

Budget

Jackson Local (049858) - Stark County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (6)

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

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	192,300.00	612,500.00	0.00	0.00	804,800.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	107,000.00	0.00	0.00	0.00	107,000.00
Prof Development		53,600.00	11,392.00	22,500.00	0.00	0.00	0.00	87,492.00
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		53,600.00	11,392.00	321,800.00	612,500.00	0.00	0.00	999,292.00
Adjusted Allocation								0.00
Remaining								-999,292.00

Application

Jackson Local (049858) - Stark County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (6)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Personalized Learning on a Global Level

2. Project Tweet: Please limit your responses to 140 characters.
Jackson Local Schools will establish blended learning teacher professional development to personalize learning for every student.
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					
Education	Pre-K Special	K	1	2	3
4	140	5	6	7	439 8
9	10		60 11	12	

Year 1					
Education	Pre-K Special	K	1	2	3
141	153	150	153	169	8
4	5	6	7	8	
469	161	167	165	12	
9	10	11	12		

Year 2					
Education	Pre-K Special	K	1	2	3
264	282	326	300	326	8
4	5	6	7	8	
368	469	322	334	12	
9	10	11	12		

Year 3					
Education	Pre-K Special	K	1	2	3
402	400	428	479	470	8
4	5	6	7	8	
509	507	469	487	12	
9	10	11	12		

Year 4					
Education	Pre-K Special	K	1	2	3
400	402	420	428	499	8
4	5	6	7	8	
500	509	507	469	12	
9	10	11	12		

Year 5					
Education	Pre-K Special	K	1	2	3
410	400	422	420	428	8
4	5	6	7	8	
410	400	422	420	428	8
4	5	6	7	8	

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.

Technology integration in the classrooms in year one will be readily available for other teachers in the district which will allow K-12 children to have more access to technology-enabled learning. This will impact an additional 1600 children in year one.

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

First and last name of contact for lead applicant

Monica Myers

Organizational name of lead applicant

Jackson Local School District

Address of lead applicant

7602 Fulton Dr. NW, Massillon, Ohio 44646

Phone Number of lead applicant

330-830-8001 ext. 1752 (work); 330-592-2436 (cell)

Email Address of lead applicant

mmm3jc@bearworks.jackson.sparcc.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

Jackson Local Schools (JLS) has 5775 students & 377 teachers. In 2014-15, our readiness to improve student achievement was analyzed through Roadmap Assessment. In 2015-16, Technology Advocate Group named instructional practices, 1:1 computing, & learning management systems as focus areas. As Roadmap Assessment cited, JLS replaced traditional instructional tools with electronic ones-with little effect on student achievement. Value-added (VA) in gifted/talented students (24% JLS students) is another problem. Data is not showing VA growth for them. While VA is not the concern for students w/ disabilities, closing the achievement gap is. Developing high quality teachers through a blended learning delivery model is crucial. Daily technological access for all students is critical. Teacher capacity needs built to align w/ 21st century learning modalities. This innovative approach to PD & the move to 1:1 computing will change instructional practices & increase student achievement for all.

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

The Polaris Teacher Academy (PTA) will provide on-going, job embedded professional development (PD) that is blended learning (BL) for teachers & flipped for content mastered before teachers receive technology. Teachers demonstrate competence in use & management of devices & part of a professional learning community with a critical mass of teachers (75%) who have met first qualifications, including: Google Classroom certification; Polaris module on developing globally-infused PBL units; & Polaris module on teaching in BL environment.

PTA will utilize Learning Management System in 2016-17. Technology Advocate Team invites 15, K-12 teachers to be Instructional Designers (ID) to develop, review, & preview modules. 26 teachers work on release days/independently through curriculum work hours. ID are 1st wave of teachers to receive 1:1 devices. In yr 2-4, other teachers in JLS will have student-assigned devices once critical mass established. All teachers can receive CEU credit/graduate credit for modules completed as part of their professional growth plan & have monthly face-to-face support provided by expert-trained coaches but with flexibility of completing PD modules at own time & pace-the model for learning in a flexible, BL format. Coaches in each building will have new PD designed to build capacity of coaching, questioning, & support through Critical Friends Group module provided by PBL instructor who supports teachers as they develop & implement PBL modules measured against Performance Assessment Shells infused with Global concepts from ISSN & Asia Society. PTA is a cost-savings for JLS in PD personnel time & costs. Face-to-face PD reduced 25% yearly until existing staff has completed pathways in professional growth. Savings from substitute teacher costs & reallocation of resources to support trained teachers. Once initial trainings are completed, system becomes onboarding tool for new staff. Personalized learning plans designed for new staff & as a refresher. Small group instruction will be maintained & expanded through PTA. The 4 principles of ISSN/Asia Society network of schools drive the work of district through PBL modules on the PTA. Research ISTE cites 14 critical elements that must be present in school to effectively leverage technology for learning, including shared vision, skilled personnel, curriculum framework, assessment & evaluation, & engaged community (to name a few). JLS will successfully implement these elements. Superintendent, Board members, & Pres. of JLS union were presented an overview of proposal & verbally agreed to support Technology Advocates' recommendation. Association president will be on Instructional Design team during 2016-17 & will assist Technology Advocate group in communicating purposes & progress to teachers' association. 5 yr plan for PD scale up combining inquiry-based learning w/ technology integration. Pilot projects at gr 5 & 8 advanced science & junior level government classes will develop model. CAYCI survey administered to measure change in culture. Technology advocate committee members will have full day work sessions in 2016-17. Monthly updates. Blog site & technology advocate website contains information about project & will hold information about grant & PD opportunities. Technology Advocate committee creates online Polaris course booklet. Modular Pathways will be developed for new staff. Experienced staff will develop their PD plans through Polaris Teacher Academy. Savings for JLS PD will be substantial & all students benefit because teachers create BL environments incorporating 1:1 practices while personalizing student learning plans. Curriculum coordinators conduct walk-throughs w/ teachers to monitor implementation of instructional strategies. Although the idea of a blended learning academy came from Chagrin Falls' previous Straight A award, we have modified their idea to make it a unique innovation of our own.

