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**Adjusted Allocation** | 0.00

**Remaining** | -33,300.00
1. Project Title: Adding Value for Hicksville's ACES

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 response to no more than three sentences.

Hicksville's project will effectively increase student growth and achievement through the implementation of Cross-Curricular Project-Based Learning and STEM activities for all students in grades 4-8, by vertically scaffolding essential skills as identified by Ohio’s Learning Standards. We will meet all three of the goals in question number 9 by reducing and reallocating funds currently being used on a pullout Gifted Education program which is not meeting the needs of the students or the district, and replacing it with this innovative, cost effective, sustainable initiative. Hicksville's gifted students, as well as students from all ability levels, will be able to access expanded opportunities by participating in activities intended to build depth of knowledge/complexity of skills, through a variety of engaging learning projects and initiatives.

405 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Travis Lichty
Organizational name of lead applicant: Hicksville Elementary School, Principal
Unique Identifier (RRN/Fed Tax ID): 045419
Address of lead applicant: 945 E. High St. Hicksville, OH 43526
Phone Number of lead applicant: 419-542-7475
Email Address of lead applicant: lichtyt@hicksvilleschools.org

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

First Name, last Name of contact for secondary applicant: CJ Life
Organizational name of secondary applicant: Hicksville Middle/High School, Principal
Unique Identifier (RRN/Fed Tax ID): 045419
Address of secondary applicant: 945 E. High St. Hicksville, OH 43526
Phone number of secondary applicant: 419-542-7636
Email address of secondary applicant: lifec@hicksvilleschools.org

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 (RRN/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 in other innovative projects. You should also include descriptions and experiences of partnering entities.

The following individuals make up the core planning team for the project: Travis Lichty: Hicksville Elementary School Principal; Mr. Lichty is currently in his 18th year in public education, and his 6th as an elementary principal. This is his first year in our district. Prior to coming to Hicksville, Mr. Lichty served as elementary principal at a neighboring district for 5 years. While there, he lead many initiatives for change and improvement. These initiatives include revamping the preschool program, instituting all-day every day kindergarten, designing and implementing the district's RTI program, putting a breakfast program in place, restructuring the intermediate school, and assisting with improvements in the transportation department. CJ Life: Hicksville Junior/Senior High School Principal; Mr. Life is currently in his 12th year in public education, and his 5th as an Junior/Senior high school principal. This is his first year in our district. Prior to coming to Hicksville, Mr. Life served as assistant principal in North Carolina for 4 years. Among Mr. Life's assignments in Hampstead, NC were testing coordinator and he also lead the improvement process in the area of school security. Don Perna: 6th grade Social Studies teacher; Mr. Perna has spent 14 years teaching in the Hicksville district. During that time, he taught 3rd grade, 5th grade, is currently in his second year teaching 6th grade Social Studies and Science. While teaching 5th grade, Mr. Perna was a member of the team that traveled to Cupertino and took part in Apple Computer's PBL/CBL training program. He instituted portions of this training experience by working with his 5th grade co-teachers and completing a PBL experience during the 2nd semester of that school year. Mr. Perna is representing our 6th grade team on the planning committee. Mike Altman: 5th grade Math teacher; Mr. Altman is currently in his 4th year as a teacher, all of which have been at Hicksville. He has spent 2 years teaching Science in grades 7 and 8. He is currently in his 2nd year as a Science and Math teacher in Grade 5. He was part of the group that attended PBL training at Apple Computer headquarters in Cupertino, CA. While teaching middle school, he took part in initiatives such as Middle Schools That Work and the W.O.W. program. Mr. Altman is certified in Project Wild and Project Wet, and is currently pursuing a grant from " Trout in the Classroom" in which he would have an aquarium filled with wild Trout in his classroom. Beth Stuckey: 4th grade teacher; Mrs. Stuckey teaches English Language Arts and Social Studies for 4th grade. She has taught for 8 years in the intermediate grades. She uses an abundance of projects and hands-on learning in her classes. It would be easy to go one step further to incorporate many of the activities into a PBL. The possibilities are endless by using technology and adding more inquiry and activities with those two subjects. She uses projects in smaller versions, but has never published them or made a complete unit.

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

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.

