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| Adjusted Allocation | 0.00 |
| Remaining           | -2,975,798.35 |
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.

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 Canton City Schools. The project utilizes innovative approaches such as blended learning, and entrepreneurship through a partnership with Junior Achievement.

3. Total Students Impacted:

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 (RN/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 (RN/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.

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.

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience of the team members.

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 8-8 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 and K-5 Preparatory Schools and seven 21st Century Schools grades 3-5. The District Chief Education Officer, Dr. Faith Kittle, 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 OTE 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. Kittle; 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 closely with Dr. Kittle and Dr. Fred Dawson, Data Director. 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)

- [x] 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 an existing 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 Canton City Schools.
13. What is the total cost for implementing the innovative project? 2,973,798.35 "Total project cost"  

14. What is the new/recurrent cost of your innovative project? 22,000.00 "Specific amount of new/recurrent cost (annual cost after project is implemented)"

15. Are there any recurrent savings that may result from the implementation of this project? If there are no new/recurrent costs, please explain why.

16. Are there any projected earnings that may result from the implementation of this project? 1,591,145.00 "Specific amount of expected savings (annual)"

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/recurrent costs, explain in detail how this project will sustain itself beyond the life of the grant.
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. Consider how you 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 marketing 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/faculty 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 meetings. 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 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.


* Narrative explanation

Finalize classroom designs for K-2 and 3-5 *Finalize Professional Development Calendar (content and dates), 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 development for the future, with the major project being the new middle school. The new middle school will be created on campus within the current buildings. The new middle school will have learning labs and 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 along using online learning options that promote creativity, foreign language, and the arts. Students will be able to communicate with other students, 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 entrepreneurship 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 paired 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 lead to gains in student achievement, as well as reductions in staff and classroom size. Research conducted 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 develop 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 and 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. 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 than 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 intensive training at K-2 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 powerful Professional 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 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 utilize the 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 will be willing to host workshops, locally as well as the
31. 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 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. All teams 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 readapt 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) Continue w/ Math Anticipated outcomes of the project that may not be easily benchmarked "Professional development can be more focused on the educational environment".

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 sub-committees 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 begun 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 ASSURANCE: 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