

Budget

Canton City (043711) - Stark County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (432)

U.S.A.S. Fund #:

[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	0.00	29,000.00	1,515,568.12	0.00	1,544,568.12
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		232,786.00	41,387.76	88,208.00	0.00	0.00	13,500.00	375,881.76
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	1,055,348.47	0.00	1,055,348.47
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		232,786.00	41,387.76	88,208.00	29,000.00	2,570,916.59	13,500.00	2,975,798.35
Adjusted Allocation								0.00
Remaining								-2,975,798.35

Application

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

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title:Brighter Tomorrow

2.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.

Educational research has shown that Restructuring grade level building configurations into the grades K-2 and 3-5 model allows for consolidation of resources and staffing which creates reduced costs and more efficiency, opportunities for grade level collaborating and teaming, more focus on developmental classroom design, greater control over class size, and improved student achievement when professional development is embedded in grade level teacher based teams with training focused on grade level content and instructional practices throughout the year. The Canton City School District (CCSD) will adopt the above and Restructure from fourteen traditional elementary buildings (K-5) to seven K-2 Reading and Math Preparatory Schools and seven 21st Century Schools grades 3-5 (including a STEM School) and will Redesign classrooms creating an engaging physical learning environment utilizing innovative technology and collaborative learning centers. The CCSD will Transform instruction that will result in K-2 trained reading specialists, k-2 principals with literacy specializations, a curriculum at 3-5 that provides collaboration, leadership, communication, critical thinking, problem solving, and creativity through innovations such as blended learning, and entrepreneurship through a partnership with Junior Achievement.

4200 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Adrian E. Allison, Superintendent

Organizational name of lead applicant: Canton City School District

Unique Identifier (IRN/Fed Tax ID): 043711

Address of lead applicant: 1312 Fifth Street SW Canton, Ohio 44707

Phone Number of lead applicant: (330) 438-2500

Email Address of lead applicant: Allison_A@ccsdistrict.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: n/a

Organizational name of secondary applicant: n/a

Unique Identifier (IRN/Fed Tax ID): n/a

Address of secondary applicant: n/a

Phone number of secondary applicant: n/a

Email address of secondary applicant: n/a

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

n/a

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Superintendent Adrian Allison introduced a comprehensive K-12 Brighter Tomorrow plan to the community, parents, staff, and students in January 2013. Phase one, restructuring five grades 7-8 middle schools to five grades 6-8 academies, has been completed. These academies opened in August of 2013 and were all school choice, interest-based academies, which include a 6-8 Stem School (STEAMM) and a 6-8 Early College Academy. Mr. Allison has shown the leadership capacity to engage the community and staff and utilize the leadership team to accomplish phase two: restructure 14 traditional elementary schools into K-2 reading and math prep schools and 21st Century Learning Centers in grades 3-5. The District Chief Education Officer, Dr. Faith Kittoe, will oversee this project. She has extensive experience in school improvement, systems alignment, and district transformation with a track record of improved district achievement in former districts, grant management and systemic change. She has been Baldrige lead examiner for five years, and an OTES and FIP trainer. She will oversee all three areas of the grant. Additional team members include: Dee Stokes Davis, Federal Program Director, who will work closely with Dr. Kittoe and Dr. Fred Dawson, Data Director. This grant has three components with experienced outstanding leaders in each area. Dan Nero and Peggy Savage will lead the restructuring. Mr. Nero is the Senior Leader of Instructional Personal with 20 years of district staffing experience. His breadth and knowledge of staffing will assist in restructuring. Peg Savage, former asst. superintendent of North Canton City Schools, has come to the district to lead this project. She reorganized another district in the same structures and will lead the district community meetings and teacher meetings through a smooth reorganization. She will work with teams to do an assessment audit and will work closely with the business director in transportation, enrollment, and facilities. Val Pack, special ed. director, will serve on the team, ensuring smooth transitions for special needs students. Ms. Krista Allison and Ms. Lori Davila will lead the redesign component of a Brighter Tomorrow. Ms. Allison has worked at the Ohio Department of Education and presently oversees the CCSD Center for Students, Staff and Community Support. She has extensive experience in climate and culture serving on the District OIP Team. She will partner with Lori Davila, a former director of instruction for Massillon City Schools with extensive background in school improvement in OIP and reorganization. District technology staff will work with the team and several experienced vendors on the work in 21st century classrooms and infrastructures to support innovation hardware in buildings. The CCSD Transformation Team of Kim Kingsbury, reading specialist, and Christine Schiltz, professional development coordinator, and former principals who are district Transformation Specialists, Jody Ditcher and Aretha Paydock, will lead the design teams to develop schedules, curriculum, and training with teacher teams for best practice K-2 reading and math prep schools and the 21st Century 3-5 Schools. The District has recruited this team over the past year with the Brighter Tomorrow Plan in mind. This leadership team is working strategically with the District School Improvement Team (DLT) to reach both the district OIP goals and building leadership team goals (BLT). The district has assembled a leadership team that has great capacity to accomplish all grant goals. They will also be working closely with the President of Junior Achievement, Dawn Campanelli, to embed the JA curriculum into 21st century learning classrooms.

