Budget

Medina City SD (044388) - Medina County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (318)

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	1,020.00	167.00	1,473,240.00	0.00	3,475,490.00	0.00	4,949,917.00
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	0.00	0.00	40,000.00	10,000.00	0.00	0.00	50,000.00
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	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	1,020.00	167.00	1,513,240.00	10,000.00	3,475,490.00	0.00	4,999,917.00
						Adjusted Allocation	0.00
						Remaining	-4,999,917.00

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:Medina City Schools: Continuing Momentum by Increasing Capacity

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.

Classrooms in Medina City Schools are in transformation: online content through Blackboard; blended instructional models; open online resources replacing textbooks; eBook libraries for middle school students; and project-based learning (PBL) embedding technology in instruction. These changes are resulting in spending reductions and anticipated increases in student achievement. With the help of Straight A grant funding, our plan will occur in two phases over three years: 1) build on our current momentum and increase our capacity to support these innovations by purchasing devices specifically for technology-embedded PBL, and 2) transition to learning that exists beyond the bounds of physical classrooms by purchasing take-home (1:1) devices for each student.

7200 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Christina Hank

Organizational name of lead applicant: Medina City Schools

Unique Identifier (IRN/Fed Tax ID): 044388

Address of lead applicant: 140 West Washington Street, Medina, OH 44256

Phone Number of lead applicant: 330-636-3075

Email Address of lead applicant: hankc@mcsoh.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.

Continuing the current momentum in project-based and blended learning while moving to 1:1 will require support from instructional and technology leadership throughout the district to have substantial and sustainable impacts on instruction. Instructional leadership will be facilitated through the Department of Educational Services (DOES), building principals, and a network of teacher leadership. The DOES consists of two technology integration coaches (one primary, one secondary), two curriculum coordinators (one primary, one secondary), a gifted coordinator, two student services supervisors, and the Director of Educational Services. The primary roles of this department are to coordinate curriculum and instruction efforts, provide job-embedded professional development for teachers and principals, and implement district-wide initiatives from planning through evaluation and revision. The principal and district administration team includes ten principals, six associate principals at the secondary level, a business manager, treasurer, and superintendent. Additionally, through a three-wave approach to rolling out systemic instructional shifts (described below), we are able to cultivate and grow leadership within the teaching staff. The success of shifting instruction is dependent on all of these groups. Technical support will be facilitated through the district technology department, business manager, and teacher leadership. The technology team includes a lead technician, two auxillary technicians, and outside support. We have included contingencies in our application for bringing in additional technical consultants as needed for device processing and troubleshooting. Additionally, Medina has tech liaisons, teachers and media specialists who assist teachers with technology. This committee will be vital in supporting technical aspects of implementation. Technical support will also be developed within our student body through a Student Workers Assisting with Technology (SWAT) course. This would be an elective course offered at the high school that will feed into our new AP Computer Science course to be offered in 2014-2015. Students in this course will be responsible for reviewing educational apps and web tools, serving as technical support for their peers, engaging the community through quarterly technology training meetings in the evenings, and performing technical maintenance as requested by teachers. Recent district initiatives requiring implementation support from all of these stakeholders include project-based learning ($220,000 purchase from district with additional ongoing funding for sustainability), Blackboard ($150,000 purchase from district), blended learning ($130,000 grant from eTech Ohio), the Dyslexia Pilot Project ($120,000 grant from the Ohio Department of Education) and the Ohio Teacher Evaluation Systems model. Medina City Schools has a yearly operating budget of approximately $100 million with a general fund budget of $70 million.

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)

- [x] Student achievement
- [x] 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
- [x] 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.

