Budget

Clermont Northeastern Local (046326) - Clermont County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (128)

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	0.00	110,000.00	0.00	110,000.00
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	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	0.00	0.00	0.00	0.00	110,000.00	0.00	110,000.00
						Adjusted Allocation	0.00
						Remaining	-110,000.00

Application

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Tablets for All

2. Project Tweet: Please limit your responses to 140 characters.
Chromebooks for students to take online tests, watch content and instructional videos, use instructional websites, & submit assignments.

This is an ultra-concise introduction to the project.

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	3
4	5	105 6	102 7	137 8
9	10	11	12	

Year 1

Pre-K Special Education	K	1	2	3
4	5	125 6	105 7	102 8
9	10	11	12	

Year 2

Pre-K Special Education	K	1	2	3
4	5	109 6	126 7	106 8
9	10	11	12	

Year 3

Pre-K Special Education	K	1	2	3
4	5	114 6	109 7	126 8
9	10	11	12	

Year 4

Pre-K Special Education	K	1	2	3
4	5	107 6	114 7	110 8
9	10	11	12	

Year 5

Pre-K Special Education	K	1	2	3
4	5	103 6	108 7	115 8

9	10	11	12

4. Explanation of any additional students to be impacted throughout the life of the project.
This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

This project will impact students moving into high school by providing an opportunity for an advanced technology experience through an increase the ratio of students to devices.

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

First and last name of contact for lead applicant
Barbara Dunn

Organizational name of lead applicant
Clermont Northeastern Middle School

Address of lead applicant
2792 U.S. 50 Batavia, Ohio, 45103

Phone Number of lead applicant
Cell- 513-460-8994 Work- 513-625-211 Ex 276

Email Address of lead applicant
dunn_b@cneschools.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

The current problem is that in the middle school there are 32 Chromebooks (1 cart) per grade level, a ratio of 1 Chromebook to every 4 students in each grade. The teachers rotate the cart throughout each grade level, which results in each teacher using the cart once a week. When writing a paper or taking an online test that requires more than one day's usage, this creates a problem for other teachers and students who need to complete assignments or use the Chromebooks for simulations. When assignments run over, teachers must try to borrow other grade-level carts to complete the assignments or wait several days to get the cart again. State, district, and real-world requirements are requiring more technology to be integrated into schools; a 1-to-4 ratio of Chromebooks to students makes it difficult to increase the use of technology to enhance student learning.

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

The proposed innovation will solve the problem by providing a computer cart for each classroom. This will result in a one-to-one ratio of students to Chromebooks. Teachers are then free to use technology to enhance student learning and increase student achievement. Lessons can be differentiated to aid struggling students and the concept can be extended for enrichment for other students. Students will be able to take more online assessments and write papers across the content areas. In February a survey was conducted to assess the needs of the district. The survey showed that more technology was needed in order to increase student achievement on state standards and on the

state report card. The information obtained from the survey led the district CCIP to purchase MAP software, so that each student can be individually assessed to increase student improvement. The one-to-one devices will allow students to work on individualized goals on a regular basis.

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 process. - (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.

The desired outcome is to support BLT goals by increasing student achievement in all academic areas for every student in the middle school. This will be accomplished through the increased use of technology to better understand the student's weaknesses and improve the student growth on state testing and the district report card.

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.

The main assumption that must be true is that all teachers are going to use the technology to increase student learning. All teachers will embrace and continue to challenge their students in this new medium of instruction. The other assumption is that data gathered from the new assessments (MAP) will be used to bridge the gap between student achievement and outcome.

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

Some of the early efforts made to test these assumptions are that teachers have begun to use Google Classroom to upload assignments and instructions, simulations and webquests, writing online assessments, and increased use of learning websites. Teachers are also using embedded videos in instruction, having students create video assessments and other creative assessments to test the student knowledge of the content. Students are reading online articles and watching videos then writing an essay to a prompt from the information. Many teachers are working to implement technology into their classrooms and use the technology that is available to increase student engagement and learning.

