### Budget

**U.S.A.S. Fund #:** Stark County - 2015 - Straight A Fund - Rev 0

**Application Number:** 91

#### Objects

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<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
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**Adjusted Allocation**: 0.00

**Remaining**: -1,000,000.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
One-to-One Technology for 21st Century Learning

2. Executive summary: Please limit your responses to no more than three sentences.
Technology has the potential to be a positive disruptive force in teaching and learning. The heart of 21st century education reform lies in 1-to-1 technology and learning applications. Web-based blended learning strategies can drive anytime/anywhere learning opportunities that are individualized for all students. Diagnostic assessments, formative assessments, frequent short-cycle assessments of progress and summative assessments of student growth become more efficient with technology. Technology-based assessments will quickly and accurately provide data to drive instructional design that is targeted and differentiated for all students in real-time. Learning will no longer be tied to the classroom. Instead, learning will become an anytime/anywhere opportunity to increase time on task. 1-to-1 iPad technology and web-based learning application programs will drive more resources into the classroom and provide teachers with more time and tools to deliver rigorous 21st century lessons that are relevant and highly engaging. Students will have more tools for research, targeted instruction and individualized learning. A blended learning model of differentiated, direct teacher instruction and web-based instruction and learning applications will be used. The focus will be on student growth for learning outcomes. Web-based Star Assessments in reading and math and local SLO pre-tests tests will establish diagnostic benchmark scores. Targeted growth scores will be identified, and end-of-year exams will document a year's worth of growth by focusing on challenging work that is aligned to individual student strengths and needs. Students in grades 8, 10, 11 and 12 will be benchmarked against ACT/Aspire college readiness scores. Trend data will look at progress over time. In this process, Fairless Local Schools will repurpose $352,600 in spending to sustain grant goals, and target $150,000 in savings annually or $750,000 over 5 years, and classroom will receive greater resources.

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
Richard L. Hull
Organizational name of lead applicant
Fairless Local School District
Address of lead applicant
11885 Navarre Road SW, Navarre, Ohio 44662
Phone Number of lead applicant
330-767-3577
Email Address of lead applicant
hull_r@falcon.stark.k12.oh.us

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

- Yes
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

Technology is driving a 21st century global revolution that is changing how business, communication, and learning happens. Higher education is implementing 1-to-1 technology for instruction, assessment and research. Educational suppliers are rapidly shifting to providing web-based solutions for curriculum, assessment, intervention, enrichment, classroom resources and staff development. K-12 school districts are behind. A lack of 1-to-1 technology is inhibiting reform. Districts struggle to keep up with the demand for more bandwidth, more WiFi capability, more server-based software applications, more server-based storage, and for more devices for direct 1-to-1 instruction. This grant will use 1-to-1 technology to enhance personalized instruction for student readiness, learning styles, and interest. Frequent diagnostic, formative and summative assessment will provide data to focus instructional planning. Differentiated education is difficult to deliver in a paper and pencil world dominated by teacher-centered, whole group instruction. Teachers do not have the time nor the expertise to develop the necessary assessments and to individualize learning applications needed to meet targeted performance outcomes for all students in a value-added model. Fairless will use 1-to-1 iPads to increase student and teacher learning tools for assessment, differentiated instruction, progress monitoring and to document academic growth. All students will have rigorous goals based on diagnostic assessment of strengths and needs. iPads will shift learning to a student-centered classroom with brief periods of direct instruction followed by teacher supported small group collaborative work and tiered assignments for student practice. Web-based applications will increase time on task as blended learning will allow for instruction and learning beyond the classroom walls. Students will access more relevant and rigorous curriculum while collaborating more by using 1-to-1 technology.