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.

This innovative project will address the problem of significant, district-wide reading and math deficiencies to ensure college and career readiness and provide a rigorous 21st century schools experience at

grades 3-5 that best prepares district students for the future. The CCSD will accomplish these goals and reduce expenditures through reduced staffing at the same time. The district's current configuration of traditional K-5, neighborhood schools has not produced the student achievement necessary to be successful in the 21st century. To ensure that students in the Canton City School District have the capacity to successfully compete in the global workforce, the district will restructure, redesign, and transform the educational environment for its students. The district will restructure the traditional K-5 grade level schools to specialized reading/math preparatory schools, grades K-2, with an intense focus on the foundational development of literacy and numeracy. Grades 3-5 will be "state-of-the-art" 21st century learning centers. These 3-5 schools will serve as natural feeder programs to the district's middle school academies. Additionally, the district will follow the model of its Early College Middle School Academy and nationally recognized Early College High School. The new 3-5 STEM school will be aligned to the present grades 6-8 STEM school called "STEAMM." This restructuring will assist in creating spending reductions (more consistent class sizes, better use of resource and support staff) and increasing student achievement (more personalized academic "stretch" and rigor). Currently the district has 301 third graders on Reading Improvement Plans. The district has adopted a universal assessment screener, i-Ready, to measure learning K-12 in reading and math and monitor growth three times per year. The redesign of K-2 schools will provide a more strategic focus so all students can exceed grade level expectations and exceed the District Ohio Improvement Goals. The innovative redesign of grades 3-5 classrooms will be more grade-level focused for creating, thinking critically and collaborating. Specific classroom structures will be designed for 21st century learning, instead of traditional desks in rows. Innovative learning centers will allow students to conference globally in reading, science, math, foreign language, arts and leadership. Blended learning opportunities will be accessible in all learning centers, providing personalized and accelerated learning through technology innovation. Entrepreneurship through the Junior Achievement curriculum will provide students with necessary skills to compete in the global world. This will be embedded into the curriculum and teachers will receive training. Transformed instruction will occur as K-2 teachers are trained to become reading and math specialists who implement research-based best practices. All grades 3-5 teachers will receive professional development in 21st century skills and blended learning. Increasing the knowledge base of teachers will positively impact student achievement. (Marzano, Classroom Instruction that Works, 2001) Building administrators will serve as instructional leaders who facilitate and oversee classroom transformations. The CCSD will adopt the "train the trainers" best practice model to sustain the training in the future after this one time training. Blended learning at grades 3-5 will give students new opportunities to develop school based projects based on their communication access to a knowledgebase of people and information through technology. Redesigned classrooms will allow students to be more engaged in learning and work with their peers in the scientific and collaborative processes of both learning and peer feedback. Learning lab stations with accessible connectivity will afford project based learning rather than utilizing textbooks. Instruction will change while saving \$1,040,455, in salary per year and \$550,690 in benefits.