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).

The specific indicators used to measure progress toward the desired outcomes will be the BLT goals of: no Fs on the state report card; meet or exceed math and literacy state accountability standards for all students as measured by the state report card; decrease the percentage of students at basic and limited by 5% per year; increase the percentage of students at proficient and accelerated by 3% each year; and maintain advanced students for an overall grade of a B on the Performance Index.

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

The data points that will be used to measure student achievement will be the state report card. This year the state report had Fs in all categories, except for the gift students where the building scored a B and had only one area that met the math and literacy standards on state tests. The data points will be assessed by using the MAP assessment twice a year to measure student progress on the state standards and comparing each year's report card to the baseline.

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

If the achievement outcomes are not realized at each data point the teams that are in place (BLT, TBT, and CCIP) will look at ways to realign the type of technology being used to achieve to specific outcome. This may include professional development to meet the needs of the building or individuals, having the TBT work with the individuals who are struggling to bring their students to the expected outcome, or creating small group instruction for the students who are struggling to meet their goals.

☐ 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.

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.

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

iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

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

☑ 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.

The desired outcomes for the greater share of resources used in the classroom are: When given the use of technology in each middle school classroom, the students will be engaged in the use of online assignments, assessments, and program instruction 80% of the school week. When given the use of technology in each middle school classroom, 92% of teachers will engage their students in the use of technology.

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 that must be true for the project outcomes to be realized is that teachers and students will be motivated to use the technology and that there will be more student engagement to increase achievement.

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

In earlier efforts there has been a positive correlation to the assumption that as technology availability has increased in the middle school so has the teachers use and willingness to try new ways to engage students. One year age we had one cart of Chromebooks for the whole building. This year the district purchased two more carts allowing there to be one cart per grade level. The teachers have embraced the technology and have been researching ways to engage students and to have the students take ownership of their education. In accordance with the CCIP, next year the district is purchasing MAP software that will allow teachers to monitor summative and formative assessments of student progress and plan instruction to decrease the gaps in knowledge.

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.

According to the state report card the recent percentage allotted for instruction is 55.4%. There is no anticipated impact as result of this project.

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.

The progress of the project will be monitored through the five years to insure the desired outcome. The data collected for the baseline showed that technology was used an average of 12% per week based on 13 teachers and 65 days per week that technology could be used if each teacher had their own cart. The average percentage of teachers using a cart per week was 31% based on one cart per grade level. The project will be monitored through the use of self reporting surveys. Each quarter the teachers will be asked to complete a survey on how many days per week they used the Chromebook cart and to choose what types of instruction, assessment, and assignments were used.

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

If it appears that the outcomes will not be realized the BLT and TBT groups will implement various types of professional development and communication to meet these goals. The project is written for content area teachers to receive a cart; if the goals are not being met then the cart or carts will be shared with other teachers (Intervention Specialists, STEM program teacher, etc.) so that the carts will be utilized for student achievement.

☐ 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
- ☑ 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.

110,000.00 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 request is very straight forward. It is all capital to acquire Chrome books and carts to improve the student ratio to 1/1 for one grade level.

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.

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 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.

We are showing $0 for each year because we will purchase a perpetual management license in the first year of implementation with no renewal cost. Certainly there will be electrical consumption cost and that some support staff may have to devote a few more minutes here and there but I know of NO WAY to capture this cost without burdening them with additional reporting which would erode time from their schedule. The cost is considered De minimis. Current technical support staff will have these machines added to their duties. No additional staff is contemplated. Teachers are already receiving professional development training on how to incorporate the technology into their instruction; the problem is they do not have sufficient access to equipment to sustain instructional continuity as explained elsewhere in this application. The district has experienced extreme financial difficult and are just recovering from fiscal watch and are increasing their general fund budget in the areas of professional development and SOME technology from a Permanent Improvement fund, but it will take multiple years to reach the point of being able to offer students the instruction experiences needed in a modern, technology rich environment without additional financial assistance such

as this grant. The current 5 year forecast does not reflect any budget for capital expenditures, in part because the district has a Permanent Improvement fund that plans to allocate a $100,000/ year technology going forward. The forecast does not address Permanent Improvement funds

50.0 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.

