

Budget

Northmont City (048728) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (264)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	4,500.00	38,740.00	570,478.00	0.00	613,718.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	4,500.00	38,740.00	570,478.00	0.00	613,718.00
Adjusted Allocation								0.00
Remaining								-613,718.00

Application

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Northmont's iCan Initiative: Introducing Children to Apps and Technology to Increase Early Literacy and Progress Monitoring

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

When today's Northmont City School District's youngest learners enter school, most of them are already adept at using iPads, iPhones and other digital devices. The iCan Initiative will leverage those capabilities and build on them in an effort to ensure that pre-K through first-grade students master early-literacy skills appropriate to their age and abilities. By implementing 1-1 iPad technology for all pre-K through first graders, along with the STAR Literacy Enterprise for iPads to generate reliable data, diagnose issues, assess progress, and improve parent communication, the district will break new ground toward the goal of achieving grade-level reading proficiency for all students.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

795 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

Tony Thomas

Organizational name of lead applicant

Northmont City Schools

Address of lead applicant

4001 Old Salem Road, Englewood, OH 45322

Phone Number of lead applicant

937-832-5035

Email Address of lead applicant

tthomas@northmontschools.net

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

Yes

No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Ohio has embraced its commitment to children and their future with the adoption of the Third Grade Guarantee. The ability to meet reading standards by third grade is a powerful predictor of a child's future success. In his longitudinal study, "Double Jeopardy," Donald Hernandez (2011) finds: "One in six children who is not reading proficiently in third grade does not graduate from high school on time, a rate four times greater than that for proficient readers." Yet in the age of rapidly advancing information and communication technologies, "literacy" is being redefined. A "new literacy" emerges for every new technology (International Reading Assn., 2009). Ten years ago, for example, students were still learning the literacies of pencil, paper and book. Today they are expected to master mobile technologies, wikis, blogs, avatars and the like. These changes cannot be ignored, as new literacies are "central to full civic, economic, and personal participation in a global community," according to the International Reading Assn. The group's policy statement asserts, "To become fully literate in today's world, students must become proficient in the new literacies of 21st Century technologies... Literacy educators have a responsibility to effectively integrate these new technologies into the curriculum, preparing students for the literacy future they deserve." The Northmont School District is fully committed to using technology as a classroom teaching tool to prepare students for the future. More immediately, the district wants to improve upon its 89.5% passage rate for reading proficiency among third graders (OAA, 2012-13). The district proposes to roll out the iCan Initiative for all pre-K through first graders in 2014-15. This approach will use the iPad on a 1-1 basis, recommended apps and powerful analytical tools to diagnose reading issues, assess progress, generate data and improve parent communication. Professional development will also be a critical component.

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

The iCan Initiative for Northmont's pre-K through 1st grade students has been designed as a robust and innovative approach to literacy education. It will allow the school district to make strides toward ensuring that ALL students' reading skills are on track or accelerated, starting with the district's youngest learners. The initiative's goal is for every student to achieve a year's worth of growth in literacy skills in a year's time, leading to 100% reading proficiency in every grade. Also, it will leverage the budding "new literacy" in digital technologies that most young learners possess based on home experiences. In addition, it provides teachers a user-friendly tools for individualizing the curriculum in order to overcome the particular gaps that might be hindering a child's mastery of grade-level reading. Housed in the district's new Kleptz Early Learning Center, the iCan Initiative is a step forward in the Northmont City School District's commitment to maximizing digital technology to advance educational goals. The initiative will employ Apple's powerful iPad technology on a 1-1 basis, using recommended apps for instruction. It will be configured with RenLearning's real-time educational assessment tools and learning analytics, which will allow teachers to diagnose issues, assess progress and generate reliable data to inform instructional modifications targeted to each child's needs. The teacher's capacity to gauge immediately the impact of an implemented change is ideal for an individualized approach. It allows the teacher to tailor instruction (via various apps) to address problem areas for struggling students while permitting those who have mastered the concepts to move on. In addition, the district uses Response to Intervention (RTI) as a means to meet all learners' needs. RTI provides ongoing monitoring of students' progress and a focused approach to bring the most powerful strategies to ensure growth. In this way, every child is given his or her best chance to meet or exceed grade-level reading standards while also growing comfortable with the iPad as a learning tool. This proposal includes a strong, comprehensive professional development component to ensure that the teachers are able to maximize the iPad device, apps and RenLearning assessments to improve instruction. While certain vetted apps will be installed on all devices, teachers will have the flexibility to find additional ones. Each teacher will have a modest budget to purchase apps. Also, district teachers are provided a MacBook Pro laptop, which allows them to design a tailored curriculum and easily push it out to each student's iPad. The iCan configuration will maximize communication with parents by automatically generating for parents updates about their child, complete with recommendations for reinforcing concepts at home. This outstanding feature allows parents to monitor a child's progress and also work with the child, in a complementary way, on specific skills to extend instruction time. With the advent of the iPad in 2010, a body of research on the efficacy of tablet technology as a literacy teaching tool is beginning to emerge, and early results are promising. The Victoria (Australia) Dept. of Education and Early Childhood Development (2010-2011) conducted "iPads for Learning - In Their Hands Trial," which provided over 700 iPads in nine primary, secondary and special schools. Among their lessons learned was the fact that 83% of primary teachers and 67% of special school teachers thought that using the iPad had improved students' literacy outcomes. Such findings validate the Northmont district's confidence in the potential of its proposed innovative iCan Initiative.

