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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: Mix It Up with Blended Learning

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.

In order to increase student achievement and utilize a greater share of resources in the classroom, Mix It up with Blended Learning will be implemented to provide blended learning opportunities for students to effectively use technology tools both in- and outside of the classroom.

3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   - First Name, last Name of contact for lead applicant: Samantha Kelecava
   - Organizational name of lead applicant: Mathematics and Language Arts Instructor
   - Unique Identifier (RN/Fed Tax ID): n/a
   - Address of lead applicant: 1824 Salt Springs Road NE / Warren, Ohio 44481
   - Phone Number of lead applicant: 330-507-6270
   - Email Address of lead applicant: samantha.kelecava@neomin.org

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, last Name of contact for secondary applicant: Alyssa Brookbank
   - Organizational name of secondary applicant: Interventionist Specialist
   - Unique Identifier (RN/Fed Tax ID): n/a
   - Address of secondary applicant: 1824 Salt Springs Road NE / Warren, Ohio 44481
   - Phone number of secondary applicant: 330-240-7552
   - Email address of secondary applicant: alyssa.brookbank@neomin.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 (RN/Fed Tax ID), Address, Phone Number. Email Address of Contact for All Secondary Applicants in the box below:
   - William Hamilton Intervention Specialist 1824 Salt Springs Road NE Warren, Ohio 44411 330-240-2217 bill.hamilton@neomin.org Mr. Michael Witt Technology Coordinator 1824 Salt Springs Road NE Warren, Ohio 44411 Michael.witt@neomin.org

7. Partnership and consortium agreements and letters of support: - Click on the link below to upload necessary documents.
   - *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.

Samantha Kelecava: Miss Kelecava is actively pursuing her Masters Degree in Curriculum and Instruction from Capella University. She is currently completing her Practicum with a focus in Mathematics and Language Arts instruction. During the 2010-2011 school year, Miss Kelecava and a group of teachers from Southern Local Jr./Sr. High School in Salineville, Ohio, successfully applied for and received a School Improvement Grant from the state of Ohio. Miss Kelecava was responsible for researching best practice strategies to implement in the building to increase student achievement as well as determining methods to judge the effectiveness of the implemented strategies. Alyssa Brookbank: Mrs. Brookbank serves as the President of Lordstown Teacher's Association, making her a pivotal instrument in informing staff and stakeholders of the implications of pursuing the grant. She serves as a liaison between administration and staff. Mrs. Brookbank has been an intervention specialist in the district for eleven years, focusing in Mathematics and Language Arts classrooms. She facilitates constructive decision-making amongst school employees and the administration while maintaining a positive relationship with stakeholders. Bill Hamilton: Mr. Hamilton has previous work experience as a project manager. In this position he oversaw the design and construction of products in a manufacturing setting. He also determined cost-effective ways to implement the product's design and construction to maximize company profit and to meet the specific needs of the customer. He also worked with the local, state and federal governments to meet specification requirements and guidelines. Mr. Hamilton currently serves as an intervention specialist though he also maintains a degree in Marketing and Management. Michael Witt: Mr. Witt serves as the current technology coordinator for the district. He has been in this position for two years, coordinating technology in the building and teaching technology courses. He is the decision-maker in regards to researching, purchasing, installing and troubleshooting technology components.