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.

Long Term Goal: All JLS students demonstrate 21st century skills to be local & global game-changers as they create local solutions to global issues. Outcomes: JLS will implement a PBL approach in grades K-12 to improve student academic growth as measured by NWEA's Measurement of Academic Progress (MAP). Student academic performance will improve as measured by Asia Society and Buck Institute blended rubric. 100% of teachers in grades K-12 will integrate technology into core curriculum as measured by schoology analytics (student comments/month, submissions/month, logins/day and file uploads/month; staff comments/month, file uploads/month and logins/day). Improve student college/career readiness through appropriate pathway as informed by Naviance interest inventories and student projection data from MAP assessments. Improve student college/career readiness and academic motivation through 1:1 initiative and PBL measured by modified CAYCI survey. ALL JLS teachers Google certified for 1:1

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.

1. Globalization of Curriculum produces a global perspective & higher achievement. Asia Society strengthens partnerships among Asia & U.S. Asia Society's Graduate Performance System(GPS) used by ISSN & have higher graduation rates. Hypothesi LLC, 2004-11. 2. Blended learning approach to PD & tech integration increases achievement. HS Survey of Engagement (Yazzie-Mintz, 2010) reported 49% HS students bored in at least 1 class daily; Discussion & debate (61%); & Group projects (60%). Lowther, Ross, & Morrison (2003) indicated positive impacts of 1:1 on writing & problem solving. 3. Embedded PD is essential for new practices. Timperley et al (2007) found 7 themes about what works best in PD: learning opportunities for teachers, Involvement of external experts, & engagement & challenge levels. 4. PTA implementation gives 2 supervisors 25% more time for students. 5. 1:1 devices & PD will save \$304,783 in yr. 1 through reduction of textbooks, paper, & imaging & ink.

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

Assumption 1: Globalization of Curriculum produces students with a global perspective. JLS has promoted the development of international study & globalization of curriculum for the past 10 years. JLS has been involved in building a Mandarin Chinese Instruction program at Jackson HS and MS through the ODE teacher exchange program, the Akron University Confucius Classroom, establishing MS Spanish program, establishing International Baccalaureate Diploma Program with 2 other area HS, & linking with Asia Society's International Studies School Network to develop the Jackson Academy of Global Studies. JAGS has it's 1st graduating class in 2016 & operates at full capacity. Over 50% of graduating JAGS students are Summa Cum Laude. JAGS students must develop a globally focused capstone project that includes elements of local impact. We practice the IB motto - Think Global; act local. All JAGS teachers build lessons on the ISSN's Curriculum outcomes & formulate cross-curricular projects that are PBL designed. Over the past 4 years, 60 MS & HS teachers have received face to face PBL training with a Buck Institute trainer. This school year, the trainer worked with staff to turn face-to-face delivery of PBL into multi-tiered on-line & blended learning modules. This summer, an additional 40 teachers, will try out the new on-line version of the training in a blended format. The module will be refined & established on JLS LMS for PD for all staff in 2016-17. PD completion will be tracked in Schoology. Assumption 2. Blended learning approach to PD & student tech integration will increase student achievement. The blended learning approach & the use of various LMS products will give instructors & administrators the means to meet students' academic challenges in 1:1 way. Through Acellus (our credit recovery) as well as advancement through Credit-flex plans, individual students learn where & when it is most appropriate. Individualized learning plans developed for teachers/students that don't require seat-time in a structured classroom setting to meet mastery of curriculum objectives. Blended learning approach to PD provide

teachers with experience in learning that can be replicated with their students. Assumption 3. Embedded teacher PD is essential to effectively implement new instructional practices. Research: Timperley et al (2007) found 7 themes about what works best in PD: 1. Learning opportunities for teachers occurred over an extended period of time 2. Involvement of external experts was more related to success than within schools initiatives 3. It was important to engage teachers sufficiently to deepen knowledge in ways that improved student outcomes. 4. PD needs to challenge teachers' prevailing discourse/conceptions about learning. 5. Teachers involvement in professional community of practice was necessary, but not sufficient in itself. 6. PD was more effective when school leadership supported opportunities to learn, where there was access to relevant expertise, and where opportunities were provided to process new information. 7. Funding, release time, and whether involvement was voluntary or compulsory were unrelated to influences on student outcomes. The "one & done" way of doing PD was abandoned in JLS several decades ago. JLS uses a Trainer-of-trainer model to bring PD to staff & provide ongoing support through teacher coaches. JLS uses TBTs for on-going support & extension of district PD initiatives. External experts (such as Margaret Searle on Response to Intervention & small group instruction) are brought into JLS over successive years to provide staff time to process information. Whenever possible, PD release days, segments of district in-service days, and TBT sessions occur on a scheduled basis to expand & deepen the initiative.

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).