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. The goals of increased student achievement and reduction in spending will yield both short and long term benefits and will meet the goals of the project listed in question 11. Restructuring buildings and redesigning classroom environments will streamline student services and cut expenses (staff, classroom materials, and student support personnel). The utilization of blended learning will decrease textbook and other consumable costs. Transformed instruction will begin with teacher training. The district's new three-year negotiated agreement supports extensive and ongoing professional development at a reduced training rate, not per diem rate. (The contract provides for ten mandatory, summer training days.) Since improved instructional practice will reduce the need for costly interventions, transforming instruction will ultimately decrease overall educational costs per child. The Brighter Tomorrow Plan compliments the current school improvement plan in that it 1) targets optimal student achievement on each student's path to career and college readiness; 2) cultivates a safe and supportive school climate 3) decreases costs in salary and fringe benefits 4) allows improved student achievement through a different classroom learning environment that is developmentally focused and more streamlined 5) allows for more teaming and collaboration of teachers at specific grade bands, specific training per grade band levels that will improve instruction, and 6) lays solid reading and math foundations at K-2 which create more rigor and provide innovative 21st century experiences at grades 3-5 through blended learning, Junior Achievement entrepreneurship and career opportunities with the culmination of improved student achievement.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:
- Enter a project budget
 - Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.
 - If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

Phase one of Brighter Tomorrow has restructured the traditional 7-8 middle schools to 6-8 academies and is complete. This grant application is focused on phase two which will restructure 14 traditional k-5 neighborhood schools to seven K-2 and seven 3-5. This restructuring is efficient and sustainable because it saves money through instructional and support staff. A five year projection shows that this plan will save \$1,591,145, per year. (salary and benefits) The plan will balance the classrooms to class sizes of 1-20 at K-2. (An example of present inefficiency is if there are 32 K students at a grade level in a building, two classes of 16 students are required.) Reconfiguring schools to k-2 and 3-5 creates balanced and efficient class sizes. Additionally, resource and support staff can be more efficiently utilized. After studying the enrollment data, class sizes, staffing and busing, the project is sustainable. There will be better control of class sizes and support and resource staff needed, thus reducing expenses. This restructuring could result in the closing of a building which would continue to save money. After reviewing retirement notices that have been turned in to date, ten classroom teachers and two resource teachers will not have to be replaced. Since these people are at the higher end of the salary schedule, these savings are significant. It is also anticipated that more retirement notices will be given by the end of the year that might not require replacements or the replacements would be at a much lower salary. Enrollment data, teacher data, and projected need based on this restructuring follows: K total enrollment, 739 students, at 20 per room/projected 37 classroom teachers. (current 40 teachers) Reduction of 3 Grade 1 total enrollment, 749 students, at 20 per room/projected 38 classroom teachers (current 41 teachers) Reduction of 3 Grade 2 total enrollment, 687 students, at 20 per room/projected 35 classroom teachers (current 36 teachers) Reduction of 1 Grade 3 total enrollment, 621 at 22 per room/projected 29 classroom teachers. (current 33 teachers) Reduction of 4 Grade 4 total enrollment, 599 at 22 per room/projected 28 classroom teachers (current 30 teachers) Reduction of 2 Grade 5 total enrollment, 610 at 22 per room/projected 28 classroom teachers (current 30 teachers) Reduction of 2 The figures listed above mean a savings of 15 certified staff per year based on this redesign of buildings. This is a savings of one million per year, for the next five years based on our current district enrollment.

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

2,975,798.35 * 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, RttT money, local funding, foundation support, etc.), and 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.)

The CCSD will save a significant amount of money in the areas of salary and benefits. Uploaded specific budget sheets have been provided for your review. This plan is a savings total of \$1,591,145 per year. \$232,786.00 Stipends for training of regular classroom and special education teachers \$41,387.76 Fringe benefits for training of regular classroom and special education teachers \$88,208.00 Trainers and consultant fees for blended learning training, 21st Century through Junior Achievement, Literacy training and math core content training \$29,000 for literacy training books and Junior Achievement units \$1,515,568.12 Hardware for classrooms, wireless network, Aruba controllers, cables \$1,055,348.47 - Classroom design utilizing learning lab tables, chairs, and 21st Century Classrooms The Title 1 budget will support the blended learning training and reading and math training for Title One teachers. This is a total of 36 teachers K-5. \$25,200 salary and benefits, \$4316. The train the trainer model will allow for lead trainers to train other staff on blended learning \$22,000. The CCSD will supply Apple certified specialists to handle equipment repair. Parts, labor, and maintenance costs will come out of CCSD general fund. The

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.