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

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

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

The district's 2012-13 report card indicates that 89.5% of third grade students were proficient in reading. The iCan Initiative has been designed to improve those scores to achieve proficiency among all students, starting with the district's youngest learners, preK through first-

grade students. The goal is for every student to achieve a year's worth of growth in literacy skills in a year's time, leading to 100% reading proficiency in every grade, but especially at the critical third grade juncture. The initiative integrates the use of iPads with literacy curriculum delivered through vetted apps and teacher-designed activities as well as powerful assessment tools (RenLearning's STAR assessments) that will allow teachers to assess progress, diagnose issues and generate reliable data to design and implement - in real time - targeted interventions. As another option, teachers might decide it would be most effective to design an individualized curriculum targeted to a particular student need. Since each teacher is issued an Apple MacBook Pro laptop, creating and pushing such curriculum out to students can be done seamlessly. Any indication that a student is not on track to achieve a year's worth of growth will activate the response to intervention team to make further recommendations of appropriate interventions and/or iPad apps that will assist the student in mastering necessary early learning literacy skills. Regular updates on each child's progress will be sent to his or her parents, along with recommended home-based complementary activities to extend instructional time. Teachers will participate in intensive and ongoing professional development to become comfortable in the use of the technology, learn how to maximize the capabilities of the iPad, how to use the assessment tools to achieve differentiated learning and how to choose the most appropriate apps to address a student's particular need. In addition to developing reading skills, students will become increasingly versed in the "new literacy" of the iPad and its applications.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

Spending reductions will be realized in these areas: - Decrease in the replacement account over the next five years. These savings start out at \$120,000 based on the amount of money that the district originally earmarked for that year to implement classroom technology in the new Early Learning Center. Savings will continue for the following four years but will be incrementally less each year considering the need to repair and replace mobile devices. This will require commitment of spending from the technology budget during those four years, but will drastically lessen the impact overall on the budget due to the initial purchase of the devices with the awarded grant dollars. The district realizes electronic devices are vitally important to deliver curriculum and this initiative allows the district to make a leap forward with the youngest learners. -The district's partnerships with Apple and RenLearning will result in reduced costs for professional development, while also showing the teachers how to be more self-reliant with the use of technology as a means to teach literacy. The professional development associated with this grant will allow the district to reduce professional development costs for 40 teachers, by \$2,500 per teacher (for a project total of \$100,000) as the district develops its own trainers for app acquisition. - With valuable skills learned through professional development, the staff will be able to find, recognize and use powerful apps to implement the iCan Initiative and achieve grade-level proficiency -- or better -- among students. While some apps have a cost, many others are available for free, resulting in a cost savings to the district. It is impossible to predict the savings this will generate because there is no set number of apps to achieve individualized learning. - The initiative will also result in a reduction in material costs over time as the district will increasingly rely on electronic resources, reducing textbook and material expense.

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.)

iPads will give the district's youngest learners access to the world of information and knowledge. While their instructional activities will align with appropriate pedagogical principles, the materials and learning experiences available to them will not be limited to resources located in the school building or library. Rather, any ebook, virtual field trip, or app may be able to help them enhance literacy skills. Through the district's Apple partner, teachers will learn to access world-class resources with just a click of the mouse. As a result, classroom resources will expand exponentially and at a reasonable cost.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

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

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

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

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

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

[Enter Budget](#)

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

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

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

[Upload Documents](#)

