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Adjusted Allocation: 0.00

Remaining: -4,594,874.00
The Assistant Superintendent is certified in blended online learning and is a state trainer for the Ohio Teacher Evaluation System (OTES) and Electronic Teacher Principal Evaluation System (eTPES). Our Director of Innovation has a diverse background in education in the classroom and building management, as well as experience managing computing initiatives. The Director of Innovation oversees the district tech committee and decisions. The Lead Professional Educator (LPE)/Title I Coordinator has written and implemented several grants, most recently an Early Literacy and Reading Readiness Competitive Grant for which she is serving as the grant administrator. The grant was awarded to a three-year project to build a sustainable format for continued professional learning communities that can be replicated in other districts.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)
   - [ ] Student achievement
   - [ ] Spending reductions in the five-year fiscal forecast
   - [ ] Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one)
   - [ ] New - never before implemented
   - [ ] Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
   - [ ] Mixed Concept - incorporates new and existing elements
   - [ ] Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.
12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Leveraging Time and Space: Once rooms are renovated with new furniture and equipment, the learning environment in Viking21: Real Life Learning for the 21st Century will look and feel dramatically different. Today’s students and teachers suffer because traditional learning spaces inadequately support the integration of the three key elements of a successful learning environment: pedagogy, technology, and space. From one class to the next, sometimes during the same class period, classrooms need change to accommodate different learning modes. According to research in the field of education, students need to transition activities approximately every 10 minutes to continue engagement in the learning process. Moreover, to deepen their understanding of a concept, students need to reflect on the material through collaboration.

New innovative space solutions will provide students with more resources. Libraries will be transformed into exploratoriums where students will have access to digital reference materials and the opportunity to use cutting-edge technology, materials, and devices to create and explore. If space allows, there will be 3D printers, a laser cutter, a vinyl cutter, a milling machine, and a large scale printer in the learning lab that will allow for online learning opportunities. Each lab is estimated to cost $55,802.

Each exploratorium will consist of a range of Vernier scientific measurement instruments that total $12,656. These labs will consist of machinery including a laser cutter ($27,000), a router ($22,158), a 3D printer ($30,315), a milling machine ($4,995), a vinyl cutter ($5,995), and a large scale printer ($5,302). An external resource; communicate with field practitioners in areas where the district has limited in

To accommodate technology needs. Transforming six libraries into exploratoriums will total $468,372. Each exploratorium will consist of a range of Vernier scientific measurement instruments that total $12,656. These labs will consist of machinery including a laser cutter ($27,000), a router ($22,158), a 3D printer ($30,315), a milling machine ($4,995), a vinyl cutter ($5,995), and a large scale printer ($5,302). An external resource; communicate with field practitioners in areas where the district has limited in

Integrating Technology and non

13. Financial Documentation

These labs will consist of machinery including a laser cutter ($27,000), a router ($22,158), a 3D printer ($30,315), a milling machine ($4,995), a vinyl cutter ($5,995), and a large scale printer ($5,302). An external resource; communicate with field practitioners in areas where the district has limited in

14. What is the total cost for implementing the innovative project?

4,594,874.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTT money, local funding, foundation support, etc.), and provide details on the costs of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

0.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

No, because we are purchasing items that do not incur any additional costs after the award of the grant. Our professional development train the trainer model allows us to perpetuate the training ourselves without any outside additional costs. All other purchases are one time payments.

16. Are there expected savings that may result from the implementation of the innovative project?

43,780.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

The savings was expected in terms of professional development. The professional development train the trainer model will cut our district’s costs at a minimum of 50% each subsequent years. Our current cost of substitutes for on-going highly qualified professional development is approximately $87,561.00. This count is based on 1080 substitutes at $81.00 per day in our 54 days of professional development that have been hired this year for teaching standards, literacy essentials, and common core curriculum. We are estimating a continual savings of $43,780 per year of this.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made to ensure that at least equal to the amount of new/recurring costs described above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The project is self-sustaining in that the costs associated with the project are one-time purchases, yielding a long life-span. Most of the furniture and all of the whiteboards have a lifetime guarantee, the machinery for the fab lab is durable, the professional development modules are lasting and adaptable to change, and the Professional Learning Community (PLC) forum is sustainable and expandable beyond its initial design. It will be self-sustaining physically, financially and professionally. The pharmacy will be physically self-sustaining because it will be covered by the school’s insurance. All other costs beyond personnel will be covered by a central budget line that will carry on beyond the grant. The ongoing professional development will occur year round.
18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): September 2013-January 2014

* Narrative explanation

Communication and public relations groundwork will be developed providing communication to all stakeholders. Communication planning includes public announcements, media development, project web presence, community events and forums, marketing campaigns, and open house opportunities. Walsh University will identify goals and objectives for each course and map the curriculum of those courses. Each classroom will be surveyed and necessary renovations will be documented. A complete renovation and construction schedule will be developed in collaboration with the district's construction management consultant.


