<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td>25,160.00</td>
<td>3,522.00</td>
<td>0.00</td>
<td>10,000.00</td>
<td>0.00</td>
<td>653,140.00</td>
<td>706,822.00</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>15,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>15,000.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25,160.00</td>
<td>3,522.00</td>
<td>15,000.00</td>
<td>10,000.00</td>
<td>653,140.00</td>
<td>0.00</td>
<td>706,822.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00

Remaining: -706,822.00
B) PROJECT DESCRIPTION

Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

As shown on our last report card, Bellefontaine City Schools is still working very diligently to close the gap in achievement with our special needs and African American population. Our goal with this grant is to increase student achievement and move more resources into the classrooms.

Currently we have very limited wireless access at Bellefontaine Intermediate School and Bellefontaine High School. This limits our capabilities to provide our students with a 21st century learning environment. Our project entails updating both buildings with much needed wireless capability and bandwidth. We would also use the funds to equip our students with easy access to mobile devices on a daily basis and purchase the needed software/apps for a personalized learning environment. We would provide our staff with professional development in utilizing technology in the classroom and provide embedded coaches to assist with the technology implementation in the classroom. These coaches would be classroom teachers that would work with others in their team on implementing best practices with technology. Therefore, instead of trying to provide sporadic professional development to all of our staff, we would provide intensive professional development to those classroom teachers who would also serve as coaches. They would then share this information with the teachers in their team through daily planning and teacher based team meetings. This would allow constant, sustainable professional development. Once we had the above factors in place, it would open up the opportunity for a well designed technology implementation plan. We would begin by utilizing a blended learning approach where strong classroom instruction is combined with computer based instruction that focuses on skill development through individualized and motivating technology. The mobile devices can be a powerful and motivating tool to increase student achievement if used purposefully and with intentionality. They can be used to incorporate new and existing elements never implemented in your district or community school but proven successful in other educational environments.

We were one of the very first schools involved in the Ohio Improvement Process. As a district, we have several years of experience in working as a collaborative team with grant and initiative implementation. We would also like to provide our students and staff with mobile devices to allow personalized learning to close the achievement gap and to allow us to better comply with the online standardized testing coming in 2014-15. Also, by providing our staff with professional development and technology coaches, they will be able to utilize innovative and effective teaching strategies in the classroom.

11. Describe the innovative project.

Currently we have very limited wireless access at Bellefontaine Intermediate School and Bellefontaine High School. This limits our capabilities to provide our students with a 21st century learning environment. Our project entails updating both buildings with much needed wireless capability and bandwidth. We would also use the funds to equip our students with easy access to mobile devices on a daily basis and purchase the needed software/apps for a personalized learning environment. We would provide our staff with professional development in utilizing technology in the classroom and provide embedded coaches to assist with the technology implementation in the classroom. These coaches would be classroom teachers that would work with others in their team on implementing best practices with technology. Therefore, instead of trying to provide sporadic professional development to all of our staff, we would provide intensive professional development to those classroom teachers who would also serve as coaches. They would then share this information with the teachers in their team through daily planning and teacher based team meetings. This would allow constant, sustainable professional development. Once we had the above factors in place, it would open up the opportunity for a well-designed technology implementation plan. We would begin by utilizing a blended learning approach where strong classroom instruction is combined with computer-based instruction that focuses on skill development through individualized and motivating technology. The mobile devices can be a powerful and motivating tool to increase student achievement if used purposefully and with intentionality. They can be used to incorporate new and existing elements never implemented in your district or community school but proven successful in other educational environments.