Our goal is transforming instruction from stagnant and contained in classrooms to being dynamic and boundless. The real project in this proposal is the work surrounding embedding technology into instruction and creating authentic learning opportunities. Our plan stems from two problems. First, we cannot maximize current innovative methods (PBL, blended learning, ebooks) or expand other innovative ideas (teacher-created textbooks, individualized learning paths) without increasing the number of devices, network bandwidth, and wireless capacity to support them. Second, we need to ensure instruction actually changes to meet the needs of today's learners. Our solution to both of these problems is moving to 1:1 using a three-wave approach to implementing initiatives. In each wave of implementation, targeted groups of teachers receive job-embedded coaching and professional development (PD) as initiatives spread throughout the district. In wave one, 5% of the most excited and innovative teachers are chosen strategically to "pilot" the initiative with a team. Pilot teachers become leaders through public presentations, leading PD, having open classrooms for visitors, and creating replicable projects. Building on growing excitement from the work of wave one teachers, wave two adds an additional 25% of staff who may be apprehensive but willing. Through application, teams vie for a set number of devices. In the third and final wave, the DOES works with remaining apprehensive and reluctant teachers as the initiative goes districtwide. By strategically selecting wave one and two

teachers, wave three teachers have observed classrooms that have integrated technology in their buildings. The teacher leaders cultivated through the first two waves can now assist reluctant teachers. Both phases of our plan through Straight A rely on this three-wave approach to make sustainable changes to instruction. Phase one requests 850 MacBook Pro devices to build on the momentum teachers have already gained through the district's investments in PBL and blended learning. In two separate disbursements (130 devices for wave two in January 2014, and 720 for wave three in September 2014), these devices will allow this momentum to spread and create sustainable changes to instruction. To support instructional shifts, we are asking for $750,000 for infrastructure improvements at the high school, which will subsequently improve infrastructure across our district and neighboring districts. To make the best use of PBL, blended learning, and online content, our students need reliable bandwidth. Network usage from September indicates on most days bandwidth reaches its maximum with repeated network shutdowns on many days as usage was so high. Infrastructure work would be completed between the two MacBook disbursements to ensure readiness. To further support teachers with implementation, we are asking for $20,000 in both the summer of 2014 and 2015 to begin a Technology Institute similar to Innovative Learning Environments held annually in Hilliard. By offering graduate credit and opening the institute to all educators, this will be an annual opportunity for teachers to learn how to embed meaningful technologies into instruction. In 2016, this will be sustained with a nominal fee from registrants. Phase two is the district's transition to 1:1. To accomplish this, we are asking for one device for each student through three waves. In wave one (5% pilot), we will run an experiment between two different devices to measure student engagement and achievement. Following the experiment, we will use data to choose the best device for each grade band (K-5, 6-8, 9-12). In wave two (25%), the data-informed device will be in place for students of wave two teachers who have applied, and in wave three, 1:1 will be districtwide.

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.

A look in a traditional classroom may show students sitting quietly in rows completing paper and pencil tasks via teacher-directed lessons. Bells ring and students move from task to task or class to class carrying armfuls of textbooks through the halls; learning in traditional settings ends when students leave school. Many students have learned to "play school" by memorizing facts and answering low-level questions; they reserve their critical thinking and creativity for personal pursuits unrelated to school. While these traditional settings have been effective in the past, they are not conducive to today's learners who operate in an ever-changing, global society. According to the National Council of Teachers of English (2008), being literate today means to "develop proficiency and fluency with...technology; build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought; design and share information for global communities; manage, analyze, and synthesize multiple streams of simultaneous information; create, critique, analyze, and evaluate multimedia texts; attend to the ethical responsibilities required by these complex environments." These are complicated tasks, and the traditional classroom model must transform to teach students how to function in this new world. Improving achievement: PBL and blended learning in Medina are making this transformation happen and will result in higher student achievement because of higher student engagement. In a recent survey of students, 72% said they "Agree" they prefer to use technology in learning; both PBL and blended learning embed technology meaningfully into instruction. Through PBL students are solving problems, meeting challenges, and responding to complex questions with critical thinking, creativity, collaboration, and communication. Students currently in PBL pilot classrooms with MacBooks are engaged in exciting work: using Google apps to collaborate with classmates and students around the world, creating islands, designing apps for devices, blogging, tweeting, researching, establishing websites, and forming textbook-like resources online. Blended learning through Blackboard extends PBL to an online environment and allows learning to occur in any space at any time. This model has significant impacts on college readiness as demonstrated by a third-party evaluation of our blended learning classes, which shows 71% of students believe our blended courses are preparing them for college and careers. These shifts allow students to become owners of their learning and to engage in individualized experiences. We anticipate marked gains in academic achievement as these shifts spread throughout the district. Reducing spending: As instruction shifts to PBL and blended learning, the district will see significant cost savings in materials. Increased access to web-based free tools through 1:1 will amount to less spending. Savings will result in curriculum adoptions as we move away from textbooks, media center spending as we transition to eBooks, paper costs as instruction, assessments, and newsletter communications go online, and software costs as free apps replace purchased software. Providing students with devices will also make better use of money the district currently spends on electronic resources such as Moby Max (reading and math intervention), Study Island (test preparation), Aleks (high school math intervention), ebook titles in our libraries, Blackboard for online content, and Google Apps for Education. With 1:1 devices, students could access any of these resources (and many more!) during study halls, free time in class, recess, and at home. Increased access will amount to increased usage, thereby maximizing the cost efficiency of these tools. The district maintains usage data on all of its resources and will look for evidence of increased usage as a measure of success.

