toward more creating and problem-solving activities. Activities should include analyzing information, creating new information, assessing their learning and submitting assignments electronically.

\* Spending Reduction in the five-year fiscal forecast

Submitting assignments electronically leads to spending reduction goals. Reduced copier and paper usage is key to the spending reductions. Currently the district maintains various types of devices and on various software platforms. This one-time purchase would allow for consistency which is much needed throughout the buildings and the district. This would allow for the purchase of one type of screen for replacement instead of the five different types that must now be kept in stock for repairs. Digitizing the curriculum will aid in the reduced use of paper copies as well as reduce the amount of money spent on textbooks each year. The current cycle for textbook purchases is a four year cycle of \$22,000 the first year, \$47,000 the second year and then \$122,000 the third and fourth year. Digitizing the curriculum will cut those

numbers in half as the staff will be able to create on-line textbooks. Once again, these reductions will be monitored by observation by both the administration and the fiscal staff. The administration has already committed to moving towards a paper-less work environment whenever possible with items such as weekly memos, forms, notices, and other items typically distributed on paper in the past.

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

Teachers use devices for a variety of tasks related to learning and instruction. This initiative will allow teachers to use their technology device to develop instructional material, plan instruction, create integrated lessons, present lessons, and create student assignments. They will be able to quickly access up-to-date information related to instruction. Communication and collaboration will improve as the technology allows for these tasks to occur at virtually anytime day or night. These tools will allow for the teachers to work smarter and not harder as it gives them a vehicle to share and work together. This are will be monitored through the Ohio Teacher Evaluation System and through walk throughs by the administration.

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

The need for less storage space will allow for the retirement of four out of a total eight servers. Preparing for this grant has opened the eyes of the district to examining the possibility of shared services. The district will use virtual servers to help manage data along with the cloud. Another area where this initiative will benefit is the ability of students to take dual enrollment and post-secondary courses with out leaving the high school. Previously, students drove over 30 miles one way to take these types of classes. With the newer technology, the students will be able to access the classes and materials right from their home high school.

**\* Other Anticipated Outcomes**

At-risk and low-achieving students will have the opportunity to be more engaged in self-directed learning. The grant will aid the learning experiences of students with different learning styles and will also increased opportunities for individualized learning. It is expected that the district will see improved student motivation, improved student attendance and less discipline referrals.

