### Budget

**Nordonia Hills City (050047) - Summit County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (138)**

**U.S.A.S. Fund #:**

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**Adjusted Allocation**

-0.00

**Remaining**

-999,600.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Expanding the Digital Frontier-A

2. Executive summary: Please limit your responses to no more than three sentences.
   The project's primary objective is to provide a One to One initiative using Chromebooks in grades 3-8, while utilizing the devices to create a "zero period" that will allow all students to experience a 24/7 learning environment through online classes and collaboration. Next, the project will provide a location and a program that will be sought after by school districts from around the country. We feel through outreach and advocacy that it is important to reach as many students as possible, even outside of our own school district.

3. Total Students Impacted:
   1652

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
   Todd Stuart
   Organizational name of lead applicant
   Nordonia Hills City Schools 050047
   Address of lead applicant
   9370 Olde Eight Road, Northfield Ohio 44067
   Phone Number of lead applicant
   330.467.0580
   Email Address of lead applicant
   todd.stuart@nordoniaschools.org

6. Are you submitting your application as a consortium? - Select one checkbox below
   - Yes
   - No
   If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.
   Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below
   - Yes
If you are partnering with anyone, please list all partners by name on the “Partnering Member” page by clicking on the link below.

Add Partnering Members

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

8. Describe the innovative project: 

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

Please see response below regarding innovation

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

Our students live in a digital world, altered by ever-changing technology. Whether they are described as “Digital Natives” or “21st Century Learners,” we educators are well aware that students today are very different from past years. This generation of 21st Century Learners can absorb a great deal of information at super-charged speed whether it is transmitted via a cell phone, television, the Internet or MP3 player. Digital students are masters of varying types of technology. These students are always connected with their peers and the world through technology. The project will provide next generation networking backbone, using CAT5e network cabling to prepare for future generations of learners. Where other One to One initiatives have charged student fees for devices, Nordonia Hills City Schools will implement a One to One initiative at no cost to our students. It is our vision to incorporate 21st Century Skills into our classrooms. A classroom environment that encourages collaboration and online learning will better engage our students, preparing them for the adult world. For example, we believe if a student wants to learn to play guitar today, he doesn’t need to take formal lessons. Rather, we want to create an environment that allows the student to teach himself/herself through research and technology (i.e. YouTube). In addition, with this technology, we see students collaborating with doctors, engineers, lawyers, politicians and students from around the world. We truly will be developing a cutting edge environment, preparing students for college and career readiness. Utilizing Chromebooks, the district will create a “zero period” that will allow all students to experience a 24/7 learning environment through online classes and collaboration. A “zero period” can be accessed before, after, or even during school (study hall), on the weekends, and even during the summer months. In 2014-2015, we will simultaneously introduce the Digital Academy that prepares teachers to create classes for students to take during a “zero period” while also implementing vendor created material (Learning.com). This will be sustained by replacing the Learning.com with the content that our teachers have created through Digital Academy. Digital Academy will continue past the end of this grant period, to continuously develop aligned material for years to come. Expanding the Digital Frontier will provide opportunities for more enrichment, intervention, online module technology classes and performance based learning than ever before. This project will work with a platform, allowing students to select online courses for enrichment and intervention opportunities. In addition, future resources such as textbooks will be utilized through the Chromebooks. Moreover, as part of the project, we will extend the school year for students through on line options. We will work through the logistics of increasing the rigor of graduation requirements as we add blended learning requirements later in the project. Finally, assignments and projects will be shared through Google Drive or additional platforms. The one-to-one environment will be more fascinating and engaging to students. When students are engaged, they learn. The final large component of this project is to implement a three-tiered professional development initiative to prepare our teachers for the expansion of the digital frontier. The three components include five professional development days starting in the summer of 2014, a vendor supplied professional development package, and our Digital Academy program. Professional development will be sustained past the grant period by using scheduled in-service days throughout the school year. Due to changes in legislation, the district has taken an out of the box approach to developing future calendars. Essentially, each month there will be an in-service day that can be used to continue professional development.