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 forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

n/a

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

4,994,916.77 * 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).

This dollar amount represents the requested grant funds to continue implementing the work Medina has already started. In July, Medina City Schools invested $220,000 in MacBook devices to begin implementing PBL. A continued investment in high-quality PD and job-embedded coaching demonstrates ongoing progress in this initiative. The $4,994,916.77 amount reflects the higher device option from our implementation plan. In wave one of 1:1, detailed in our implementation timeline, we will run an experiment comparing student engagement and achievement on two different devices. From this experiment, a committee of teachers, students, parents, and community members will determine which device will be utilized in each grade band. Because we cannot demonstrate two separate scenarios in the financial template or five-year forecast, we used the cost of our more expensive device option to determine calculations. The majority of the funding in our grant proposal will impact student growth and provide unique opportunities in curriculum development. Of the total requested grant fund allocations, 98.9% or $4,949,917 will have a direct impact on student learning. This includes $3,475,490 in technology purchases within the classroom, devices for 1:1 (cases and chargers), and upgrades to district infrastructure; $1,473,240 in insurance for the devices and technology support; approximately $1200 to provide professional development training during the school day. We have also allocated $50,000 in professional development, which includes $20,000 for each of two Summer Technology Institutes, and $10,000 to cover registration costs of PD for teachers.

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.

1,244,680.00 * 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.

There is no annual recurring cost for implementing this innovative project because we have included all costs in the grant application. However, recurring costs after implementation will result from replacements of devices. iPads will be replaced in a four-year cycle, and Chromebooks will be replaced in a seven-year cycle. Although replacement of these devices is beyond the scope of the five-year forecast submitted with this application, the district has an innovative plan for recouping some costs by selling devices at the end of their replacement cycle in the Medina community. Money from these sales, combined with money from the decreased curriculum budget will be used to purchase replacement devices. Currently, money in the district budget is set aside for textbook replacements, repairs, and increased student enrollment purchases. This money will also be used for replacement, repairs, and increased enrollment purchases of devices as needed. At the end of the grant, the district will see "new" costs as it will need to use sales tax revenue to finish purchasing devices for remaining grade levels. This will include either Chromebooks or iPads for 750 elementary students, 600 middle school students, and 550 high school students. On the high end (iPads), this will cost $1,244,680.00. Medina county has a unique funding situation in which it collects revenue through a sales tax levy issue. This money can be used for capital improvements to include technology purchases. Within the sales tax forecast, the district has anticipated purchasing student devices to meet new testing standards and 1:1 initiative. This grant will minimize the amount needed from sales tax revenue, but it will also give us the necessary resources to maintain the replacement cycle as identified in this grant.

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

5,844,828.24 * 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.)

