### Budget

**Revere Local (050054) - Summit County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (151)**

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

<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td>14,695.75</td>
<td>70,366.00</td>
<td>0.00</td>
<td>85,061.75</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td>16,000.00</td>
<td>75,800.00</td>
<td>0.00</td>
<td>91,800.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td>30,695.75</td>
<td>146,166.00</td>
<td>0.00</td>
<td>176,861.75</td>
</tr>
</tbody>
</table>

**Adjusted Allocation** 0.00

**Remaining** -176,861.75
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
R.Net Professional Development Academy

2. Executive summary: Please limit your responses to no more than three sentences.
The R.Net Professional Development Academy will be focused on maintaining a cohesive process to develop, implement and monitor dynamic, long-range and systematic technology plans to achieve student academic progress, reduce district spending and utilize greater resources in the classroom. We will accomplish these goals by systematically providing training for our K-12 teachers to move away from traditional classroom practices to using technology as the central foundation of the student learning environment.

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.

2634 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
Margaret Niedzwiecki

Organizational name of lead applicant
Revere Local Schools

Address of lead applicant
3496 Everett Rd, Richfield Ohio 44286

Phone Number of lead applicant
330-523-3121

Email Address of lead applicant
mniedzwiecki@revereschools.org

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

- Yes
- No

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

Add Consortium Members

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

- Yes
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**

Preparing all students to be college and/or career ready takes an instructional and structural shift for teachers and schools. Revere’s innovative project is two-fold: it incorporates teacher preparation and use of computers as a learning tool, while continuing to provide more student access to technology. Revere’s ultimate vision is to create our own R.Net Professional Development Academy for teachers. A current issue in today’s educational reform efforts is spending the needed necessary resources on assisting our teachers to get up to date with all of the curriculum, assessment, instruction and technology changes. The R.Net Academy goals are to train and support teachers as they transform their instructional practices, to allow students to be intellectually challenged and provide them with a realistic snapshot of what the modern world looks like. We feel strongly that in order to transform learning for students, we need to transform the way we deliver instruction in the classroom. The R.Net Academy will remove the escalating cost of outside teacher professional development and allow us to support and train our teachers how effective technology integration must happen across the curriculum to deepen and enhance the learning process. In particular, our teacher training will support the following key components of learning: 1. Active Engagement. 2. Participation in Groups. 3. Frequent Interactions. 4. Feedback and Connection to Real-World Experts. In cooperation with our technology management group (Epiphany), we plan to assess our teacher understanding of technology use in the classroom, develop engaging professional development, track instructional practices around technology in the district and improve our overall delivery of instruction, as indicated on the achievement and growth scores indicated on the Ohio Assessments.

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

The R.Net Academy will be held annually, starting August 2014. The program will revolve around the four key components listed about. Participation in the R.Net Academy and other professional development opportunities will qualify teachers to receive their own IPAD for district related instructional purposes. The purchase of the district wide teacher iPADs will guarantee that all of our staff has the technology and knowledge necessary to participate in differentiated professional development sessions as noted in our implementation timeline below. In addition to providing the needed support and guidance for teachers on how to best utilize technology in the classroom, we need to ensure more of our students are able to access technology during the school day. Revere Local Schools is currently providing wireless access to all four buildings. During this past summer, the final implementation of a secure district wide wireless access was completed. Without a sufficient number of debris devised to utilize in the classroom, teachers and students are not able to practice and experiment with new applications for learning through technology. The purchase of iPAD cards for each of our four buildings and IPads for all teachers will help us to begin our transition into a technology rich environment. R.Net that will specifically be designed around embedding technology into the classroom for everyday learning activities. Increasing technology in and outside of the classroom will not only improve education, but it has the potential to change the business of learning in schools. Today’s students not only need to be able to utilize technology for the new Ohio Next Generation Assessments, but they also need to be able to know how to use technology as a tool to assist with their critical thinking and analysis of problems and tasks. Revere Local Schools has worked to place technology in the hands of the students. During the 2013-2014 school year Revere Middle School has been piloting a new “BYOD (Bring Your Own Device) Policy”. This will assist in the utilization of the electronic purchases of text and online curriculum. The new BYOD Policy and previous district made purchases of online Language Arts, Math and Social Studies materials, in conjunction with the iPAD carts and Chrome books will allow our students to engage in sophisticated digital content. Such programs can provide simulations, real world experiences to develop cognitive thinking, create media presentations, research online, and graph data electronically. Funding for technology in the past has come from partnerships with our PTA. Districts such as ours receive little state funding and therefore technology purchases are more difficult to secure. Our PTA has been willing to split many of the cost of the any of the new student devices that we have purchased for classroom use. Receiving the “Straight A Fund” will help us to accelerate our technology plan to benefit our students and educators with 21st Century Skills to promote college and career readiness. The importance of providing technology for our teachers along with systemic professional development will ensure that we as a K-12 organization continue to help students acquire the skills they need to survive in a complex, highly technological knowledge-based economy.