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

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

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

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

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

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

609,220.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total budget for this innovative project is \$609,220. This amount includes spending in three areas: \$570,478 in capital outlay; \$4,500 in purchased services; and \$38,740 in supplies and materials. The district currently is a certified Apple Education Partner School district, based on the number of Apple devices already have in place. This partnership positions the district to have the expertise to implement and the support the initiative. Having multiple Apple-certified staff members who work directly with regional personnel in the area means the staff at Northmont have the direct support they need to be successful. The district also has a mobile device management system already in place to control all iPads in use. To expand the iPad program into the early learners population, the district is requesting 26 iPads and a charging cart for each room occupied by pre-K, Kindergarten and first-grade students. This equates to 1020 iPads total and 39 carts, with a total capital outlay expense of \$570,478. The purchased service expense includes professional development sessions from Apple. These sessions will be provided to the entire teaching staff at newly built Kleptz Early Learning Center, and cover both introductory level skills as well as drilling down to customizing a learning platform of apps for each individual student. A portion of the requested supply and materials amount (\$28,540) will be used to provide cases for each Apple iPad. The cases will protect them from any damage that could result from young learners still developing motor skills. The remaining amount of \$10,200 will allow a teacher \$10 in apps per device for any apps they cannot find for free needed to create an individualized learning experience for each student.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

The project will have minimal sustaining costs over the five years, as indicated in the F.I.T. Most of the costs are associated with purchased services and stay mostly flat for the first three years. The amount of \$7,300 is allocated to support the following two areas; repair costs and professional development. The district's partners at Apple quoted an annual professional development cost in the amount of \$2,200. The remaining expense is based on tracking repair cost trend data per device for the last three years. This led to the determination that repair costs have averaged \$5.00 per device. Applying that to the number of devices (1020) at the KELC results in a total annual repair cost of \$5,100 to maintain those devices in good working order. The district has been able to keep costs low over the last three years by employing two Apple-certified technicians in the technology department. In fiscal year FY19 the district has forecasted an increase in purchased services. Through experience of other iPad initiatives, the district is aware that Apple devices require maintenance and also some apps require a newer IOS. The iCan Initiative for the Early Learning Center is one the district is well prepared to implement based on a successful roll-out in other areas of the district. This experience leads the district to allow for additional expense under supplies and materials. To truly individualize for the needs of students, \$15 per device (\$15,300) is needed to add apps allowing teachers to customize the technology for the needs of the student.

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

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

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

284,800.00 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 in the Northmont district, technology spending is handled within the technology department, which maintains its own budget. Every year the technology budget reflects a line of spending for the replacement of technology equipment. If the Straight A grant is awarded for this project, the district would be able to decrease the replacement account over the next five years. The F.I.T. shows these savings starting out at \$120,000 based on the amount of money that was earmarked for that year to implement classroom technology in the Early Learning Center, and decrease by \$20,000 increments for the first three years. This provides money to launch an initiative that will continue to save the district money over time as apps become reusable. Due to the life cycle of the iPads being close to five years, the savings decrease goes down to only \$10,000 in FY20 as replacement purchases are a natural progression with all technology initiatives. The district is showing evidence of being realistic based on past successful technology innovations and implementations.

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 sustainability of this project comes through the following four factors: 1) The district will provide on-going annual professional development at a low cost based on the partnership with Apple. 2) Building from current research of educational apps from the district's existing freshman iPad program, but also allocating the teachers some funds to purchase updated apps in FY19 that will stay in use rather than purchasing traditional print material. 3) The district will allocate a research-based amount per device for maintenance that is reliable cost data from the last three years at Northmont. 4.) Finally the district will offset costs by decreasing the amount of money allocated for the replacement plan by the amount originally allocated to implement the iPad program into the new building.

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

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

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

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

17. Planning - Activities prior to the grant implementation

* Date Range 2009 - August 2014

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

Scope of work: Planning, design, construction and equipping of early learning center that will house iCan Initiative. 2009 - Early Childhood District Research Committee recommends early learning center to Board of Education to close school service gaps in the community. December 2009 - School Board decides to pursue new Kleptz Early Learning Center. November 2011 - Aug 2014 - After bond issue passage, planning for the center is ongoing with bi-monthly planning team meetings to maintain coordination and communication until present. Planning team includes Dr. Sarah Zatik, Superintendent; Linda Blum, President of the Board of Education; Bob McClintock, Assistant

Superintendent; Beth Wyandt, Principal; Monica Richardson, Principal; and Dottie Woodard, Curriculum Specialist June 2012 - Present - District reports to citizens on progress of the KELC in quarterly reports mailed to all community members. July 2012 - Present- Construction of the KELC. Weekly planning meetings at the construction site attended by Bob McClintock, assistant superintendent. July 2012 - Bob McClintock reports on a bimonthly basis to the Board of Education on the progress of the building. Communication is reported to the district through board reports and updates, both in district and in the newspaper. June 2013 - Furniture ordered. January 2013 - Apr 2013 - Technology hardware and software evaluated and chosen. September 2013 - District implements iPad program for every incoming freshmen as part of commitment to technology integration. September 2013 - Present - Beth Wyandt attends core cabinet meetings to report on the progress of the KELC. March 2014 - Teaching assignment notifications sent for 2014-15 school year. April 2014 - District kindergarten registration for center held at the city's government center. May 2014 - First professional development meeting for KELC staff.