By May of 2017, cost savings will result from the following specific areas: purchased software will save $23,000 annually; textbook purchases will be $150,000 annually (with additional savings over time); paper costs will be $10,000 annually; Microsoft licensing savings of $5,000 annually. Each of these costs, originally projected as recurring annual purchases in the five-year forecast, can be reduced or potentially eliminated as a result of this grant. Additionally, the district has projected infrastructure upgrades of approximately $160,500 per year, which will be eliminated through this grant by condensing the three-year upgrade plan into the first year of implementation. The district also anticipates future technology purchases in excess of $800,000 per year during the forecasted period. This grant will expedite those purchases, further minimizing the district's general fund obligations. In total the grant award of $4,994,916.77 would result in anticipated savings for the district of $5,844,828.24.

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 described in previous questions, Medina county has a unique funding situation in which it collects revenue through a sales tax levy issue. This money can be used for capital improvements to include technology purchases. Within the sales tax forecast, the district has anticipated purchasing student devices to meet new testing standards and 1:1 initiative. This grant will minimize the amount needed from sales tax revenue, but it will also give us the necessary resources to maintain the replacement cycle as identified in this grant. Sales tax revenue, combined with decreased expenditures in textbooks and supplies will sustain device replacements. The Summer Tech Institute, funded twice through Straight A funds, will be sustained after the grant period with nominal fees from registrants. Graduate credit will be offered to entice participation.

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): 03/01/2013

* Narrative explanation

March 2013: Planning for this project began in March of 2013 when the district revisited a previous idea of becoming 1:1. April 2013: Representatives from the DOES attended a tour in Pennsylvania of a National School Boards Association innovative school district to observe 1:1 classroom environments. Afterwards, the district conducted surveys of community members, teachers, parents, and students to establish level of interest in becoming 1:1. Approximately 1,000 responses were received. May 2013: A 1:1 committee of community members, educators, and students met to analyze survey results and determine next steps. -Parent responses indicate parents see technology as important to their children's learning process (52% Agree) and future (45% Agree). -Teacher responses reflect parent beliefs about technology as important to students' educational experiences (49% Agree) and future (53% Agree). -Students mirrored the opinions of both parents and teachers by indicating they see technology as important to their futures (61% Agree) and educational experiences (63% Agree). Students also show they prefer to use technology as part of their learning (72% Agree with 56% Strongly Agreeing). Based on these results, the committee decided the community is interested in continuing a discussion of becoming 1:1. Qualitative feedback on the survey demonstrated teacher reluctance in teaching a 1:1 environment and embedding meaningful technology; in response, the DOES devised its three-wave implementation approach to initiatives and decided a rollout of PBL districtwide would be a preparatory step for moving teachers forward. Wave one teachers were invited to participate in PBL. May 2013: DOES staff and principals engage in a study of Overcoming Textbook Fatigue (Lent 2012) to learn how and why to move teachers away from traditional textbooks as the guiding force for curriculum. This study was completed with the intent of improving instruction while becoming 1:1 and seeing significant cost savings in textbook purchases. July 2013: The district purchases $220,000 in MacBooks for PBL and wave one PBL teachers voluntarily attend a summer training. August-September 2013: As news about the Straight A grant spread, representatives of Medina City Schools met weekly to further define its roadmap for moving from PBL to 1:1. Stakeholders in this stage included current PBL pilot teachers, DOES staff, district technicians, building principals, and the treasurer's office. Members of the 1:1 committee were encouraged to attend local site visits to 1:1 districts to become more informed. September 2013: Wave one of PBL begins and teachers voluntarily attend after school meetings. Teachers are sent to targeted PD such as "Introduction to STEM" in Akron. October 2013: We are currently in the process of deciding if the MacBooks are the best possible device for district and educational needs. We are reevaluating the specific device to be purchased through this grant once this decision is made. Moving forward, we have devised several strategies for consistently communicating and coordinating within our community and beyond. Ideas include: planning consistent meetings with stakeholder 1:1 committee, establishing a district technology blog with updates, presenting at board meetings and state conferences (complete with replicable and easily-implemented plans to share with other districts), continuing interdistrict coordination through Plan IT committee (DOES, technicians, business manager), MGM meetings (all district administration), BLT/PLC/department meetings (DOES and teachers), and tech liaisons/teacher leadership.