**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 research-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.

Due to inadequate computers and online accessibility resources, the Mix It Up With Blended Learning requires new, easily accessible technology to be established in every classroom throughout the school building. As a solution, teachers will model for students the effective use of iPads, laptops, research strategies and technology-based assignments both individually and cooperatively. Two iPad carts and two laptop carts will circulate the school building for classroom use. Language Arts teachers will incorporate the mobile technology for composition labs and research required in the Common Core State Standards. Mathematics teachers will incorporate the mobile technology for technology applications, textbooks, and interactive websites, and to address the technology requirements of the Common Core State Standards. Both Mathematics and Language Arts teachers will integrate Renaissance Learning programs into their curriculum to be accessed using iPads and laptops. Science teachers will incorporate apps on iPads for simulations and laptops for research associated with labs and experiments. Social Studies teachers will incorporate interactive maps and timelines as well as simulations on the iPads and laptops to research current events and access videos. Foreign language, art, family and consumer science, music and physical education/health teachers will incorporate laptops and iPads for research and development of personal goals and skills. Intervention specialists will utilize iPads and laptops to meet the needs of students and assist in bridging the gap in progress and achievement. In addition, new tables and chairs in the intervention classrooms will provide students with sufficient space to utilize laptops and iPads, as well as provide a learning environment that meets each student's needs. Replacing outdated computers in a current lab and the library will provide teachers another location to take students to complete research and compose papers, as well as access Renaissance Learning programs for progress monitoring. A new computer lab will be established for whole class use as well. This lab will need tables and chairs, along with Internet capabilities, to accommodate the students utilizing the technology. Due to lack of functional and up-to-date interactive whiteboards in the classrooms, each classroom will be equipped with a mimio to serve as an interactive whiteboard. Teachers will be able to display presentations,
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. - We currently have high achieving students. It is important for us to have resources that allow the staff to maintain high expectations and allow the students to show growth. Currently, we have no resources that allow teachers to monitor the progress of students and in turn differentiate, which promotes student growth, in the Mathematics and Language Arts classrooms. Renaissance Learning programs will allow the teachers to monitor progress of students as the year advances, target strengths and weaknesses, and promote growth in the students. The Renaissance Learning program, STAR Reading, will be used to assess students' knowledge at the beginning of the school year and as necessary throughout the school year. STAR Reading results will also be used to provide differentiated instruction to students based on individual instructional reading levels in all content area classrooms. Accelerated Reader will be used to supplement regular classroom instruction and build on students' independence in reading. The Renaissance Learning program, STAR Math, will be used to assess students' knowledge at the beginning of the school year and as necessary throughout the school year. STAR Math results will also be used to provide differentiated instruction to students based on individual scores and learning progressions, as identified in student results. Accelerated Math will then be used to supplement regular classroom instruction and scaffold student learning in the classroom from prior years. Students need technology tools to effectively use programs such as The Renaissance Learning programs. Laptops and iPads are examples of tools students can use to take STAR assessments and utilize Accelerated Math and Accelerated Reader programs. Students also need technology tools to meet the demands of 21st Century learning, as well as the Common Core State Standards in Mathematics and Language Arts. Technology is required for students to complete research aspects on Language Arts standards and technology-based standards in Mathematics. Mimos will be used to show students effective ways to teach and learn through the use of technology. The mimio is not just a way for teachers to teach; students can use the mimio and technology to complete work and create lessons of their own. Mimio software can be used on iPads and laptops as whiteboards for students to share strategies, explain reasoning behind processes and ideas, and complete standards-based projects and assignments.

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

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

1,116,280.86 * Total project cost

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

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

6,629.95 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost 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.

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

50,660.00 * 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.)

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 the project will sustain itself beyond the life of the grant.

The project will be self-sustaining because warranties will cover the items for three to five years. We have also opted to purchase an extended subscription to Renaissance Learning programs, and in doing so, we have received a discounted cost on the programs. Other costs are minimal, and the savings offset those costs. Because of the project, teachers have the opportunity to attend professional development sessions through the local education service districts, and to receive effective teaching strategies. Also, the books being purchased for teachers will be beneficial as best practice methods are necessary topics. Teachers will always possess the knowledge gained in the future.

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 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): 02/03/2014

* Narrative explanation

During the first stage of the project plan, we will focus on ordering and gathering products. The following items will be completed: "write purchase orders for all products". If you use contractor to run cables "select a new ebook for Mathematics". "Select an ebook library" inform teachers of the future changes that will occur "set up all technology tools as they become available". As the products become available, the technology coordinator will begin setting them up. For example, if the laptops arrive, the technology coordinator will begin creating the carts and establishing the new lab. We will utilize the tools within the classroom during the 2013-2014 school year if the tool becomes available. It is understood that certain barriers may arise as we begin to plan the implementation of the project. One such barrier is product availability. We have previously selected products that may no longer be available. If such an instance occurs, a comparable product will be selected to replace the unavailable product. A second possible barrier is lack of teacher buy-in. At the current point in this process, the teachers within the school have been gracious, understanding and appreciative of the time the Straight A Grant committee has devoted toward planning and researching this project. However, once it becomes time for changes to be made, teachers may become uncooperative. To overcome this barrier, we plan to always accept feedback from teachers and maintain open lines of communication.
During the implementation stage of the project, we will focus on preparing teachers to utilize technology tools in the classroom and actually implement Renaissance Learning programs for the 2014-2015 school year as a pilot year. We want to give teachers time to adjust to the changes. The following items will be implemented: teacher training in Renaissance Learning programs, teacher training in technology integration “teacher training in utilizing mimio” implementation of Renaissance Learning programs in the classroom. It is understood we will encounter barriers as we implement the project. The most imminent barrier will be technology trouble. What happens if the internet stops working? What if this student does not know his password to log into his test? We expect these problems, and as we implement the Renaissance programs, three teachers will be available to assist classroom teachers as they administer tests and implement the programs in the classroom. Also, the technology coordinator and student TEs will be available to assist. A second barrier is the extra workload of learning a new program and utilizing it. We plan to train teachers before school begins so they can become familiar with the programs before tests need to be administered. In addition, three teachers will be available to provide assistance to teachers as needed.

