Budget

Norton City (044552) - Summit County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (92)

U.S.A.S. Fund #: 466

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	574,000.00	0.00	0.00	574,000.00
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	190,000.00	30,875.00	50,000.00	0.00	0.00	0.00	270,875.00
Family/Community	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
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
Indirect Cost						0.00	0.00
Total	190,000.00	30,875.00	50,000.00	575,000.00	0.00	0.00	845,875.00
						Adjusted Allocation	0.00
						Remaining	-845,875.00

Application

Norton City (044552) - Summit County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (92)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Collaboration3: Teachers, Students, Parents

2. Project Summary: Please limit your responses to no more than three sentences.
Our goal is to infuse teaching and learning with technology rich lessons that engage students in standards aligned lessons across the curr.

This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year

Pre-K Special Education	K	1	2	468 3
452 4	5	6	7	8
9	10	11	12	

Year 1

Pre-K Special Education	K	1	2	475 3
468 4	452 5	6	7	8
9	10	11	12	

Year 2

Pre-K Special Education	K	1	2	420 3
475 4	468 5	425 6	7	8
9	10	11	12	

Year 3

Pre-K Special Education	K	1	2	460 3
420 4	475 5	468 6	452 7	8
9	10	11	12	

Year 4

Pre-K Special Education	K	1	2	459 3
460 4	420 5	475 6	468 7	452 8
9	10	11	12	

Year 5

Pre-K Special Education	K	1	2	459 3
459 4	460 5	420 6	475 7	468 8

452 9 10 11 12

4. Explanation of any additional students to be impacted throughout the life of the project.
This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

During the grant year, students in grades 3-4 will be directly impacted. Two things will happen during the subsequent years. First, students will be impacted as they move into Grade 3 . For example, next school year our current 2nd graders will be entering a technology rich environment as they become 3rd graders. The second item will be our 4th graders moving on to the middle school. These new 5th graders will be bringing with them their skills and expectations for a blended learning experience. As result, by the 5th year of the grant a total of 3,193 students will be impacted. This total could be higher as it is our desire to replicate the learnings of this grant project to the middle school level. This replication would include the purchase of student devices and professional development for the teachers. These numbers are combined for both Barberton and Norton School Districts.

5. Lead applicant primary contact: - Provide the following information:

First and last name of contact for lead applicant
Sharon Herchik

Organizational name of lead applicant
Norton City Schools

Address of lead applicant
4128 Cleveland Massillon Road

Phone Number of lead applicant
330-806-4106

Email Address of lead applicant
sherchik@nortonschools.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

Barberton City Schools and Norton City Schools believe that technology integration should involve learning in a technology-rich environment that enables students to problem-solve, use critical thinking and collaborate to develop College and Career Ready skills. We realize that there is a lack of technology expertise, lack of devices, lack of support, lack of time for collaboration and lack of opportunities to learn. According to Mary Beth Hertz, "Technology integration means that technology is not taught as a separate class, but integrated into the classroom." We believe that students should use technology to learn content and show their understanding of content with their core teacher and not independently in a technology class. We want to move our instruction from being independent of technology to being integrated and seamless with the curriculum on an ongoing basis. In doing so, we will create engaged learners and thinkers that use technology to show their understanding of content. Our solution focuses on collaboration. This collaboration can be seen between students, teachers, parents, schools and districts. Currently, our budget cannot provide enough devices and training opportunities for grades 3 and 4 during this time

span. With the Straight A Grant, our districts could provide support, professional development and devices in a much shorter timeline. The funding would catapult our current instruction to where it needs to be.

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

The goal is to create engaged learners and thinkers that use technology to learn and show their understanding of content. The two neighboring districts will come together through combined professional development, professional learning communities, and problem-based learning projects. We plan to infiltrate classrooms with access to devices and provide the necessary support and professional development teachers need to seamlessly integrate these devices into their instruction. Teachers will receive training during the summer, after school, and during school hours so they can start strong and continue strong with just in time professional development that continues throughout the year. Each district will assign a current classroom teacher as a technology integration coach. This teacher will already be familiar with the standards for these grade levels. This teacher will receive specific technology training in order to coach and/or model lessons for grade 3 and grade 4 teachers during the first year of the grant. The teachers will collaborate across the two districts to create and share project-based learning projects for their targeted grade levels. Through this project-based learning, students will become Google-pals and collaborate through Google Hangouts as they are learning similar content. This collaborative approach will encourage the use of peer editing among students within the same grade level or classroom as well as across districts, while participating in shared literature units. Students can publish for a larger audience via shared docs. Teachers will learn how to pose questions, post assignments, and provide resources such as hyperlinks, documents, and videos through Google Classroom. Teachers will also be instructed on how to implement a flipped classroom approach to instruction. The collaboration between the two districts will provide sharing of integrated lessons and increased technology integration. The teachers in both districts will meet periodically throughout the school year in Professional Learning Communities to share lesson ideas and plans. The first year will culminate with a Technology Fair where students and teachers can share projects with other staff, students and community members that were not involved in or aware of the grant. Parent meetings will be held throughout the year to educate parents so that they can assist their children at home. Specific instruction will be given on the resources being used in the classroom such as Google Classroom, Docs, and Slides. Ideally, this would be done in a student/parent combination where the student logs into his or her account with the parent by their side observing. Workshops would include handouts and opportunities for questions.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

☑ a. Student achievement

i. List the desired outcomes.
Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