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.)

Revere’s ultimate goal is to accelerate student achievement and progress in grades K-12. The Straight A Fund will allow us to provide the following: 1. Develop, train and embed professional development to assist teachers with the use of technology as a teacher tool in the classroom. 2. Monitor progress of individual teacher use, through technology SMART goals created by each teacher in their evaluation documents and an opportunity for principals to intervene when progress to accomplishing goals is not met. 3. Monitor student achievement and progress scores per grade level data benchmarks through the year and through the success on Ohio’s Next Generation Assessments.

- Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions...
12. What is the total cost for implementing the innovative project?

Revere consistently finds way to do more with less. As it pertains to the Straight A Grant, the spending reductions we plan to be able to uphold are as follows: 1. All district professional development as it pertains to technology will be streamlined into either the R.Net Academy, district created online resources or during designated district professional development days in cooperation with our technology management partners (Epiphany). In the past, the district would incur financial cost yearly for teachers that have opted to attend professional development outside the district. We will use the LOTI(technology Survey) to help develop needed and wanted technology professional development that fits our teachers needs. 2. Any new additions to our curricular or instructional resources will be geared to on-line accessibility. It is not unusual for a textbook to cost over $80.00. Through the use of open, free educational tools on the web, the dependence on expensive paper textbooks can be reduced.

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)
* 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)

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

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.

176,861.75 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The grant will provide iPads for all teachers and for economically disadvantaged students that are unable to purchase their own equipment when BYOD (Bring Your Own Device) is implemented by 2016. The grant goal is to systematically train our teachers from using systematical practices by using technology as a part of the learning environment. Out of the district general fund and permanent improvement fund, has invested an excess of $250,000 to install wireless routers district wide, upgrade routers and switches in order to provide the appropriate environment to launch R.Net Professional Development Academy. In addition, over the past 7 years, every classroom has been equip with a smart board and projector at a cost estimated to be $450,000.

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.

For a detail view of the budget items please see proposed expenditures and cost savings detail pages. The only new cost to the district in the future will be the cost of district-wide applications for use on the staff and student iPads. Tablet applications cost are estimated to be $57,000. Recurring cost that the district has always set aside funds for are replacement equipment. We estimate our replacement cost over the next five years to be $10,000. Any new and recurring cost will be paid for through the general fund over the course of five years, based on the projected savings from this grant of $574,000.

- 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.

574,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

See uploaded cost savings detail spreadsheet. Savings will be generated in the area of salaries, payroll taxes/fringes, reduced curriculum material expense and reduced equipment replacement cost.

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 Straight A Fund start up cost is $176,861.75 and the district savings over the course of five years is $574,000. Therefore, this program will be sustainable beyond the grant period and well into the future. The magnitude of the savings would enable the district to cover any unidentified cost that the district may not have anticipated at the time of submission of the grant.
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 April 2014 - June 2014

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

The timeline below establishes the implementation goals and procedures that will occur over the next year. Creating a team of professionals through-out the district and amongst our partner group Epiphany, will ensure that we continue to develop an engaging and worthwhile environment of learning for our teachers and students. Conversations have already begun as we will move forward on a smaller scale with this plan if we do not receive the grant.

* Anticipated barriers to successful completion of the planning phase

Not at this time.