* Anticipated barriers to successful completion of the planning phase

A delay in the construction project timeline would be a barrier to the implementation of this project. To allow for the possibility of this delay, KELC will have a start date of September 2, 2014, which is two weeks later than the other district schools, which is August 19, 2014.

18. Implementation - Process to achieve project goals

* Date Range August 2014 - June 2015

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

Scope of work: Opening and implementation of curriculum and programs Aug 13, 2014: KELC staff retreat to be held to coordinate and communicate goals for the 2014-15 school year. Aug 19 - 29, 2014: Project will deliver two weeks of staff orientation and professional development for 40 teachers prior to the start of the school year. Professional development will focus on differentiation of instruction and assignments in the classroom, the use of technology to increase literacy development, and specific sessions designed to increase understanding and accuracy in progress monitoring. Teachers will be paired with experts from Renaissance Learning and Apple for each session. Aug 21, 2014: A building data team (BDT) will be implemented for the purpose of communication and coordination as well as sharing analysis and evaluation techniques designed to improve formative instruction and assessment. The teaching staff is comprised of teachers from every building in the district in addition to new hires. This will require communication and coordination to bring together a district staff into a new building in 2014-2015. Aug 2014-June 2015: Once the program is underway, progress monitoring will occur daily, offering immediate feedback to students, teachers, administrators and parents. This improves the ability to diagnose, assess, generate reliable data and improve parent communication. Sept 2014 - May 2015: Three benchmark-reporting periods will be used to monitor student growth: September, January and May. September 2014 - May 2015: Response to Intervention (RTI) meetings will be held every six weeks, providing an opportunity to communicate feedback among team members and revise the individual student growth plan. Also the weekly staff newsletter will highlight new apps for literacy development. Also, parents will have the opportunity at parent/teacher conference time in November and February to review additional new apps designed to increase literacy development.

* Anticipated barriers to successful completion of the implementation phase.

A potential barrier to the successful completion of the initial professional development is access to the technology at the site. In anticipation of this barrier, an alternate location for the training has been selected. Another potential barrier, the scheduling of professional development, has been addressed by arranging it for two weeks prior to the beginning of the school year. Yet another potential barrier to implementation, parental participation, has also been addressed. Prior to the beginning of the school year, parents will participate in an orientation through a small group format with the principal, assistant principal and classroom teacher.

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

* Date Range August 18, 2014 - May 29, 2014

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

Scope of work: Assessment of initiative's effectiveness based on key data points and benchmarks. August 19, 2014 - May 29, 2015: Student growth measures are provided through the Renaissance Learning program and are used to evaluate the progress of students at the May 1 reporting time. These measures are used as part of the teacher evaluation process. September 2014, January 2015, May 2015: Quantitative benchmarks will be taken three times per year: September, January and May. September 2014 - May 2015: To ensure students are achieving between the benchmark time periods, progress monitoring is taken every two weeks. Progress monitoring will be reported every six weeks at the RTI meetings. Qualitative benchmarks in the form of teacher anecdotal records will be reviewed and documented at these same RTI sessions. The building data team will review through analysis of student growth measures and anecdotal the success of the implementation at six week intervals. September 2014 - May 2015: Evaluation of the implementation process will occur at six week intervals throughout the school year. The BDT will review the process, determine needed changes and communicate the changes to the staff. Ongoing professional development will be provided through the professional learning community.

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

Barriers to the implementation would be the staff's knowledge of using of anecdotal records as opposed to charts/graphs to document and analyze data. These barriers will be addressed with the two weeks of professional development prior to the beginning of the school year. The school psychologist and building data team leaders will work with the staff to practice writing and using anecdotal records to analyze data. These same team leaders will provide professional development at quarterly early release days to review the RTI process with the staff. Steps to ensure fidelity of implementation include: Review on September 5, 2014, that the staff training was fully implemented. Bi-monthly meetings with staff to address implementation process. Difficulties in implementation will be identified and addressed through the BDT monthly meetings and RTI meetings every six weeks.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes

should be realistic and significant in moving the institution forward.