Form. % gifted (GT) students meeting Wi growth=MAP assessment (MAP) for reading (R) & math (M) % all students meeting Wi growth=MAP for R & M % staff integrating tech=walkthroughs Pre/post-survey increase in tech. integration & student engagement=semi-yrly survey Staff perception of student engagement & college/career readiness=yrly survey Qrtly. Schoology reports of student/staff tech. integration gr. 9-12 by staff & student Parent perception of student college/career readiness=semi-yrly surveys 100% K-12 completing Naviance yrly Summ. 21st C. Skill Rubrics % GT students meeting Sp growth=MAP. % all students meeting Sp growth=MAP for R & M. % parents rating students college/career readiness=modified CAYCI % student academic motivation rated by teachers=modified CAYCI Staff perception of student engagement & college/career readiness=yrly survey Yrly Schoology reports identifying student/staff tech. integration gr. 9-12=staff & student submissions % student academic performance=rubric

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

Raise % reading & math gifted students year's growth on Measures of Academic Progress (MAP) Baseline:67%R;/62%M by 70% by 6/17; 75% by 6/19; & 80% by 6/22 Raise % reading & math for all students year's growth on MAP Baseline:67%R;/62%M by 70% by 6/17; 75% by 6/19; & 80% by 6/22 Raise Student performance on Asia Society & Buck rubric (baseline: fall 16) 10% by 6/17; 20% 6/19; 30% by 6/22 Raise % K-12 students completing Naviance interest inventory (Baseline: Fall 16) to 75% by 6/17; 100% by 6/1 Raise % staff, student & parent choosing highest 2 ratings on CAYCI survey college/career readiness & academic motivation (baseline: fall 16) to 70% by 6/17; 75% by 6/19; 80% by 6/22 Raise % staff completing google certification and Polaris Training Academy (baseline: locally created) to 30% by 6/17; 50% by 6/19; 75% by 6/22 Raise % student & staff using LMS for personalized learning through schoology analytics (baseline fall 16) to 50% by 6/17; 70% by 6/19; 80% by 6/22

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

The Project team will review relevant formative data three times per year as available per MAP and LRC over the course of three years. Annual staff PD surveys will include questions that can help identify where recalibration or options may need to be expanded. Target %s were calculated for each year of the grant period, adjustments to training and support will be determined annually if targets are missed. Tiered support will be offered to students who are not on-track to complete their projects each semester. Schoology Analytics will allow Project Team to adjust support for staff or students who show low levels of technology integration in core classes. budget/reasonable based on the student impact, outcomes and lasting value and any cost saving is credible. JLS is contracting with an external evaluator at \$80,000 which is 8% of project budget. This amount is a great value and below industry standard (10%). JLS believes external evaluation is essential to ensure JLS monitors and reports on fidelity of implementation, student achievement outcomes and cost savings. This outside support will also provide additional value because the evaluator will be able to recommend mid-course adjustments to improve results if needed.

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.

JLS expects \$2,150,277 saved over 5 yrs implementing Polaris Modules & LMS based on projected net savings of \$1.7million, accounting for costs in FIT. Savings realized by reducing PD 30%, reducing copying & paper costs 10%, phasing out textbook replacement costs, & eliminating replacement costs for computers (labs & carts). Short Yrly PD sub costs reduced 30% or \$39,600 in salary & \$4,752 in benefits in FY18=\$221,760 saved over 5 yrs. Yrly cost of purchased services for PD reduced 30% or \$22,500 by FY18=\$112,500 saved over 5 yrs. Yrly paper costs reduced 10% or \$19,733 in FY18 = \$98,665 saved over 5 yrs. Annual replacements costs of \$126,680 for existing computer labs & laptops eliminated=\$633,400 saved over 5 yrs. Medium Copying costs reduced 10% in FY18 \$10,000, 10% in FY19 \$19,000. Savings over 5 yr=\$86,000. Long Textbook replacement costs phased-out gradually at a rate of 25%/yr. Y1 savings=\$19,733; Y2=\$81,518; Y3=\$244,555 & Yrs 4 & 5=\$326,073. Total savings over 5 yr=\$997,952

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.

Embedded teacher PD is essential to effectively implement new instructional practices. 3 pilot classroom projects used by Technology advocate team in 2015-16 school year & the 2 projects for next year - 1:1 computing for at-risk high school government students & 8th grade enrichment science students - will continue to provide us with example programs to help us realize outcomes & revise expectations as needed. JLS 1:1 computer initiative & appropriate teacher PD will result in dramatic cost savings for JLS compared to on-going costs of copying & replaceable items such as textbooks which are outdated shortly after purchase. Teachers learning to use the devices to deliver instruction, monitor student progress, & communicate with students will change teacher practices of delivering instruction. Full

implementation of the Teacher Academy will free up time in curriculum & instructional supervisors schedules to better monitor implementation of programs & district initiatives with fidelity

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

During the 2014/2015 school year, the district purchased two classroom sets of laptops for use in pilot 8th grade language arts classes. The two selected teachers have extensive training in instructional technology as well as Language Arts Licensure. During the course of the school year, these two teachers switched their classroom structure from traditional delivery to 100% google classroom based. In summer of 2015, the district paid training costs for one of these middle school teachers and three others to attend summer intensive training on the use of Google Classroom ("Google Bootcamp"). As a requirement of that training, these teachers brought back and presented ideas to the entire 8th grade Language Arts staff the processes. During this past school year, most of the teachers utilized the Google Classroom processes extensively in their instruction. The media specialist at the middle school, who also manages the use of equipment and copying materials reported a dramatic upswing in requests for additional laptop cart use in all of the 8th grade Language Arts classrooms as well as lowered paper/copying uses by teachers and students. During the 2015/2016 school year, two teacher members of the Technology Advocate team tested different learning management systems - BlackBoard and Schoology - to develop and deliver instruction to students on specific units in their classrooms. The purpose of those two pilots was to compare the LMS systems but a side discovery was the intensity of the student interest in these units delivered to them in this manner and the reduction of the use of paper and copies. With these two pilots, the teachers reported over 2000 paper copies were saved over a 2.5 week unit, which led us to the assumption that if we were to scale this innovation, greater savings could be realized for all of JLS.