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

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

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

The following are benchmarks that we will achieve for our goal of Student Achievement: 1. Reduce the number of "not on track" reading students by 80% 2. Require high school students (beginning with freshmen during the 2015-2016 school year) earn at a minimum three blended learning credits by the time they graduate. 3. Increase student enrollment by 200 students 4. Achieve "A"s and "B"s" in all categories on the state report card 5. Increase student engagement overall in the district so that 95% are fully engaged daily in classrooms 6. Increase student attendance overall in the district so that we have a 98% attendance rate 7. Increase our district's mean SAT score to at least 1120 (currently 1042) 8. Increase our district's mean ACT score to at least 24 (currently 22) 9. Increase our district's percentage of students taking an AP Test with a score of 3 or higher to 75% (currently 61%)

☐ 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.)

Costs incurred will total $29,000.00 each year to sustain the project. Specific costs are listed below: 1. Digital Academy Trainers' Stipends-$5,000.00/annually for five years (includes 17% for fringe benefits) 2. Platform for new online content: $4,000.00/annually 3. Learning.com $20,000.00/annually. ** Please note that Learning.com material is a free part of a larger package that the district has purchased for our
C) SUSTAINABILITY

The project's costs are offset by the spending reductions listed below, for at least five years following the implementation of the grant. Expanding the Digital Frontier project will reduce the five-year forecast by eliminating the following future costs: 1. Textbook adoptions annual savings: $350,000.00 2. Technology requirements for future Next Generation of Assessments (devices, infrastructure, and labor). Specifically, the district will save monies by not spending dollars on new switches, cabling, access points devices, and labor: $702,600.00 total savings for five years $140,520.00 annually. Next, the district will see a 15% cost savings in paper, toner and print management, annual savings of $7,500.00. That is a net savings of $469,020.00 each year for at least five years. The spending reductions are permanent, verifiable and credible.

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

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

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

Enter Budget

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

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

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

Upload Documents

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

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

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

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

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.
999,600.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget. Below you will find a breakdown of the overall budget: Purchase Services 1. Complete rewiring and upgrade at five buildings in the school district: $231,000.00 -This will provide a networking backbone consisting of next generation category 5e network cabling. 2. Professional Development Package: $50,000.00 Professional Development package will include the following: - Three full days of continuing professional development for each staff member (substitute costs-our district purchases substitutes through a vendor) - Speakers/trainer costs 3. Imaging Services for new Chromebooks: $4,000.00-This is the initial set up and configuration of the Chromebook devices. Having the Chromebooks set up before we receive them will allow our technology staff time to implement the rest of the program. 4. Installation of Access Points: $6,600.00-This will allow for an outside vendor to install the access points in an area so that they are used to their maximum capabilities. 5. Construction costs (includes labor and material) for in-house training center: $52,000.00 Equipment -Each student in grades 3-8 will be provided a Chromebook at a cost of $279.00 per device: $461,000.00- Chromebooks are the devices that we have selected to implement the One to One portion of our program. We selected Chromebooks for their low cost, as well as their longevity. Chromebooks use only the Chrome operating system that will never become bloated or run down with other software. They are designed to run the same way five years from now, as they do today. This will eliminate the need to place the devices on a refresh cycle. -Additional Devices for sustainability: $67,000.00-We are purchasing additional devices in the event of accidental damage. This will allow for replacement of 40 devices a year for the next six years. Chromebooks have a one year warranty and there will not be an additional need for service agreements for sustaining the devices. -Access Points: $39,000.00-This will increase the wireless capabilities in the district to support the added devices (Chromebooks) -Special chairs and other classroom equipment (TV, wiring for sound, teacher equipment) for in-house training center: $15,000.00 Salaries 1. Professional Development (one full day, $25.83/hour/employee)- This professional development opportunity is an introduction and kickoff to our program. Teachers will learn about the following ($69,000.00): MORNING SESSION: a Overall scope of the project, including budgets, timelines, benchmarks and how we will evaluate the project annually. o Review the Expanding the Digital Frontier Communication Plan o Review procedures for distribution of equipment in the fall of 2014 o Learn how to use online vendor approved platform of content for students o Describe how teachers will learn to develop specific online content for their students, blended learning opportunities AFTERNOON SESSION: o Professional development on Chromebooks - Create and share information/documents/etc. - Proper shutting down-important for testing process - How to use app extensions ** Please note that Learning.com material is a free part of a larger package that the district has purchased for our technology program for grades K-8. There is no additional cost for this service. 2. Digital Academy Trainers: $5,000.00: Two employees will be paid a stipend to train teachers to develop online content for their colleagues. This content will be used to help sustain the program and will instruct staff how to develop online content specific for their students.