Please enter your response below:

The iCan Initiative will make tracking students' progress more efficient and accurate, and differentiating the curriculum to address each child's needs easier. The district currently uses progress monitoring to track student growth. Teaching staff works hard to create charts and measure growth, but the current system is not fully integrated with synchronized electronic communication. The new iPad-based system will allow for immediate interventions for struggling students while opening the door for students who have mastered the lessons to advance at their own pace. This initiative's real-time monitoring tools will increase parental communication with reports of the students' progress generated electronically. These reports will be provided to parents in real time via reports on demand and they will be encouraged to follow up with the teachers to reinforce at home what is learned in the classroom. Student literacy weaknesses and strengths will be more efficiently diagnosed with reliable data and assessments. Integrating Apple professional development with Learning A-Z software will enable teachers to focus on strategies to ensure early literacy skills are mastered by the district's youngest learners. Students also will grow in the "new literacy" of the tablet device, preparing them eventually to exploit its full potential in the contexts of school and home environments and beyond. Teachers will receive professional development from Apple to design curriculum on their MacBook Pros and push them out to iPads. Teachers will create iBooks on their laptops and push them out with Casper to the iPads. iBooks are interactive digital books that are easily created. Teachers will also create webpages on their Google Sites and place different webclips on the iPad to match students with differing learning modalities. Podcasts are also highly visual and will allow struggling readers to develop skills through audio activities that will be pushed out to the iPads. There also thousands of apps in the Apple Store that could be used to individualize instruction. The district has personnel within the technology team to manage the apps in collaboration with Apple to help teachers design programs to help individual learners grow.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem (s) have been solved.

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

The emergence of the iPad as an instructional device in the classroom is a relatively recent development, and while still in its infancy, the body of research about its impact on learning outcomes is appears positive. For example, - A research study, conducted in Auburn, Maine, showed that Kindergarten students using iPads scored much higher on literacy tests than students that didn't use the device. (Bebell, 2012) - A study from KIPP Academy in Houston, TX showed the percentage of students who rated either proficient or advanced (the "passing" rate) was 49% percent higher in the "flipped classrooms" using the iPads than in the traditional classrooms with no iPads. (KIPP Academy, 2012) The Northmont School District's own success resulting from the 2012 iPad Pilot Program with 125 freshmen gave administrators confidence in using the device to improve student learning and reduce costs; and so, it became the catalyst for the development of the iCan Initiative for the district's youngest learners. The 2012 pilot program gave iPads to 125 freshman students and nine teachers for use across several disciplines and courses. It allowed the teacher to use apps and books digitally with students, replacing specifically biology textbooks with the digital version. Cost reductions realized on the textbooks and paper were not the only benefits, however. Reduced sick days and increased interaction between staff and students due to easy access to email were also experienced. The program was deemed so successful that each student in the incoming 2013 freshman class received a iPad Mini to expand the program and its positive trends. A number of credible organizations have developed policy positions supporting the use of digital technology in education. Among these are the International Reading Association (2009), which states that students must become proficient in the new literacies to participate fully in civic life in the global environment. Another group, the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media (2012) issued a position statement on the use of technology and interactive devices for children from birth through age 8. It was generally favorable toward the use of technology in preschool classrooms, commenting that if used appropriately, technology can "enhance children's cognitive and social abilities," and can "strengthen home/school connections." The district has also enjoyed benefits of a complete transition to Apple computers and devices for staff and classrooms starting in December 2012. Through this partnership, Apple bought all the old computers for \$30,000. Those funds could then be used to develop a system that would utilize a greater share of resources directly in the classroom by integrating technology into the everyday curriculum. Another benefit has been the fact that this program has helped the district prepare and meet the system requirements for PARCC/AIR testing.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

The internal evaluation will be conducted by Northmont Schools' Assistant Superintendent Tony Thomas (tthomas@northmontschool.net). Data collection will include student growth measures compiled through Star Early Literacy scores (Renaissance Learning). The number of minutes per day/week spent on using individualized learning apps will be charted as well as the literacy apps that are used. Reading

Improvement and Monitoring Plans (RIMP) will be developed for students who are not meeting benchmarks. This project will allow the district's youngest learners to receive early intervention to ensure they are on track with literacy skills and well-positioned to achieve the standards established in the Third Grade Reading Guarantee. Continual progress monitoring for the purpose of tracking mastery of literacy skills is the key component of this initiative. Knowing the literacy skills for which a student needs further instruction allows the building blocks of literacy progression to occur. The outcome of this project is that every student will have an individual database allowing the teacher to diagnose, assess, generate reliable data and communicate with all stakeholders including parents. Modifications to the process as a whole will be monitored through daily feedback provided through the Language Arts program, Reading A to Z and the RTI process. Differentiation in instruction is based on student need. Therefore instruction and any changes in use of iPad strategies/apps will be tailored to each individual student. Progress monitoring through the Language Arts program, anecdotal records and teacher observation will allow adjustments to be made on a daily basis.

* 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).