18. Implementation - Process to achieve project goals

* Date Range August 2014-April 2015

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

May 2014 Apply for 2 (two) waiver days to be used in the fall. We understand we may not need to do this but we are waiting for clarification as we do not negotiate a new contract until the spring of 2015. May-July 2014 1. Recruit R.Net implementation team members 2. Survey teachers and students on technology needs and support for baseline data (Use Loti survey) 3. R.Net team meets to create six month roll out 4. Order is placed for iPad carts and teacher iPads 5. Present at School Board Meeting 6. Attend Battelle for Kids Conference in June with implementation team members August 2014 1. Complete imaging iPads and district roll-out of iPads 2. Summer sessions for set up will be offered to all staff 3. Teachers must sign contract that they will attend professional development opportunities offered by the district 1. R.Net team meets to develop differentiated sessions for the R.Net professional development series being offered in August for staff August 2014 1. First annual R.Net Professional Development Academy (Multi-day professional development sessions offered by outside technology experts, classroom teachers and Revere students) 2. Summative survey of technology understanding for classroom use 3. Gather baseline data from state testing for 2014-2015 school year September 2014 and beyond 1. Leadership team creates year-long goals to improve student achievement and progress through the use of technology 2. Teachers create a technology goals as part of their teacher evaluation system 3. Implementation team meets to align professional development to our district goals 4. Evaluators responsible for OTES will monitor progress toward teachers technology use in the classroom and offer encouragement and refinement activities as needed 5. Survey teachers on technology needs for future planning 6. Present at School Board Meeting 7. Provide two R.Net Professional Development Academy days in 2015

* Anticipated barriers to successful completion of the implementation phase.

An anticipated barrier would be not to receive the dollars from the grant. To be able to utilize the funding for this grant to assist on the technology, would assist in Revere on moving forward. Another barrier that we could anticipate is the variance of technological levels our staff will be at. Differentiation of our professional development will be necessary.

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

* Date Range June 2015

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

June 2015 1. Analyze student growth and achievement data as indication on the Ohio Next Generation Assessments 2. Survey staff on future technology needs to determine growth with their own classroom awareness and to determine future R.Net offerings

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

An anticipated barrier is that progress toward utilize technology in the classroom might be slow due to the multiple needs of staff members. Again the need to differentiate will be essential.

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:

Simply, providing access to technology does not ensure that technology will effectively enhance teacher and learning and results in improved student achievement. Therefore, the following bullets are the expected instructional and organizational changes in practices over the course of the next five years. 1. In the past years, Revere Local Schools have spent a significant amount of district funds on outside professional development for their teachers and staff. Along with the expense of the professional development itself, there are also substitute fees that are accrued because of the absence of teachers. An instructional and organizational practice that will be transformed is the use of outside professional development. We have committed as a district to cut the cost of teacher substitutes for outside professional development by 70%. This will allow us to provide focused professional development coordinated within the district for all teachers. We will work towards a common goal district-wide and maintain consistent for our students in the classroom. 2. An organizational change for Revere will be the past practice for technology replacement. Over the next five years, we hope to virtualize our classrooms for teachers and students. In doing so, it is our goal to not replace the antiquated desk top computers and utilize the iPads for this purpose. This process will allow for the remaining equipment to be used by economically disadvantaged students that may not be able to afford devices and/or access from home. 3. An instructional change that will occur will be providing for a more collaborative learning environment. The district, building level administrators and teachers will create a SMART goal around utilization of technology. These goals will include the use of data that will inform how we will measure student progress. Team time and professional development time will be focused on analysis of data via technology. 4. An instructional change that will occur is Revere teachers will have a strong focus on developing strategies via technology to teach, interact and track student progress. 5. Finally, the greatest instructional and organizational change will be that students will not need to “power down” when entering their classrooms, but they will be able to utilize the technology of their generation to enrich and accelerate their own learning.

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.