Hicksville's Value-Added data on the most recent Local Report Card shows the definite need to increase student growth. Most subgroups generally show insufficient growth, particularly our top two achieving quintiles. Our identified Gifted students in particular stand out as showing high achievement but fall to demonstrate adequate growth. Our current Gifted program is clearly not meeting the needs of our highest achieving students. Additionally, the current Gifted program targets only a small percentage of our student population, and only in the Reading content area. We will replace this program with our new, innovative program that will take place in the regular classroom setting. By being involved in the proposed program, Hicksville students of all ability levels and subgroups will experience success...
while being engaged in meaningful tasks and activities. The project is actually a two-pronged approach with the purpose of providing a challenging and meaningful experience in all content areas. One part of the project consists of the use of Project-Based Learning (PBL) activities in grades 4-8. Teachers will work together and develop a "menu" of PBL activities that vertically scaffold task complexity and depth of knowledge gained. The second part of our project is to implement STEM activities in grades 4-8. All students in the identified grade-band will be involved in science, technology, engineering, and math activities on a regular basis. Teachers will design activities through which students will learn and apply rigorous science, technology, engineering, and mathematics content. This initiative will provide numerous benefits for our students while meeting the needs of the school district. Our students will be involved in quality cross-curricular activities that will provide inquiry-based, holistic learning experiences in a collaborative environment. "Hicksville's Aces" initiative will develop 21st Century skills, teach global awareness, and improve college and career readiness, thus building lifelong important workplace skills and lifelong habits of learning.

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.

Student Achievement: Student Achievement will be increased through the implementation of rigorous PBL and STEM activities that will vertically scaffold the complexity of skills attained across the continuum of grades 4-8. Spending reductions in the 5-year forecast: The current Gifted Education program, which is currently budgeted for over $51,000 (salary, fringe, program costs), is being eliminated and replaced by this initiative. Although there will be some need for future expenditures to keep this program supplied, the need will not come close to approaching what is currently being funded, and will therefore result in significant savings in purchased services. Utilization of a greater share of resources in the classroom: 100% of the grant money will be spent on classroom resources/supplies and the professional development that is critical to launch a program shift of this nature. None of the funding will be used to add any personnel. The money is going to be used to meet the needs of our students from subgroups and ability-levels in the regular classroom setting.

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:
   a. Enter a project budget
   b. 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 financial documents for all consortium partners.
   c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

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

   33,300.00 * Total project cost

   * Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e., staff costs and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

   The ongoing costs to support this program are minimal, therefore the amount indicated is a projected 5-year average.

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.

   1,500.00 * 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 costs and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

   The ongoing costs to support this program are minimal, therefore the amount indicated is a projected 5-year average. Occasionally, we will need to resupply our classrooms with student consumables, particularly for the STEM activities. These consumables will be inexpensive in nature (balloons, paper plates, masking tape, paper clips, popsicle sticks...). Other costs that could be incurred will be when we decide to purchase new/different STEM hardware or PBL curricular materials. There could possibly be a need for some ongoing professional development as inevitable personnel changes occur, but it is our goal that the teachers already involved could provide the majority of the training once the program is established. The only other recurring cost foreseen is the eventual repair/replacement of technology devices.

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

   49,500.00 * 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.)

   Hicksville spends $51,000 per year as a purchased service for a Gifted teacher (salary, benefits, program costs). We will no longer employ a gifted teacher, thus saving roughly 5% of our purchased service budget. That being said, as funds are needed for the items mentioned in question #15, a portion of these savings will be used as needed. The amount of annual savings indicated above is a projected 5-year average. We do not expect or intend to ever spend more than $5,000 of those funds on this initiative during any fiscal year. One of the most positive fiscal aspects of the program is that once the foundation is laid and the initial costs for implementation are paid for, this is a very cost effective program to sustain.

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.

   As mentioned in question #16, the "Adding Value for Hicksville's Aces" initiative is not going to add any ongoing cost to the district. We have been spending over $51,000 for gifted services and we are no longer going to do that. We are going to provide a better experience for our gifted students as well as students from all subgroups in the regular classroom setting, and we are going to realize substantial savings while doing so. These savings also provide us with funds as ongoing professional development become necessary. As stated previously, we do not expect or intend to ever spend more than $5,000 on this program in any given fiscal year. In fact, we expect to spend very little on the program during most years.

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 and implementation was with the stakeholders.

   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): 01/20/2014
     Narrative explanation

   We have a scheduled teacher inservice day on January 20, 2014. Our 2nd semester begins the next day. That inservice day will be spent collaboratively planning PBL/STEM activities for the semester. This could be a day spent finalizing plans that were already begun in December. Our science department (K-12) is already scheduled to take part in a 2-day retreat at a nearby state park in early December. The science and math teachers in grades 4-8 will spend time identifying STEM skills and brainstorming possible projects for the upcoming 2nd semester. There will also be time spent during the remainder of the 2nd semester for PBL planning. Hicksville students and staff return from Christmas vacation on January 2nd. We are going to provide PBL and STEM professional development in preparation for unitively planning on the January 20th workday. The other challenge that could possibly inhibit this process is the difficulty of providing teachers with enough collaborative time. In grades 4-8, this is not as much of an issue due to the fact that grade-level planning periods are all at the same time and teachers are already required to meet together weekly. Teachers in grades 7-8 also have collaborative planning time each day. The problem of getting teachers in grades 4-8 together for vertical planning meetings will be solved by hiring 1/2 day substitutes so our teachers can have release time for vertical planning time.