Our goal is to infuse teaching and learning with technology rich lessons that engage students in standards aligned lessons across the curriculum through collaboration. Our outcomes in student achievement are increased academic progress and increased student collaboration. Students do not learn the same material at the same pace or same way thus a technology-rich classroom makes it possible for teachers to differentiate content delivery and student assignments, by a variety of teaching methods and tools. Videos can be paused and viewed multiple times by students when the traditional lecture moves too quickly. Electronic/online resources can be selected at the appropriate student readiness level or learning style, ensuring that the content is being delivered and standards are being met, in a way that can be best understood by all students. With the use of technology, teachers are no longer the center of all instruction and content. The teacher can design lessons to meet the needs of the individual student. Teachers can also provide real time, meaningful feedback on how a student is progressing on a concept. For example, when students complete their written work and presentations through Google Drive, teachers are able to view student work in-progress. This facilitates ongoing communication to students from teachers and formative assessment opportunities; both of these are considered best practice in assessment and will lead to improved student outcomes. This grant will increase the number of devices in grades 3 and 4 allowing the teachers and students to implement the new knowledge and skills. In a technology rich classroom the learning will shift from a more traditional instructor-led model to a more student-centered focus. Accessibility to online learning tools gives students choices and options that engages them. With effective differentiation and choices provided for learning and demonstrating understanding, student engagement and motivation increases.

ii. What assumptions must be true for this outcome to be realized?
Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

This grant works under the assumption that access to technology creates more engagement and motivation for the student and then results in increased student achievement. By putting a device into the hands of students their education will become more engaging, and would positively transform the way teaching and learning takes place. The teacher is no longer the keeper of curriculum knowledge. The student has access to unlimited information through the Internet. The greatest potential is in a long range investment in terms of fostering a culture of student engagement in learning. It will be possible to shift from traditional "lecture-based" learning, to more student-centered research projects and project-based learning. Not only does this model provide a variety of ways to deliver content, it offers a wider range of opportunities for students to show what they know and understand about a topic. Project-based learning is typically framed by a 'real-world problem' that requires students to work in groups, gather and synthesize information, think critically, and apply their knowledge and assess what they are learning along the way. Project-based learning supports twenty-first century skills of critical thinking, collaboration, communication and creativity which are critical skills required in the workplace.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Both schools have engaged in project-based learning in a cumulative sense. For example, the 3rd grade classrooms have a student project assignment to summarize learning after the community history unit and the 4th graders have a curriculum-based project involving inventors. The students do like the culminating nature of the project, but we as educators know it could be so much more. Through computing devices students could collaborate with other students, community members, and people not living in the immediate area. They could have access to historical archives, community web sites, and unlimited information through the Internet. The presentations do not have to be limited to the individual paper or presentation. We plan to align with the Singapore's Education MasterPlan 3, where the curriculum at Nan Chiau was revised, top-to-bottom, to be inquiry-based, to support students engaging in conversations, to support

students relating their concrete experiences outside the school to the abstract ideas introduced inside the school. Yes, the students still used worksheets, but they too were changed to be more consistent with the types of reasoning and explanation skills that the students were developing in the inquiry curriculum. The key factor was redesigning the curriculum to take advantage of the affordances of the 1:1 mobile devices that were being used. The technology was not bolted onto an existing curriculum at Nan Chiau; the technology was not a supplement, an add-on, used once in awhile. Rather, the mobile devices (with a complement of appropriate software) were used as essential tools to support the learning tasks called for by the curriculum. Nagel (2009) conducted a review of literature that included the Singapore's Education MasterPlan 3 and schools in the US that integrated technology into their curriculum in a similar format . The research show significant increase in student achievement with 20% increases in mathematics and reading scores.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.
These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

In the area of student achievement our desired outcomes are increased academic progress and increased student collaboration. Increased academic progress will be measured by student scores on the State of Ohio Tests in the four content areas and the Measures of Academic Progress (MAP) assessment. Student collaboration, along with engagement, will be measured through a survey given to teachers, students, and parents about the increased use of technology.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

We will monitor student achievement through Ohio State Tests and the Northwest Evaluation Association's Measures of Academic Progress (MAP) assessments. Our baseline data and trend data has already been established for Ohio State Assessments. Scores will be analyzed at 3rd and 4th grade to Spring 2017 scores for increased academic knowledge. In third grade our most recent Spring 2015 data shows for Barberton, ELA-80% and Math-59.7%; for Norton, ELA-96.5% and Math-79.7%. In fourth grade our most recent Spring 2015 data shows for Barberton, ELA-76%, Math-62.9%, and Social Studies-60.1%; for Norton, ELA-81%, Math-70.4%, and Social Studies- 86.2%. MAP is an internet-based assessment measuring a student's mastery of concepts in English language arts and mathematics. MAP assessment nationally normed and provides immediate feedback. MAP assessment is given 3x a year (Sept., Jan., & May). We have baseline data for most students prior to the implementation. The growth targets are set individually for each student, but also analyzed in grade and subject level groupings. We want students to exceed their individual growth targets. In third grade our most recent Fall 2015 data shows for Barberton, ELA- 190 RIT mean, math- 191 RIT mean; Norton has similar scores of ELA-191 RIT mean and math-190 RIT mean. In fourth grade, Norton did not previously assess students using MAP; however, they will use MAP in the upcoming school year. Therefore, we will have baseline data in Fall 2016, prior to grant implementation. Barberton does have Fall 2015 baseline date for MAP in fourth grade: ELA- 198 RIT mean and math-200 RIT mean. A survey will be developed to addresses the frequently and in what capacity the technology devices are being used in the classroom. The ISTE standards will be incorporated into the survey along with grade specific content standards. This survey will be given three times a year and analyzed.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