Implement (MM/DD/YYYY): 01/01/2014

* Narrative explanation

While blended learning began piloting in 2012-2013, implementation of wave one in PBL with pilot teachers began with the start of 2013-2014. With this grant, we have a detailed timeline for implementation: December 2013: Announcement of the grant winners will result in immediate communication to our community through social media and press releases. Applications for wave two PBL teachers will be made available for teacher teams to apply for one of four MacBook carts. January 2014--Changing Instruction through PBL (wave two): 130 MacBook devices roll out to four teacher teams. These teachers will receive one day of PD and will attend required, voluntary monthly meetings. Through Apple, teachers will receive individualized Apple coaching in their classrooms. Problems we may encounter include device processing time, which may push back the rollout date. We have built contingencies into the application to bring in technicians for additional processing help. A second problem may be our district bandwidth and wireless capacity. This is an issue we are currently working to correct through wave one of PBL. June 2014: The district runs its first Summer Technology Institute for teachers throughout Ohio. Teachers who plan to apply for wave three of PBL will be required to attend. Additionally, the DOES staff and teacher liaisons will apply to run summer HoneyCombs (our local, teacher-led PD system) that move teachers toward PBL and 1:1. Simultaneously, work begins to improve infrastructure. We may encounter problems with the timeline for improving infrastructure, but the goal is to have it complete before school begins. July 2014--Changing Instruction through PBL (wave three): 720 devices are purchased and processing begins with additional technicians during the summer. Again, processing time may be an issue, potentially pushing back the rollout date, but additional technicians should help. January 2015--Going 1:1 (wave one): 12 elementary and 16 secondary teachers will be invited to serve on the 1:1 pilot. Half of them will receive one device (potentially Chromebooks) and half will receive another (potentially iPads); while devices have been specified for financial reporting in this grant, actual devices will be dependent on what is available. Students and teachers will be part of a district experiment measuring engagement and achievement to determine the best device for each grade band. The 1:1 committee will use all data (quantitative and qualitative) to decide which devices best serve needs at each grade band. As has been the case, processing of devices may be an issue that we will counter with additional technical support. June 2015: The district runs its second Summer Technology Institute for teachers throughout Ohio. Additionally, the DOES staff and teacher liaisons will apply to run summer HoneyCombs that move teachers toward 1:1. August 2015--Going 1:1 (wave two): Specified devices (per pilot year data) will be in place in specified areas. In grades K-5, 50 teacher applicants will be chosen to receive 1:1 devices in their classrooms; in grades 6-8, 8th grade students will receive devices; and in grades 9-12, 11th and 12th grade students will receive devices. These devices will begin a replacement cycle of four years for iPads and potentially seven years for Chromebooks. January 2016--Going 1:1 (wave two): In grades K-5, 25 more teachers will receive devices; in grades 6-8, 7th grade students will receive devices; and in grades 9-12, 10th graders will receive devices. June 2016: The district runs its third Summer Technology Institute for teachers throughout Ohio using a nominal registration fee to sustain the conference. Additionally, the DOES staff and teacher liaisons will apply to run summer HoneyCombs that move teachers toward 1:1. September 2016--Going 1:1 (wave three): 1:1 is districtwide with the district purchasing remaining devices for all.