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

Fairless has a history of growth in student achievement. The district has moved from the Academic Watch level to Excellent. Our schools have been recognized as Schools of Promise. The district has been recognized at the local, state and national levels. Our teachers and administrators have worked hard to study educational research and to implement promising, research-based practices. Last year, we had the 2nd highest report card in Stark County (4 A's and 5 B's). SST9 has identified Fairless as 1 of 5 districts in our region that is a high performer in Closing the Gap and value-added growth. Our staff has presented at numerous workshops. However, new Common Core Curriculum and next generation tests will be a significant new challenge. Our goal is to prepare students to meet this challenge at a high level. 1-to-1 iPad technology will bring anytime/anywhere differentiated instruction to our students. The blended learning model will use teacher-directed and computer-based instruction and learning activities. Frequent technology-based assessments will drive the instructional planning and delivery cycle in real-time. Computer/web-based diagnostic assessments, formative assessments, progress monitoring assessments, performance assessments and summative assessments will be used in all classrooms. Assessments will include Renaissance Star Assessments in reading and math, college readiness assessments from ACT/Aspire, locally developed assessments for SLO's and next generation assessments from PARCC and AIR. All students will have differentiated and benchmarked achievement growth targets. Differentiated lesson design will use learning research for flexible grouping, tiered lessons and formative assessments with feedback. Frequent short-cycle assessments for progress monitoring will be used, and targeted instruction for enrichment and intervention will become more accessible. Teachers and students will work together to set individual learning goals and to monitor the data for progress. Students will be able to lead conferences with parents to describe their goals, their progress, and their next steps in the instructional/learning process. This innovation will use iPads as the new textbook, calculator, research library, study guide, learning channel and more. Through the use of purchased learning apps, free learning apps, and teacher created assignments, students will be able download lessons and assignments and to access instructional supports online. More rigorous study using higher order thinking strategies will be driven by research that our students and staff are already implementing from Marzano, Schlechty, Tomlinson, Daggett, Wong and others. The research will be embedded in the blended learning model. A strategy of gradual release of responsibility (direct teacher instruction, collaborative student work, and individualized assignments, projects and assessments) will be employed. Laptops carts and computer labs will be used for high stakes assessments and creative projects that demand greater computing power and more sophisticated software. Grades K-2 will use classroom-based iPads for student-centered learning rotations (i.e. the Daily 5 in reading). These rotations will allow teachers to do small group targeted instruction. Grades 3-8 will use iPads in all subjects for differentiated/tiered instruction, assignments and station rotations. Brief periods of direct teacher instruction will be followed by frequent student-centered collaborative work and tiered assignments. High school students will use iPads as sophisticated tools for research, close reading/discussion of complex text, evidence-based writing, problem solving and the creation of innovative/rubric driven projects. Tiered instruction and assignments will also be used in Grades 9-12, and learning rotations will be done in flexible grouping as needed. Students will have more options for acceleration, credit flexibility and college credit through online classes.
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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
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<tr>
<td>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.)</td>
<td>Our students will move from high levels of achievement in OAA/OGT proficiency to high levels of achievement for college and career readiness. Assessment data and targeted instruction will drive instructional/standards-based progress and outcomes. Renaissance Star Assessments in reading and math will be used for baseline diagnostic benchmarking, frequent progress monitoring, and summative end-of-year assessments to document student growth in grades K-10. In science, social studies and other instructional areas, the SLO process will be used to establish baseline performance, to monitor progress and to measure summative student growth. Technology-based tools from ExamView and GradeCam will be used in the SLO process. Students in grades 8 and 10 will take computer-based ACT/Aspire assessments as a measure of college readiness. In grades 11 and 12, computer-based ACT practice tests will be given. Performance assessments will be given using rubric-based evaluations in close reading comprehension, evidence-based writing and problem solving. Growth target scores will be established and teachers will work closely with students to meet end-of-year goals. Motivation and relevance will increase with personalized learning that uses 1-to-1 technology. iPads to collaborate on research and problem-based assignments will drive rigor. Targeted instructional videos and individualized tiered assignments will be tailored to student needs. Flexible grouping will increase student collaboration and inquiry. Extended time learning will occur during an academic assist/guided study hall period. Special education and gifted education intervention/enrichment will be implemented as needed. Frequent adjustments will be made to grouping and placement along the continuum of learning progressions within the standards. Students will maintain portfolios of work to be used in student lead conferences with parents. In Grades K-5, web-based curriculum from A-Z Reading, Razz Kids, Everyday Math and Khan Academy will be employed. In Grades 6-12, Apple and Google educational productivity tools will drive learning projects. Web-based paid subscription tools including Jefferson Virtual Learning Academy, History Alive, Accelerated Reader, Accelerated Math, MobiMax, Subtext and iBook textbooks will be purchased. Free web-based tools such as Khan Academy, TeacherTube, YouTube, Discovery Education, iTunes U, Lit2Go, Graphing Calculators, and math and science problem-solving simulators (i.e., Power My Learning and Smart Graphs) will be used. Web-based A+ Anywhere Learning curriculum currently owned by the district will be available in all core classes. Acceleration for early high school and early college enrollment through dual credit classes (at the high school campus) has been implemented; however, due to a lack of qualified high school teachers with college adjunct professor status, Fairless has never offered dual enrollment in English, and recently lost the qualified teacher/adjunct professor in mathematics. Using online digital technology, Fairless is pioneering a cooperative teaching model for college credit options. Fairless and Stark State University are working to pair an online college professor (teacher of record) and a certified high school teacher (as an academic assistant and instructional aide) to offer college credit English and math classes at the high school. This partnership will provide a new web-based model of instructional delivery. Traditional college campus PSEO options will be available as well. Online high school classes are available for credit flexibility. The big change in achievement will be in more rigorous focus on college readiness by individualizing instruction, by providing sophisticated technology-based learning tools, and by having teacher-led and technology-available instruction anytime/anywhere.</td>
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| 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.) | Due to recent declines in enrollment, the district is looking to reduce staff to “right-size” our staff to student ratio. Most of this reduction will be directed at eliminating projected cash balance deficits in 2017 and 2018, and will not be a part of this grant. However, the district is targeting a few personnel/program reductions to redirect support sustainability of this innovative 1-to-1 technology integrated Blended Learning project. There is no question that low student-to-teacher ratios can improve student achievement. The district has employed less costly teacher aides (who meet HQ requirements for paraprofessionals) at all levels. Next year, the district will be reducing costs in a program that has proven to be highly successful. Since 2007, the district has double-blocked middle school mathematics for 90+ minutes of instruction (daily). As a result of this program, student scores have more than doubled in mathematics. While successful, this has required the district to employ two extra math teachers in Grades 6, 7, and 8. Next year, the district will shift to one teacher and a teaching assistant for double-blocked blended learning (1 period of math and 1 period of technology supported guided instruction). This change will reduce the cost of employing two extra teachers. Each math teacher and their assigned teaching assistant will have common planning time and their schedules will align. The teachers and assistants will receive professional development on the blended learning model for using 1-to-1 computer technology to create small group, cooperative learning cohorts that will use web-based instruction and individually tiered assignments during guided study. Where appropriate, special education teachers will participate in this model. Time on task will remain high, but costs will be reduced. By reducing two math teachers, the district will save ($100,000 in wages and fringe benefits). The district will maintain and reassign two teaching assistants (for Grades 6 and 7) paid out of Title I dollars for this math model. One new teaching assistant ($25,000) for Grade 8 math will be hired. By eliminating an administrative position (in maintenance - $75,000 in wages and benefits), the overall savings from reducing one administrator and two teachers (but also hiring a new teaching assistant ($175,000 - $25,000)) is equal a reduction $150,000 per year. For this grant, the district will also reduce one middle school elective teaching position in the Pittsco Lab ($50,000 wages in benefits). These dollars will be redirected to sustaining the grant. Reductions: 2 math teachers: $100,000 1 elective teacher, 50,000 1 maintenance supervisor: 75,000 Total reductions: $225,000 New spending: 1 new teaching assistant $25,000 New materials/software 50,000 Total new spending: $75,000 Net reduction: $225,000 - $75,000 = $150,000 Overall reduction/savings will be $150,000/yr. or $750,000 over 5 years. Further non-personnel dollars will be redirected to support the sustainability of this grant, but these redirected dollars will be revenue neutral and not be a part of the spending reductions. |

| Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.) | Implementing 1-to-1 iPad technology will immediately increase resources for curriculum, assessment, research, management, technology and personalized/differentiated learning. Online learning resources are growing on a daily basis. Through spending reductions, $25,000 will |
be spent on a new 8th grade math teaching assistant and $50,000 will be spent on web-based learning software. Another $275,000 in redirected spending will be earmarked to sustaining this grant to maintain iPad use and to access web-based learning resources for student and teacher use inside and outside of the classroom. Grades K-2 will have iPads for learning rotation stations. Grades 3-12 will implement 1-to-1 iPads for differentiated learning and comprehensive assessments. The iPad will become the central tool in the development of a personalized learning strategy that has three main foci: frequent assessment of learning progress (formative) and learning mastery (summative); use of web-based instructional learning apps for targeted instruction that is available anytime/anywhere; and, to personalize and to create a blended learning model of direct teaching supported by computer assisted instructional activities that addresses student readiness/ability, interest and learning style variations. District purchased programs, consumable student subscriptions for software and free online programs and apps will be used. K-5 students will access learning applications using A to Z reading, Razz Kids, Everyday Math, Brain Pop, and other teacher identified software. Teachers will use assessment tools from Renaissance in reading and math to diagnostically, formatively (progress monitoring) and summatively measure student growth. Students will gain early development of technology skills needed in middle school and high school. Grade 6-12 students will use programs from A+, Jefferson VLA and Khan Academy for online curriculum. Subscriptions for web-based learning programs will be purchased (i.e., Mobimax, Subtext and iBooks). Free software is available from Apple (Pages, Keynote and Numbers), iTunes U, Google Apps, Gmail, Dropbox, TeacherTube, YouTube, Evernote, free graphing calculator apps, free reading sites (i.e., Lit2Go). Free web-based, open source curriculum is growing in quantity and quality. Students will have the ability to set achievement goals and to self-assess progress as they learn. Using these goals, assessment data and electronic portfolios of work, students will increase parent involvement through student-led conferencing. Teachers will have more assessment resources to drive instructional design from many vendor sources. Even locally developed assessments can be reliably and quickly delivered and analyzed using technology. Teachers will have aligned media tools (i.e., laptops, iPads, media projectors, Apple TV, SmartBoards, and interactive software for classroom and participation and presentation of concepts, ideas and student work. All of these resources will take education beyond the school house walls to 24/7/365 access to teacher developed materials, educational apps, and online curriculum. High school students will be able to access credit flex courses and college curriculum online at school and at home. Staff development will increase through online teacher team and individual professional development using free and purchased materials (i.e., Safe Schools, SimpleK-12, etc.). CEU credits can be locally approved and issued for study done online. All of this represents a large increase in technology and online learning resources. Technology will help the district to free up dollars for instruction by right-sizing our staff, decreasing textbook and workbook costs, and by reforming how student fees are spent. Over time, cost of paper use should decrease by using digital documents for graded assignments.