The research we have gathered from literature and our own experiences have shown that placing devices in the students hands will not only create engagement and motivation, but also an increase in learning. If, for some reason, we find that putting devices in the hands of students is not motivating or engaging, we will investigate the issue with student surveys and informal and formal observations. Gathering this data will help us to identify the problem. Next, we will look at the cause of the issue and create a plan for making the necessary adjustments. This could result in changing the resources being accessed online. It also could mean changing the specific lesson activities or delivery of instruction (whole group vs. small group, etc.). We are fully prepared to change methods and strategies to create the desired outcome of student engagement and motivation, and furthermore increased student achievement. If, for some reason, we find that the devices are creating engagement and motivation, but we are not seeing the achievement gains anticipated, we will investigate by examining lesson plans looking for key components to change and making certain that standards are followed for each grade level. Specific topics of investigation could be differentiation and prior knowledge. In regards to both areas where we have made certain assumptions, we will leverage the ability to collaborate among teachers within the district and among the two districts to share and discuss ways to improve all lessons and activities so that the desired outcome of increased student achievement comes to fruition. This is one of the reasons why we have made collaboration such a key component in the implementation of our project.

☑ b. Spending reductions in the 5 year forecast

i. List the desired outcomes.
Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

We can reduce spending in the 5-year forecast in two ways: (1) cost saving as we transition from textbook to digital resources for teaching and learning, and (2) cost savings in the use of paper as we transition to more of a paperless classroom. The first item is in textbook costs. Each year we are purchasing hardbound textbooks an estimated cost of $100 per book. We cycle textbook adoptions, so each year we only have one subject textbook purchase a year. For example, in Barberton, FY18, we would adopt math textbooks, FY19 social studies textbooks, FY21 language arts textbooks, and FY22 science textbooks. With this cycle in place, we generally spend $60,000 a year with elementary school textbooks ($100 a book x 600 students). With the access to Chromebooks at school, we can purchase an online subscription for the textbooks instead of the hardbound book. The cost of an online subscription is good for 6 years and generally runs $75 each. This is a cost saving of $25.00 per student. ($15,000 for 600 Barberton students). Norton has currently been purchasing classroom set of hard bound texts and digital textbooks. At the same time we will explore the use of free digital resources. The second cost savings will be in paper costs. Both districts currently use a lot of paper. Using the formula, .02 a sheet x 6 sheets/day x 160 days, we calculate current paper costs to be $19.20 per student. With the use of Google Docs, Classroom, and Cloud sharing, we can drastically reduce these costs. Students will receive their assignments and directions through a shared document in Google Classroom. Students create, share, receive feedback, and submit work digitally; no paper is necessary. This potentially could be a paper cost savings for Barberton of $11,520 a year and Norton of $7,680 a year.

ii. What assumptions must be true for this outcome to be realized?
Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than

previously purchased textbooks.

This goal was set with two assumptions in mind. First, digital resources are equivalent to or better than previously purchase textbooks. The second assumption is students and teachers will move towards a paperless classroom due to the accessibility of the Chromebooks and the use of Google Classroom and Google Docs.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Both school districts have researched and piloted online textbooks at the upper levels. For example, online textbook licenses have been purchased with American History and Algebra courses. The teachers like the accessibility of the extension and remediation activities. Because it in online, teachers are able to assign these different activities to different groups without the rest of the class being aware. The history teachers like the current events and news feeds that are accessible through the online licenses. Because history is always evolving, traditional history textbooks are out of date before they arrive in the building. The online licenses have current news links from around the world, access to virtual museums and historical archives. These resources have proven to be superior to the traditional hardbound textbook. The second assumption of using less paper is already starting to be realized. This is being seen as there is currently more computer access at the upper levels in both districts. Teachers are beginning to use online classroom formats such as Google Classroom to manage their course. Teachers are able to post assignment, post web links and videos, provide individual feedback, conduct record keeping and grading, and communication with students through an online format without the use of paper. In fact, we have currently have several teachers who have completely went paperless, and more teaches asking for more professional development on Google Classroom and Google Docs.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.
These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

Each district has a little different way of reducing spending according to their Financial Impact Table. However, we are determined to focus on two common goals to reduce spending in the 5-year forecast: (1) cost saving as we transition from textbook to digital resources for teaching and learning, and (2) cost savings in the use of paper as we transition to more of a paperless classroom. The first item is in textbook costs. Each year we are purchasing hardbound textbooks an estimated cost of $100 per book. We generally cycle textbook adoptions. For example, Barberton budgeted math textbook purchase in FY18, FY19 social studies textbooks, FY21 science textbooks, and FY 22 science textbooks. With this cycle in place, we generally spend $60,000 a year with elementary textbooks ($100 a book x 600 students). With the access to chromebooks, we can purchase on-line subscription for the textbooks instead of the hardbound book. The cost of a online subscription is good for 6 years and generally runs $75 each. Both school district believe this would be a cost saving of $25.000 per 3rd and 4th grader. At the same time, we will explore the use of free digital resources. The second cost savings will be in paper costs. We currently use a lot of paper. Thankfully, with the use of Google Docs, Google Classroom, and Cloud sharing, we can drastically reduce these costs. Students will receive their assignments and directions through a shared document in Google Classroom. Students will be able create, share, receive feedback, and submit work digitally; no paper is necessary. Using a formula (.02 a sheet x 6 sheets a day x 160 days x number of students), we calculated a combined cost saving of $19,200 per year. Barberton is projects to have a paper cost savings of $11,520 and Norton a saving of $7,680 per year.