1693641 iv. Please enter the Net Cost Savings from your FIT.

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

Personal Services Annual sub costs for in-person PD reduced 30% or \$39,600, saving \$198,000 over five years. Benefits Reduction of \$4,752 in FY18, resulting in savings of \$221,760 over five years. This is 12% of salary reduction for subs. Purchased Services Annual cost of purchased services for in-person professional development will be reduced by 30% or \$22,500 by FY18, saving \$112,500 over five years. Copying costs will be reduced by 10% in FY18 (\$10,000) and another 10% in FY19 (\$19,000). Savings will total \$86,000. Supplies Annual paper costs reduced 10% or \$19,733 in FY18, saving \$98,665 over five years. Annual replacements costs of \$126,680 for existing desktop computer labs and laptop carts will be eliminated, saving \$633,400 over five years. Textbook replacement costs will be phased-out gradually at a rate of 25% per year. Y1 savings = \$19,733; Y2 = \$81,518; Y3 = \$244,555 and Years 4-5 = \$326,073. Total savings is \$997,952.

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

The project leadership team will meet to review relevant data at least 3 times a year. Adjustments will be determined based on the data. PLT will brainstorm possible solutions as needed. For instance, as district tracks paper and copier usage by staff member building leaders will be informed of those who are 'over-using' so personal conversations can occur. The district can monitor copies made by assigning account codes to access the copiers. The technology committee will monitor and consider caps or other adjustments as needed. Sub costs will be tracked semi-annually to ensure buildings stay within grant assumptions. As sub costs approach projected targets, building limitations would be enforced. Keeping building leaders involved in the process will help to ensure the needed cultural shifts occur.

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.

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.

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 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 indicator for this goal.

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.

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

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 measurable 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.

999,292.00 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.

Personal Services - Professional Development (\$53,600) \$24,800 for Curriculum Design Stipends for coaches and design team members for work outside of contract hours: 12 coaches * 16 hrs each * \$25 district curr.design rate = \$4,800; 20 team members * 40 hrs * \$25 = \$20,000. \$12,000 for subs for coaches and design team members for curriculum design work days: 20 teachers * 6 days * \$100 sub rate \$4,800 for subs for release days for coaches for PBL level 2 training on questioning strategies and development of critical friends groups used in instructional rounds: 12 coaches * 4 days * \$100 \$12,000 for subs for release days for teachers for Next generation of training for the PBL level 1 teachers from summer of 16/ previous years. 4 days for training of trainers through classroom observations and reflections and coaching strategies: 30 teachers * 4 days * \$100 Benefits - Professional Development (\$11,392) \$7,936 for curriculum design stipends. 32% of salary. \$3,456 for all sub salaries. 12% of salary Purchased Services - Instruction (\$192,300) \$154,300 for Schoology Learning Management System to house all digital curriculum developed by design team. Rate is \$5 per year * 5952 students + \$5500 Implementation Cost. Enterprise subscription for 5 years. \$38,000 for GoGuardian internet content filtering system for CIPA compliance. 5-year contract costs \$4 * 1,900 Chromebooks * 5 yrs.

Purchased Services - Governance (\$107,000) \$80,000 for external evaluation of project to monitor progress toward goals. Contract through FY22. \$27,000 for project management: 1,350 hrs * \$20/hr Purchased Services - Professional Development (\$22,500) \$22,500 for Don Proffit Projects - PBL Coaching training - next generation of training for coaches. Grant year only. 15 days * \$1,500/day Supplies - Instruction (\$612,500) \$570,000 for Chromebooks for 200 teachers and 1,700 students. \$300 * 1,900 \$42,500 for Chromebook storage

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.

195,988.00 a. Sustainability Year 1

195,988.00 b. Sustainability Year 2

195,988.00 c. Sustainability Year 3

5,988.00 d. Sustainability Year 4

5,988.00 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.

The vast majority of requested funds are for one-time costs or extended contracts that cover implementation and deepening the work over time. When allowable, licenses for software and insurance will be covered with multi-year contracts. On-going costs are anticipated to continue professional development/curriculum development by paying stipends to design team members and hiring subs to release coaches, both at rates reduced from the grant year implementation. The largest sustainable cost is to replace 1,900 Chromebooks after three years. The district will set aside funds in sustainability years 1-3 to cover that expense. Personal Services \$2,500 for stipends for design team members/coaches to continue curriculum design: 100 hrs * \$25. Y1-5 = \$12,500 \$2,400 for subs for coach release days: 12 coaches * 2 days * \$100 sub rate. Y1-5 total = \$12,000 Benefits \$800 for stipends: 32% of salary. Y1-5 = \$4,000 \$288 for subs: 12% of salary. Y1-5 = \$1,440 Capital Outlay \$190,000 per year in Y1-3 to cover the \$570,000 cost of replacing 1,900 Chromebooks purchased in the grant year.

100 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.