Data collection will include student growth measures compiled through Star Early Literacy scores (Renaissance Learning). The number of minutes per day/week spent on using individualized learning apps will be charted as well as the literacy apps that are used. Reading Improvement and Monitoring Plans (RIMP) will be developed for students who are not meeting benchmarks. This project will allow the district's youngest learners to receive early intervention to ensure they are on track with literacy skills and well-positioned to achieve the standards established in the Third Grade Reading Guarantee. Continual progress monitoring for the purpose of tracking mastery of literacy skills is the key component of this initiative. Knowing the literacy skills for which a student needs further instruction allows the building blocks of literacy progression to occur. The outcome of this project is that every student will have an individual database allowing the teacher to diagnose, assess, generate reliable data and communicate with all stakeholders including parents.

* 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.

Modifications to the process as a whole will be monitored through daily feedback provided through the Language Arts program, Reading A to Z and the RTI process. Differentiation in instruction is based on student need. Therefore instruction and any changes in use of iPad strategies/apps will be tailored to each individual student. Progress monitoring through the Language Arts program, anecdotal records and teacher observation will allow adjustments to be made on a daily basis.

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 measurable outcome is that all students will make at least a year's worth of growth each year, bringing them one step closer to meeting the literacy standards set forth in Ohio's Third Grade Guarantee. The measurement system already in place through RenLearning to develop reports of a year's worth of growth will be used. However, the iPad apps will allow a more real-time process of progress monitoring rather than checking at intervals. This will give teachers a rapid-response system to ensure all students are mastering literacy skills. The apps will provide new and different methods to teach or reteach strategies the student did not master. Teachers will learn effective apps and how to use the monitoring system during the life of the grant, and the knowledge will become institutional knowledge which will be sustainable after the life of the grant as teachers will have new electronic/online tools to use over time. The district is committed to integrating technology into all aspects of teaching and learning. An iPad program was launched two years ago at the high school, and the iCan Initiative brings focus to the youngest learners. Resources are leveraged by cutting cost in other areas as technology is used to write and revise curriculum, and to rely on apps and software programs to replace other traditional and costly learning materials.

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

Students will make a year's worth of growth in literacy skills as teachers' ability to generate reliable data, assess, diagnose, and communicate with parents improves. Teachers will have access to real-time data to progress monitor and more formal reports will be generated every six weeks. Reports will be shared with students and parents to ensure that all stakeholders are involved in the early literacy skill development process. Involving parents is a good practice, but it also extends instructional time by giving parents information so they can work with their child in a constructive manner at home. Any indication that a student is not on track to achieve a year's worth of growth will activate the response to intervention team to make further recommendations of appropriate interventions and/or iPad apps that will assist the student in mastering early learning literacy skills.

* Spending Reduction in the five-year fiscal forecast

Spending Reduction- Professional development through the partners at Apple and Ren Learning will allow teachers to be more self-reliant with the use of technology as a means to teach literacy. The professional development associated with this grant will allow the district to spend less on professional development in future years. The staff will have the ability to recognize and use powerful apps that will assess, generate reliable data, diagnose, and facilitate communication with parents. There will also be reduction in material cost over time as the district will use electronic resources more, reducing textbook and material expense. The district will be better prepared to meet its earliest learners in the medium most of them know before they step inside the school: the iPad.

* Utilization of a greater share of resources in the classroom

Utilization of a greater share of resources in the classroom- iPads will give the district's youngest learners access to the world. They will not

be limited to the materials located in the school building, but rather any ebook, virtual field trip, or app that will help them acquire literacy skills will be readily available to them. Rather our teachers will learn through the district's Apple partner how to access resources that are only a click away, which means the resources in the classroom expand exponentially and at a reasonable cost.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

Other Anticipated Outcomes- Three benchmark-reporting periods are required to monitor student growth: September, January and May. In addition, Response to Intervention (RTI) meetings will be held every six weeks. The RTI meetings provide an opportunity to report student growth through progress monitoring for every student. In addition, the weekly staff newsletter will highlight new apps for literacy development. Parents will be provided with an opportunity at parent/teacher conference time to review additional new apps designed to increase literacy development.