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.
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.

* Provide a brief narrative explanation of the overall budget.

The total grant budget is $1,000,000.00 (4 category breakdown): 1. Hardware and installation: $934,640.00 90 laptops $109,080 3 laptop carts 5,400 1520 iPads 696,160 300 WiFi Keysboards 17,985 80 Apple TVs 7,920 40 media projectors 98,095 (including wiring, installation and sound) The heart of this grant is implementing 1-to-1 technology for all students to greatly increase the resources available for assessment, differentiated and targeted instruction, tiered learning activities and individualized practice. These devices enable the use of downloadable (device and server based) programs/software and web-based programs/software. Instruction becomes anytime/anywhere 24 hrs./day, 7 days/wk. and 365 days/yr. Instruction can be delivered directly by the teacher or can be accessed through learning programs and instructional videos available through downloading or accessing web-based applications (eg. Khan Academy). This type blended learning research is well documented and is a growing tool for differentiation and individualized learning. Technology will enable both teachers and students to use assessment tools to drive the instructional/learning cycle. Server and web-based tools will allow for diagnostic assessments, frequent formative assessments for progress monitoring and summative assessments for documenting student growth in achievement. Teachers will have increased access to better instructional resources. Students will be more motivated by individualized instruction and by the ability to work in small collaborative/ flexible learning groups. Lessons and assignments can be tiered for academic readiness, learning style and interest. Rigor will be increased through research, close reading, evidence-based writing and problem based learning using analysis tools for problem solving (i.e. graphing calculators, and interactive graphics and video). iPads are an excellent 1-to-1 device for all of this, while laptops carts will be available (through scheduled use) for Next Generation Assessments and rubric-based projects that require software programs for high level multi-media production (i.e. iMovie, iPhoto, GarageBand, and iBook creation tools). 2. Device maintenance and management: $21,860.00 AppleCare will be purchased for the repair of devices, and JAMF Casper suite will be purchased for device management including software installation and updating, security and user permissions, and classroom monitoring and management. The district has a $200,000 annual technology budget to support maintenance and rotational replacement/updating of devices, and Apple will offer a 30% rebate on trade-in of all devices when replacing. The replacement cycle will be 5 years. The district already employs filtered browsing and has a team of technology managers. This purchase gives this team more tools and services for integrating this project into the current system of software, server and internet access. 3. Learning Application Software: $10,000.00 The district will purchase software applications to compliment and improve currently available learning programs. Outside of the grant budget, the district will use consumable student fees ($30,000) to purchase yearly web-based subscription software targeted for student use in specific classes. The district can also target general fund material dollars from the technology budget ($25,000) and Title I dollars ($6500) for non-consumable software applications (see question 9c for more specific software apps). 4. Staff Development: $33,500 Apple will provide staff development for implementation, integration, management and use of iPads for learning. The district will also supplement with training provided by our curriculum office, our tech team and our teacher tech integration leaders. The district will have Title I funds available to sustain staff development over time.

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.

There will be ongoing paraprofessional, software, maintenance, equipment replacement and staff development costs. Targeted sustainability costs: $352,000 per year $200,000 Technology maintenance (plus a potential rebate of $208,848 for iPad replacement trade-in (30% of original purchase price)) 60,000 Software purchases 25,000 New Math Teaching Assistant 25,000 Casper Suite for software/device management 25,600 for staff development 17,000 for unanticipated costs Total: $352,600 per year for sustainability costs and another $150,000 in maintenance savings. This project shifted (repurposed) most textbook dollars to a technology budget several years ago. This budget has been averaging $200,000 per year. This budget has been used to upgrade technology infrastructure (bandwidth, wiring, WiFi capability, servers, and internet access). The district will repurpose these dollars to maintenance and rotational replacement of hardware on a 5 year cycle. The district is reducing a $75,000 Maintenance Supervisor position and reassigning the duties to current administrators. The district is reducing 2 of 5 teachers from middle school double-period math instruction in grades 6, 7, 8 to a single period of math instruction (3 teachers) with a period of guided study for math (implemented by one paraprofessional at each grade level) for a reduction of $100,000 in teacher salary and benefits. Two of the three paraprofessionals for the guided study will be reassigned from existing duties, and one new paraprofessional will be hired ($25,000/yr., increased cost). The district is eliminating a middle school elective course (Pittsco Lab) and reassigning the teacher to replace a retiring teacher for a savings of $50,000/yr. The district is also repurposing consumable student fees ($30,000/yr. out of $70,000 currently used for workbooks and paper-based materials such as novels) to support software purchasing for student software subscriptions for consumable learning apps and text materials. This repurposing may increase overtime toward the full $70,000 in student consumable fees. The district is finishing a major partnership project with Walsh University for staff development to improve reading instruction. This represents a $32,600/yr. Title I expenditure. The district has been purchasing online instruction (sub-contracted for instructors). Our negotiated contract now allows the district to assign up to 20 online students to our own teachers. This will save $15,000/yr. The district previously eliminated individual classroom printers for networked copiers. Each teacher has a password for monitoring paper/printing usage. Because this project will put 1-to-1 technology in place, teachers and students will begin to

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.
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.

150,000.00 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 district has identified $502,600 for sustainability and spending reductions for permanent savings. These dollars come from personnel reductions and repurposing current spending. The total savings (attributable to the grant) will be $150,000 per year with a 5-year savings of $750,000. The supporting evidence for this projection is: Staff reductions: 3 teachers (salary and benefits) $150,000 1 maintenance supervisor 75,000 This is an initial personnel reduction of $225,000. However, $75,000 of the reduction will be repurposed as listed below for sustainability, leaving $150,000 in reduced spending annually. $25,000 of this reduction will be used to hire and sustain 1 new paraprofessional for guided study in 8th grade math. $50,000 of this reduction will be repurposed to instructional supplies and materials (eg. software). Sustainability funding is $352,600 annually and is derived as follows: $200,000/yr. technology maintenance and replacement (not including a possible rebate of $208,848 dollars for trading in old iPads when purchasing replacement (new iPads) - 5 year cycle of replacement. $75,000/yr. from the $225,000/yr. in personnel cost savings (above) to sustaining a teaching assistant ($25,000) and to purchase software and materials ($50,000) $77,600/yr. from redirecting current expenditures Total of $352,600 for sustainability (plus potential trade-in rebates of $208,848 from Apple) Source and use of redirected dollars ($77,600) $15,000 dollars in puchased services to Jefferson County Virtual Learning Academy for non-Fairless instructors. Fairless has trained and is using Fairless teachers for teacher of record for almost all core subjects taken as a digital class. These dollars will move to purchased services to support device and software management and security. $32,600 dollars in Title I will be available because these dollars are currently committed to a major reading staff development project through Walsh University which will be ending in August 2014. These dollars will support staff development and be targeted software for differentiated learning. $30,000 (out of a total of $70,000 of collected student fees) will be repurposed to consumable annual subscriptions to purchase target learning applications. The district management team has also developed a plan for eliminating the negative beginning cash balances in the October 2013 5-year fiscal forecast. This will include "right sizing" personnel for the recent drop in student enrollment; however, the reductions in this plan have not been targeted for grant use, sustainability or targeted reductions (savings). Total Sustainability dollars: $200,000 + $75,000 + 77,600 = $352,600. These dollars along with Apple rebates should be enough to sustain the grant and not create a need to used targeted reduction dollars ($150,000/ year or $750,000 over 5 years) in any way.