Summative evaluation (MM/DD/YYYY): 05/01/2013

* Narrative explanation

Throughout implementation, the DOES will assess progress and teacher/student readiness. This will be done through ongoing teacher, student, and community surveys including: May 2014: PBL teachers from both wave one and two will be surveyed about their experiences and PD needs moving forward. Students and parents of PBL teachers will be surveyed about their educational experiences as a result of PBL and embedded technology. August 2014: Following the summer institute and honeycombs, we will survey non-PBL teachers to identify their PD needs. May 2015: All PBL and 1:1 pilot teachers will be surveyed about their experiences and future PD needs. Stakeholders in the community (including students and parents) will have opportunities (via surveys, feedback forms, and community forums) to share their perception of readiness for 1:1 and expectations for education in Medina. The district will monitor usage of online resources with the expectation that 1:1 increases usage significantly (thereby improving student achievement). August 2015: Following the summer institute and honeycombs, we will survey non-1:1 teachers to identify their PD needs. May 2016: All 1:1 teachers will be surveyed about their experiences and future PD needs. Stakeholders in the community (including students and parents) will have opportunities (via surveys, feedback forms, and community forums) to share their perception of readiness for 1:1 and expectations for education in Medina. The district will monitor usage of online resources with the expectation that 1:1 increases usage significantly (thereby improving student achievement). Additionally, the implementation team will develop a summative checklist of expectations for what successful implementation looks like. This checklist will be used as the summative measure in May of 2017 once 1:1 has gone district-wide. It will include measureable objectives such as, "At least 5% of our teachers will establish a cross-curricular, year-long, PBL experience for students that engages community members. At least 50% of our teachers will have developed or be in the process of developing a tech-embedded PBL unit. Both students and teachers will self-report increased engagement on formative surveys." Having a clear checklist that represents the district vision will allow us to gauge success of the initiative overall and provide us with direction as we revise and move forward.

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

Medina City Schools expects to see significant changes in both instruction and operations in the following areas by May of 2017: Achievement and Engagement: Research shows that PBL and 1:1 computing result in increased student engagement and achievement (Barron, 2013; Drake & Long, 2009; Finkelstein, et. al, 2010; Geier, et. al, 2008; Bebell & O'Dwyer, 2010; Fleishcher, 2012). We anticipate gains in academic achievement on standardized tests, AP tests, PSATs, common assessments, and STAR reading and math assessment. As technology opens avenues for new instructional methods, teachers will self-report more engagement in teaching and job satisfaction. In a survey from August, 2013, 53% of district teachers reported overall satisfaction with Medina City Schools; 49% said they would recommend this district to a friend seeking employment; 19% said the district is well-respected in the community; 63% said they work in positive environments; and 60% said they believe that Medina is a high-performing district. We anticipate all of these numbers will increase. Students will self-report more engagement and satisfaction in their schools. Instruction: We expect students will have continuous access to course materials and content for all classes any time and in any space through Blackboard. 100% of teachers will provide content on Blackboard. All students will have opportunities to collaborate in meaningful ways via technology with their peers and/or students around the world at least once a month. 80% of teachers will contribute to collaboration by sharing content, lesson plans, and/or resources via Blackboard xplor. Students will experience student-led instruction in a minimum of 20% of their school experience. All students will use their medinabees.org Google accounts. Google Apps for Education will be used by 80% of our teachers (to be assessed using self-reported data as well as Google Analytics data). Students will have continuous access to online district resources such as Raz Kids, Moby Max, Aleks, and eBooks, and increased usage of these and free intervention tools will improve achievement. Through ongoing formative assessments, teachers, students, and parents will have clearer understandings of strengths and weaknesses. This will result in parents feeling more informed about their child's learning. All elementary schools will use standards-based grading systems; teachers in secondary grades will individually explore standards-based grading options and the feasibility of piloting building-wide. All students will create at least one authentic product for an authentic audience during the year. At least 5% of our teachers will establish a cross-curricular, year-long, PBL experience for students that engages community members. At least 40% of our teachers will have developed or be in the process of developing a tech-embedded PBL unit. Resources: Curriculum in all content areas at all levels will incorporate more free, online resources than purchased resources. Textbook purchases will decrease significantly as less books are purchased. Traditional handouts, assessments, and parent/community communications will be electronic, significantly reducing paper purchases. Infrastructure upgrades will result in fewer network shutdowns, subsequently easing user frustration and improving teacher willingness to use online resources. Traditional computer lab spaces will be replaced by mobile carts (from PBL), resulting in cost savings from technical support and maintenance. Operations: Medina High School and both middle schools will research and potentially implement modified bell schedules that are more flexible for student needs. These schedules will focus on engaging students with choice-based enrichment options (based on PBL) and intervention time. The district will see savings in Microsoft licensing as teachers, students, and central office staff move to Google and cloud storage. All district staff will use gmail.

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.