Jackson expects to save \$2,150,277 over five years after implementation (to achieve a net savings of \$1.7 million after accounting for sustainability costs as described in FIT). Use of the Polaris Modules for online professional development will reduce the need for in-person professional development by 30%, which will be maintain over the course of the sustainability period. Launching a 1:1 Chromebook initiative for 1,700 students will reduce the need for paper and copying by at least 10% and allow for textbook replacement schedules to be reduced annually. ChromeBook implementation will also allow for the elimination of replacement schedules for existing desktop computer labs and laptop carts. Personal Services Annual sub costs for in-person PD reduced 30% or \$39,600, saving \$198,000 over five years. Benefits Reduction of \$4,752 in FY18, resulting in savings of \$221,760 over five years. This is 12% of salary reduction for subs. Purchased Services Annual cost of purchased services for in-person professional development will be reduced by 30% or \$22,500 by FY18, saving \$112,500 over five years. Copying costs will be reduced by 10% in FY18 (\$10,000) and another 10% in FY19 (\$19,000). Savings will total \$86,000. Supplies Annual paper costs reduced 10% or \$19,733 in FY18, saving \$98,665 over five years. Annual replacements costs of \$126,680 for existing desktop computer labs and laptop carts will be eliminated, saving \$633,400 over five years. Textbook replacement costs will be phased-out gradually at a rate of 25% per year. Y1 savings = \$19,733; Y2 = \$81,518; Y3 = \$244,555 and Years 4-5 = \$326,073. Total savings is \$997,952.

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.

N/A

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 Range August 22, 2016 to October, 2016

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

Fall 2016 Administrative Overview of PBL implementation Roll-out of Sunguard student information system to staff Roll-out Schoology LMS & Acellus to pilot teachers & Technology Advocate team Strengthen components for network wiring Networking & installation of Schoology for Polaris Teacher Academy Monthly Grant Planning team meets to review grant award & finalize 2016-17 timeline - monthly First meeting & release day for Technology Advocate group & Instructional Designers-monthly Meeting with evaluator to design surveys & assessment benchmarks First round of evaluation assessments administered to collect baseline data Networking & installation of Schoology for Polaris Teacher Academy PBL Level 2 coaches begin to hold after school meetings for teachers beginning the PBL on-line course - monthly throughout the school year Monthly grant team & Technology Advocates and Designers meetings First PBL sessions with Don Proffitt PBL Level 2 coaches - next generation of PD in questioning strategies, instructional rounds, & development of critical friends groups 5 of summer trainees released for next generation of PD & observations in classrooms of colleagues & PBL projects Networking & installation of Schoology for Polaris Teacher Academy Benchmarks Numbers of teachers participating in trainings/PD Project team and fiscal meetings established and scheduled throughout planning process. Implementation and family engagement plans for district and each building created Communicating/coordinating project within timeline Project team will meet monthly throughout the planning process to ensure all stakeholders are engaged and desired outcomes/goals are on-track/monitored

22. Implementation (grant funded start-up activities)

a. Date Range 8/1/2016 6/30/2017

b. Scope of activities - include all specific completion benchmarks

Monthly 2016-17 Grant team, Technology Advocates, & Designers meetings November 2016 2nd PBL session Networking & installation of Schoology for Polaris Teacher Academy December 2016 Networking & installation of Schoology for Polaris Teacher Academy January 2017 Administrative Overview of PBL implementation Meeting with grant evaluator Instructional Designers review Polaris Modules for teacher use in 2017-18 February 2017 First PBL session Sign-up available on Polaris to Instructional Designers & Technology Advocate group Order Chromebooks for distribution to students of Instructional Designers (pilot projects) March 2017 Second PBL session May 2017 Polaris Academy course offerings booklet produced & distributed to staff Meeting with grant evaluator to continue benchmarking June 2017 Sign-up available for all staff on Polaris Teacher Academy August 2017 Distribution of first phase of Chrome books to teachers in Critical Mass groups throughout JLS Year-end evaluation report due September 2017 Fiscal report due Benchmarks PBL Level 2 coaches - next generation of PD in questioning strategies, instructional rounds, & development of critical friends groups, 15 summer trainees released for next generation of PD & observations in classrooms of colleagues & their PBL projects, 15 previously trained M.S. & 15 previously trained HS teachers in PBL released for next generation of PD & observations in classrooms of colleagues & their PBL projects Communicating/coordinating project Stakeholder engagement & report regularly to building staff; Dr. Tom Fry outcome reporting throughout sustainability period; semi-annual board reports; administer and manage scope of work/ develop interdependent system of change. District admin sustain management during sustainability years to administer and manage scope of work & conduct effective data collection: JLS provides required data for analysis & include project related surveys & other relevant data needed to effectively

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

a. Date Range 8/1/2017 6/30/2022

b. Scope of activities - include all specific completion benchmarks

Evaluation Plan submitted to ODE by October 2016. Dr. Tom Fry submits Quarterly evaluation reports (process/outcomes) through 9/30/2017, then subsequently twice per year 2017 through 2022 (outcomes only), reporting will include required annual programmatic/fiscal sustainability reports to ODE for 2016 through 2022. JLS will continue project management after grant year - and conduct the internal monitoring and data collection in partnership with evaluator. Monica Myers and Linda Salom facilitates new blended learning courses and review monthly during grant year, quarterly through 2019. Jackson Local Union will always have representation on grant advisory team. Evaluator will provide written reports at each meeting. At least semi- annually, district will share reports with Board, unions and community advisory committee to ensure ongoing understanding and awareness of project. Programmatic sustainability of the project activities and measures for 2017 through 2022 include: Communicating/coordinating project within timeline Stakeholder engagement and report regularly to building staff; Dr. Tom Fry outcome reporting throughout sustainability period; semi-annual board reports; administer and manage scope of work/ develop interdependent system of change. District admin sustain management during sustainability years to administer and manage scope of work & conduct effective data collection: JLS provides required data for analysis & include project related surveys & other relevant data needed to effectively access & analyze data.