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

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

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

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

The majority of the project's cost is in technology hardware and software subscriptions. The district has identified (detailed in questions 13 and 14) cost reductions and or budget repurposing of $302,600. The district has a current technology budget of $200,000. Combined, this is $502,600. The reductions are: $75,000 from the elimination of a Maintenance Supervisor's position $100,000 from the reduction of two middle school math teachers $50,000 from the elimination of a teaching position by eliminating an elective middle school course $15,000 from a reduction of sub-contracting digital teachers (replaced by district teachers at no added cost) Total reduction in costs: $240,000 Repurposed dollars: $30,000 from consumable student fees $32,600 from Title I staff development Total repurposed dollars: $62,600 Total available funds for sustainability: Current technology budget: $200,000 Reduction in costs: $240,000 Repurposed dollars: $62,600 Total available funds: $502,600 Minus a projected annual savings of $150,000 leaves $352,600/yr. for sustainability Projected distribution of annual sustainability costs: The projected cost distribution will be: $200,000 for maintenance and rotational replacement of devices, $60,000 for...
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 timeline should reflect significant and important milestones in an appropriate and reasonable timeframe.

17. Planning - Activities prior to the grant implementation

* Date Range: September 2012 to September 2014

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

Fairless has one-to-one laptop implementation with all teachers. Teachers use these laptops for research, gradebook management, curriculum map/lesson plan development and management, and for coordination of classroom presentations. Teachers can use library and computer labs (on a scheduled basis) for student research and computer-based assessments. Most of our classes have 2 to 4 older desk top computers and aging laptop carts are available. Our teachers have good technology skills and have been studying how to develop and implement a 1-to-1 technology project for 18 months. The tech development committee has had presentations from Apple, a technology development firm and the team has made two site visits to schools that have implemented 1-to-1 technology for teaching and learning. Our team has made decisions on platform (Apple iPads with continued access to laptop carts and labs for larger more complex design/creativity projects and Next Generation Assessments); has identified an integration model of Blended Learning Rotations and determined that grades K-2 would have classroom stations of iPads for learning rotations, Grades 3-8 would have 1-to1 iPads as tools for differentiated instruction, tiered assignments, formative and summative assessments and access to subject specific learning apps. Students in 9-12 would have access to iPads for access to online classes, dual credit options, differentiated instruction and blended learning. Software applications would be used for subject specific assessments and as tools for research, close reading, evidence-based writing and problem based learning with emphasis on problem solving in math and science. Our tech management team and lead tech integration teachers, along with building administration, has helped to define the grant goals. The superintendent and treasurer have participated in the grant development and planning, and a final grant review is scheduled with our tech team before submitting.

* Anticipated barriers to successful completion of the planning phase

Most barriers to sustainability budgeting, identifying technology platforms and establishing grant goals have been completed. All teachers use 1-to-1 laptops now and have a proficient level of technology skills from past training and extended experience in using laptops, projectors and SmartBoards for classroom presentations. Teachers have been using computer labs for common assessments and have been doing data analysis. An implementation/integration team of lead teachers and administrators have been identified. Time is the big barrier. Planning a timeline for purchasing, receiving, securing, imaging and distributing over 1500 devices is daunting. The superintendent, curriculum director, treasurer, principals, tech managers, librarians and lead teachers will schedule two specific planning days in early August for meeting this challenge. Staff development will begin immediately in August. The curriculum director, tech management team and lead tech integration teachers will use one of the two August planning days to plan staff training for August and September. The district visited Vermilion High School to learn about their 1-to-1 technology initiative last fall. If the district receives the grant, the district will send a 3 person team to Vermilion to review our roll-out plan with one of their tech integrationists by August 10. We will revise our plan with their input. Device distribution will occur in mid-September to late October. Distribution will be staggered by buildings. Mandatory parent/student orientation nights will be scheduled during this time. At least 3 staff development/planning sessions will have occurred by early October. Students will receive a training day in mid to late October and lesson plans will be identifying strategies for technology integration by November 1st. Baseline assessments will be given in computer labs or on laptop carts by mid-September. Oversight teams will meet to continue planning and to resolve issues.

18. Implementation - Process to achieve project goals

software and learning application purchases,$25,000 for JAMF Casper suite and AppleCare, $25,600 dollars for staff development, $17,000 for unanticipated costs per year and $25,000/yr. for 1 new paraprofessional. The total of these costs is $352,600 A final note: Expenditures from the $200,000 annual technology budget will likely be largely reduced during the initial grant year. Savings in this budget will be redistributed for additional support over the 5-year sustainability period, but these dollars are not added to the sustainment budget at this time as a buffer for contingency expenses. Apple will offer a rebate of $208,848 for trading in old devices to purchase new devices (on a 5 year replacement cycle). The Apple dollars are added support not listed as reductions or redirected expenditures for sustainability. The district will purchase iPad protective covers out of the first year technology budget. It is anticipated that this will cost $22,000. Parents must sign technology use agreements, and students/parents will be responsible for lost iPads and all damage that AppleCare identifies as malicious. Part of the student fee reform will be the implementation of a technology fee in year two to support wear and maintenance. High school parents will be given the opportunity to pay a four year purchase to own fee for graduating seniors. All other iPads will receive a buy back credit from Apple when updating.
Purhase of devices would proceed as soon as grant approval is given. The district has already negotiated with Apple on a package of equipment and services. Our tech team will immediately meet to develop a plan to inventory hardware; assign devices with tracking/identification by school/homeroom/teacher/student; image and install management software; schedule staff development trainings for the 2014-15 school year with Apple; develop a supplemental training schedule delivered by the tech team and the tech integration lead teachers, develop a schedule to train librarians and specific paraprofessionals for device maintenance (the library will be the main device swapping station, and the cafeteria and study halls will have charging stations). Teachers will meet with building administrators to determine blended learning goals and the frequency of rotational classroom learning activities for differentiated tiered lessons and assignments. Staff will use in-service days in August, September and October for training on device management and integration into lesson design. Monthly early release days will be used for planning assessments, tiered lessons and data analysis. One day each month will be devoted to student training in the classroom. Diagnostic baseline assessments will begin in September and teaching teams will establish a schedule of assessments for progress monitoring. Teachers will identify in their lesson plans when and how they are using technology for formative assessment, projects, quizzes and tests. End-of-year summative assessments will be given in April and used to assess growth in student achievement. College readiness assessments will be given in December. Student and teacher implementation surveys will be given in November and May to assess classroom use, student engagement and impact on achievement. Deliverables include assessments, integrated lesson plans, surveys and training dates. Principal walkthroughs will monitor implementation.