Revere’s rationale for implementing our R.Net professional Development Academy is to accelerate our teacher’s use of technology in and outside of the classroom. As a district we have been working with NEonet to create a county-wide shared service model for our IT infrastructure and distance learning content. When this is complete Revere students will be able to have equitable access to a high quality IT network and personal computing devices students that are not fortunate enough to have their own. In addition, students will have access to all available distance learning content from any provider in the country. To support our rationale, the ACT Policy Report; Evaluating the Effectiveness of Technology in Our Schools states that it is both reasonable and expected that technology should help lead the way to improve teaching and learning in schools. Furthermore, it is reasonable to believe that the ability to incorporate the educational opportunities that technology promises will help level the playing field through K-12 education. Therefore, training our teachers to provide learning through technology environments is essential to globalize education for our students. Our plan is to provide more devices for students to utilize for classroom purposes and in turn also provide professional development and devices for our teachers. We have spent time and money as a district providing some iPad and Chromebook carts for students, but we have not spent enough time educating our teachers on the instructional changes and shifts that need to occur in order to provide the best quality educational opportunities for our students. Revere will be developing and implementing after school sessions and a professional development academy to be held the first week school is out for the summer. As a district we have talked about hosting the future the R.Net Professional Development Academy for or in collaboration with other surrounding districts. The ability to be able to develop a cadre of experts and learners, will only makes us better as professional.

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.

Colby Bryom, Epiphany Technology526 South Main Street, 9th Floor Akron Ohio 44311 Mr. Bryom will be responsible for creating a survey to give to staff members and students to analyze overall success. Other goals as indicated below will be measured by the specific measurement tool allocated to that goal. The analysis will occur at the implementation team level.

* 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).

Revere’s implementation team will track all long term and short term goals. Development of the following activities will be tracked throughout the year to ensure success. By August 2014, 100% of Revere teachers will attend the R.Net Professional Development Academy provided by
the district through waiver days as measured by course registration and completion. By August 2014, 100% of Revere teachers will meet in teams to develop grade level/course SMART goals for implementing technology into the classroom as measured by building administration. By September 2014, 100% of Revere teachers will create one of the professional goals around implementing technology in the classroom, as measured by their SMART goals in OTES. By June 2015, 80% of our students will note a recognized difference to the use of technology in the classroom as measured on the student survey. By June 2015, 30% of Revere teachers will be presenting at the R.Net Professional Development Academy to share their expertise, as measured by our Academy Offerings Brochure.

* 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.

**All modifications will occur with team input. Our document is fluid and we understand that in order to meet project goals we may need to provide extra assistance to make sure all of our teachers are up for the challenge of incorporating 21st Century skills into their classroom.**

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.

**Lasting impact:** By August 2014, 100% of Revere teachers will will attend the R.Net Professional Development Academy provided by the district through waiver days as measured by course registration and completion. By August 2014, 100% of Revere teachers will meet in teams to develop grade level/course SMART goals for implementing technology into the classroom as measured by building administration. By September 2014, 100% of Revere teachers will create one of the professional goals around implementing technology in the classroom, as measured by their SMART goals in OTES. By June 2015, 80% of our students will note a recognized difference to the use of technology in the classroom as measured on the student survey. By June 2015, 30% of Revere teachers will be presenting at the R.Net Professional Development Academy to share their expertise, as measured by our Academy Offerings Brochure.

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**

By June 2015, 80% of our students will note a recognized difference to the use of technology in the classroom as measured on the student survey. By June 2015, 100% of Revere Students will have completed the Ohio's Next Generation Assessment, as measured by the Ohio Assessments By June 2015, 95% of our Revere Students will receive proficient or above on the Ohio's Next Generation Assessments Evaluation: By August 2014, 100% of Revere teachers will attend the R.Net Professional Development Academy provided by the district through waiver days as measured by course registration and completion. By August 2014, 100% of Revere teachers will meet in teams to develop grade level/course SMART goals for implementing technology into the classroom as measured by building administration. By September 2014, 100% of Revere teachers will create one of the professional goals around implementing technology in the classroom, as measured by their SMART goals in OTES. By June 2015, 80% of our students will note a recognized difference to the use of technology in the classroom as measured on the student survey. By June 2015, 30% of Revere teachers will be presenting at the R.Net Professional Development Academy to share their expertise, as measured by our Academy Offerings Brochure.

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

By June 2015, the district spending on professional development for technology conferences will be down 80% from June 2014.

