## Budget

Patriot Preparatory Academy (012045) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (322)

U.S.A.S. Fund #:
Plus/Minus Sheet (opens new window)

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Adjusted Allocation: 0.00

Remaining: -197,500.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
   Mobile Media Module Proposal

2. Executive summary: Please limit your responses to no more than three sentences.
   Through the purchase of seven media carts (4 iPad carts and 3 laptop carts complete with iPads, laptops, and necessary accessories), we at Patriot Preparatory Academy intend to improve student achievement and utilize a greater share of the resources available online and in the classroom to improve our student yearly growth. There is proven research (see cited examples) that decreasing the student to technology ratio especially in the primary grades will improve student growth. Our goal is to help our students (struggling and gifted) meet and exceed the year's worth of growth projected for them in the areas of Reading, Writing, Mathematics and Science by utilizing the vast number of differentiated programs, apps, and online resources.

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

3. Total Students Impacted:
   344

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
   Sean Smith, Administrator
   Organizational name of lead applicant
   Patriot Preparatory Academy's
   Address of lead applicant
   4938 Beatrice Dr., Columbus, Ohio, 43227
   Phone Number of lead applicant
   Sean Smith's phone number is 614-864-5332 x121
   Email Address of lead applicant
   ssmith@patriotprep.com

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
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

Currently, Patriot Preparatory Academy is in Ohio’s Improvement Program due to lower than expected student proficiency especially in the elementary grade levels. Patriot Preparatory elementary students also have little to no access to technology in the classrooms, limited access to the computer lab (see attached schedule), and limited access to printed materials due to insufficient room for a school library. The Mobile Media Module Project that we are hoping to implement with funds from the Straight A Fund is the purchase of seven media carts (4 iPad carts and 3 laptop carts complete with iPads, laptops, necessary accessories, as well as the upgrade of our school technology capabilities). We feel that this will address the lack of technology resources in our elementary program and allow teachers to use all of the resources that are available to assist their students in achieving and exceeding the yearly growth goals that are expected of them. Research proves that decreasing the student to technology ratio will improve student achievement.

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

Therefore, this plan to purchase seven media carts will improve student growth. Our goal is to increase the percentage of our students who are proficient by 20% or meet the state indicator by the year 2015. Although our school does not receive OIP funds, this project will advance the improvement plan by helping teachers to more adequately meet their students’ needs. With the use of computers, iPads, online resources, and apps students will have greater access to differentiated Reading, Math, and Science lessons. Upper elementary students will have more access to reference materials for research projects, math skills practice, and motivating activities across subject areas while lower elementary students will have access to e-books, phonics practice, and basic math that will help prepare them for meeting the expectations of the third grade guarantee. Struggling and kinesthetic students will have access to 3D manipulatives that will aid them in understanding concepts. ELL students will have access to reading materials that will assist them in learning and understanding the English Language. Teachers will be able to challenge gifted students with more engaging studies since we do not have a gifted program in our school. Our library has been turned into a classroom due to increased enrollment this year, so media carts will allow teachers to use e-books to make up for the temporary lack of literacy resources. By being able to purposefully and meaningfully differentiate in this way while using the vast number of free online resources, teachers can motivate students and create a life-long love for learning.

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 Mobile Media Module Project aims to improve student achievement. With technology available for all elementary K-5 students, Patriot Preparatory Academy will be able to achieve either the 20% increase in number of students proficient in content areas or the state indicator of the number of students who are proficient. The effectiveness will be easily determined by the results of OAA testing in 2015. Success of the project will be further measured in 2016 after OAA results are released and student achievement has been reviewed.

- 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.)

- Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

This project also aims to utilize a greater share of online and technology resources. Students will be able to have experience and training in appropriate technology at an early age preparing them for a more technology-based society. The widespread availability of free differentiated resources will provide students with more opportunities to succeed and grow.

- 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)

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
### 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.

197,500.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total cost for implementing the project will be $197,500.00. This includes 130 iPads for $85,540; four iPad carts for $10,000; 94 laptops at $34,780; and three laptop carts at $6,000. In order to support the new technology adequately, Patriot will need to update switches for $12,900, and update wireless capabilities for $11,600. Research shows that a one to one student to technology ratio is not necessary to improve student growth, therefore we are seeking to provide one cart per grade level plus an extra to aid in scheduling and MAP testing implementation (an ODE approved student test). The $50 for software for iPads is included in the proposal as well as Microsoft Office software for the computers to assist students in research projects along with writing and presentation activities. Sixty wireless keyboards for iPads at $4,140 are included to provide teachers and upper elementary students with greater opportunities and access to a wider variety of resources. Student headphone sets for $1,122 (one set per computer or ipad cart) will allow students to listen to ebooks, videos, and educational games without disrupting other students. Protective cases for the iPads at $5,200 will be used to protect the technology from accidental damage. In the event of damage to the technology, we have included replacement costs in the budget for up to 2 tablets per year and 1 laptop per year ($8700). There is no other funding available for this project at this time, which is the reason for Patriot seeking grant money in order to increase student access to technology and thereby increase student motivation and academic achievement.