Anticipated barriers to successful completion of the implementation phase.

Again, time and logistics are the biggest barriers. The district already has a tech management team, 23 grade level and subject specific teacher leaders who meet monthly as a district and weekly as building leadership teams. Individual grade level or department level teams meet bimonthly. The district has scheduled a new staff in-service day before school starts in August, and has in-service days in September, October and March. 2-hour early release days have been scheduled for every month. This time will be used for training, planning and progress monitoring. The executive administration team (Superintendent, Treasurer and Curriculum Director) will oversee, plan and direct the project. The executive team will meet monthly with the building principals to monitor progress, to identify challenges and opportunities, and to plan for next steps. Principals will meet with teacher teams to oversee direct integration of technology into the classroom. Training schedules for staff and students will be established. Starting in October, training will shift from roll-out and security to learning applications and lesson design. Device management will be a challenge. The tech team, tech lead teachers, librarians and targeted paraprofessionals will be trained to assist this process. The library will serve as a device swapping station for maintenance and repair. The library will be open an extra hour after school to address issues. There will be charging stations in the library, the cafeteria and study halls. Classrooms will have preferred seating for emergency electrical hook-ups. Protocols and security for controlled printing by students will be established. Teachers will identify targeted learning applications for initial classroom integrations. Lesson planning will focus on integrations, and teacher teams will review this progress. Assessments will be scheduled for timely completion. The sustainability budget is in place and will be monitored and maintained.

Summative Evaluation - Plans to analyze the results of the project

Evaluation for achievement will come from baseline diagnostic, progress monitoring and summative assessments in all core academic subjects. The baseline assessments will come in September; progress monitoring schedules will be established by principals and teacher leaders in consultation with teachers. End of year summative assessments will occur in April. Renaissance Star Assessments will be used for all students (grades K-10) and for IEP students in grades 11-12. ACT/Aspire college readiness assessments will be given at grades 8 and 10 and will be evaluated by benchmark achievement and multi-year trends. Students in grades 11 and 12 will use practice online ACT tests to measure progress toward meeting benchmark scores, and multi-year ACT district scores will establish trend data. SLO assessments have been written and piloted this year. These tests will be used in classrooms that do not have PARCC/AIR core subject tests. The PARCC/AIR assessments will be new and will establish baseline performance as first year exams. Qualitative surveys will be used to measure teacher and student impressions and observations with regard to the impact that 1-1 technology is having on engaging and differentiated instruction for student achievement. These surveys will occur in November and May. Star Assessments in reading began in the 2013-14. Star Math Assessments will be new. All math teachers will be trained by Renaissance to give these tests and to use the results to drive instruction. Star is used for baseline, progress and end-of-year assessment. The ACT/Aspire tests will replace Explore and Plan tests that the district has been giving to students in grades 8 and 10. An ACT representative will train staff on using the new online ACT/Aspire tests. Teachers have already been trained to use ExamView and GradeCam to deliver, grade and analyze SLO assessments. Assements results and surveys will be used for evaluation. Budget management will be evaluated as well.

Anticipated barriers to successful completion of the summative evaluation phase.

Lack of classroom 1-1 technology has been a barrier to frequent formative and short-cycle assessment. Fairless teachers regularly use diagnostic, common assessment and outcomes data for evaluating student growth. However, dependence on computer labs have limited this to a few times a year. 1-1 technology will greatly improve this process. Teachers will be trained on how to use these devices for frequent assessment. Students will also be trained to use the data from assessments to self-monitor progress. SLO assessments are new and the reliability and validity of these assessments is uncertain. Teachers and school administrators are not psychometricians. It will take continued training and experience to improve this process. Over time, it is desirable to have aligned and affordable vendor developed tools to do this work. There is a growing movement for students opting out of testing. This has not been a problem in the Fairless district yet, but the professional literature and news reports are reporting on this problem with greater frequency. Our teachers will have to establish a schedule of makeup tests for students who miss these assessments due to absence. Make-ups could also be done in the library or in the tutor lab. Students leaving their iPads at home or not charging their iPads could be a barrier. The district will have extra devices to sign out to teachers as needed, and classrooms will have preferred seating for electrical hookups. The cafeteria, library and study halls will also have charging stations.

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

Fairless has a strong record of continuous improvement on Proficiency-OAA/OGT tests. The district moved from the Academic Watch level to Excellent. Our schools have received multiple ratings of Excellent, and these schools have been recognized as Schools of Promise. Last year, our report card with 4 A's and 5 B's was the second highest out of 17 districts in Stark County. Recently, SST9 identified Fairless as 1 of the 5 highest performing districts in "Closing the Gap" for IEP students in this region. The district has been recognized at the local, state and national levels for a school-based multi-agency/system of student supports called Care Teams. Care teams align to the RTI process and provide academic intervention, mental health counseling, high-risk behavior prevention (i.e., substance abuse, pregnancy and violence prevention, etc.) mentoring and social skill building. The Care Team has been studied by the Substance Abuse and Mental Health Services Administration and has been presented at a number of state and national conferences. The program is being replicated in many other districts. Fairless has 23 teacher leaders that are both horizontally (by grade level) and vertically aligned (by academic content area). These teachers participate in the OIP process at the DLT, BLT and TBT levels. Along with the curriculum director, the special education director, building principals, and an ESC consultant, our teachers have studied research from Daggett (Rigor and Relevance), Wong (How To Be An Effective Teacher), Marzano (Classroom Strategies That Work), Tomlinson (The Differentiated Classroom), Schlechty (Engaging Students) and Erkens (The Collaborative Teacher). The research focuses on how to structure and implement systems of teaching and learning. These systems included classroom management, daily routines, standards alignment, engaging lesson design, higher order thinking skills, formative and summative assessment, collaboration, differentiation, student motivation, and student led conferences. Our principals and teachers have embedded this research into our staff development and daily work to form a culture of continuous improvement through data driven decision-making and researched practices. This technology will allow teachers to increase the design and implementation of individualized and targeted instruction. Assessment data will drive the planning and instructional process and increase formative classroom assessments. Growth in student achievement will be documented. Fairless consistently works on developing better teachers and learners to
improve achievement outcomes. One-to-one learning technology is at the heart of a 21st Century differentiation strategy that will substantially increase teacher and student resources by using web-based applications, software and learning programs (i.e., A+ Anywhere Learning Solutions, Khan Academy and Star Assessments). Major corporations (Apple, Google, Microsoft, Pearson, etc.) are committed to developing online learning resources. Universities are participating in research and creating online resources and classes. Finally, foundations, such as Gates, Battelle, and others, are driving educational reform by developing free online resources as well. Daily, K-12 teachers are creating technology-based lessons using programs from Apple, Google, Microsoft and others as tools for education. Research, data and best practices will drive our model, and Fairless will use its strong system of principal/teacher leadership, culture of continuous improvement and program of student supports to meet the demands of the Common Core and Next Generation Assessments to achieve greater college and career readiness and 21st Century skills for our students. Our students and teachers will have increased access to technology and instructional resources. Finally, we will invest $327,600 a year to sustain this model and still be able to reduce $750,000 in spending over a 5 year period.