22,000.00 * 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.

\$232,786.00 Stipends for training of all K-5 teachers and special ed. for 4 days at a rate of 175.00 per day \$41,387.76 Fringe benefits for training of regular classroom and special ed teachers for 4 days \$88,208.00 Trainers and consultant fees, \$16,000 blended learning, \$2000 Junior Achievement, \$3000 Math training, \$3000 21st Century Training, \$64,000 Reading trainers by grade level, 4 days for 6 trainers, one per grade level \$22,000. Recurring costs would fall into maintenance of hardware and maintenance agreements. There will be a yearly cost to maintain the dense wireless. This would be maintained by the district. Hardware repairs would be completed in-house Applecare trained tech specialists. An estimation of repair for any parts would be \$8,000 which would also be done in-house. An estimation of maintenance agreements on wireless would be \$14,000. CCSD is meeting with E-Rate to see if maintenance agreements can be covered through E-Rate. Hardware for innovation is a total of 1,515,568.12. This totals the \$334,768.12 for Aruba networks, controllers, switches, cables, jacks, and panels Student hardware for classrooms included mobility carts, 3 yr. maintenance, 12 airbooks for each grades 3-5 classrooms, 750 ipads for K-2 classrooms \$1,055,348.47 Classroom design - replacing desks and chairs to mobile learning stations in classrooms

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

1,591,145.00 * 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.)

This grant has caused CCSD to look at how it can operate the organization more efficiently and at the same time improve student achievement and performance. CCSD will be able to improve the organization as a result of this grant. The redesign will save \$1,591,145.00 per year totaling \$7,955,725 in salary and benefits. At the same time, CCSD will be able to make a one time, up front purchase of technology and infrastructure for technology, which includes wireless network, classroom furniture that is not the traditional desks and chairs in the form of flexible learning labs, software, training for teachers, incorporation of the "Train the Trainer" model for leadership to train in the future, and upfront purchase of Junior Achievement curriculum and classroom supplies. District leaders will assume the responsibilities of leading this innovation with no new additional staff costs. All other costs such as maintenance, training, and technology repairs will be assumed by the district in its budget. These budget items will not exceed \$50,000 per year. E-Rate might be able to cover a portion of the maintenance. CCSD is working with the E-Rate consultant on that process.

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 that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

Restructuring and aligning services from the traditional fourteen K-5 buildings to specialized seven K-2 reading and math prep schools and seven grades 3-5 21st Century Schools will provide greater focus on intervention and differentiation of services, alignment of services and staff. It will allow the monitoring of class sizes more strategically, sharing services more efficiently, and achieving sustainability as a result of this monitoring. The cost of the restructure is mostly for internal leadership to work through this process. The result of the restructuring is reduction of salary and benefit costs due to the needs of less staff as a result of the restructuring. The redesign part is the one time cost for learning lab tables and chairs, technology infrastructures, and blended learning hardware. The maintenance fees for the dense wireless are an on-going general fund cost and could come out of E-Rate. Teacher allocation for Brighter Tomorrow Elementary Grade Configurations show sustainability by reducing staff. (See

uploaded chart) The transformation part of the grant is for staff training. The innovation here is that staff is no longer pulled out of the classroom and subs are no longer needed for training during the school day. Six days have been built into the contract that are paid at a rate of \$175.00 for 6 and a half hours a day of training. Any successful organization always needs retrained on a regular basis. This is at a reduced cost. Internal staff will serve as train the trainers and this will keep the costs down yearly. The district will be able to sustain the Apple technology initiative much longer than any other technology. The Apple EcoSystem provides a far superior K-12 experience that is already built specific to kids, teachers and districts' needs to transform from a traditional classroom to one where students have the ability to reach their own individual genius. In this day and age there is nothing anyone cannot learn due to the resources and tools available from Apple. Apple, unlike any other manufacturer, has dedicated 30 years of their business to education. It is one of their core values and in their DNA. With that said, above and beyond the incredible education foundation that is already built for education by Apple with Apps, iTunes U, iTunes for K-12, video, accessibility features enabling anyone with a disability to be the "same" as other students, the Apple hardware far exceeds the competition. With a PC, Netbook or Chrome, these devices are all built to be replaced in 18 - 24 months. In schools today with Apple technology this technology lasts seven plus years. This is the key to sustainability. Apple products hold their value and after a term of 2, 3, 4 or 5 years Apple will have the devices bought back at a higher rate than any competitor.