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

We are seeking a cost saving in two different areas: textbooks and paper costs. The curriculum department of both school districts will create a spreadsheet of textbook and curriculum resources purchased for Grades 3 and 4 in each subject area. This audit will include purchases made in the last 7 seven years. As future curriculum purchases are made for these grades, they will be added to the spreadsheet. This will create a simple cost analysis chart to determine textbook savings. We will also conduct a cost analysis with the paper usage. The baseline data will be SY 2015-2016 statements. Those amounts will be compared to SY 2016-2017 and subsequent years. The analysis will occur at mid-point and ending points of the fiscal year.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

This is a simple cross check of expenditures of curriculum purchases and paper cost. As these purchases are being made and bill statements come due, we will analysis to past purchases in this area. However, if our cost reductions goals are not being met, we will review our actions. For example, if paper cost saving is not being met, we will further investigate the use of paper in the classroom. Are the teachers not utilizing the online tools for posting assignments and submitting student work? Do the teachers need more professional development in this area?

☑ c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.
Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

Our overall goal is to infuse teaching and learning with technology rich lessons that engage students in standards aligned lessons across the curriculum through collaboration. In the area of an utilization of a greater share of resources our desired outcomes are: increase teacher knowledge about technology integration, increased collaboration amongst teachers, and increase use of technology in the classrooms.

ii. What assumptions must be true for this outcome to be realized?
Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

The assumption in this area is the more knowledge the teacher has about technology integration in their content area the more apt the teacher will be to implement its practices into their instruction.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Great teachers help create great students. In fact, research shows (Wong, Hattie, Marzano, etc) that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support

both new and experienced educators. It is critical for veteran teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. This grant will provide intensive professional development that will be provided during the summer, after school and embedded during the school day by the new Technology Integration Coach in each district. There will be a PD focus on Google Classroom and Google Drive, as well as integrating technology into the curriculum. Both districts will collaborate and deliver professional development together, giving teachers more opportunities to attend. For example, Norton could host PD in June while Barberton hosts it in August; teachers could attend either session depending on their summer schedules or vacations. We will follow a well documented PD model that Barberton Middle School has employed. The coaching model has been published (Principal Leadership, Feb. 2011) and presented at the National Conference for Secondary School Administrators (San Francisco, Feb. 2011) and National Middle School Conference (Louisville, KY, Nov. 2011). The teachers receive relevant and meaningful professional development alongside their team members. Together, they try new instructional approaches and are supported with a full time technology integration coach. Our teachers will try new practices and tools in the classroom, because they are given the time and support to learn them.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.
Note: this is the preferred indictor for this goal.

At Norton City Schools the percentage of funds spent on classroom instruction is 68.4% and spending per pupil is $7,849 ($5,370 on classroom instruction $2,479 Non-classroom spending). Norton City is among the 20% of public district with the lowest operating expenditures per pupil. Barberton City Schools spent 70% of funds on classroom instruction and spent $8345 per pupil. (Classroom instruction - $5,841, Non-classroom spending - $2,504) As a results of this grant we do anticipate instructional spending to decrease slightly due to the fact the expensed in the instructional function will decrease. As you will note in the Financial Impact Table, we have a sustainability savings of $69,600 during the five-year forecast. This is a savings of $18 per student ($69,600/3,686 students district-wide).

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.
These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

This grant will measure progress towards our goals within the area of utilization of a greater share of resources: increase teacher knowledge about technology integration, increased collaboration amongst teachers, and increase use of technology in the classrooms. Teachers will participate in professional learning communities (PLCs) with their grade level team members with the intent to create and plan the integration of new technologies and methodologies within their classrooms, reflect on their success, make changes to insure student success and share these ideas with their colleagues. The PLCs will meet twice a month and are supported by customized professional development and the assistance of a Technology Integration Coach. The expectation is they will be trying something new at least once a month within their classroom. A survey will be developed to addresses the frequency and in what capacity the technology devices are being used in the classroom. The ISTE standards will be incorporated into the survey along with grade specific content standards. This survey will be given three times a year and analyzed. Also, parents will be given a survey on how much their student is using the technology and in what capacity. If teachers are not using the the technology for curriculum purposes, it will be difficult for the parents to respond to the survey in a positive manner. The parent survey will also collect data on the effect of the increased technology access on items such as peer collaboration, organization, study habits, typing skills, and communication.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

The assumption in this area is that the more knowledge the teacher has about technology integration in their content area the more apt the teacher will be to implement its practices into their instruction. We believe this to be true. If, for some reason, we find that after giving teachers additional technology integration instruction through professional development that they are not implementing the knowledge gained, we will explore the cause of this in a few ways. First, we will survey teachers on roadblocks to integration within their instruction. Then, using the data from this survey, we can directly target each individual roadblock. These issue could span from technology not working properly, the teacher needing a refresher on information, procedural issues with using the technology or just needing extra support within the classroom the first time something new is tried so that confidence can be built. We understand that for each teacher, there may be a different cause for the lack of integration from what has been learned. We will look for commonalities that we can target as a whole as well as more individualized causes in which the technology coach and/or curriculum director and/or technology coordinator can assist with rectifying.

☐ d. Implementing a shared services delivery model

i. List the desired outcomes.
Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?
Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.
These should be measureable changes, not the accomplishment of tasks.
Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future

comparison.
Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

- [ ] a. New - Never before implemented
- [ ] b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- [ ] c. Replication - Expansion or new implementation of a previous Straight A Project
- [x] d. Mixed Concept - Incorporates new and existing elements
- [ ] e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

Enter Budget

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

Upload Documents

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

845,876.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.
Responses should provide a 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.