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.

Growth in student achievement will be measured using web-based Renaissance Star Assessments for reading and math with all students in grades K-10 and all IEP students in grades K-12. Star assessments will establish baseline diagnostic scores. Teachers will use Star data analysis reports to set targeted growth scores for every student. Star assessment will provide progress monitoring, instructional recommendations and end-of-year growth assessment. College Readiness will be measured using ACT/Aspire online assessments in grades 8 and 10. The Aspire assessments will be compared to college readiness benchmarks and previous ACT Explore/Plan data. ACT practice assessments will be given in grades 11 and 12, and this data will be compared to targeted college readiness benchmark scores. SLO local pre and post-assessments have been written for use with technology-based ExamView and GradeCam assessment software. The SLO assessments will be used to measure student growth in core subjects not tested by PARCC and AIR. Analysis of SLO pre-assessments will be used to develop end-of-year achievement growth target scores. The post-assessment results will be compared to target scores to evaluate achievement outcomes. Pre and post-tests will occur in September and April. Student/teacher surveys will be given in the fall and late spring. The fall survey will focus on technology training and classroom technology use. The spring survey will be a measure of how students/teachers perceive the use of one-to-one technology has affected, improved and changed resources, routines, lesson design, student engagement, assessment, feedback and achievement in core classes. Financial goals will be assessed through analysis of budget reports from the treasurer's office. The 5-year Financial Forecast will measure compliance with financial goals. The district will provide a written report, offer site visitsation and offer workshops/videos as needed to share the lessons learned from this project.

* 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).

An assessment schedule will be developed and the assessment results and data analysis reports will be turned into building principals. Principals will forward these results to the Director of Curriculum. Classroom teachers will discuss with colleagues and their building principals how the data should guide instructional planning, differentiated lesson design and use of student support structures (i.e., tutoring, classroom grouping, extended time, and special education and gifted services). Blended learning rotations and web-based instructional resources will be used to support individualized instruction and practice. The Director of Curriculum will discuss with administrators and teacher leaders how to support staff training, resource deployment and instructional planning to increase support and improve outcomes. The two months will focus on delivery/rollout and use of iPads in the classroom. Embedded teacher training and student training will be provided. Principals will exam lesson plans to monitor teacher integration of technology and blended learning into instructional design. Principal and teacher teams will discuss the lesson design and implementation strategies. Principal walkthroughs and feedback will use a check list of design qualities that represent targeted strategies for assessment, lesson design and differentiation. In the first year, baseline assessments, progress monitoring assessments and end-of-year assessments will be used to measure objectives. Over the 5-year period, trend data from Star, ACT/Aspire, SLOs and PARCC/AIR state tests will monitor trends in value-added student growth performance. Budget management through analysis of monthly reports will focus measuring on short-term financial management goals during implementation, and the 5-year forecast will focus on measuring long-term financial goals and targets.

* 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.

Layered team management using the District Leadership Team (DLT), Building Leadership Teams (BLT) and Teacher Based Leadership Teams (TBT) will focus on the grant implementation, staff development and integration of iPad technology into assessment, classroom lesson design and student assignments. Diagnostic, formative, short-cycle progress, and summative assessments will be analyzed by these teams to monitor progress toward meeting achievement goals. These teams will identify what is working and plan to build on those strengths. Obstacles, barriers and weaknesses will be identified and discussed by these teams to modify staff development, resource alignment, instructional planning/strategies, formative and short-cyle assessments and student supports for progress growth toward high level mastery learning. The DLT meets monthly at Curriculum Council meetings, BLTs meet once a week and TBTs meet bi-weekly. Embedded time for planning and staff development (4 in-service days and 9 two-hour early release days) are scheduled. Classroom release time can be added if necessary for training or planning. As needed, the district will seek outside support from the ESC, SST9, and university partners for additional training. Classroom instruction will be supported by Care Team student support services and RTI extended time instruction. Special education and gifted support personnel will be included in the planning/implementing/monitoring/modification/evaluation processes. Students and parents will be included in these processes as well. The district executive team will monitor and discuss progress and the work of the DLTs, BLTs and TBTs. The executive team will work with building principals to align resources and provide additional support as needed.

23. Describe the substantial value and lasting impact which the project hopes to achieve.
The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

The grant will empower and support teachers and learners to migrate from the proficiency-OAA/OGT era of model curriculum alignment and accountability to alignment to the new standards of college and career readiness and the Next Generation Assessments. Frequent diagnostic, formative, progress monitoring and summative assessment will be embedded into the instructional cycle, and growth of student achievement will become the focus of teaching and learning. All students will begin the academic school year with diagnostic assessments in core subjects (math, reading, science and social studies) by using technology-based assessment tools. All students will have differentiated growth targets for achievement to measure a year's worth of instructional impact. Progress will be based on a student growth model that will be measured on summative end-of-year assessments. These assessments will replace traditional end of year exams (and mid-year progress monitoring assessments will replace semester exams). More importantly, teachers will have the tools to do frequent formative and short-cycle progress monitoring assessments as well. Students will engage in higher order thinking through technology-enhanced lessons for research, close reading, evidence-based writing, inquiry-based problem solving and performance-based lessons. Blended learning will create a gradual release model of direct instruction, collaborative small group assignments and individual practice and assessments of achievement. Students will be able to develop an electronic portfolio of work and assessment data that will help the student to monitor and discuss their own progress. Computers will allow for the downloading of learning software applications, instructional media and practice assignments while at school and/or at home. Instruction, practice and intervention/enrichment will become an anytime/anywhere opportunity for learning. Several years ago, the district began to repurpose dollars used for hardbound textbook purchases ($200,000/year) to invest in building technology infrastructure. As a result, the bandwidth, wiring, wireless portals, and server infrastructure are up to date, complete and ready to go in all 3 buildings. Teachers have been using their laptops, smartboards and media projectors for large group instruction for some time. Computer labs, in every building, have been available through rotational use for instruction of technology skills and web-based research. Some common assessments have been done in the computer labs. One-to-one technology will open the door to 21st Century daily use of technology. Money saved by reductions in personnel and by repurposing budget expenditures will be used to support web-based large scale resources like Testgenworks, A+ Anywhere Learning Curriculum, Star Assessments, and A to Z reading purchasing. Free web-based resources will become viable for use with all students because of 1-to-1 technology (i.e., Khan Academy, YouTube and TeacherTube videos, Lit2Go literature sources, and free iTunes U text materials to name a few). Major tech companies are now including sophisticated productivity software at no cost in their devices (i.e. Apple, Google and Microsoft) and online learning tools. Reform of student fees for consumables will be used for technology maintenance and the purchasing of consumable software learning apps for students. All together, the district has identified $327,000/year or approximately 1.6 million dollars to sustain this program over the 5-year period, and a trained team of teacher, principal and district leaders will be in place to drive improvement. Achievement goals will me be measured using local, vendor and state assessments to meet targeted achievement outcomes using baseline assessments and end-of-year assessments. Technology and instructional resources will be greatly increased, and the district will save $150,000 per year (or $750,000 over 5 years) through personnel reductions.