The goals driving this initiative are improving student achievement while reducing district expenditures. Both of which will be met by expanding current innovations through 1:1 devices and transforming instruction to meet the needs of today's learners. PBL, blended learning, and 1:1 computing have proven success engaging students and changing instruction. PBL is a research-based strategy proven to increase achievement and engagement. While PBL is new in Medina Schools, one observation in the classroom of a PBL wave one teacher will demonstrate significant student engagement. Research shows we can anticipate achievement gains: Drake, K.N. & Long, D. (2009). "Rebecca's in the dark: A comparative study of problem-based learning and direct instruction/experiential learning in two fourth grade classrooms": In an experimental study comparing a PBL class versus a traditional class, the PBL class showed more engagement during the learning process by 10 percentage points and was also able to generate more problem-solving strategies than their peers in the control group. Finkelstein, N., Hanson, T., Huang, C.W., Hirschman, B. and Huang, M. (2010). "Effects of Problem-Based Economics on high school economics instruction": In an experimental study comparing a PBL class versus a traditional class, students in the PBL classes outscored their peers who received the more typical textbook and lecture-driven approach. In addition, teacher polls indicated that teachers had a higher level of satisfaction with their materials and methods than the control group. Blended learning is also a research-based practice with which Medina has had proven success. Our blended learning pilot was evaluated by an outside evaluator for its sustainability and significance. Results of the evaluation (2013) found that pilot teachers had met their goal of creating high-quality, blended courses. It also reported significance in student and teacher engagement, "It is also clear that students and teachers were highly engaged: they described the personal accomplishments and meaningful activities and growth they enjoyed; they persisted through a series of difficult challenges and for the most part succeeded." Students also found value in courses of this model: "The students perceive a long-term value to the learning skills and growth they experienced, as they see the relationship between these skills and college attainment and success." Wave one blended teachers are also contributing to the spread of blended learning: "All of the teachers, independently, described how the technology skills and curricular approaches used or developed in the blended learning courses were already migrating into other courses taught by these three teachers, into traditional courses taught by colleagues across the campus, and through training that these initiating teachers would be providing to the district, to other teachers as well." Finally, 1:1 computing is a new model we aim to bring into Medina. Research studies support increases in student and teacher engagement and achievement: Bebell, D., and O'Dwyer, L.M. (2010). "Educational outcomes and research from 1:1 computing settings": This review synthesizes results from 4 multi-school studies of K-12 1:1 computer programs. Participation in the 1:1 programs was associated with increased student and teacher technology use, increased students engagement and modest increases in student achievement. Fleischer, H. (2012). "What is our current understanding of one-to-one computer projects: A systematic narrative research review": Studies found that because of students' greater sense of control over their learning experience, laptops tended to improve student motivation and engagement in learning. 1:1 programs showed slightly improved student scores on high stakes tests. The introduction of the programs changed classrooms from traditional and lecture-oriented to more student-centered and constructivist learning environments.

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

☑ Yes ☐ No

22. If so, how?

This project is entirely replicable in other districts. The rollout of this plan creates a roadmap for districts to follow as they implement similar initiatives to transform education. While funding for devices might be problematic, the roadmap could be modified to a longer rollout timeframe, which would make funding less burdensome. The three-wave approach to piloting and building teacher support could serve as a model for all districts. As our teachers are leaders, they frequently present in Ohio and national conferences. Whether or not a district chooses to implement the entirety of this plan or to simply incorporate more PBL in classroom instruction, through presentations at conferences and our Summer Technology Institute, our goal is to share what is working and struggles we have encountered. Medina teachers and administrators are also actively involved in social media and blogging, and they will actively share resources through these means as well.

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

The goal of this plan is to completely transform classroom instruction from more traditional approaches to student-centered, student-led, with opportunities for collaboration on authentic tasks and for authentic audiences. Through targeted PD and our three-wave approach to rolling out this implementation, the implementation team aims to move teachers into instructing for today's learners. The measureable objectives set forth for May of 2017 are quantifiable means of demonstrating a systemic paradigm shift--a shift that moves the entire district into a new landscape for teaching and learning. We want students who learn in 21st century ways, teachers who teach in 21st century methods, and we want to produce learners who are not just capable of solving problems, but can identify and idealize problems before they exist. This is the new paradigm of education, and this plan moves us toward it. Sustainability of the new paradigm will result naturally as teachers buy-in to why they are changing instructional practices and as data demonstrates increased engagement and achievement.