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 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): January 2014 to June 2014

* Narrative explanation

January 2014 - Planning Timeline *Identify PreK-2 and 3-5 schools based on location, structure and capacity *Identify members of Innovation Council Design Teams and develop an aggressive meeting calendar *Identify transportation team to establish bus schedules and building times *Develop intense marketing campaign with community meetings *Develop an internal transfer process for staff *Meet with Junior Achievement and discuss curriculum and how to embed it in 21st Century Learning *Develop calendar for site visits to design best practice classrooms *Develop technology timelines so that all items are ordered, contracts, are met and installation and cabling timelines are established. *Develop a calendar for Internal Organizational Meeting by grade level and building -Develop Teams in each of the three areas: restructure, redesign classrooms, and transformational training Stakeholders involved in the planning include administrators at the district and building level, an Oversight Council, and technology/facility team Communication: The innovative project will be communicated to staff via the "Weekly Journal" a district newsletter for all staff. In addition, community members and parents will be able to participate in community meeting. The district's website is another tool for parent and community updates on the progress of the project. Barriers: The biggest barrier to the planning phase is time. Meeting expectations will be set to be able to efficiently use the time available. Team members will arrive at meetings on time with tasks completed and ready to move forward with additional tasks/projects. The CCSD team is committed to this project and will meet all deadlines. The Oversight Innovation Council will keep the team on task in meeting all deadlines.

Implement (MM/DD/YYYY): February 2014 to April 2014

* Narrative explanation

*Develop building transition committees of parents, teachers and leadership *Transition teams/committees develop calendar of activities through August for the opening of buildings *Site visits to view best practice innovation classrooms-Oversight/innovation council team meetings to ensure all grant obligations are being met *Identify STEM Team to partner with existing middle school STEAMM Academy for alignment *STEM Team develops curriculum aligned to middle school (Academies) *Identify Early College Prep team to partner with existing Early College Academy and High School *Professional Development Team to begin planning professional development in reading instruction, innovative practices, technology for the innovative classroom design *Continue community meetings - Identifying trainers who will meet the needs of district improvement goals Stakeholders involved in the implementation timeline include administration, teachers, parents, local universities, community members, Junior Achievement, and continue oversight council meetings Communication: The innovative project will be communicated to staff via the "Weekly Journal" a district newsletter for all staff. In addition, community members and parents will be able to participate in community meeting. The district's website is another tool for parent and community updates on the progress of the project. Barriers: The biggest barrier will continue to be time. Holding all stakeholders accountable to deadlines and details of assignments will assist in keeping this project on track and moving forward.

Summative evaluation (MM/DD/YYYY): May 2014-June 2014 Summative Evaluation Timeline

* Narrative explanation

*Finalize classroom designs for K-2 and 3-5 *Finalize Professional Development Calendar (content and days), sites, parking, technology needs *Communicate to staff reassignments *Finalize classroom design orders Communicate movement schedule for materials/resources to "new" buildings -Communicate to parents and create transition days and open houses Stakeholders involved in the summative evaluation timeline will heavily rely on administration to finalize projects of design teams they facilitated. Communication: The innovative project will be communicated to staff via the "Weekly Journal" a district newsletter for all staff. In addition, community members and parents will be able to participate in community meeting. The district's website is another tool for parent and community updates on the progress of the project. Barriers: The biggest barrier will continue to be time. Holding all stakeholders accountable to deadlines and details of assignments will assist in keeping this project on track and moving forward.