We would also use the funds to equip our students with easy access to mobile devices on a daily basis and purchase the needed software/apps for a personalized learning environment. We would provide our staff with professional development in utilizing technology in the classroom and provide embedded coaches to assist with the technology implementation in the classroom. These coaches would be classroom teachers that would work with others in their team on implementing best practices with technology. Therefore, instead of trying to provide sporadic professional development to all of our staff, we would provide intensive professional development to those classroom teachers who would also serve as coaches. They would then share this information with the teachers in their team through daily planning and teacher based team meetings. This would allow constant, sustainable professional development. Once we had the above factors in place, it would open up the opportunity for a well-designed technology implementation plan. We would begin by utilizing a blended learning approach where strong classroom instruction is combined with computer-based instruction that focuses on skill development through individualized and motivating technology. The mobile devices can be a powerful and motivating tool to increase student achievement if used purposefully and with intentionality. They can be used to incorporate new and existing elements never implemented in your district or community school but proven successful in other educational environments.

We would also use the funds to equip our students with easy access to mobile devices on a daily basis and purchase the needed software/apps for a personalized learning environment. We would provide our staff with professional development in utilizing technology in the classroom and provide embedded coaches to assist with the technology implementation in the classroom. These coaches would be classroom teachers that would work with others in their team on implementing best practices with technology. Therefore, instead of trying to provide sporadic professional development to all of our staff, we would provide intensive professional development to those classroom teachers who would also serve as coaches. They would then share this information with the teachers in their team through daily planning and teacher based team meetings. This would allow constant, sustainable professional development. Once we had the above factors in place, it would open up the opportunity for a well-designed technology implementation plan. We would begin by utilizing a blended learning approach where strong classroom instruction is combined with computer-based instruction that focuses on skill development through individualized and motivating technology. The mobile devices can be a powerful and motivating tool to increase student achievement if used purposefully and with intentionality. They can be used to incorporate new and existing elements never implemented in your district or community school but proven successful in other educational environments.

We would also use the funds to equip our students with easy access to mobile devices on a daily basis and purchase the needed software/apps for a personalized learning environment. We would provide our staff with professional development in utilizing technology in the classroom and provide embedded coaches to assist with the technology implementation in the classroom. These coaches would be classroom teachers that would work with others in their team on implementing best practices with technology. Therefore, instead of trying to provide sporadic professional development to all of our staff, we would provide intensive professional development to those classroom teachers who would also serve as coaches. They would then share this information with the teachers in their team through daily planning and teacher based team meetings. This would allow constant, sustainable professional development. Once we had the above factors in place, it would open up the opportunity for a well-designed technology implementation plan. We would begin by utilizing a blended learning approach where strong classroom instruction is combined with computer-based instruction that focuses on skill development through individualized and motivating technology. The mobile devices can be a powerful and motivating tool to increase student achievement if used purposefully and with intentionality. They can be used to incorporate new and existing elements never implemented in your district or community school but proven successful in other educational environments.

We would also use the funds to equip our students with easy access to mobile devices on a daily basis and purchase the needed software/apps for a personalized learning environment. We would provide our staff with professional development in utilizing technology in the classroom and provide embedded coaches to assist with the technology implementation in the classroom. These coaches would be classroom teachers that would work with others in their team on implementing best practices with technology. Therefore, instead of trying to provide sporadic professional development to all of our staff, we would provide intensive professional development to those classroom teachers who would also serve as coaches. They would then share this information with the teachers in their team through daily planning and teacher based team meetings. This would allow constant, sustainable professional development. Once we had the above factors in place, it would open up the opportunity for a well-designed technology implementation plan. We would begin by utilizing a blended learning approach where strong classroom instruction is combined with computer-based instruction that focuses on skill development through individualized and motivating technology. The mobile devices can be a powerful and motivating tool to increase student achievement if used purposefully and with intentionality. They can be used to incorporate new and existing elements never implemented in your district or community school but proven successful in other educational environments.

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.