* Narrative explanation

North Canton City Schools' Communications Consultant will manage communication and media releases. Communication during the implementation phase will be targeted to all stakeholders including students, teachers, parents and community in general will be notified of the grant and End of Ed program plan no later than the middle of January. Special meetings will be scheduled for the Board of Education, Education Association leadership, and staff of North Canton City Schools. Information relayed in these meetings will describe the nature of the project and description of changes in the physical setting of instruction as well as pedagogical changes. Detailed information will be related to all stakeholders through the development of a website focused on the project as well as mass media releases throughout the project. Staff training will continue February 2014 through June 2014. Management of staff training will be a coordinated effort between North Canton Schools' Assistant Superintendent, North Canton City Schools Director of Innovation, and Walsh University's Graduate-level Associate Professor. Walsh University will use a variety of online learning strategies as each of the four professional development courses are designed and developed. Course One will be offered for staff registration on February 27, 2014 and will run through April 23, 2014. Course Two will be offered for staff registration on April 1, 2014 and will run through May 30, 2014. Walsh University will facilitate these two courses while developing the "train-the-trainer" model involving 15 of our staff members in each of the four courses being developed. Stecase will provide 10 full-days immersion trainings with active learning techniques, furniture on select days. By March 1, April, May, June and June. Questions about the professional development are welcome

Changing Pedagogy

Leveraging Time and Space

According to Kolb and Kolb in their research, Learning Styles and Learning Spaces (2005), "Human beings naturally make meaning from their experiences through conversation. Yet genuine conversation in the traditional lecture classroom can be extremely restricted or nonexistent" (207). If, on the other hand, every seat in the classroom is the "best seat," found in an active learning environment, then every student has equal access to the learning. The student, therefore, takes ownership of his space and his education. Additionally, brain research shows that active learning spaces increase learning changes in students as a result of their own learning. According to Steelcase Educational Solutions, "Pedagogy, technology and space, when carefully considered and integrated, define the new active learning ecosystem" (Stecase 3). Armbruster, et. al, in Active Learning and Student-centered Pedagogy Improve Student Attitudes and Performance in Introductory Biology (2009), demonstrated that when their biology classes switched from a traditional lecture configuration to active learning environment where students delved into inquiry learning by being grouped collaboratively, their final exam scores increased by 3.4% each year for three years. Furthermore, the increase in Bloom's Taxonomy in depth of knowledge increased 15-18% over a three year span (11). By remodeling our spaces to be active learning environments, our student achievement will increase in each area. Additionally, a classroom planned for active learning permits all students to share valuable resources. Changing Pedagogy According to Michael Prince in his research, "Does Active Learning Work? A Review of the Research," (2004), "A number of meta-analyses support the premise that collaboration 'works' for promoting a broad range of student learning outcomes" (5). Prince's research uncovered that in cooperative, active learning classes, 67% of the students produce products outside of the classroom and who must be engaged in it. After deploying significant professional development in and about this new ecosystem, the district's teacher and principal evaluation system must include new rubrics that look for these classroom and pedagogical changes.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

Leunging and Time

Summary evaluation (MM/DD/YYYY): February 2014-June 2014

Program evaluation will be coordinated between North Canton School's Director of Innovation, and Walsh University's Graduate Professors of Education. This last stage of the evaluation process will be approached focusing on "proof of concept" and "data review" between NCCEC and researchers after critical assessments points will provide opportunities to collect additional resources. Assessments will be directly aligned to outcomes and data may be disaggregated by outcomes across measures to provide rich formative data that will be compiled and addressed in the handbook that we develop for replication in other districts.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

Our current instructional practice is one teacher per 28 students in one classroom for 45 minutes for one subject area. The teacher delivers the lesson and the students respond to the presentation. This confines opportunities for connecting ideas, thinking critically, solving problems, collaborating, and communicating. All five of these attributes are essential in the modern workplace. Viking21: Real Life Learning for the 21st Century is not limited by teacher, place, or time. We are creating a dynamic learning ecosystem that is flipped, blended, extended, expanded, and always on. Our buildings become active learning environments in their entirety. This includes legacy classrooms, gymnasiaums, labs, cafeterias, and hallways. Our classrooms remain the hub of instruction, but they are morphing into learning management centers that encourage connectivity into other parts of the district, as well as out of this space into the work world and from the work world back into this space. The space itself is fully configurable "on-the-fly." In Viking21, traditional teacher/student roles shift. Students work together in project teams to investigate, acquire, and report on the subjects introduced to them by the teacher(s) or the self-directed subject matter. Teachers may engage the students in a "Co-Diebold culture," or another on-the-fly configuration. Teachers may connect to other resources during the learning time as needed. The space and structure of the learning environment not only permits it, it encourages it. With one-to-one computing, our project teams may collaborate beyond the traditional "school day" by meeting virtually online anytime. Teachers, current faculty or otherwise, can do the same. Learning opportunities expand to meet the needs of the students. Library Media Centers metamorphose into Exploratoriums filled with every sort of learning tool, instrument, and media. These inquiry playgrounds enable students and staff to play with ideas and create. The modality shifts from decoding to encoding. Literacy becomes not simply what a student takes from someone else, but what he or she creates and disseminates. These spaces are open for play from early in the morning until late each evening, year-round. Likewise, large open spaces in the buildings become large creativity palettes. Hallways lined with railways encourage the student's idea-sharing and creativity. Large-scale work can be done with large groups of students encouraging an unprecedented accessibility to the pastest of the work. Key to this ecosystem is removal of physical limits on learning space—shifting the limitation of the instructor and the learning time. It means changing the pedagogy so that teachers, as well as students, accept and embrace this new learning paradigm in which students become discoverers and teachers become resource-rich learning pilots. The creative challenge to this new ecosystem will be modifying instructional procedures to permit and encourage open-ended student inquiry. Teachers will have to give up greater instructional control. This new environment proffer material-rich choices for our student investigators and that teachers must be knowledgeable of, and facile with those. Parents will be challenged by these changes and must understand and embrace different ideas of what constitutes homework, how long it takes, which is required for it to be done successfully, and who must be engaged in it. After deploying significant professional development in and about this new ecosystem, the district's teacher and principal evaluation system must include new rubrics that look for these classroom and pedagogical changes.

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

\[ \text{NO} \]

22. If so, how? now?
23. Describe the substantial value and lasting impact that the project hopes to achieve.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

** By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

** PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter “I Accept” and indicate your name, title, agency/organization and today's date.