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

The CCSD will become more streamlined and efficient as a result of this alignment and restructuring of staff. Being able to control class sizes will make the District more efficient in the future. Buildings will be in developmental grade bands which will provide more teaming at grade levels and collaboration of staff. More student focused schedules with ninety minute blocks of reading in the morning at all K-2 schools that includes an engaging design and school facility climate will exist for young children. This means options for learning that are not traditional desks in rows, but utilizing learning labs that can be moved around in small groups or large group structures. Instruction at K-2 will be literacy and numeracy focused to ensure all students are achieving at grade levels and above in reading and math. Grades 3-5 will be focused more on career and college readiness with an emphasis on 21st Century skills. Students will be in redesigned classrooms with innovative technology that will allow for a blended learning environment. Students will have the ability to move ahead utilizing online learning options that promote creativity, foreign language, and the arts. Students will be able to communicate with other schools, universities, international schools, scientists, college lectures, and companies. Learning will have no boundaries. The Junior Achievement initiative will embed learning in the standards allowing students to develop entrepreneurships and participate in a business through Biztown. Grades 3-5 will be about continuing to master and exceed the standards, but also in developing those critical thinking skills needed to be successful in a global economy. Student achievement will improve with students achieving reading and math standards early with the development of 21st century skills. This will prepare students for the now established interest-based school choice middle school academies in grade 6-8. This will be accomplished through this one time front-load of spending. Teachers will be trained for their specific grade band areas, teaming through a negotiated teacher based team time that is before students arrive and is part of the teacher day. Best practice sharing will occur as well as the Five step process used as part of the Ohio Improvement Process to improve achievement and climate and culture. The CCSD is committed to the OIP process and is using a District Leadership Team monthly meeting process that meets monthly after school hours. There is no interruption of instructional time with 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.

An Executive Summary by the Center on Organization and Restructuring of Schools Wisconsin Center for Education Research on Successful School Restructuring concluded that school restructuring can improve student learning when focusing on four key factors: Student learning, Authentic Pedagogy, School Organizational Capacity, and External Support. (October 30, 1995) The CCSD innovative project will be focusing on the vision of high quality student learning. More important than the physical design/structure of the buildings is the development of curriculum, instructional techniques, assessment tools and staff development to ensure quality student learning. Authentic Pedagogy challenges students to develop an in-depth understanding and the ability to apply knowledge to real-life problems. One of the district's goals is to provide an education that will lead all students to be college and career ready. The 21st Century Schools design will capture this goal and provide students with learning that focuses on critical thinking, collaboration, communication, leadership, and creativity utilizing blended learning and innovation. In order for quality student learning and instruction to occur, staff needs time to collaborate to build school capacity. Beginning with the 2013, CCSD created a school day that ensured all staff time to be able to work collaboratively in Teacher Based Teams (TBT's) five (5) days a week. With this structure already in place, this will enable the staff to build strong professional communities that promote high quality student learning, while supporting instructional practices. Having multiple staff at a single grade level allows for increased collaboration among staff at the same grade level. In addition to TBT's, six professional development days are embedded into the school calendar/ summer at a lower cost then per diem rate. The opportunity to receive the additional funding through this grant will provide the external support needed to bring this proposal to fruition. Staff will be trained to utilize innovative classroom instructional strategies that are best practices and innovative as well as intense training at K-2 in literacy and numeracy.

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

Yes

No

22. If so, how?

This project could be replicated in other districts through video showcases, on-site visits and presentations at state level professional development opportunities. The Canton City School District has developed a comprehensive marketing plan and has a professional Power Point of the Brighter Tomorrow Plan on the district website. Currently, it showcases the accomplishments of the first phase of the Brighter Tomorrow, the Middle School Academies, in a video format for community and staff to access. The Brighter Tomorrow Phase II Project, could be easily replicated in other district through the resources the district will create to share. Timken High School has a media communication class that will be utilized to videotape the process and steps the district will work through to achieve this project. In addition to an electronic video, a hard copy booklet highlighting the steps/process will be made available for other districts. Canton City School District would be willing to host workshops, locally as well as at the

state level in the School Improvement or School Connect for Success conferences for districts to model the developing, marketing, engaging community and training staff. The Board of Education members, engaged in community meetings, would be able to speak at OSBA events. The district will provide information on how this plan is fiscally responsible for districts to prepare students to be college and career ready. Blended learning and 21st century curriculum embedded into the core content would be shared with interested staff.