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:

Instructional changes: -Problem of providing continuing PD on district initiative -Problem of how to provide PD to most interested staff but in a systematic way -Flipping the professional development process for staff - Learn the best instructional use for the technology before having that technology put into student and staff hands. (best example of failure - use of smartboards. They became glorified overhead projectors because training on how to make them interactive came too little or too late. Teachers were not provided the time or amount of training necessary and what little was happened after the fact. Organizational Changes: By assessing and re-designing systems, JLS anticipates the following organizational practices will change in ways that positively impact student achievement: JLS will increase its capacity to provide blended PD to staff. This will decrease ongoing costs for PD which can be used to sustain other costs such as technology and digital content. Teachers and leaders will work together to assess opportunities for more personalized talent development for teachers leading to organizational shift in how district supports teachers Educators, empowered with tools and supports they need to reach every child, become even more effective and professionally engaged Demonstrate how project activities/partnerships are expected to change behaviors of individuals JLS staff and students are moving toward an online/blended approach to teaching and learning resulting both better outcomes for students and cost savings for the district in printer/copier/paper costs. Changes in professional development to a blended approach that allows for more long-lasting opportunities with consistent follow-up and follow-through vs. one-shot PD approaches. PD can be embedded into work day and/or when staff have time vs. one set time and day.

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. Tom Fry tom@dynamixllc.org; 614.218.1569

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 project team is committed to an in-depth program of research and evaluation in order to produce key information about the effectiveness of the integration of technology with PBL and personalized learning and how it relates to the student outcomes listed. A systematic research process will be employed with both an internal project leadership team and external evaluator to work on the program evaluation. The evaluation will use both qualitative and quantitative data collection and analysis. The formative and summative data will focus on the impact of technology integration, PBL, and personalized learning on student performance, academic motivation, and college/career readiness as measured by parent, teacher, and student surveys. The evaluation will use both qualitative and quantitative methods and data. Qualitative analysis will include student surveys, PBL rubrics, walkthrough/observations, parent and staff surveys. Quantitative analysis will include student and staff surveys, data analysis of Schoology analytics, data analysis of student growth data, teacher professional development outcomes, and the project cost savings through efficiencies and productivities. The project leadership team will meet with the external evaluator at least 3 times annually to review all relevant data. Draft reports will be provided to the PLT for review before dissemination to external stakeholders. The PLT will review data to ensure project is moving toward each outcome and will brainstorm potential solutions to barriers and challenges that occur. By 9/1/2017 and annually through project Annual parent, student and staff surveys Annual review of fiscal reports Annual review of student achievement and growth Quarterly through Project end 6/30/2022 Quarterly project evaluation to assess PBL system changes and impact Quarterly review of Schoology analytics Quarterly review of change in culture through walkthrough/observation data Project Leadership Team quarterly planning to adjust based on evaluation Ongoing formative annual evaluation submitted to the Board of Education and the ODE will continue beyond the grant period and will conclude with a summative program evaluation at the end of the 5 years for all outcomes of the project. All reports will adhere to national standards of confidentiality protecting any personal information. Project leaders will submit proposals to share progress at all state conferences and forums. Project team will communicate progress quarterly to Board of Education and community. Additionally, the evaluation will consider the impact of the project as it relates to the conditions for sustainability and expansion across the state, including 1. engaging community partners, 2. leveraging the use of technology integration and PBL in the classroom for 9-12 students connecting with global issues, 3. sharing project-based and learning practices to improve student outcomes through the PBL-Ohio network, 4. helping to build community-wide support for student growth, academic motivation, and personalized learning.

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.

Scale up is planned using existing resources & cost savings from the project. To accommodate scale up of a 1:1 Chromebook implementation districtwide, a WIFI Upgrade and Expansion project is underway. FY16 work has been funded by district PI funds (\$420,890) and federal eRate (\$147,325). The needed expansion will be complete with dedicated funding maintained through FY19. These expenditures are not noted in the FIT because no grant funds are involved, and they represent flat expenditures beyond FY16. To complete scale, the district will need 4,000 Chromebooks & 4,000 additional GoGuardian licenses at a cost of \$1,248,000 over three years. Anticipated cost savings for our project net \$1,693,641, more than enough to seed purchasing and replacement plans for Chromebooks as teacher/student cohorts are ready. Professional development is designed to build capacity to be handled in-house after FY19, setting the scene for scaling across the district within five years. Scale up can be expected to result in even higher cost savings, especially in copying & paper, than is noted in the FIT. Personalized Learning on a Global Level is replicable in any OH school or district because it allows achievable instructional shifts & operational practices that are evident by improving academics & reducing ongoing costs. Asia Society & ISSN have the capacity to support others through similar change. However, to ensure success, a school would need to follow our lead, buying into the idea of thinking big, starting small & scaling fast. Schools should plan for deep PD & system work that will last 3-5 years before it is fully-scaled & sustainable internally. We will welcome other schools that conduct site visits. It is very replicable and will be very adaptable to the different situations in different districts. JLS will deepen state & national outreach by sharing our story via blogs, articles and networking with new partners in OH, through the Asia Society, and the ISSN.