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**

This model will use diagnostic baseline assessments, in class formative assessments, frequent short-cycle progress monitoring assessments and end-of-year summative assessments. These assessments will use technology for the bulk of this work. Vendor provided assessments from Renaissance (given in September and April) and ACT/Aspire (given in December) will measure student outcomes against targeted growth scores and established benchmarks for college readiness. Teachers will use technology to deliver baseline SLO pre-assessments (given in September and April). These assessments will be used to establish targeted growth scores for yearly achievement (SLO post-assessments). The technology will also be used to monitor student progress toward growth and/or mastery along a progression of standards that have been identified as Student Learning Objectives (SLOs). Tiered cohorts of students will be able to work through a differentiated structure of direct instruction, flexible and collaborative small group work, and individualized practice. Principals will evaluate this instruction according to OTEs standards. The new next generation of state-wide assessments will be used for evaluating yearly achievement and multi-year trend data over the 6-year period of this grant. Integration of the model into classroom instructional delivery will be measured by teacher and student surveys given in November and May. Principal-led walkthroughs (using benchmark checklists for engaging and differentiated instruction) will provide an evaluation of implementation, integration and use of high level blended learning rotations in the classroom. Students will work with their teachers to set achievement goals, and students will be able to self-monitor their own progress. Students will engage in student-led conferences with parents by using this data and sample portfolios of work that is both electronic and hard copy.

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

This model has identified $352,600 for yearly sustainability and identified $150,000 dollars in annual cost reductions/savings. Both of the these benchmarks will be monitored and evaluated at the executive team level (Superintendent, Treasurer, Director of Curriculum and Instruction). A separate fund will be established for grant funds. Purchase orders, invoices and monthly budget summaries will be used to monitor grant expenditures per the grant application budget. The $150,000 dollars in expenditure reductions are the result of dissolving 4 personnel positions, (1 Supervisor of Maintenance, 2 middle school math teachers (from the double math instructional program) and 1 middle school elective teacher position). Emis reporting, monthly budget reports, the 5-year fiscal forecast and yearly audits will be used to evaluate a continued annual reduction of the $150,000 earmarked for spending reduction. The $150,000 dollar savings is made possible by using paraprofessionals partnered with middle school math teachers to maintain 90 minutes of focused blended learning instruction, small group collaborative learning activities and technology assisted, differentiated instruction. More school districts can employ increased time on task through blended learning, and can look for ways to use guided paraprofessional support and technology based instruction to supplement direct teacher instruction. This model can be replicated to "right size" a staff in buildings/districts that have experienced a decline in enrollment. Another example of replication, might involve a credit flex of a class like Health by using large group (50, 75, 100 or 150
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

* Utilization of a greater share of resources in the classroom

The repurposing of textbook dollars ($200,000) and savings ($240,000) from personnel reductions, digital instruction, student fee reform ($30,000), and repurposing some Title I expenditures ($32,600) will provided a total of $352,600 for sustaining this innovation and the large venture capital investment that the grant will make in 1-to-1 technology and learning software (apps). Another $150,000 in reduced annual spending will result from this grant. The amount of 21st Century resources for students and teachers will be increased dramatically in both technology devices and learning applications. These resources will include iPads and laptop carts, and software purchases (i.e., Successful Reader, A+ Anywhere Learning Curriculum, ExamView, etc.), software licensing (i.e., Microsoft Office, Renaissance Star Assessments, ACT/Apseire assessments, Jefferson ESC Virtual Learning Academy, etc.), software subscriptions (consumable textbooks, Subtext, Accelerated Reader, etc.) and free programs and learning apps (i.e., Khan Academy, TeacherTube, iTunes U, Lit2Go, etc.). Daily, individuals (i.e., teachers, professors, and researchers), companies (i.e., Apple, Google, etc.) and foundations (i.e., Gates, Battelle, etc.) are creating and/or funding the release of free open source curriculum and learning applications. All of this web-based technology explosion will dramatically change the resources available in the classroom for teachers and students to use, if every teacher and student has access to one-to-one technology, and if the technology is integrated into a blended learning model focused on the needs of individual students.

* Implementation of a shared services delivery model

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 learning from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

This project is replicable. Learning research, technology trends and market forces in education, business and personal computer use are driving the need for this one-to-one technology project. For these reasons, replicating and scaling up this project in Ohio is highly relevant and necessary. State government must develop a funding source for districts to make the initial large scale capital investment in 1-to-1 technology. Before districts are given these dollars, districts must repurpose curriculum dollars spent on pencil and paper curriculum and textbooks to upgrade infrastructure. After upgrading, districts must again repurpose the "textbook" dollars for maintenance and updating devices. Enrollment shifts and one-to-one technology will create a realignment of personnel to "right size" the staff. Districts must identify opportunities to move personnel savings and Title 1 dollars into increased resources for instruction. Consumable student fees must be repurposed to consumable technology, software and web-based apps. Implementing districts will have to create an integrated team of teacher leaders, administrators and technology support staff. This team should be supported by local ESC, SST9 and university partners. Districts might start with a team of "pilot" teachers chosen for training and experience to become embedded teacher leaders for integration of this innovation into all classes (year 1). Staff training (PD) must be aligned to the pedagogy that fits well in a blended learning model of assessment, differentiated instruction and collaborative learning. The PD must be job embedded with enough time for frequent training, modeling, coaching, planning, evaluation and adjusting. Initial summer "boot camps" days could kick-off teacher development. Each month of the year, the district must use in-service time, release time and team time to remain focused on marrying instructional strategies to the technology implementation and the blended learning process. The first two years will be heavily PD focused implementation goals. Repeatedly, teacher training is followed by student training. Classroom implementation must have targeted benchmarks for use and measurable product delivery (i.e., assessments, lesson plans, scheduled activities, walkthrough observations, surveys and projects completed). Initially there is routine cookbook pattern of implementation and use. Over time, the cookbook approach will give way to personalization, collaboration and professional expertise. The grant sustainment timeline is about right as to the expected length of time for project completion at a high level of fidelity and outcomes. It is likely a 1/3/5/7 year process from beginning to expertise. Today's students are now natives of technology. Personalized instruction that is differentiated for readiness, learning styles and interest will motivate academic achievement. Lessons should be highly engaging. Instructional delivery must be timely and targeted to the strengths and needs of the learner. Coupled with appropriate student support services for academic, social, emotional and behavioral needs, the project should produce strong yearly value-added growth. This work is continuous in nature. Our district will identify and train leaders of this innovation and integration model. We will document our step-by-step training, implementation, and evaluation of the model. We will work with the Stark County ESC and SST9 to be available for sharing our training and allow for reasonable site visitation. Finally, we will have teachers and administrators who can offer workshops. We have done this with Care Teams, PBIS, RTI, reading, walkthrough training and student-led conferences in the past at various national, state and/or local venues. Most importantly, we will continue to drive assessment and differentiated learning by using 1-to-1 technology in our own district so that every teacher and every student benefits from the model.