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

Yes

No

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

* Explain your response

Ohio's adoption of the Third Grade Guarantee has created a sense of urgency in school districts' pursuit of effective strategies to ensure grade-level reading. The Northmont City School District is confident that the innovative iCan Initiative will achieve the positive outcomes described in this proposal, and is hopeful that it could become a replicable model in other districts willing to make similar investments of resources and time. Northmont's planning and implementation have evolved over some five years. However, each district operates uniquely, so predicting a universal timeframe is not practical. The following decisions and action steps are requisite to building a system similar to Northmont's: 1.) Prioritization: The school board must articulate its academic priorities, and then commit to creating an environment in which the goals can best be achieved. For Northmont, the vision became creating a system that would allow staff to integrate technology into the everyday curriculum. 2.) Planning: The district needs to develop a comprehensive plan and timeline that provides for the proper physical environment, technology tools, staff and training for the goals to be achieved. In Northmont, the technology department led a large computer recycle program in December 2012, replacing old computers with Apple Macbook Pro laptops for teachers and classrooms. The new plan has helped the district prepare and meet the system requirements for PARCC/AIR testing. 3.) Resource commitment: The school board must allocate adequate resources to fund the plan. 4.) Infrastructure: The district will need an enterprise wireless system with the capacity to handle a large number of wireless devices being connected simultaneously for instruction. 5.) Technology - Hardware and software: The district has to research, compare and decide on the best hardware and software to achieve their goals. For replication purposes, Northmont's configuration of iPads, RenLearning assessment software and approved apps could be easily duplicated. 6.) Professional development: The key to iCan's success will depend on the teachers implementing it. They must possess a thorough understanding of the hardware, software, their capabilities and use. They also must be well versed in the practices of progress monitoring, formative assessments and intervention strategies leading to improved student outcomes. 7.) Evaluation: Districts must regularly assess the efficiency and effectiveness of systems and programs to justify continued investment. Northmont City School District is planning to share at state education conferences its experiences and lessons learned with iPads in the classroom as a result of implementing iCan as well as the freshman iPad Mini Program, which was launched in 2013 after a successful iPad pilot program in 2012.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

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). Tony Thomas

Consortium

Northmont City (048728) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Consortium Contacts

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

Partnerships

Northmont City (048728) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Megan	Finnegan	(614) 562-9575	mfinnegan@apple.com	Apple Inc.		M?S 198-3ED , 12545 Riata Vista Circle, Austin, TX, 78727-6524	
Kathleen	Brewer Ph.D.	614-404-7125	Kathleen.Brewer@renlearn.com	Renaissance Learning Inc.		14558 Regency Drive , , Strongsville , OH , 44149	
Jane	Harlamert, M. Ed.	614-783-4244	jane.harlamert@learning a-z.com	Reading A to Z		778 Euclaire Ave. , , Columbus, OH , 43209	

Implementation Team

Northmont City (048728) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Brad	Bush	Supervisor of Technology	As Supervisor of Technology, Brad Bush has played a direct and critical role in every technology-related project undertaken by the Northmont Distric for the past ten years. His responsibilities for the iCan Initiative will be to oversee the following: - The ordering with all vendors - The tagging and entering of the iPads into the district's helpdesk system - Enrolling the iPads into the MDM system - Deployment of apps to the iPads - Any technology training for staff	Mr. Bush's qualifications for his role in the iPad project more than prepare him for the tasks and responsibilities required. His certifications and trainings include - Certified Cisco Instructor - Windows 2000 Server - Windows 2000 AD - Windows 2003 Server - Windows 2003 AD - Symantec Ghost Server v.9 - Symantec Ghost Server v.10 - Mac OS X Server 10.1 - 10.7 - Mac OS X Workgroup Manager All versions - Aruba Certified Mobility Associate - Deploy Studio - Google Admin - Strategic Planning He has made these conference presentations: Ohio Etech Technology Conference 2007 - Bridging the Gap with LDAP Ohio Etech Technology Conference 2007 - Mac OS X Servers in Education Ohio eTech Technology Conference 2008 - Creating Computer Accounts in Your Sleep Ohio Goes Google Conference 2001 - Northmont Drinks the Google Kool-Aide	Mr. Bush has been responsible for all technolgy programs and enhancements in the Northmont School District for the past ten years. He was primarily responsible for the implemetation of the iPad Pilot Program for 125 freshmen in 2012; the purchase of iPad Minis for the entire incoming 2013 freshman class; the district-wide computer recycle plan which included the transition to Apple products; and the state-of-the-art technology configuration at the district's new Kleptz Early Learning Center. He has also been involved in or managed the following projects: District projects: - Windows 2000 Server implementation - AD Active Directory 2000 implementation - Windows 2003 Server upgrade - AD Active Directory 2003 upgrade - Windows SUS (Software Updating Server) - Mac OS X 10.1 Server implementation - Windows & Mac user integration into Open Directory (the district was one of the first to be able to do this successfully) - Mac OS X 10.2 - 10.8 Server upgrades - Symantec Ghost Imaging System implementation - Symantec Antivirus Server implementation - Mac OS X Workgroup Manager - Several Network Backbone upgrades - Numerous computer lab layout designs and implementations - HS STEM Lab setup - Five Security Camera Installations - Private Fiber installation between the HS and MS - Initial Aruba Wireless Install at the HS and MS along with the install at all the elementary buildings the following year. - GAFE (Google Apps for Education) implementation - Strategic Plan Strategy Team 3 Co leader - TBolt Tube (OnMedia Spot Server that houses district videos that staff or students create and upload) - Erate - Technology Department Budget - District Phone System Upgrade - District VoiceMail Upgrade	
Beth	Wyandt	Principal	Beth Wyandt will co-administer the	Ms. Wyandt is a principal with 16 years of administrative	Major achievements in previous experience: - Co-designed and	