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.
**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:** July 1, 2014 to August 31, 2014

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

Planning: The date range for the planning period would be July 1, 2014, to August 31, 2014. During this phase, the technology would be purchased, shipped, and assembled if necessary. Due to summer hours, the wireless and switching capabilities of our building would be updated with ease. Teacher training would be scheduled and facilitated during teacher orientation. The computers would also be prepared for student use (imaging, etc).

* **Anticipated barriers to successful completion of the planning phase**

The anticipated barriers in the planning stage would be the availability of personnel to complete the building upgrades, the availability of the technology ordered, and the availability of personnel to train teachers during orientation.

18. Implementation - Process to achieve project goals

* **Date Range:** September 1, 2014 to June 1, 2016

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

Implementation: The date range for the project implementation would be September 1, 2014, through June 1, 2016. The scope of the work during this period would be the implementation of scheduling to best accommodate all classes using the technology effectively. It would also include identifying grade-specific resources to best improve student achievement. During this period, student growth will be measured through the use of the MAP assessments (an ODE approved student test) quarterly to help gauge apparent success rates.

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

Anticipated barriers to this phase of the project would be the lack of student growth and therefore the need for more teacher training. Another possible barrier would be identifying the best resources to improve student growth.

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

* **Date Range:** June 1, 2016 to August 1, 2016

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

Summative Evaluation: The date range for the summative evaluation would be June 1, 2016, through August 1, 2016. During this period, Patriot would review the 2016 spring state test scores as a summative assessment to evaluate the effectiveness of the Mobile Media Modules and make any other changes appropriately. Desired outcomes would include a 20% increase in the number of students proficient on the OAA test results by the year 2016.

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

Anticipated barriers to this phase of the project would be not receiving the OAA test results in a timely manner so that the results can be analyzed effectively.

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 expected changes to the instructional and organizational practices in our school will occur in the daily schedules for students especially in grades K-2 since they currently have no time in the computer lab (see computer lab schedule). It will also make changes to the third grade schedule since they share computer time once every other week. Organizational items that will need to occur will be to develop a schedule for the media carts so that teachers can schedule the laptops or ipads at particular times for their classrooms. Instructional practices that will need to change will be the instruction of teachers on how to use the media carts and appropriate programs or apps that will be useful to differentiate instruction in the classroom to meet the varied needs of each student. The implementation of the new technology will necessitate a shift from teacher directed instruction to student driven instruction.

**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.

Across the country, there are many examples of school districts improving test scores by decreasing the student to technology ratio. Listed below are several successful examples, and while each of the following successful programs are unique, they all led to student success by putting more technology into students' hands. –Missouri introduced a program, EMINT, which reduced the Black-white achievement gap by 50%. (Belgau) –A 1:1 student computer initiative studied in Maine found that "an average student in 2005 scored better on standardized tests than approximately two thirds of all students in 2000." (Holcomb 50) –Florida schools are in the beginning stages of data collection, however after introducing laptops in schools they have experienced "a dramatic increase in student engagement and a move away from teacher-directed instruction in favor of project-based learning" (Kposowa and Valdez) –A Louisiana study of low income schools and computer use found that increasing laptop computer access and use led to increased self-esteem, lower dropout rates, and an increased interest in learning. (Page) –A California school laptop introduction increased student Math achievement. (Grimes and Warschauer) –Colorado implemented interventions using low cost netbooks. After studying the results of this program, researchers found "that Hispanics and learners from low-income families in the Colorado district experienced significant positive results" and that "this study provides evidence that school laptop programs focusing on student writing can help improve literacy and educational equity for at-risk learners" (Zheng, Binbin, Warschauer, and Barkas.) –The effects of technology use has also been found effective on raising test scores for students with ADHD and special needs (Wells and, Qing and Xin) –A 24/7 program, which provided students with personal laptops, found that "test score(s) in English/Language Arts were raised using low cost netbooks. After studying the results of this program, researchers found "that Hispanics and learners from low-income families in the Colorado district experienced significant positive results" and that "this study provides evidence that school laptop programs focusing on student writing can help improve literacy and educational equity for at-risk learners" (Zheng, Binbin, Warschauer, and Barkas.) –The effects of technology use has also been found effective on raising test scores for students with ADHD and special needs (Wells and, Qing and Xin) –A 24/7 program, which provided students with personal laptops, found that "test score(s) in English/Language Arts were raised using low cost netbooks. The research shows that decreasing the student to technology ratio also decreases the black-white and low income-high income achievement gaps. Based upon this research, it is easy to conclude that Ohio and specifically Patriot Preparatory Academy students could expect similar results in test scores over time by providing primary students with technology access. Kindergarten students in Maine showed improvement in Reading and literacy scores in classrooms with ipads. (Wainwright)

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 methodology by which 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).

Sean Smith (ssmith@patriotprep.com) will utilize OAA scores in 2016 as a summative assessment of the effectiveness of the project.