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

Lasting impact: By August 2014, 100% of Revere teachers will attend the R.Net Professional Development Academy provided by the district through waiver days as measured by course registration and completion. By August 2014, 100% of Revere teachers will meet in teams to develop grade level/course SMART goals for implementing technology into the classroom as measured by building administration. By September 2014, 100% of Revere teachers will create one of the professional goals around implementing technology in the classroom, as measured by their SMART goals in OTES. By June 2015, 80% of our students will note a recognized difference to the use of technology in the classroom as measured on the student survey. By June 2015, 30% of Revere teachers will be presenting at the R.Net Professional Development Academy to share their expertise, as measured by our Academy Offerings Brochure.

**Implementation of a shared services delivery model**

We have not indicated that we will be implementing a shared service delivery model.

**Other Anticipated Outcomes**

Lasting impact: By August 2014, 100% of Revere teachers will attend the R.Net Professional Development Academy provided by the district through waiver days as measured by course registration and completion. By August 2014, 100% of Revere teachers will meet in teams to develop grade level/course SMART goals for implementing technology into the classroom as measured by building administration. By September 2014, 100% of Revere teachers will create one of the professional goals around implementing technology in the classroom, as measured by their SMART goals in OTES. By June 2015, 80% of our students will note a recognized difference to the use of technology in the classroom as measured on the student survey. By June 2015, 30% of Revere teachers will be presenting at the R.Net Professional Development Academy to share their expertise, as measured by our Academy Offerings Brochure.
By August 2014, 100% of Revere teachers will attend the R.Net Professional Development Academy provided by the district through waiver days as measured by course registration and completion. By September 2014, 100% of Revere teachers will meet in teams to develop grade level/course SMART goals for implementing technology into the classroom as measured by building administration. By June 2015, 100% of Revere students will complete the Ohio's Next Generation Assessment, as measured by the Ohio Assessments. By June 2015, 95% of our Revere students will receive proficient or above on the Ohio's Next Generation Assessments Evaluation. By August 2014, 100% of Revere teachers will create one of the professional goals around implementing technology in the classroom, as measured by their SMART goals in OTES. By June 2015, 30% of Revere teachers will be presenting at the R.Net Professional Development Academy to share their expertise, as measured by our Academy Offerings Brochure. By June 2015, 100% of Revere Students will have completed the Ohio's Next Generation Assessment, as measured by the Ohio Assessments. By June 2015, 80% of our students will note a recognized difference to the use of technology in the classroom as measured on the student survey. By June 2015, 95% of our Revere Students will receive proficient or above on the Ohio's Next Generation Assessments Evaluation.

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

- [ ] Yes
- [ ] No

*Explain your response*

Revere will be developing and implementing after school sessions and other professional development opportunities throughout the year. As a district, we have talked about hosting the future R.Net Professional Development Academy for or in collaboration with other surrounding districts. The ability to be able to develop a cadre of experts and learners will only make us better as professionals.

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

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

---

Maggie Niedzwiecki Director of Curriculum and Instruction, Revere Local Schools
No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colby</td>
<td>Byrom</td>
<td>330-352-0874</td>
<td><a href="mailto:cbyrom@epiphanygmt.com">cbyrom@epiphanygmt.com</a></td>
<td>Epiphany Management Group</td>
<td></td>
<td>526 South Math Street, 9th Floor, Akron, Ohio, 44311</td>
<td></td>
</tr>
</tbody>
</table>
## Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Randy</td>
<td>Boroff</td>
<td>Superintendent</td>
<td>Oversee district process and goal attainment</td>
<td>42 years in education</td>
<td>See above</td>
<td></td>
</tr>
<tr>
<td>Colby</td>
<td>Byrom</td>
<td>Technology Manager</td>
<td>Technology manager from partner management group.</td>
<td>District liaison to management group to the district.</td>
<td>Has worked with Epiphany for many years.</td>
<td></td>
</tr>
<tr>
<td>Maggie</td>
<td>Niedzwiecki</td>
<td>Director of Teaching and Learning</td>
<td>Oversee district process and goal attainment</td>
<td>Was Ohio's Director for a large state wide innovative educational grants.</td>
<td>See above</td>
<td></td>
</tr>
</tbody>
</table>