The budget of this project includes three primary components: Instructional needs ($574,000), professional development needs ($270,876), and family communication and training support ($1,000). In the component of instructional needs, each school district will receive 16 chromebook carts to be used in the third and fourth grade classrooms. The cost of $574,000 will include the devices, carts, and insurance. In the component of professional development needs, a Technology Integration Coach will be hired at an estimated amount of $81,375 for salary and benefits for each district. The plan is to place a current and experienced teacher on special assignment for a year. The project has included the teacher stipends (all 3rd and 4th grade teachers from both districts) for intensive summer and afterschool professional development, and active engagement in professional learning communities throughout the school year. Barberton currently has 24 teachers in those grade levels and Norton has 16. The teacher professional development stipend budget of $58,125 including benefits will be distributed participating teachers. The budget has earmarked $50,000 for outside qualified consultants. These consultants may include: WVIZ for flipped classroom and Google classroom, Information Technology Center (ITC) experts for technology integration, and curriculum experts for math and language arts programing. The third component in the budget is for family communication and training support. The grant will hold a parent informational meeting followed by a series of technology workshops to assist with supporting their child at home (e.g., Google Classroom, flipped classrooms, online math programming). The grant has budgeted $1,000 for supplies for these workshops, $500 for each district. A graphic description of this narrative is provided in the attachments.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

-27,064.00 a. Sustainability Year 1

-27,064.00 b. Sustainability Year 2

-27,064.00 c. Sustainability Year 3

35,936.00 d. Sustainability Year 4

-27,064.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

There will be some ongoing spending with this grant to ensure its sustainability. One sustainability cost is for the replacements and maintenance of the Chromebooks. We realize the Chromebooks will not last forever. They have a shelf life of 4-6 years. Barberton budgeted to replace 1/3 of the grant purchased Chromebooks in FY21 at a cost of $48,000 ($200 a piece with additional $100 for insurance and licensing). The replacement of the other Chromebooks will be as need after FY22. Norton approached this sustainability item by budgeting $10,000 yearly for device maintenance/repair or possible replacement. The second sustainability cost is for an $800 stipend (for 4 teachers) to be on Norton's Tech Integration Committee. As a result of this grant, Norton foresees a need to continue technology integration support within the buildings after the grant funded year. Barberton already has a similar system in place.

25.50 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.
Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

We will see cost savings in our paper and textbook costs. We currently use a lot of paper. Thankfully, with the use of Google Docs, Google Classroom, and Cloud sharing, we can drastically reduce these costs. Students will receive their assignments and directions through a shared document in Google Classroom. Students will be able create, share, receive feedback, and submit work digitally; no paper is necessary. Using a formula (.02 a sheet x 6 sheets a day x 160 days x number of students), we calculated a combined cost saving of $19,200 per year. Barberton is projected to have a paper cost savings of $11,520 and Norton a saving of $7,680 per year. Purchasing online textbook licenses versus traditional hardbound textbooks will give us a cost savings. Each year we are purchasing hardbound textbooks an estimated cost of $100 per book. We generally cycle textbook adoptions. For example, Barberton plans to purchase math textbooks in FY18, FY19 social studies textbooks, FY21 ELA resources, and FY22 science textbooks. With this cycle in place, we generally spend $60,000 a year with elementary textbooks ($100 a book x 600 students). With the access to chromebooks, we can purchase online licenses for the textbooks instead of the hardbound book. The cost of a online license is good for 6 years and generally runs $75 each ($45,000= $75 x 600 students). This is a cost savings of $15,000 during those fiscal years of purchase. Norton projects a cost savings of $15,180 per year for literature books and classroom newsletters due to the difference between hardbound texts versus the online options. At the same time, we will explore the use of free digital resources, saving us even more.

74.50 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.
Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

Reallocation of funds will be realized as we concur cost savings with the reduction of paper usage and the ability to purchase online resources versus hardbound texts.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

Add Implementation - Key Personnel

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date RangeApril 2016- June 2016

b. Scope of activities - include all specific completion benchmarks.

The scope of activities within the grant can divide up into four different workstreams: curriculum and student achievement, technology deployment, teacher professional development, and parent communication. During the planning stage of curriculum and student achievement, the curriculum and technology departments from each school district will come together to create a survey using Google Forms (Summer 2016). The survey will be to assess student knowledge on core technology skills. The ISTE standards will be used as a frame of reference to create this survey. It will serve as a pre and post assessment for the grant. Baseline data on Ohio State Tests and MAP will be analyzed to determine an appropriate target growth measure (June 2016). The workstream of technology deployment has several benchmarks during the planning stage. The technology leadership committee will define to all stakeholders the grant's scope and sequence and technology rollout plan (March -May 2016). Student and teacher technology use and expectation policies will be updated (March - May 2016). The student chromebooks will be ordered (June 2016). The workstream of teacher professional development will be scheduling (April-May 2016) and planning content (May-June 2016) for teacher professional development. Content for the teachers professional development will be determined from a survey given to the teachers (April 2016). The survey will be created by the curriculum and technology departments to assess the teachers' knowledge and comfort level in using technology within their content. Also, a technology integration coach for each district will be hired (June 2016). The workstream of parent communication will begin the work of scheduling parent meetings and workshops for the 2016-2017 school year, along with a parent survey (Summer 2016). A graphic description the grant's implementation plan is provided in the attachments.

22. Implementation(grant funded start-up activities)

a. Date RangeJune 2016 - June 2017

b. Scope of activities - include all specific completion benchmarks

During the implementation stage of curriculum and student achievement, students will engage in a pre and post assessment on core technology skills (Sept. 2016 and May 2017). Students will develop their technology skills with the aid of the purposeful instruction by their classroom teachers (SY 2016-2017). Students will engage in collaborative projects within the curriculum (e.g. Grade 3 Barberton/Norton Community History, Grade 4 Inventors). The workstream of technology deployment will roll out student devices (Sept. 2016). The workstream of teacher professional development will begin with summer professional development sessions (Summer 2016). Professional development will be ongoing and customized to teachers needs throughout the school year (SY 2016-2017). Teachers will be attending targeted professional development and engaging in professional learning communities on a regularly scheduled basis. The workstream of parent communication will be conducting parent informational meetings followed by a series of technology workshops on how they can support their child at home (Sept. 2016, SY 2016-2017). Parents will be given a survey three times a year. A graphic description the grant's implementation plan is provided in the attachments.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date RangeJune 2017 - June 2022