Our goal with this grant is to increase student achievement and move more resources into the classrooms. As shown on our last report card, Bellefontaine City Schools is still working very diligently to close the gap in achievement with our special needs and African American population. Our District Leadership Team has been focused on providing support district wide for professional development on strategies utilizing differentiation and personalization. Mobile devices can be a powerful and motivating tool to increase student achievement if used purposefully and with intentionality. They can be used to practice skills, demonstrate knowledge through presentation tools, easily share work with parents and the larger community, integrate content areas in innovative ways, and the list goes on. Research shows that when students have constant direct access to technology, student achievement increases dramatically. For example, one study at the KIPP Academy Charter School in Houston showed that the percent of students rated proficient or advanced on a math assessment was 49% higher among those who used iPads in a "flipped" classroom approach. The same study also found that the percent of
D) IMPLEMENTATION

17. C) SUSTAINABILITY

Within the five year period after grant implementation, there will be very few recurring costs. One cost will be continuing the professional development of our 17 coaches. The cost of that professional development will be approximately $10,000 as they will need training in technology updates, but not the intensive training required at the initial implementation. We will take these costs out of our already budgeted funds designated for staff professional development. We will not continue the coach stipend beyond the first intensive year of implementation. Another recurring cost will be $2,380 would cover the fringe benefits for the staff stipends. $15,000 is being requested to cover the cost of professional development for our in house coaches. This would include registration and travel costs. We are also asking for $9,302 to cover substitute costs. Plans for professional development include, but are not limited to, sessions sponsored by ITSCO titled "iPAd Integration for PK-3 Classrooms," "Flipping the Classroom-TeachTech," "Boosting Creativity and Innovation through Project Based Learning," "Innovating the Blended Learning Classroom," and "AppyHour for the Common Core." The registration costs for these sessions range from $125-$200 per person. We would also utilize the Institute for Educational Development with sessions on "Using iPads and iPad apps to Increase Student Learning" and "Practical Strategies to FLIP your Mathematics Instruction." Registration cost for these sessions is $229 per person. If the amount of professional development is less than $15,000, we will supplement with $1,000 with a 5% reduction of the planned professional development funds. The final $10,000 will be requested to purchase needed software licenses and apps. This cost may include, but is not limited to, online subscriptions to SRA Flexi-Literacy by Mcgraw Hill an approximate cost of $81 per student that provides intensive remediation. (Lit by Pearson, StrataLogica by Herff Jones at a cost of $999 for a five year license with 200 student log in accounts, Wordly Wise/Explore the Code/Academy of Math at a cost of $30 per student. We will also purchase apps and e-books with these funds.)

18. D) IMPLEMENTATION - Timeline, communication and contingency planning

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 executed. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

Currently the students and staff at Bellefontaine City Schools have limited access to technology. Our buildings are not equipped for wireless connectivity and therefore cannot support the technology needed for 21st century learning. Our staff would like to implement and use technology in the classroom to personalize learning and close the achievement gap, but they do not have the needed training or resources. As a result of the grant implementation, our students and staff will have direct daily access to mobile devices and wireless access and our staff would receive training on best practices in utilizing technology in the classroom. We will then be able to use a blended learning approach where strong classroom instruction is combined with computer based instruction that focuses on skill development through individualized and motivating technology instead of relying on paper/pencil resources. The mobile devices can also provide for individualized scaled instruction, practice, assessment, remediation, and review opportunities. We could also expand our dual enrollment and AP class opportunities through online instruction. Instead of the need to purchase traditional textbooks and workbook materials, we could utilize electronic resources. This way we will utilize the best of computer-based and teacher-led instruction to accelerate student growth. It will also allow us the capability to conduct standardized testing required by the State of Ohio in 2014-2015. In other words, the change would be that Bellefontaine City Schools would be equipped to provide a 21st century learning environment for all of our students.

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.