No increase is expected

50.0 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.

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 Team Key Personnel information by clicking the link below:

Add Implementation Team

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 RangeFebruary 2016 - August 2017

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

The CCIP and BLT groups have stated goals to increase the use of technology in the classrooms. The team leaders in the middle school have met and discussed the use of the carts and some of the stumbling blocks that may exist. These leaders have presented to the teachers on their team and have received feedback from the team on how technology can be used to increase student achievement. This communication will continue throughout the project in the BLT and TBT groups. Grant year: Beginning with the 16-17 school year the teachers will receive training on the use of MAP. The start of 16-17 school year one of the TBT will be working at using Google Classroom throughout the team as a pilot. Beginning 2017 the TBTs will meet and discuss specific PD need to get all teachers training on the use of Google Classroom and specific websites that are available. The BLT will set up the training and utilize the funds for PD in the CCIP goals S5. At the end of school year 16-17 there will be a debriefing to find out what worked, look at the data and plan for year 1.

22. Implementation(grant funded start-up activities)

a. Date Rangeyear 1 through year 5.

b. Scope of activities - include all specific completion benchmarks

Year 1: The teachers will be taking the surveys quarterly and the BLT and TBT will analyze the results. The teams will move forward to the needs to make year 1 goal of having 40% of the Chromebooks in use per week and 61% of the teachers using the Chromebooks at that percentage. Year 2: Training will be setup for any new teachers. The teams will continue to analyze the results of the quarterly surveys and make the needed adjustments to reach year 2 goal of 60% of the Chromebooks in use per week and 76% of the teachers using the Chromebooks at that percentage. Year 3: Training will be setup for any new teachers. The teams will continue to analyze the results of the surveys and make the needed adjustments to reach year 3 goal 80% of the Chromebooks in use per week and 84% of the teachers using the Chromebooks at that percentage. Year 4: Training will be setup for any new teachers. The teams will continue to analyze the results of the

quarterly surveys and make the needed adjustments to reach year 4 goal 80% of the Chromebooks in use per week and 92% of the teachers using the Chromebooks at that percentage. Year 5 will be a maintenance year with training for new teachers.

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

a. Date RangeYear 6 and Beyond

b. Scope of activities - include all specific completion benchmarks

The project's sustainability would include in year 6 to increase the one-to-one devices into the high school and to continue the implementation of this plan for several years until the high school is completely one-to-one. The communication of the outcomes of the project would be a presentation to the school board, to MMGW conferences, and other PD opportunities available.

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:

The expected changes caused by the impact of the grant will be critical to the implementation of the CCIP and BLT for the middle school. The CCIP S1 calls for all teachers to be aligned with common summative and formative assessments to monitor students progress toward the Ohio standards. The increased use of technology will allow the building to utilize the MAP software on a regular basis, allowing students to close the gaps at a faster pace. The CCIP S2 aligns common instructional strategies with research-based instruction. The technology allows the continuous use of specific websites (Edcite, Tenmark, etc.) that are research based and assessments aligned with the Common Core. The changes will also impact the BLT by helping the building goals be accomplished by having the added technology aid in meeting the goals of having no"Fs" on the state report card in math and literacy for all students and the goal of decreasing the percentage of students in basic and limited per year by 5% and increasing the percentage of students in proficient and accelerated by 3%. The use of the technology will allow the gap in achievement to decrease. The impact on the teachers and students resulting from the implementation of this grant will be significant. This grant has the potential to move student achievement by using the medium that the students prefer to learn with. There will be less paper pencil work and more interactive software allowing students to go deeper in a variety of ways and outcomes. The critical thinking that occurs when working with simulations and manipulative software is more engaging for students than worksheets and teacher presentations. The teacher will be working more collaboratively through the sharing of tools and websites and allowing them to utilize all the tools that are needed for the students to be successful.