b. Scope of activities - include all specific completion benchmarks

The area of curriculum & student achievement will be sustained. First, the computing devices will be utilized by the students for the duration of the 5 year sustainability period and beyond. Therefore, the students can continue participating in blended learning modalities. Teachers will continue to build on the students' skills and desire to engage in project-based learning. The area of technology deployment can be sustained because the devices purchased have a shelf life of 5+ years and were purchased with insurance. These devices will be replaced and maintained as necessary. The workstream of teacher PD is sustainable. First, the instructional knowledge teachers have gained from PD will be theirs to keep. Both curriculum/technology directors will continue to support the monthly PLC meeting to encourage technology integration into the curriculum. The grant funds the initial push for teacher technology integration PD and will continue on district professional development days. These days are embedded in the school year and will be used to support new technologies and ongoing support. The grant's building technology integration coach will go back into the classroom after the grant's funding year. However, the expertise is still in the building and district as a mentor for other teachers. Prior to the grant, Barberton schools did have a stipended technology integration coach in a supporting role for technology. Norton has budgeted this this option in its 5-year forecast to continue to support the integration of technology into the classroom content. The area of parent communication can be sustained. The future direction of parent workshops will be determined by feedback and survey results from the parents themselves. The cost of conducting these workshops are minimal and are limited to paying a teacher an hourly rate several times a year. A graphic description the grant's sustainability plan is provided in the attachments.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

This grant will allow us to make critical changes in teacher instruction and student learning to increase student achievement that otherwise would not be possible. First, teacher instruction will become project-based, collaborative, and technology rich. Teachers will receive training by a teacher familiar with technology and their curriculum (Technology Integration Coach), giving them skills that they had not had in the past. Ongoing teacher training and collaboration with other teachers will empower our teachers to make changes to their instruction that they had never tried or felt confident enough to do before (Google Classroom, Google pals, technology rich project-based projects, etc.). Second, teachers will not only have time to collaborate with other teachers to increase their knowledge base, but also have their students collaborate

with another class on the same content standards. Students and staff will be able to collaborate for learning at various levels like never before. They will participate in peer editing, publishing for a wider audience, and participate in Google Hangouts to share information learned with another class. Third, students each having their own device for learning within the content areas, will in effect increase student engagement. Currently, there are devices in the classroom only occasionally. Teachers compete with other teachers to sign up and reserve the devices currently available in the school building. When devices are not readily available, all students cannot participate in every question posed. With online resources and devices to access them, they can all have opportunities to respond. The devices provide a voice for participation for each and every student. As a result of this professional development, collaboration, and engagement, we are confident that student achievement will increase.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Dr. Shelly Habegger, Director of Curriculum, (shabegger@barbertonschools.org) will be responsible for conducting the evaluation of this project. The project will be evaluated throughout the progress of reaching each of the Straight A Fund goals. The collaborative team will use a variety of methods to measure the short term and long term progress of the project. The surveys(created through Google Forms) for parents, teachers and students will be based on the ITSE standards and will measure the increased use of technology integration and the increase in technology skills. Parents will be able to respond either at home or at the workshops provided periodically throughout the project. Students will be evaluated through state tests, NWEA M.A.P. and through their project-based learning projects. Students will be expected to show at least a 10% growth above the baseline measures during the school year. All data will be compiled and shared through Google Docs with all team members.

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

In the area of student achievement our desired outcomes are increased academic progress and increased student collaboration. Increased academic progress will be measured throughout the school year and from year to year by student scores on the State of Ohio Tests in the content areas and the Measures of Academic Progress (MAP) assessment. The team projects a 10% growth in student achievement on test scores. Student collaboration, along with engagement, will be measured through a survey created on Google Forms given to teachers, students, and parents about the increased use of technology. The district participates in an annual fiscal audit. This audit will show the reduction in district spending in the areas shown in the projected yearly savings (textbook and paper savings). Reduction in spending will also be seen in the Five Year Forecast created by the district treasurers. This grant will measure progress towards our goals within the area of utilization of a greater share of resources: increase teacher knowledge about technology integration, increased collaboration amongst teachers, and increased use of technology in the classrooms. Teachers will participate in professional learning communities (PLCs) with their grade level team members with the intent to create and plan the integration of new technologies and methodologies within their classrooms, reflect on their success, make changes to ensure student success and share these ideas with their colleagues. The PLCs will meet twice a month and are supported by customized professional development and the assistance of a technology integration coach. The expectation is that they will be trying something new at least once a month within their classroom. A survey will be developed to addresses the frequency and in what capacity the technology devices are being integrated into the classroom. The ISTE standards will be embedded into the survey along with grade level specific content standards. This survey will be given three times a year and analyzed. Parents will also be given a survey at the same time on how much their student is using the technology and in what capacity. If teachers are not using the the technology for curriculum purposes, it will be difficult for the parents to respond to the survey in a positive manner. The parent survey will also collect data on the effect of the increased technology access on items such as peer collaboration, organization, study habits and communication Throughout the project, the implementation team, technology integration teachers, and building administrators will meet at least quarterly to evaluate the successes and discuss any necessary improvements. We expect that there will be a need to listen and make adjustments that will ensure reaching the project goals. The PLC meetings will provide a time for teachers to celebrate the successes and allow them a voice when change is necessary. Meeting minutes, evaluations, test scores, surveys and project analysis will be shared between the two districts and among buildings within the districts as well as available for education providers in Ohio that are interested in replicating this project.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