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.

1. Digital Academy Trainers’ Stipends-$5,000.00/annually for five years. 2. Platform for new online content: $4,000.00/annually. 3. Learning.com $20,000.00/annually ** Please note that Learning.com material is a free part of a larger package that the district has purchased for our technology program for grades K-8. There is no additional cost for this service. Sustainability using currently employed Technology Advocates: At each building, a teacher strong in technology receives a stipend to work with his/her building in regards to many aspects of technology. Over the next several years, we will use these people at each building to help sustain the project by providing monthly professional development to the staff. These stipends have always been paid out of Title IIA (federal grant dollars), and hence not an incurring cost for the district. Sustainability implementing new calendar: The district will be implementing a new calendar for the 2014/2015 school year. This new calendar allows for nine teacher in-service days throughout the school year. This is a net increase of six days. We can use these days to help offset future costs for substitutes for professional development. Sustainability of using online courses created by our teachers in Digital Academy: Teachers will be trained, during the 2014/2015 school year, to develop online content specific for their students. These courses will meet the three credit hours required for high school students starting in 2015/2016. These teacher created courses will replace the Learning.com courses. We are purchasing additional devices in the event of accidental damage. This will allow for replacement of 40 devices a year for the next six years. Chromebooks have a one year warranty, and there will not be an additional need for service agreements for sustaining the devices, since we are purchasing additional devices. We selected Chromebooks for their low cost, as well as their longevity. Chromebooks use only the Chrome operating system that will never become bloated or run down with other software. They are designed to run the same way five years from now, as they do today. This will eliminate the need to place the devices on a refresh cycle.

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

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

** Yes

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.

** No
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.

Expanding the Digital Frontier project will reduce the five-year forecast by eliminating the following future costs:
1. Textbook adoptions annual savings: $350,000.00
2. Technology requirements for future Next Generation of Assessments (devices, infrastructure, and labor). Specifically, the district will save monies by not spending dollars on new switches, cabling, access points devices, and labor: $702,600.00 total savings for five years $140,520.00/annually.

Next, the district will see a 15% cost savings in paper, toner and print management, annual savings of $7,500.00.

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

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

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

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

17. Planning - Activities prior to the grant implementation

* Date Range 7/2014-9/2014

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

Activities/Events: -Celebration and presentation at school board meeting in August -Purchase of Chromebooks -Walk through buildings to review infrastructure -Work with ITC -Establish new policy and guidelines for Acceptable Use (create student loan agreements) -Create a roll out plan for student devices -Establish new guidelines for Digital Academy participants for future online course development -Finalize plans professional development day for kickoff and project introduction Evaluation: Effective schools/school districts frequently monitor progress on a continuous basis through both qualitative and quantitative data. To meet this challenge, the Nordonia Hills City School District has developed a Program Evaluation Plan. The Program Evaluation Plan includes the following: A. Organization and Design (Steps 1-5) B. Information Collection & Analysis (Steps 6 and 7) C. Conclusion (Steps 8-10) *Organization of District Programs *Planning Schedule *Program Evaluation Report Template *Goal Tracking Report In this phase we will complete the following steps (1-3) 1 Develop a steering committee to guide the evaluation. 2 Select the focus for the program evaluation. 3 Select the information sources that will be needed for the program evaluation. Communications: A communications plan was designed to establish a comprehensive and integrated communications process for effective communication with all stakeholders for the Straight A Fund grant. It aligns with the district’s benchmarks for the project.
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.