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.

The following measureable instructional goals will determine initiative success in May of 2017: Increased scores on standardized assessments; increased self-reported teacher and student engagement and satisfaction; 100% of teachers will provide content on Blackboard; students collaborating at least once a month; 80% of teachers collaborating through Blackboard xplor; student-led instruction in a minimum of 20% of the school experience; 80% of teachers to use Google Apps for Education; all students using medinabees.org accounts; increased usage on district-purchased online tools; students create at least one authentic product for an authentic audience during the year; at least 5% of our teachers will establish a cross-curricular, year-long, PBL experience; at least 40% of our teachers will have developed or be in the process of developing a tech-embedded PBL unit. We will summatively evaluate initiative success in May of 2017, but we will also include formative assessments and revisions to our implementation approach in the interim according to our implementation plan. These formative assessments include yearly parent, student, and teacher surveys of those currently implementing in May of each year. These will help the district assess progress toward the May 2017 goals. Based on feedback from these surveys, we will revise our communications plan and PD plans to better meet the needs of the next wave of classrooms. Additionally, at the beginning of each year, following all the district-provided summer PD (Summer Tech Institute and honeycombs), we will benchmark where are teachers are in comparison to the end goals. This will help the district establish if the next steps are appropriate or if revision to PD and communication is necessary.

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.

Throughout implementation, the DOES will assess progress and teacher/student readiness. This will be done through ongoing teacher, student, and community surveys including: May 2014: PBL teachers from both wave one and two will be surveyed about their experiences and PD needs moving forward. Students and parents of PBL teachers will be surveyed about their educational experiences as a result of PBL and embedded technology. This data will be used to evaluative and revise PBL PD in preparation for wave three of implementation. August 2014: Following the summer institute and honeycombs, we will survey non-PBL teachers to identify their PD needs. May 2015: All PBL and 1:1 pilot teachers will be surveyed about their experiences and future PD needs. Stakeholders in the community (including students and parents) will have opportunities (via surveys, feedback forms, and community forums) to share their perception of readiness for 1:1 and expectations for education in Medina. Community survey results will help us revise our communication approach and determine additional stakeholders who should be involved. The district will monitor usage of online resources with the expectation that 1:1 increases usage significantly (thereby improving student achievement). Resources that are not used effectively will not continue to be purchased. August 2015: Following the summer institute and honeycombs, we will survey non-1:1 teachers to identify their PD needs. Though they will receive 1:1 PD in the honeycombs and institute, survey data will keep us informed of additional needs and we will make revisions to PD plans. May 2016: All 1:1 teachers will be surveyed about their experiences and future PD needs. Stakeholders in the community (including students and parents) will have opportunities (via surveys, feedback forms, and community forums) to share their perception of readiness for 1:1 and expectations for education in Medina. The district will monitor usage of online resources with the expectation that 1:1 increases usage significantly (thereby improving student achievement). Additionally, the implementation team will develop a summative checklist of expectations for what successful implementation looks like. This checklist will be used as the summative measure in May of 2017 once 1:1 has gone district-wide. It will include measureable objectives such as, "At least 5% of our teachers will establish a cross-curricular, year-long, PBL experience for students that engages community members. At least 50% of our teachers will have developed or be in the process of developing a tech-embedded PBL unit. Both students and teachers will self-report increased engagement on formative surveys." Having a clear checklist that represents the district vision will allow us to gauge success of the initiative overall and provide us with direction as we revise and move forward. If at any point it is determined that progress is insufficient to meet program objectives, the DOES will revamp our professional development and target specific needs. The district has set a clear checklist of expectations for May of 2017, that reflects successful implementation. Using these checklist items and formative benchmarking, we will be equipped to provide the most effective targeted, job-embedded PD. Using the checklist of goals presented in previous questions, we will evaluate the long-term success of this project.

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

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

I Accept Jim Hudson Treasurer, Medina City schools 10/23/2013