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.

<p>| Broc Bidlack, Superintendent | Mark Phillips, Treasurer | Rick Hull, Director of Curriculum and Instruction |</p>
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<th>Consortium Contacts</th>
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<tr>
<td>Richard</td>
<td>Hull</td>
<td>Director of Curriculum and Instruction</td>
<td>Coordination of grant planning and implementation team including the Superintendent, Treasurer, Special Education Director, Building Principals, technology management team, tech integration lead teachers and grade level/academic department lead teachers. This team consists of a layered team structure responsible for planning, implementing and evaluating district initiatives in curriculum, assessment, staff development, technology and student support services. Writing the grant narrative and budget Implementation of the grant and classroom integration Staff Development Monitoring completion of timeline benchmarks Oversight of the grant budget and purchases Progress monitoring and evaluation Communication Grant Evaluation Sustainability planning and management Contact liaison to ODE Dissemination of grant information and training for replication (as requested by other schools/districts)</td>
<td>Certified Math, Science and Computer teacher 7-12 Certified Elementary Teacher Certified Elementary Principal Certified 7-12 Principal Certified Superintendent License Trained in Grant Writing and Management</td>
<td>12 years as Director of Curriculum and Instruction Served on: Board of Child and Adolescent Behavioral Health Services (Past President) Stark County Family Council Funding Allocation committee for United Way of Stark County Written and managed grants for Summer Time Kids Care Team (multiple grants involving multi-agency family and child support services) Seniors to sophomores Numerous small grants for subject/technology specific projects Federal Title Grants Coordinate all district federal Title programs including planning and budget development Manage and coordinate district curriculum initiatives, assessments and testing, staff development, credit flexibility, digital instruction, and dual credit programs Coordinated partnership programs with Stark County ESC, Stark State University, Walsh University, Child and Adolescent Behavioral Health Services, Stark Educational Partnership, Trillium Family Services, Quest Recovery Services and Stark County Sheriff Department and Stark County Family Court Presented at numerous local, state and national conferences including National School Boards Association, Association for Supervision and Curriculum Development, Ohio School Boards Association, Buckeye Association of School Administrators, Juvenile Justice and Mental Health Conducted a research study for the national Substance Abuse and Mental Health Services Administration</td>
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<td>Mark</td>
<td>Phillips</td>
<td>Treasurer</td>
<td>Mr. Phillips will oversee the implementation of the grant budget and expenditures to ensure fidelity to the goals. He will work with the superintendent, Director of Curriculum, Special Education Director and Accounting degree Previous State Auditor Licensed school treasurer</td>
<td>Mr. Phillips has been a state auditor (with a great deal of experience in the area of school district fiscal management). He has served as a school treasurer in Strausburg, Tusky Valley and Fairless. In all cases, he has established fiscal protocols and policies that align</td>
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<td>Building Level</td>
<td>Administrative Team</td>
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<td>Dr. Larry Chambliss: High School Principal Mike Hearn: High School Assistant Principal Mr. Ted George: Middle School Principal Mrs. Julie Weyandt: Elementary School Principal Mrs. Colleen Kornish: Elementary Assistant Principal</td>
<td>This team meets monthly with the Superintendent, Treasurer, Director of Curriculum and Director of Special Education. Together they will plan and monitor the grant’s progress, ensure successful accomplishment of timeline benchmarks, document teacher and student engagement, and evaluate performance. All principals serve on the DLT and the district’s curriculum council to plan and implement curriculum and instructional programs and goals. These principals will oversee, plan, implement and evaluate classroom level implementation and achievement of grant goals.</td>
<td>All principals have certification and experience as classroom teachers. The head principals have more than 10 years of building management experience and have the appropriate administrative training and licensure.</td>
<td>All three of the head principals have more than more than 10 years of experience in building level personnel, program and budget management. Each of the buildings led by these principals has received Excellent Ratings on their school report cards. Each principal has a Building Leadership Team (BLT) of experienced teacher leaders and grade level teams (TBT) that drive staff development and standards aligned curriculum with documented high levels of achievement outcomes. Our administrators are constantly updating their own professional development to stay on the cutting edge of academic leadership.</td>
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<td>Broc Bidlack Superintendent</td>
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<td>Mr. Bidlack is the CEO of the district and will chair the Executive Teams oversight of the grant budget, implementation of the grant's goals, timeline completion and performance evaluation. Mr. Bidlack will work with the Board of Education to establish policies to support grant progress and completion, and he will work with the treasurer to align and maintain sustainable funding. Mr. Bidlack evaluates all administrators, and he will work to keep administrative leaders certified Vocational Teacher, Elementary Principal Certification, 7-12 principal certification and Superintendent licensure.</td>
<td>Mr. Bidlack has been a classroom teacher, an elementary principal, and middle school principal, assistant superintendent and superintendent. He has experience managing budgets and negotiating contracts. He brings a strong technology background to the project.</td>
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<td>Teacher Leaders</td>
<td>Building Leadership Team</td>
<td>Grade Level and Department Level Teacher Leaders</td>
<td>The district has 23 paid teacher leaders that are horizontally and vertically aligned as grade level leaders and department heads (subject specific). These teachers meet monthly as a DLT in a curriculum council to align and implement educational goals, curriculum initiatives and to plan for and lead embedded staff development. These teachers will be trained as lead teachers for grant implementation at the classroom level. These teachers will meet with building principals as members of the BLT to plan, implement, monitor and evaluate grant progress. Teacher leaders will meet with their team of teachers (TBT) on a regular basis to integrate the technology into the teaching and learning process and to see that goals related to assessment and lesson design are met in a timely manner.</td>
<td>All teacher leaders have multiple years of experience, are highly qualified and have the appropriate state certification. These teachers have received leadership training. Each of their schools have implemented ongoing curriculum initiatives that have led to high levels of achievement for individual students and recognition of their schools as having Excellent ratings. All teacher leaders participate in the district's monthly curriculum council and attend regular Teacher Leader seminars through the Stark County Educational Service Center and SST9. Many of these teacher leaders have participated in program management and have made presentations at the local, regional and state levels. The aligned work of teacher leadership in coordination with the district's Executive Team, Building Administrative Team, District Leadership Team (DLT), Building Leadership Team (BLT) and Teacher Based Teams (TBT) is key to large-scale, districtwide program implementation and success.</td>
<td>Certified Classroom Teachers, Trained Teacher Leaders, Leadership in Staff Development, Participation in and Leadership in regional staff development and workshops</td>
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