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 Christopher DiLoreto Superintendent May 4, 2016

Sections ▶

Consortium Contacts

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

Partnerships

Jackson Local (049858) - Stark County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Donald	Proffit	609-649-9280	proffitprojects@mac.com	Don Proffit Projects, LLC		1700 Riverside Drive, , Trenton, New Jersey, 08601	
Lisa	Tyrell	212-327-9353	LTyrell@asiasociety.org	Asia Society		725 Park Avenue, , , New York, , NY , 10021	
Mike	Daugherty	440-247-5500 Ext. 4012	Mike.Daugherty@chagrinschools.org	Chagrin Falls Exempted Village School District		400 E. Washington Ave., , Chagrin Falls , Ohio , 44022	
Paula	Blangger	330-830-8100	pmb1jc@bearworks.jackson.sparcc.org	Jackson Local Schools Foundation		7602 Fulton Dr. NW, , Massillon, Ohio, 44646	

Implementation Team

Jackson Local (049858) - Stark County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Monica	Myers	Director of Secondary Curriculum and Instruction	Monica Myers, Director of Secondary Curriculum and Instruction will handle project oversight and partnership development, ensure project aligns with school/district's overall mission and improvement plans; manage project budget, conduct walk-throughs and observations of project implementation to continually provide formative and summative feedback for staff regarding implementation of blended instructional model. Lead will work closely with Project Manager to ensure all project outcomes are completed on time and within budget. She is the direct supervisor of Project Manager. They will meet regularly to review progress, address barriers and Mrs. Myers will support Project Manager in ensuring project success. Lead will facilitate school/district's Project Leadership Team that includes Project Manager, internal evaluator team, and Technology Advocate Group . These meetings will focus on monitoring progress and reporting outcomes. Mrs. Myers will continue to reach out to new partners to	District level administrator for 16 years. six years as high school principal three years at Stark State College as adjunct instructor developed curriculum in math and world language with text adoptions (Barberton) Assessment Literacy Facilitate BLT and RTI at JHS PBL initiative at Jackson	Building Administrator for the RtT Innovative Grant - Asia Society and ISSN connection Facilitated portions of grants at Barberton in technology and curriculum development. ISSN grant through participation in Leaders Meetings, School Site visits, conducted ISSN Site visits at Columbus North International and Deering High School, Portland, ME. Continue to facilitate the JAGS program through course offerings and alignment of academy activity. Facilitating Asia Society Summer Institute at JHS June 2016.	Bachelors of Science in Business Education from Kent State University Masters in Education Administration from Ashland University	10	

			provide opportunities and experiences for collaboration. (OPTIONAL for small applications=> Lead will also act as budget manager to ensure fiscal expenditures occur on time and within budget. XX will revise budget as needed, complete fiscal reporting and communicate expenditures to Board and will ensure XX and partners adhere to Assurances.					
Dr. Tom	Fry	External evaluator	Dr. Fry will handle project evaluation to ensure project aligns with school/district's overall mission and improvement plans and reaches the grant outcomes and indicators; manage the five year process of assessing progress towards benchmarks and writing periodic reports to the district leadership team, and meeting all set deadlines of submission during the sustainability years of the Straight A grant., Dr. Fry will work closely with Mrs. Myers to ensure all project outcomes are completed on time. Dr. Fry and the project lead will meet three times per year to review progress, address barriers and adjust benchmarks as data suggests will support project success.	Dr. Fry's dissertation utilized various regression models to explore the relationship between Teacher Value-Added data and Teacher screeners. Dr. Fry is affectionately known throughout professional communities as "the data guy". Dealing with people's behaviors and attitudes usually requires digging below the surface to understand the dynamics of the organization. Tom is able to look for clues that identify what is preventing change from happening, so they can determine the steps most likely to remove obstacles and bring about success. He is adept with both qualitative and quantitative analysis techniques.	He has previous experience serving as an external evaluator for other grants including two other Straight A grants. Dr. Fry is familiar with creating evaluation plans for Straight A and working with the ODE's state evaluator consultants for reporting. He has presented nationally for ACT and other organizations on using data to drive instructional decisions. Grant evaluator for several education foundations. Over 20 years experience in K-12 education with extensive experience with grant writing and grant management as director of data, research and accountability in Olentangy Local Schools and Assistant Superintendent in Granville Exempted Village Schools.	Bachelor's: Otterbein College Master's: Ashland University Ed. D: Ashland University	8	
Linda	Salom	Educational Consultant for the Asia Society	Linda Salom, will use her role as consultant for the ISSN network at the Asia Society to	Twenty years of grant writing and grant management as the Secondary	Project manager of Federal Carol M. White Physical Education Grant awarded to district;	Assistant Superintendent & Principal Licensure through	5	

			<p>supplement her role as project manager and assist Mrs. Myers to ensure project aligns with Asia Society's goals and Graduate Profile System of preparing students for 21st century citizenship. She will conduct walk-throughs and observations of project implementation to continually provide formative and summative feedback for staff regarding implementation of blended instructional model through PBL and the ISSN Goals. Mrs. Salom will work closely with Mrs. Myers to ensure all project outcomes are completed on time and within budget. She and the project lead will meet regularly to review progress, address barriers and Mrs. Salom will support project success. Mrs. Salom will participate in the district's Project Leadership Team that includes Project lead, project manager, and Technology Advocate Group . These meetings will focus on monitoring progress and reporting outcomes.</p>	<p>Curriculum Coordinator at Jackson Local Schools. Administrative Licensure and Masters in Curriculum and Instruction</p>	<p>Project manager of District Race to the Top Grants through the state of Ohio Project manager of Race to the Top Innovative Grant - partnered with Asia Society Project manager of Senior to Sophomore Grant</p>	<p>Ashland Master's Degree Malone University Bachelor's Degree from Muskingum College</p>		
Donald	Proffit	Director of Don Proffit Projects, LLC.	<p>Don Proffit will be conducting the Trainer of Trainer professional development for district teaching and administrative staff. He will ensure the project continues to align with school/district's overall mission and improvement plans while fully supporting PBL implementation across the school district</p>	<p>Principal of Lawrence High School from 2000 until his retirement in 2006, In addition, his career in education has included directing a "Fame" magnet high school in dance and theater at Somerset County Vocational and Technical Schools, principal at Highland Park Middle and High</p>	<p>Additional experience as a coach, consultant and facilitator includes: Asia Society's International Studies Schools Network, New York, NY Leadership Coach and Consultant, 2007 - 2016 Buck Institute for Education, Novato, CA National Faculty - Project-based Learning Trainer, 2012 - present Institute for Global Ethics, Camden, ME Ethical Literacy</p>	<p>MFA, Parsons, 1986 Master of Education 1980 Westminster Choir College, Princeton, NJ Bachelor of Music Education 1970</p>	2	