Several studies have shown the benefits of utilizing technology in the classroom. According to Drew Hendricks of the Huffington Post, when teachers and students are trained to use technology, there are many tools to help track progress, give extra resources, and accelerate learning based on each student's unique pace. He goes on to state, "Studies have found that a technology rich classroom is the perfect place for that level of personalized learning." In fact, Hendricks shares that 78% of Kindergarten through Middle School teachers agree that technology has a positive impact in their classroom. As previously stated, the goal of Bellefontaine City Schools is to close the achievement gap for our students with disabilities and our African American students. According to Learn NC, studies show that technology can be a great equalizer in a classroom with diverse learners. Whereas teachers can find it difficult to differentiate instruction for 30+ students in one class, all with different needs and abilities, "assistive technology" (devices and software to assist students with disabilities) can help teachers personalize lessons and skills enhancement to each child. They go on to state that most students with disabilities can gain improved attitude and self-esteem, as well as academic achievement from technology in the classroom. Incorporating technology increases students' motivation in the classroom and personalizes lessons to a student's individual needs. Even the students with the most severe and profound disabilities can use assistive technology to join a classroom of typical students, and their potential can be reached in ways we didn't have before. According to another study based on over a decade of research done by Crystal Gassle at Boise State University, there is overwhelming evidence that supports the use of technology to raise student achievement. She and her colleagues have found that technology can improve student engagement, increase student achievement, and improve student motivation and self-esteem. Additionally, the studies reveal that the use of technology in the classroom can actually reduce costs for schools and improve student achievement. As a result, the Bellefontaine City Schools would be able to provide a 21st century learning environment for all of our students.

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

22. If so, how?

23. Describe the substantial value and lasting impact that the project hopes to achieve.

As a result of this project implementation, we expect to accomplish several things. First, all of our buildings will be equipped with the wireless capacity needed to provide a 21st century learning environment. Second, all students will have access to technology on a daily basis. Third, our teachers will be trained in best practices in utilizing technology in the classroom. They will also receive embedded professional development support through our technology coaches at each grade level/department. Utilization of best practices in technology can be tracked and monitored through lesson planning, teacher based team meeting minutes, and classroom walk throughs. Our final goal is to reduce the achievement gap with special education and African American subgroups. Our 2013 District Gap Closing Report showed that we had 45% of our IEP students and 62.7% of our African American students score proficient on the OAA and OGT. Our target goal was 83.4%. Our goal with this project would be to close the achievement gap and meet the State of Ohio AMO target for both subgroups for 2014. Our target goal was 83.4%. Our target goal was 83.4%. Our target goal was 83.4%. Our target goal was 83.4%.

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.

Our main goal for the benchmark of increasing student achievement is to close our achievement gap. Our 2013 District Gap Closing Report showed that we had 45% of our IEP students and 62.7% of our African American students score proficient on the OAA and OGT. The target goal set by the State of Ohio was 83.4%. Our goal with this project would be to close the achievement gap and meet the State of Ohio AMO target for both subgroups for 2014. Our target goal was 83.4%. Our target goal was 83.4%. Our target goal was 83.4%. Our target goal was 83.4%.
Ohio AMO target for both subgroups for 2014. For the goal of utilizing a greater share of resources in the classroom, all of the technology purchased and wireless upgrades would directly benefit the teachers and students in the classroom. The professional development is imbedded in house and will be directly applied to best practices in the classroom. None of the money utilized in this grant goes towards administrative overhead or costs. It is all directed into the classroom.

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.

The district leadership team will monitor our progress towards the goals stated in question 24 through looking at ongoing district created short cycle test data for each of these subgroups. These grade level short cycle tests are based on the skills needed for the OGT and OAA and are administered every 3 to 6 weeks. Over the past four years of OIP implementation, we have found a strong correlation between proficiency on our short cycle assessments and proficiency on the OGT and OAA. We would also utilize the standardized test scores from the 2013-14 school year when they become available. We would also track the implementation of technology initiatives for these subgroups and their effect on the data. We have several years of past data from our short cycle assessments. We can use the data to show the difference between intervention utilizing technology and intervention without technology use. We can also track the fidelity of implementing best practices in technology in the classroom by tracking lesson planning and classroom walk through forms. We can also collect teacher based team notes and staff surveys on technology utilization.

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.

I Accept

Christine Galvin
Director of Instruction
Bellefontaine City Schools
Oct. 14, 2013