In May of 2012, the Center for the Advanced Study of Technology Leadership in Education (CASTLE) published evidence of student achievement. Of the core content areas, some of the most substantial academic achievement results of one-to-one programs have been seen with writing skills, according to the authors from CASTLE. Additional studies observed gains in both writing and literacy skills. One of the studies analyzed what is sometimes known as the "fourth-grade slump," which occurs as students transition from "learning to read" to "reading to learn." The study found that students in a laptop program outperformed their peers in the control group in literacy response and analysis as well as writing strategies. According to CASTLE, additional studies predicted higher state achievement scores. A student's advanced skill with technology and increased access to technology were positive predictors of his/her reading and math scores. CASTLE found that one-to-one computing showed significant increases in students' GPAs compared to those without one-to-one computing. In addition to the research shared above about examining student achievement, researchers have reviewed other areas that have been impacted by one-to-one computing. These impacts fall into a number of various categories, including student engagement, attendance, behavior and motivation as well as teacher practices. Based on research by CASTLE: - A Texas study found students attending one-to-one schools were more satisfied with school than students in the control group. -Students at one-to-one schools were sent to the office less frequently and were suspended less than students from the control schools. -Teachers revealed that student engagement and student motivation both increased. Of the teachers who responded, 83 percent indicated that "traditional" students were more engaged in the one-to-one setting. Seventy-one percent of the teachers believed that students were more motivated with laptops. -A Massachusetts study found an increase in student engagement at one-to-one schools, according to CASTLE. Although some worry about the distractions that may come with providing students with laptops, student academic engagement may be one of the most substantial benefits of one-to-one computing programs. -A Florida study found the biggest changes from baseline to end of year data were seen in increased "high student attention, interest, and engagement and a decrease in the use of traditional "independent seatwork." Other notable differences included greater use of "project-based learning," "teachers acting as coach/facilitator," "cooperative/collaborative learning," "independent inquiry/research," and "high academic focused class time," with a decline in the use of "direct instruction." -An Indiana study revealed that 100 percent of educators interviewed shared either observational or anecdotal evidence about the success of one-to-one. Those results included increased student and teacher engagement, improved academic achievement and improved attendance. Educators also observed that students developed deeper cross-disciplinary knowledge and more in-depth "21st century skills" development. -A Michigan report indicated that student engagement was at an all-time high, attendance increased, and "21st century skills" development had increased. Academic achievement as measured by standardized tests also was on the rise. -A variety of research has indicated that the effectiveness of professional development has a direct impact on the success of a one-to-one program. This research indicates how important professional development is when implementing one-to-one.

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.

Effective schools/school districts frequently monitor progress on a continuous basis through both qualitative and quantitative data. To meet this challenge, the Northside Hills City School District has developed a Program Evaluation Plan. The Program Evaluation Plan includes the following: The Program Evaluation Procedures o Organization and Design (Steps 1-5) o Information Collection & Analysis (Steps 6 and 7) o Conclusion (Steps 6-10) -Organization of District Programs -Planning Schedule -Program Evaluation Report Template -Goal Tracking Report Each of the above steps have been shared in the projects timeline. If we had more room to share all of the strategies that have been established to go along with this project, we could provide much more detail from our communication and evaluation plans to show how we are going to implement and achieve the project goals and analyze the projects results. Within the plans, we also share action steps/strategies to share everything that we have learned with other education providers. In addition, a significant portion of our project is to create an in-house learning center, which will also be available for other education providers.

* 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).