			<p>implementation at the building level. Her responsibilities for this grant will include - Grant writing - Detailing the implementation process - Identifying the Building Data Team members - Communicating the implementation process to the team - Scheduling training and meetings for the staff - Bi-monthly meetings to ensure implementation process - Monthly meetings with the BDT - RTI meetings every six weeks - Scheduling benchmark assessment in September, January and May - Scheduling final review in May of implementation - Creating yearly professional development plan - Assisting with process and outcome evaluation activities - Assistaing with reporting requirements - Assisting with parent communications - Liaison with Technology Department</p>	<p>experience as principal, elementary curriculum specialist, assistant principal and classroom teacher. Her areas of specialty include early childhood education; strategic planning; curriculum and staff development; facilities planning; and communication and collaboration with staff, parents and community members. Her educational credentials include - University of Dayton, Education Leadership Ph.D., Program, Doctoral Candidate - current (expected completion 2015) - University of Dayton, Principal Licensure Program, 2003 - University of Dayton, MS, 1997 - University of Dayton, BS in Elementary Education, 1989</p>	<p>implemented the RTI program at the district level- State OAA scores from her building have been the highest rating and reflect the successful implementation RTI process in the building. - writing and implementing grants, including Baldrige in Education grant for the Northmont district. - Successful integration of technology in the educational experience with a 1-1 ratio in almost every grade level.</p>	
Noelle	Leingang	Elementary Principal	<p>Noelle Leingang will co-administer the implementation of the iCan Initiative at the building level. She, along with Mrs. Wyandt, designed and implemented the RTI program at the district level. Her specific responsibilities will include *Grant writing *Outlining the implementation process *Identifying the Building Data Team *Communicating the implementation process to the team *Scheduling training and meetings for the staff *Bi-monthly meetings to ensure implementation process *Monthly meetings with the BDT *RTI meetings every six weeks *Scheduling benchmark assessment in September, January and May *Scheduling final review in May of implementation</p>	<p>Noelle Leingang's educational credentials include - University of Dayton Dayton, Ohio Master's of Science: Educational Administration - Miami University Oxford, Ohio Bachelor of Science: Elementary Education with a concentration in Social Sciences, Grades 1-8. Minor in Special Education with certification in Learning Disabilities, Grades K-12. Licensure/Credentials *Principal's License, PreK-12 *Elementary Teaching License, 1-8 *Education of the Handicapped Teaching License, K-12 *OTES Certified Evaluator</p>	<p>Ms. Leingang's relevant experience includes - Elementary Principal, where she promoted the use of technology in the classroom- PreK-3 Curriculum Specialist, where she co-developed the RTI plan and helped teachers with lesson planning and implementation of state standards - Classroom teacher, where she taught elementary math, reading, writing and technology.</p>	

Anthony	Thomas	Assistant Superintendent	<p>Tony Thomas, Assistant Superintendent, will be responsible for project oversight including the following areas: - Budget - Implementation schedule management - Vendor contracts - Evaluation - both process and outcomes - Communication with superintendent, school board, staff, parents, community, news media, other districts - Building - Coordination - Grant writing - Grant reporting - Liaison between Building Data Team and administration.</p>	<p>- Bachelor of Science, Ohio University - Master's of Education, Wright State University - Principal's License Program, Wright State University - Superintendent's License Program, Wright State University - Center of Creative Leadership-Ohio Leadership Program, Buckeye Association of School Administrators</p>	<p>In previous positions, Mr. Thomas served in the following capacities: -Tri-Village Local School superintendent for nine years - Miami Valley Career Technology Center prinipal for 6 years He has experience implementing projects with multiple partners involving technology. He has worked with partners such as the the Wright Patterson Air Force Base, the Dayton Regional STEM Center, and the Martha Holden Jennings Foundation and school personnel to develop a state-of-the-art STEM lab allowing staff to gain national recognition and more importantly allowing students to compete and win at the international level in STEM competitions. He also oversaw the writing and implementation of the \$1+ million Carl Perkins Grant in for career technical programming for the Miami Valley Career Technology Center. Mr. Thomas was the contact person and lead writer of the Scope of Work for the successful implementation of the Race to the Top grant at Tri-Village Local Schools. Currently, he serves in a similar capacity with Northmont City Schools as the district successfully completes the RttT Scope of Work.</p>	
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