It is our goal that Collaboration3: Teachers, Students, Parents will be scaled-up over the next 5-6 years. As the students move to each grade level we plan to continue to implement this project. Teachers in the additional grade levels will also receive training and implement similar lessons related to their content area and standards. Digital or print materials could be used to share lesson ideas with teachers not affected by the grant in any year. Parent workshops can also be easily facilitated in an ongoing basis for the students that are impacted by the expansion of the program. At each stage of the expansion, student, teacher and parents skills will be built upon current ones to continue growth. This model provides support and collaboration for students, teachers, and parents and has the district and community's commitment to technology. This project is committed to ensuring that our students graduate College and Career Ready and able to become a productive

citizen. This project could be easily replicated in another school district with the same amount of funding. The funding would allow for the purchasing of devices and the professional development including the coach. Funding would allow for specific meeting times for collaboration among staff in buildings and across districts. The collaborative planning between two districts creates a congenial atmosphere that facilitates the collaboration between students, teachers and parents. Without funding, parts of this grant could still be replicated. For example, many times teachers can collaborate during times already built into their contractual hours. Teachers could also share digitally or in print, the lessons that they have used in their classroom. Typically, school districts have technology staff that can assist with questions and issues related to technology. Teachers could reach out to these staff members for support. Collaboration between classes within and across districts could also occur on a smaller scale.

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).

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).

Consortium

Norton City (044552) - Summit County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts							
First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Sharon	Herchik	330-706-2730	sherchik@nortonschools.org	Norton City	044552	4128 Cleveland Massillon Rd, Norton, OH, 44203-5633	
David	Dunn	330-825-0863	ddunn@nortonschools.org	Norton City	044552	4128 Cleveland Massillon Rd, Norton, OH, 44203-5633	
Angie	Wagler	330-706-2746	awagler@nortonschools.org	Norton City	044552	4128 Cleveland Massillon Rd, Norton, OH, 44203-5633	
Patricia	Cleary	330-753-1025	pcleary@barbertonschools.org	Barberton City	043539	479 Norton Ave, Barberton, OH, 44203-1737	
Dr. Shelly	Habegger	330-753-1025	shabegger@barbertonschools.org	Barberton City	043539	479 Norton Ave, Barberton, OH, 44203-1737	
Elissa	Young	330-753-1025	eyoung@barbertonschools.org	Barberton City	043539	479 Norton Ave, Barberton, OH, 44203-1737	
Michelle	Gasser	330-753-1025	mgasser@barbertonschools.org	Barberton City	043539	479 Norton Ave, Barberton, OH, 44203-1737	

Norton City (044552) - Summit County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

No partners added yet. Please add a new partner by using the form below.

Implementation Team

Norton City (044552) - Summit County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Angie	Wagler	Coordinator of technology & Technology Professional Development	Wagler's role will be to assist with purchasing of technology equipment including inventorying, preparing and rolling it out to staff and students. She will also assist with interviewing and hiring technology integration coach as well as scheduling and planning with the coach in order to work with staff. Wagler will help coordinate staff professional development training throughout the school year and during the summer. Additionally, she will assist with scheduling and planning of collaboration between schools as well as within schools including making adjustments to the Google Admin console as necessary to ensure permissions for projects are set correctly.	My qualifications consist of the following: Technology Coordinator for Norton City Schools for the past 8 years. Within that time Wagler has worked on projects such as adding WiFi to all 5 of our school buildings, moved our IP telephony and email system to a hosted environment further allowing a greater savings to the district through the eRate process in and implementing a Google Apps domain and getting staff and students onboard. Wagler is a committee member of the NEOTech Conference (a local free conference for teachers) for the past 7 years, and has presented at the Ohio Technology Conference on Next Gen Assessments. Wagler was a classroom teacher, a Curriculum Specialist and worked at an ITC as a Technology Integration Specialist. Licenses: Elementary Teacher 1-8, Will complete Elementary Principal Spring 2016.	I have been a grant writer, evaluator, and coordinator for several large technology grants (EETT) in Ohio. I have also been involved in several small grants in Norton that have been funded for SMART Boards, clickers and other classroom technologies.	M.A. (I. T, Akron U) B.A. (Akron U.)	8	
Michelle	Gasser	Lead Technology Integration Coach, Barberton City Schools	Gasser's role is to assist with purchasing of technology equipment including inventorying, preparing and rolling it out to staff and students. She will then assist with interviewing and hiring technology integration coach as	Michele Gasser is the embedded district Technology Coach for Barberton City Schools' elementary buildings, but has provided professional development sessions and technology integration support for several other districts in Northeast	Michele's background is in adult education where she has been teaching technology skills for over 15 years to diverse audiences. These include The Cleveland Clinic, University Hospitals and many other corporate clients, such as Harley-Davidson, where she was part of	Google Apps Administrator	5	