From Step 3 of our Program Evaluation Plan Select the information sources that will be needed for the program evaluation. If and when possible, triangulate your information, i.e., collect information/data on the same questions or issues from different sources to corroborate the evidence gathered. You should also strive to collect multiple types of information from multiple sources, i.e., qualitative and quantitative data. Determine the types of data needed to achieve the purposes of the evaluation. Select the best quantitative and qualitative information sources that will inform your evaluation and the decision making process. Quantitative data is numerical. This data should include, but not be limited to, the following pre project and post project data: o GPA o OAA/ Value Added Scores o STAR Reading and STAR Math o Student Attendance o Student Discipline o Student, Teacher, Parent Survey o Budgets o ACT/SAT Mean Scores o Percentage of students taking an AP Test with a score of 3 or higher o Student enrollment o Awards Received o Budgetary and Other Financial Data o Attrition o Graduate Follow-up Data, including 1 and 5 Year Graduate Survey Data o Graduation Rates o Rates of Completion of Homework o Rates of Volunteerism o Staff Development and training workshops and attendance rates o Structured observation o Survey results - numerical ratings and rankings Qualitative data is descriptive and is typically in narrative form. This data should include, but not be limited to: -Case study information - to show variety and impact -Documents, records and materials, lesson plans -Focus group interviews -Observations -Parent compliments/complaints -Structured interviews -Student portfolio -Survey results - Commentary sections -Visiting team reports

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to
25. Is this project able to be replicated in other districts in Ohio?

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

**Explain your response**

The project will be replicated based on the funding available. It will be important to develop measurable benchmarks for each action step in the proposed timeline. It will be important to keep good documentation of the process that we follow. We are interested to share and collaborate with other districts our successes and barriers that we will overcome. As part of our outreach and advocacy, we will invite districts to visit and we will establish a presentation including all of the integral parts of our project (budgets, research, plans, policy, procedures, etc.) to the districts we are hosting. We will be creating a "training center" in our high school that will include two rooms. One room will be a classroom. The room next door, separated by a block wall and one-way viewing glass, will be an observation/training room. This room will be utilized by outside school districts, parents, community/business leaders, and our own staff to learn how to implement a one to one classroom. This train the trainer approach can have an enormous impact on students outside of our school district. We feel through outreach and advocacy that it is important to reach as many students as possible, even outside of our own school district. Having this type of facility set up can provide that opportunity for sharing and learning. As part of our communication plan, we will use various social media tools to communicate the progress of our project, such as Twitter. Finally, the district will participate in statewide conferences (such as E-Tech, RttT, OSBA, etc.) and share the details of our project.

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

**PROGRAM ASSURANCES:** I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).
No consortium contacts added yet. Please add a new consortium contact using the form below.
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<th>Partnerships</th>
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## Implementation Team

### Sections

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<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
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| Joe        | Clark           | Superintendent                                  | Dr. Clark will oversee all operations of the grant. He will work directly with the treasurer and the directors of curriculum and technology. | ? Superintendent of Nordonia Hills City Schools, Summit County  
? CEO Kent Digital Academy  
? Founder of Digital Knights Program, Nordonia Hills City Schools  
? Presented at the 2013 Society for Technology in Education Conference  
? Co-Moderator of International Twitter Chat | NA | 
| Todd       | Stuart          | Director of Curriculum, Instruction and Professional Development | Mr. Stuart will be directly involved with every step of the project. | ? Master's Degree in Middle School Administration  
? Bachelor of Science in Middle School Education  
? 14 years of administrative experience, three years of teaching experience  
? Participated in Chromebook workshops for the implementation of One to One initiatives  
? Developed a One to One pilot project  
? Participated in numerous One to One initiative workshops and district programming | Mr. Stuart began a pilot program for a one to one initiative in a previous district before accepting a new position in Nordonia Hills City Schools. | 
| Kyle       | Livengood       | Director of Technology                          | Mr. Livengood will work with Mr. Stuart and will be involved with every step of the project. Both Mr. Livengood and Mr. Stuart will also work with the district's treasurer. | ? Bachelors in Information Systems Management and E-Business Technologies  
? Six years of work experience in educational technology  
? Managed replacement of 500 student devices during the summer of 2009  
? Managed replacement of 250 staff devices during the summer of 2013  
? Participated in Chromebook workshops for the implementation of One to One initiatives | Participated in Chromebook workshops for the implementation of One to One initiatives |