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:

Barbara Dunn dunn_bcneschools.org Kendra Young young-k@cneschools.org Al Porter porter_a@cneschools.org

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.

The methods in which the the goals will be measured are as follows: The CCIP goals that will be supported will be measured through the CCIP which will include the BLT and DLT groups. The BLT goals will be using the school report card to measure the effectiveness of this grant and if the achievement gaps are closing. The project goals: When given the use of technology in each middle school classroom, the students will be engaged in the use of online assignments, assessments, and program instruction 80% of the school week. When given the use of technology in each middle school classroom, 92% of teachers will engage their students in the use of technology. The progress monitoring of these goals will be accomplished by using a quarterly survey that the teachers will use to self evaluate their use of the Chromebooks and the types of activities that the students are involved in on a regular basis. Year 1: The teachers will be taking the surveys quarterly and the BLT and TBT will analyze the results. The teams will move forward to the needs to make year 1 goal of having 40% of the Chromebooks in use per week and 61% of the teachers using the Chromebooks at that percentage. Year 2: Training will be setup for any new teachers. The teams will continue to analyze the results of the quarterly surveys and make the needed adjustments to reach year 2 goal of 60% of the Chromebooks in use per week and 76% of the teachers using the Chromebooks at that percentage. Year 3: Training will be setup for any new teachers. The teams will continue to analyze the results of the surveys and make the needed adjustments to reach year 3 goal 80% of the Chromebooks in use per week and 84% of the teachers using the Chromebooks at that percentage. Year 4: Training will be setup for any new teachers. The teams will continue to analyze the results of the quarterly surveys and make the needed adjustments to reach year 4 goal 80% of the Chromebooks in use per week and 92% of the teachers using the Chromebooks at that percentage. Year 5 will be a maintenance year with training for new teachers. The lessons and data learned in this project will be shared with other Ohio educators

through a presentation at a MMGW conference or other PD opportunity.

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 likely that this project, if successful, could be expanded within the district. After using the technology at the middle school, the students would feel that their education would be lacking. As the eighth graders enter the ninth grade the high school should bring one-to-one devices to that grade level. As these students move through the high school the increase in technology should continue at each grade level.

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).

Al Porter, Treasurer Barbara Dunn Kendra, Young

Consortium

Clermont Northeastern Local (046326) - Clermont County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Save And Go To

Consortium Contacts

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

Partnerships

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Partnerships

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

Implementation Team

Clermont Northeastern Local (046326) - Clermont County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Save And Go To

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Barbara	Dunn	Teacher	Lead applicant Sent out all surveys to teachers Collect and analysis data and report to other teams	She is active on the Positive Behavior Team helping to write and implement the plans for the middle school. Mrs. Dunn has been trained as an resident educator mentor for several years. She has worked with making Making Middle Grades Work by going on school site visits.	Worked on the MMGW data collection team for the middle school that involved collecting data from the Ohio State Testing result and putting into a visual presentation.	Bachelor's Degree: Northern Kentucky University Elementary Education and Special Education Masters: Xavier University in School Counseling	100	
Kendra	Young	Principal	I will monitor the data and will send it to the BLT and DLT to review. the TBT will be working on solutions to the problems that the data shows. I will also help to implement PD.	I am the principal for the building, also on the DLT, BLT and help with the TBT's.	Have had data collection experience and implementing the data for results. I collect data and analyze it and discuss it with the teams- DLT, BLT and TBT's.	Masters in Education. I have a principal licensure and am applying for superintendent licensure by June 2016.	100	
Al	Porter	Treasurer	Assissted team in the technolgy needs and The finacal budget development	Treasuer experience 8 years Superintendent, 15 Years Information Technolgy Center Executive Direector, 13 years. Post Graduate various Universities 30 Hours Xavier Univesity M. Ed. B. S. MoreheadState University, Area of Concentration Science	Information Technolgy Center Executive Direector, 13 years. Superintendent, 15 Years Treasuer experience 8 years	M. ED +30	05	