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.*

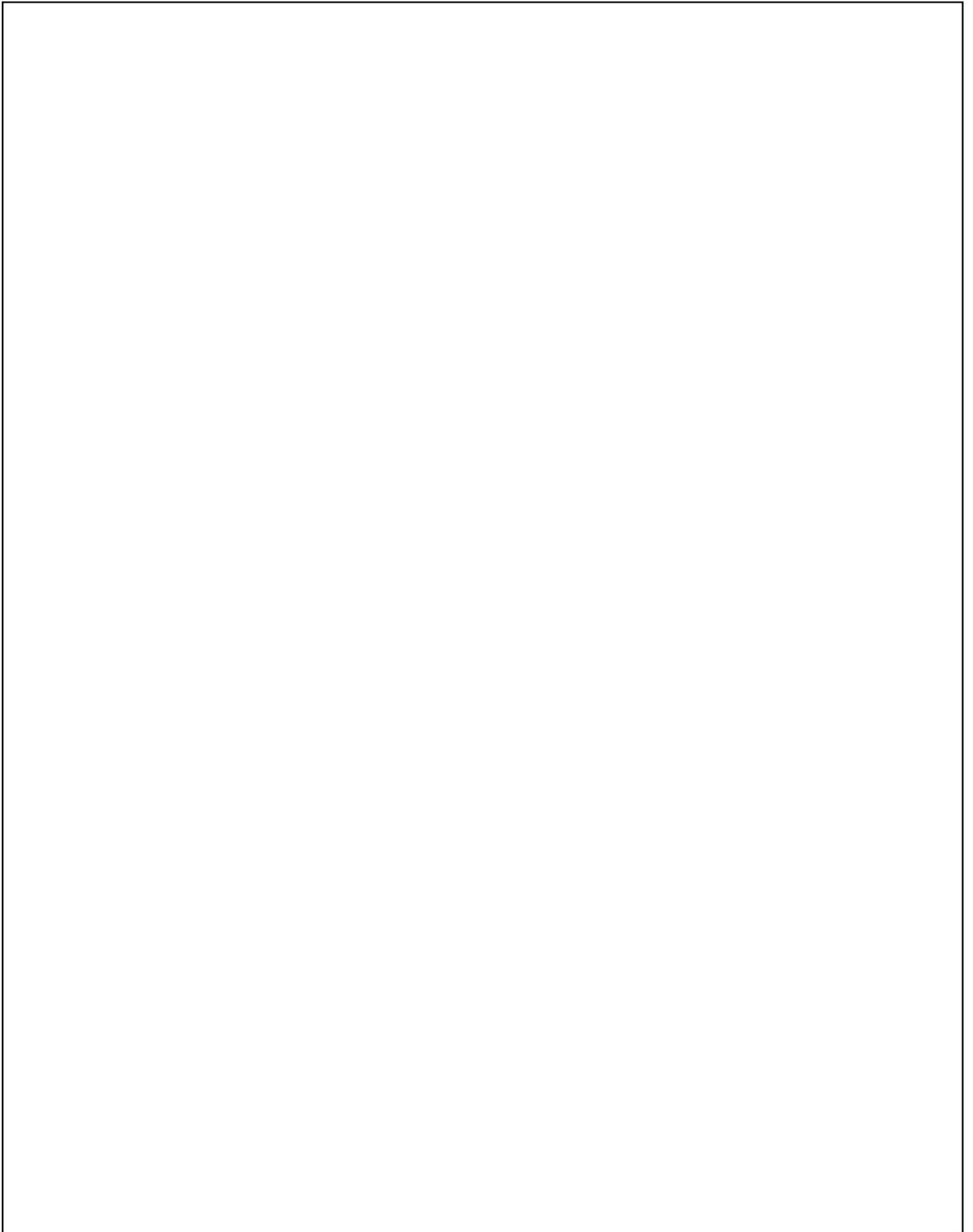
**\* Explain your response**

This initiative can be replicated throughout school districts in the Appalachian area of Ohio. If districts have the infrastructure already in place, 1:1 computer initiative would be feasible. If districts do not have the needed infrastructure, they can still implement the project, but there will be an added cost to update their current wired and wireless networks. Many districts in Appalachian Ohio face similar barriers as Cambridge City Schools. Location, money and resources continue to be barriers which hinder student achievement. By successfully implementing the 1:1 computer initiative, other districts can address the same barriers. This initiative knows no boundaries, giving students in this area the same opportunities given to students in urban areas of Ohio. By putting a technology device in the hands of each student, students will have to up-to-date curriculum, resources and opportunities at their finger tips anytime, connecting home and school. Once our initiative web page goes live, other districts will be able to learn from our failures and successes in order to implement their own 1:1 computer initiative. Other districts will have access to our timeline so they can coordinate their own version of this initiative. Our district will serve as a model district allowing visitation from districts within our state to see firsthand what a 1:1 computer imitative entails. The Lead Initiative Team will be available for questions, and their contact information will be available on the website. Local districts will be invited to tour our district and observe teachers and students as they use the devices hands-on. If other districts implement a similar plan, it would allow educators across Ohio to collaborate, creating an educational network beyond the local level. It would ensure that all students have equal access to technology and resources regardless of their physical location. This type of program would expand the learning environment for students and families and improve the students' technology skills to prepare them for the future no matter what it may hold for them.

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 Accept- Charles Radcliff, Treasurer- Cambridge City School District, 04/16/2014 | Accept- Dennis Dettra, Superintendent- Cambridge City School District, 04/16/2014



Sections 

**Consortium Contacts**

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

Partnerships

Cambridge City (043695) - Guernsey 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

Cambridge City (043695) - Guernsey 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
Michelle	Johnston	8th Grade Language Arts Teacher	*Submit grant proposal *Coordinate professional development *Assemble key stakeholders in pilot program *Create and monitor timeline *Evaluate the overall initiative and make changes as needed *Serve as a liaison between team and teaching staff *Pilot Classroom *Building Leader for Cambridge Middle School	*Ohio License Early Childhood (preschool-3rd grade) *Ohio License Middle Childhood (4th-9th grade, Language Arts and Science) *Masters of Arts in Education	*Nine years teaching grades 1-8. *3 years integrating technology into the classroom *Attended various workshops and conferences highlighting best practices and technology use in the classroom.	
Steve	Fraunfelder	Technology Coordinator	*Order technology devices *Manage technology devices *Repairing technology devices	*Degree in computer science	*7 years as Cambridge City Schools Technology Coordinator *Attended numerous conferences and workshops on technology in education *Great working experience with state technology agencies	
Julie	Yanosik	Curriculum Director/Title One Coordinator	*Coordinate and lead professional development *Assemble key stakeholders in pilot program *Create and monitor timeline *Evaluate the overall initiative and make changes as needed *Work closely with fiscal staff to oversee spending of grant funds	*Ohio License Middle Childhood (4-9 Math and Social Studies) *Masters Degree in Curriculum and Instruction	*Teacher for 10 years *Curriculum Director 1 year *Title One Coordinator 1 year	
Duane	Poland	duane.poland@omeres.net	*Building coordinator *Coordinate professional development *Manage technology devices *Assemble key stakeholders in pilot program *Create and monitor timelines *Evaluate the overall initiative and make changes as needed	*Ohio license Principal 4-9 *Ohio license Principal 7-12 *Ohio license Teaching 7-12 Comprehensive Social Studies	*2 years of experience as Principal at Cambridge Middle School *11 years of experience teaching at various levels *Attended various workshops/conferences on data driven decision making, effective use of technology, leadership, curriculum	
J.P.	Feldner	Director of Technology	*Submit grant proposal *Coordinate professional development *Order technology devices *Manage technology devices *Monitor the repair process for	*Ohio license 1-8 Elementary Teacher *Ohio license Elementary Principal *Ohio license Assisstant Superintendent	*21 years of education experience in both the classroom and as an administrator for the Cambridge City School District *6 years experience as a technology administrator within the district	

			technology devices *Assemble key stakeholders in pilot program *Create and monitor timelines *Evaluate the overall initiative and make changes as needed			
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