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

All CCSD students will be on grade level or above in reading and math by the end of grade two as a result of grade band centers, intense training for teachers in reading and math, teaming and collaborating with peers, sharing of resources, and K-2 trained principals in literacy and math. All CCSD students will have 21st Century skills allowing them to experience the skills connected to standards in reading, math, science, and social studies, making them critical thinkers, fostering creativity, providing leadership skills, making them better communicators, and providing global learning experiences. All CCSD students will have a challenging and rigorous learning experience utilizing technology in a blended learning environment to make them college and career ready. The CCSD will be able to reach these goals by staying within the present budget with this one time, front load of funds and will continue to be fiscally responsible to all stakeholders in "raising the bar" for all students, but keeping the costs low.

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.

There are three benchmarks which are cost efficiency, student achievement, and innovation/design/technology. There will be cost efficiency by restructuring District schools. This will improve the District in student achievement and spending reductions. Secondly, CCSD needs to raise student achievement. The following assessment tools will be used to measure student achievement progress: I-Ready (a universal measure K-12 in reading and math) *K Reading - 59 students on Reading Improvement Plan (RIMP), 20% reduction per year, resulting in a five year goal of 17 RIMPS -Grade 1 Reading - 138 students on RIMPS, 30% reduction per year, resulting in a 5 year goal of 24 RIMPS -Grade 2 Reading - 132 students on RIMPS, 35% reduction per year, resulting in a 5 year goal of 14 RIMPS-Grade 3 Reading - 310 students on RIMPS, 40% reduction per year, resulting in a 5 year goal of 24 RIMPS Beginning, mid year, and end of year reviews of data will take place at all grade levels K-12 in reading and math using I-Ready. In addition to I-Ready, formative assessments will be used daily to plan instruction. Team members will share what formative assessments are working best with specific lessons. Professional development will continue to be examined based on results and will be focused and adjusted to positively affect student achievement. CCSD has adopted the "Plan, Do, Study, Act" approach with professional development and will continue to readjust to meet the needs of all learners. State test results will be used to judge overall performance. The summative evaluation will include all elements noted above and an assessment of the overall impact of grant activities on student achievement. A quarterly rubric will be developed to assess how well the new classroom designs are working at K-2. The rubric will include criteria on student engagement, collaboration during instruction, and students providing other students peer feedback during instruction. Technology use will be evaluated with regard to collaboration, blended learning, critical thinking and global communications. An additional rubric will be developed to assess student knowledge, comfort levels, and capabilities with technology quarterly throughout each year. Students will be pre and post surveyed on this information. Adjustments will be made to training using the plan, do, study, act. 4th Grade OAA Reading (PARRC Assessments) 5th Grade OAA Reading (PARRC Assessments) Continue w/Math Anticipated outcomes of the project that may not be easily benchmarked *Professional development can be more focused on the educational nee

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.

There will be a CCSD Oversight Council for accountability of this grant. There will be three sub-committees within this Council that will oversee the grant goals and report directly to the Oversight Council. The three subcommittees are fiscal accountability, student achievement, and innovation. The fiscal committee will be responsible for reviewing grant expenditures and ensuring that reductions have and will continue to take place as a result of the restructuring. They will meet quarterly and report to the Oversight Council. Measures will include monitoring numbers of classroom teachers K-5 as a result of restructuring. The student achievement committee will review summative assessment data K-12 three times per year and state test data as it becomes available. This subcommittee will work closely with the District Leadership Team that will use all components of the Ohio Improvement Process. They will utilize the Plan, Do, Study, and Act approach with the five step TBT process to ensure that student achievement is improving. Staff development will be connected and readjusted if needed to positively affect student performance. They will report quarterly to the Oversight Council and the District Leadership Team. Student failure data in reading and math will be analyzed each grading period as part of the DLT. Those students will receive specific interventions to achieve student success. The innovation committee is also an important subcommittee which will be report out on the new classroom designs and the technology innovations that have occurred. They will investigate and report quarterly what innovations have begin and how they are impacting student achievement. All short and long term objectives will be placed on a scorecard with tracking of short term and long term measures. These will be posted on the district website.

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.

Adrian Allison, Superintendent, Canton City School District Jeff Gruber, Treasurer, Canton City School District