   Implement (MM/DD/YYYY): 1/21/2014
   * Narrative explanation

   January 21st is the first day of our 2nd semester. During this semester, we are going to begin implementation and laying the foundation for the program which will be expanded upon over the next 5 years. Our goal for this semester is that all students in grades 4-8 experience STEM activities/projects on a weekly basis. Students will have at least one, and possibly more PBL experiences during this semester as well, depending on the length/complexity of the project as well as the grade-level involved with the activity. The timeline for implementation is this instance is tight. It will be a challenge to be awarded grant money on December 17th (3 days before we go on Christmas break) and begin implementation with the beginning of the 2nd semester. In preparation, we are going
to arrange PBL and STEM professional development for teachers during the first 3 weeks of January. This will ensure that the January 20th inservice day is a productive setting for the planning of activities for the 2nd semester. Another challenge

E) SUBSTANTIAL IMPACT AND LASTING VALUE

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.

Ficksville is filled with dynamic teachers, bright students, and a supportive community with involved parents. Our ranking on the Local Report Card has typically been "Excellent" or "Excellent with Distinction." However, the results in this year's student growth component was eye-opening and identified a district need. Our student data shows that students in grades 4-8 in nearly all subgroups are not showing adequate growth. Additionally, our Performance Index, although high, was not good enough to receive an "A" in that area. After having extensive discussion with stakeholders (administrators, teachers, ESC personnel, etc) looking at the data and understanding this was the problem, we decided to re-examine an initiative from 2 years ago that was never fully implemented. The district sent a team of educators to PBL/CBL training at Apple Computer's headquarters in Cupertino, CA. As a result, there was some initial excitement and partial implementation of these measures. However, due to changeover in staff administration and some restructuring, full implementation was never fully realized. Also, as a result of dialogue with staff members and an inventory of current instructional practices, we discovered that there are currently some staff members using STEM activities, although it be to a limited degree. Research clearly indicates that the regular use of PBL and STEM activities in the classroom benefit students of all ability levels and subgroups. Research shows that effectively-designed and well-implemented PBL activities result in increased academic achievement, greater student motivation, improved retention of knowledge, mastery of 21st century skills, vital workplace skills and lifelong learning skills. Regarding STEM, the research shows that students who experience successful STEM activities regularly are able to initiate questions, make connections and appreciate content as it relates to their learning and the world they live in. Hicksville's initiative is going to prepare students for future job markets by creating critical thinkers that are able to work in an innovative, collaborative setting that will benefit them not only in the school setting, but in future career endeavors. The "Adding Value for Hicksville's Aces" initiative meets all expectations of the Straight A Fund requirements. We are replacing an ineffective Gifted program and reallocating those funds directly in the regular classroom setting, while more effectively meeting the needs of our identified gifted students along with students of all ability levels and subgroups. Additionally, we have planned for the sustainability of this aggressive approach.

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

Yes

22. If so, how?

As a school, we worked together to identify a definite area of need. Once we came up with our plan, we had to free up funds in the budget to sustain our initiative. We made the tough decision to cut a program (currenly a reduced time block) that was effective and efficient. Public schools are constantly under scrutiny, and our challenge is to look for dynamic ways to meet the needs of our students. This process has gone very smoothly due to the fact that we have had buy-in from the stakeholders. The teachers on the team have been tremendous in this process. We would really like to see this initiative take off and spread to area schools, and Hicksville is willing to lead that effort. We would welcome other schools to attend our summer institutes, take part in our in-house professional development, and to visit our classrooms. Additionally, it would be ideal if we could share STEM materials/hardware with neighboring districts and spread out the costs involved with the purchasing of those items. It would be mutually beneficial for a group of area schools to combine forces and share resources not only from a fiscal standpoint, but also from the standpoint of our students being able to work and grow together in this process. It is realistic that a district could plan and implement this initiative in just over a semester's time. A long-term goal that we have is that once this program and its practices are established and show success in the 4-8 grade band, that we can expand the idea into high school and the primary grades.

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

We have decided to take a course of action that meets the needs of our students, our teachers, and our district. Our students are going to grow through focused, innovative curricular activities while our district realizes financial savings. Hicksville's students will show steady improvement in both achievement and growth over the next 5 years. We anticipate our Value-Added results to demonstrate our students not only is the school setting, but in future career endeavors. The "Adding Value for Hicksville's Aces" initiative meets all expectations of the Straight A Fund requirements. We are replacing an ineffective Gifted program and reallocating those funds directly in the regular classroom setting, while more effectively meeting the needs of our identified gifted students along with students of all ability levels and subgroups. Additionally, we have planned for the sustainability of this aggressive approach.

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 405 students in grades 4-8 will now have access to Gifted activities for the 2nd semester. To arrange PBL and STEM professional development for teachers during the first 3 weeks of January. This will ensure that the January 20th inservice day is a productive setting for the planning of activities for the 2nd semester. Another challenge

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

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

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

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

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

I Accept, Travis Litchy, Elementary Principal, Hicksville Exempted Village Schools, Friday, October 25, 2013