				Schools, fine and performing arts supervisor and assistant high school principal for Lawrence Public Schools. co-chair and facilitator in drafting the first set of the NJ Core Content Curriculum Standards in the Arts. He has served as a member of several peer/grant review panels for the National Endowment for the Arts, Young Audiences NJ and other organizations.	Coach and Consultant, 2006 - 2013 The World Cafe Associate, 2006 - present			
Paula	Blangger	Jackson Local Schools Foundation; Communication Coordinator	Mrs. Blangger will assist in implementing the communication aspects of the grant.	Previous partnerships with the district have successfully changed curriculum practices by supporting teachers and administrators with outside resources. The purpose of the Foundation is to support activities and Jackson Local Schools beyond what the traditional budget can supply. An element of innovation and change in practices is promoted by the Foundation	Communications work field - previously held positions in the field of print journalism and mass communications. Paula handles the district's electronic communications and, as a member of the Technology Advocate committee has established the committee's website and communication links.	Bachelor of Science in Education from California University of Pennsylvania	2	
Michael	Daugherty	Technology Director of Chagrin Falls Exempted Village School	Outside technical support - provision of forms and processes used to roll-out the program at Chagrin Falls Exempted Village Schools	Michael is the Project Director for the Chagrin Falls Exempted Village School District project since the district received a round two Straight A Grant for implementation of a 1:1	Chagrin Falls Exempted Village School District received a round two Straight A Grant for implementation of a 1:1	Qualified to be a Technology Director in the state of Ohio	1	
Janet	Thompson	JLSD Director of Technology	Janet Thompson will handle technology	Janet's educational	Janet Thompson has been the Director of	Bachelor of Arts in Business	5	

			<p>installation, oversight and device management, assist Mrs. Myers to ensure project aligns with school/district's overall mission and improvement plans; manage the technology portion of the project budget, conduct walk-throughs and observations of project implementation to continually provide feedback for administrative and teaching staff regarding equipment care and usage. Mrs. Thompson will work closely with Mrs. Myers to ensure all project outcomes are completed on time and within budget. She and the project lead will meet regularly to review progress, address barriers and Mrs. Thompson will support project success. Mrs. Thompson will participate in the district's Project Leadership Team that includes Project lead, project manager, external evaluator and Technology Advocate Group . These meetings will focus on monitoring progress and reporting outcomes.</p>	<p>technology experience includes 15 years of technology project planning, management, implementation and support in a K-12 Educational Environment.</p>	<p>Technology for Jackson Local School District located in Massillon, Ohio since 2001. The district serves approximately 6,000 students in grades K-12 across 6 buildings. She supervises the district technology team of 3 full time staff members and 2 part time college interns. The district technology team currently supports approximately 6800 users and approximately 3200 computers along with the various peripherals including: Printers, Smartboards, Projectors, IP Phones, IP speaker clocks, IP security cameras as well as the Network Infrastructure. Technology Project Management and Planning has been a major part of Janet's job responsibilities since she was appointed to the Technology Director's position in August of 2001. Janet joined the district in January of 2001 and previously worked as a Programmer Analyst for 3 years at GenCorp's Corporate headquarters then located in Fairlawn, OH supporting the Company's worldwide Centralized Accounts Receivable System as well as the corporate wide Exchange eMail System. Prior to working at GenCorp's corporate headquarters, she worked for 14 years at GenCorp's Newcomerstown plant as the System's Manager supporting information technology systems</p>	<p>Management; Associate Degree - Computer Programming; Associate Degree - Accounting</p>		
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					in a 24/7 manufacturing environment.			
Linda	Salom	Secondary Curriculum Coordinator and Educational Consultant	Linda Salom, former JLSD Secondary Curriculum Coordinator will handle project management, assist Mrs. Myers to ensure project aligns with school/district's overall mission and improvement plans; manage project budget, conduct walk-throughs and observations of project implementation to continually provide formative and summative feedback for staff regarding implementation of blended instructional model. Mrs. Salom will work closely with Mrs. Myers to ensure all project outcomes are completed on time and within budget. She and the project lead will meet regularly to review progress, address barriers and Mrs. Salom will support project success. Mrs. Salom will participate in the district's Project Leadership Team that includes Project lead, project manager and Technology Advocate Group . These meetings will focus on monitoring progress and reporting outcomes.	Twenty years of grant writing and grant management as the Secondary Curriculum Coordinator at Jackson Local Schools. Administrative Licensure and Masters in Curriculum and Instruction	Project manager of Federal Carol M. White Physical Education Grant awarded to district; Project manager of District Race to the Top Grants through the state of Ohio Project manager of Race to the Top Innovative Grant - partnered with Asia Society Project manager of Senior to Sophomore Grant	Assistant Superintendent & Principal Licensure through Ashland Master's Degree Malone University Bachelor's Degree from Muskingum College	50	