Summative evaluation (M/DD/YYYY): 06/18/2015

**Narrative explanation**

During the summative evaluation stage of the project, the Straight A Grant writing committee will sit down with administrators to discuss the successes and challenges along the way and the overall impact of the project. We will also discuss the short- and long-term objectives of the project. We will look at student achievement results of the state assessment and compare with the predicted results of STAR Assessments. We currently realize that we cannot judge the value of the project after just one year. We look forward to being able to implement the project again and receive amazing results.

**SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication**

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

As a result of the project, we are expecting to see shifts in teacher planning and instructing, and the assessment of students. Teachers will be expected to preassess students to create more individualized instructional plans for students. The major shift we anticipate is student centered instruction; the classroom instruction will be differentiated to meet individual needs based on preassessment results. We will see student grouping within the classrooms and less direct instruction. During the grouping and differentiated instruction, technology will play a larger role in the classroom. Teachers will be catalyzing as students explore and learn through each other and technology. Teacher must re-think how technology can be used in the classroom. As a result of the project, we are also expecting teachers to take leadership roles among other teachers, such as training within the staff how to use iPads, mimio and other technology resources effectively in the classroom.

24. 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.

The members should plan to spend time outside of school work planning, researching, and implementing the project. Because of the time constraints we are under to complete the application for the project, it is difficult to determine the actual amount of time spent and the process involved. So far, the projects combined have almost 100 hours of time outside of school dedicated to the planning and researching for this project. Depending on the size of the district and the needs the committee determines, teachers may spend upwards of 30 hours each on the planning and researching of resources and tools for the project. The implementation and overseeing of the project are ongoing processes that we have yet to encounter. From this point on, we will be learning as we go and keeping track of every step that we take so we can better evaluate the impact of the project.

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.)

**Narrative explanation**

In addition to the above, we have set regarding the state report card and student growth, we have also set goals within the implementation and utilization of Renaissance Learning Programs. All students will be tested using the recommendations of Renaissance - student will be tested at the beginning of the year to gather baseline data; students will then be tested in winter and spring to gather growth data. If for some reason goals are not met, students will be tested more frequently. Any student not identified proficient will be tested on a monthly basis until that student becomes proficient. In addition, goals will be set for students identified proficient so that their progress can be monitored and charted. Students will be expected to show growth using the growth rates established within the STAR Assessment programs. These growth rates are realistic and individualized per student. For each year STAR Assessments are administered, we have established the goals listed below. STAR Assessments - 100% of students will be tested at each assessment period using STAR Assessments; 95% or higher of students will be proficient on STAR Assessments at the first test; 100% of students will be proficient on STAR Assessments on the final test; Accelerated Math - 100% of students will utilize Accelerated Math in the classroom; Students average percent correct on practice, exercises and tests will be 80% or higher; Students will master at least one objective weekly; Students will complete at least one test weekly Accelerated Reader - 100% of students will utilize Accelerated Reader in the classroom; Student average percent correct on quizzes will be 85% or higher If for any reason students are not able to meet the above objectives, teachers will utilize time at the end of the day to help those students achieve the goals. This will be ongoing throughout the school year as our teacher-led team meet once per month. To ensure teachers are utilizing the technology in the classroom and doing so effectively, the administration will complete walk-throughs and identify the use of technology. In addition, the administration will check teacher lesson plans to make certain teachers are using preassessment data to plan instruction and differentiate instruction, and to make sure teachers are utilizing technology tools during the class periods assigned as needed.

26. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in 5 years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The Straight A Grant Committee will meet monthly to monitor the usage of technology within the classrooms. At these meetings, the committee members and the administration will look at teacher lesson plans and at data from walk-throughs to
Determine if teachers are using the technology as expected. Mathematics and Language Arts teachers are expected to use assessment results in lesson plans. Mathematics and Language Arts teachers are also expected to use Accelerated Math and Accelerated Reader programs on a daily basis for differentiation as need. The project proposal includes enough technology resources within the classroom for this to occur. If this is not occurring as it should, TBTs will intervene and provide teachers with strategies for implementing the programs within the classroom. As we endeavor to begin this project, we expect to learn many lessons. We anticipate barriers, problems and difficult times ahead. We cannot predict what will happen, but we are taking this role seriously in an effort to make our students set high expectations for themselves as we prepare them to be 21st century learners. We maintain records and documentation of everything that we have researched, planned and coordinated, and we will continue to do so. If any other schools in Ohio, across the United States or even overseas would like to learn from our choices and our mistakes, they are more than welcome.

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.

Samantha Kelecava Mathematics and Language Arts Instructor Lordstown Jr./Sr. High School October 25, 2013
Alyssa Brookbank Intervention Specialist Lordstown Jr./Sr. High School October 25, 2013
William Hamilton Intervention Specialist Lordstown Jr./Sr. High School October 25, 2013
Michael Witt Technology Coordinator Lordstown Jr./Sr. High School October 25, 2013