* 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.

If Patriot Preparatory Academy has not met the 20% improvement in proficiency or state determined indicators by 2016, we will reevaluate the way technology is being used in the classrooms. If the technology is not being used regularly or effectively, teachers may need to be mandated with a schedule, provided additional training, or be required to implement programs proven to aid student growth.

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 primary purpose of this project is to increase student access to technology in order to increase the percentage of students proficient in each content area by 20% or meet the state indicator for percentage of students who are proficient. However, there are other significant outcomes that will continue after yearly growth goals have been met. With access to technology, students will be able to conduct research and publish writing. Teachers will also be able to use preexisting differentiated resources to meet the unique needs of each student. Students will be able to access ebooks since, due to space, our school no longer has a library. Students will also gain valuable computer literacy skills including, but not limited to, typing, determining the value of online content, and appropriate technology use. The most important lasting effect of this project will be motivating students and cultivating life-long learners.

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

With technology available for all elementary K-5 students, Patriot Preparatory Academy will be able to achieve either the 20% increase in the
### Desired Outcomes from Implementation of Mobile Media Modules

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<th>% Proficient Goal in 2016</th>
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<td></td>
<td>Science</td>
<td>38%</td>
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<td>47.5%</td>
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* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

The effectiveness will be easily determined by the results of quarterly MAP assessments as well as the OAA testing in 2015. Our high school currently uses the OGT results to assess the effectiveness of its program with greater computer access, and they are ranked in the top 10% of high schools in the state.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

Similarly, school administration will use the OAA as a summative assessment of the success of the Mobile Media Module Program in 2016 to measure the project success and whether similar results have been achieved.

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

☑ Yes

☐ No

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

* Explain your response

This project can easily be replicated in other districts with the right funding. As indicated through numerous research studies across the country, there is not one way to best implement technology in the classroom. But rather, research indicates, that by reducing the student to technology ratio, student test scores are improved. If expected results are achieved, the changes made to teaching practices at Patriot Prep could be applied to other schools working toward improving student achievement.

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).

Sean Smith
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<tr>
<th>Consortium Contacts</th>
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No partners added yet. Please add a new partner by using the form below.
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<td>School Administrator</td>
<td>Team Leader</td>
<td>15+ years Educational/Administrative Experience</td>
<td>Played a key role in the start up of Patriot Preparatory Academy</td>
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<td>Former School Technology Coordinator</td>
<td>Set up the wiring of a school building for a former school</td>
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<td>Oversaw the purchase and set up of the current laptops used in the high school at Patriot Prep</td>
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<td>Lobbied the school board for the 5th grade classroom project</td>
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<tr>
<td>Brenda</td>
<td>Williams</td>
<td>Curriculum Director</td>
<td>will facilitate teacher training.</td>
<td>25 years teaching experience, 3 years experience as Curriculum Director</td>
<td>Oversees all Curriculum and Teacher training at Patriot Prep, schedules all PD opportunities provided to staff at Patriot Prep, Oversees the many Resident Educators in our building, lobbied the Administrators in favor of the 5th grade classroom project</td>
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<tr>
<td>Dale</td>
<td>Tucker</td>
<td>Elementary Principal</td>
<td>Will be responsible for evaluating the success of the project as well as communicating with the school board</td>
<td>13 years experience in education; 6 years Administrative Experience</td>
<td>Currently in charge of the MAP program at Patriot Prep (scheduling, analyzing testing results, computer access and maintenance for the program), Lobbied the school board in favor of the 5th grade classroom project</td>
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<tr>
<td>Kim</td>
<td>Norton</td>
<td>Fifth grade teacher</td>
<td>will be responsible for ongoing scheduling</td>
<td>20 years teaching experience; RE Educator license; in the 4th and final year of the program; BA in education</td>
<td>Wrote the proposal for the 5th grade classroom project and followed through with the implementation of the project, 10 years experience scheduling all elementary specials, recesses, and lunch periods, Teaching professional development classes regarding smartboard use in the classrooms</td>
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<tr>
<td>Jennifer</td>
<td>Mangles</td>
<td>Fifth Grade Teacher</td>
<td>Will be responsible for ongoing scheduling</td>
<td>6 years teaching experience; BA in Education; RE Educator License; Pursuing masters in Differentiating Education and Curriculum design.</td>
<td>Wrote the proposal for the 5th grade classroom project and followed through with the implementation of the project, Directed and did all scheduling for a preschool facility for 2 years, Wrote a new 12 month curriculum for the preschool</td>
<td></td>
</tr>
<tr>
<td>Joel</td>
<td>McCloskey</td>
<td>Treasurer</td>
<td>Will be in charge of all purchasing for this grant.</td>
<td>Licensed school treasurer (license issued by ODE)</td>
<td>Oversees the school budget and all purchasing, expenditures, etc, Oversees the budget and purchasing for the 5th grade classroom project</td>
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</tr>
</tbody>
</table>