			well as scheduling and planning with the coach in order to work with staff. She will help coordinate staff professional development training throughout the school year and during the summer. Additionally, Gasser will assist with scheduling and planning of collaboration between schools as well as within schools including making adjustments to the Google Admin console as necessary to ensure permissions for projects are set correctly.	Ohio. She has presented at several Ohio technology events including: Ohio Educational Technology Conference GAR Foundation NEOTech Conference Transforming Urban Education - Engaged Communities Matter Summer Institute SPARCC Technology Conference Ohio School Improvement Institute	an implementation team for a major proprietary software upgrade. In the education field, Michele spent two years as the Technology Coordinator for a NE Ohio based charter school that included 27 locations. She has also provided technology professional development sessions in twenty different Ohio school districts. Michele's passion for technology and life-long learning has kept her on top of emerging technology. She is currently the district Google Apps for Education administrator and is pursuing Google certification to enhance her knowledge in using GAFE and Chromebooks. In her role as a professional development specialist, she's able to take real-world experiences and apply it to the learners' needs. Michele has been commended for her patience, knowledge of a broad range of technology and her ability to put learners at ease.			
Sharon	Herchik	Director of Curriculum & Instruction, Norton City Schools	As the lead grant contact for this project, Herchik will be responsible for coordinating and managing all facets of the grant project. She will coordinate the Project Implementation Plan as a co-partner with Dr. Shelly Habegger, Barberton City Schools. The plan includes the three workstreams, Curriculum & Student Achievement; Technology Deployment and	Masters in Curriculum (Ashland University) Bachelors in Arts (English, Muskingum College) Licensure: Elementary Teacher, 1-8; Elementary Principal, Middle School Principal, Superintendent	Herchik has taught grades 1-8 and served as an elementary and middle school principal at Claymont City Schools prior to becoming a Director of Curriculum for the past 17 years at Mogadore Local Schools and Norton City Schools. She has written and managed local, federal and national grants throughout her career. Herchik has been Federal Grants Director, Lead on the Resident Educator Program, a certified Character Counts!	Ashland University : M.A. (Curriculum) Muskingum College: B.A. (English)	10	

			Teacher Professional Development. Herchik will build awareness and provide support to the community, students and teachers. She will be part of the planning team and instrumental in the implementation at each phase of the project.		trainer, a Josten's Renaissance Director and is an Adjunct Professor for Ashland University.			
Shelly	Habegger	Director of Curriculum and Instruction	As the lead grant contact for this project, Habegger will be responsible for coordinating and managing all facets of the grant project. She will coordinate the Project Implementation Plan as a co-partner with Sharon Herchik, Norton City Schools. The plan includes the three workstreams, Curriculum & Student Achievement; Technology Deployment and Teacher Professional Development. Habegger will build awareness and provide support to the community, students and teachers. She will be part of the planning team and instrumental in the implementation at each phase of the project.	Dr. Habegger has been in education for over 20 years. She has been a classroom teacher, assistant principal, curriculum consultant, Praxis III evaluator, school board member and president, university adjunct professor, RttT coach, academic coach, and curriculum director.	Dr. Habegger has supported the implementation of several state grants, managed numerous private funded grants, and manager of the district's CCIP. Dr. Habegger is the author of several articles and national presenter in regards to the coaching model that will be employed in this grant. She has implemented the following during her time as an educator: district's 5-step process, MAP assessments, new test testing procedures, curriculum alignment to Common Core Standards, district-wide writing initiative ACES, embedded professional development, 3rd Grade Boot Camp, and Response to Intervention.	BA- Ohio Northern University, M.Ed- Ashland University, PhD- Kent State	10	
Patricia	Cleary	Superintendent	Cleary will oversee implementation of grant and budget allocations and ensure district support for this initiative.	Qualifications - In over 23 years as an educator, Cleary has been awarded over $1 million in grants, including from eTech, Martha Holden Jennings, Barberton Community Foundation, and Alcoa Foundation grants. She has been named a Martha Holden Jennings Scholar and Distinguished	Teacher, Curriclum Director, Superintendent	Education - B.A. in Eng. M.A. in Secondary Education, Superintendent Licensure	3	

				Education Alumni Award from the University of Akron.				
Elissa	Young	Academic Coach	My primary role would be to transition the elemtary school staff into a new learning environment. This task would be handled through professional development sessions and embedded coaching within the classroom to help our teachers use technology and strategies to their fullest benefit of our students.	Qualifications - 30 + years as an Elementary Teacher, Principal, Curriculum Specialist, Director of Curriculum and Academic Coach.	Written and managed numerous local and state grants, Adjunct Professor for Ashland University, National Boaard Certified Teacher (1997), finalist Ohio Teacher of the Year	BS in Elementary Education (U of Akron), MS in Education - Outdoor Educ	5	
David	Dunn	Superintendent	Dunn will oversee implementation of grant and budget allocations and ensure district support for this initiative.	Dunn has written and managed many local, state and national grants in his tenure as an educator for 35+ years.	Teacher, Curriculum Specialist, Superintendent	B.S. Bowling Green M.A. Ashland University	3	
Phil	Hodanbosi	Instructional Coach	Hodanbosi will provide support for the transition of school staff into a new learning environment. This task would be handled through professional development sessions and embedded coaching within the classroom to help our teachers use technology and strategies to their fullest benefit of our students.	During the past 7 years serving as an instructional coach within the Barberton City School District, Hodanbosi has developed a relationship with the staff that allows them to view his presence as a resource and not an evaluator. He has worked with the staff through the following projects: aiding the successful merging of three diverse teaching staffs into one new large building; creating, writing and managing various foundational and government grants; preparing and delivering professional development embedded within the teaching day; serving as a resource with both the Ohio Teacher Evaluation Process and the Ohio Resident Educator Program; aiding the staff transition toward	Instructional Coach, Barberton City School District, 2008 - current Adjunct Professor, Teacher Professional Development, Ashland University, 2010 - current Mathematics Teacher, Barberton City School District, 1972 - 2007 Adjunct Professor, Mathematics, University of Akron, 2001 - 2006 Mathematics Teacher, Benedictine High School, 1968 - 1972 Summer Institute Coordinator, Ohio Boystown, 1970	B.S. in Mathematics, Cleveland State University, M.S. in Mathematics	3	

				Student Learning Objectives; aiding in the transition toward online delivery of state-mandated testing; facilitating teacher teams as they work through the Ohio 5-Step Improvement Plan; analyzing student testing data at the district, building and teacher level in order to determine trends and implement design changes to ensure student growth.				