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Adjusted Allocation: 0.00

Remaining: -4,999,917.00
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 8 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 (RN/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: hank@mcsv.org

5. Secondary applicant contact: - Provide the following information, if applicable:
First Name, last Name of contact for secondary applicant: n/a
Organizational name of secondary applicant: n/a
Unique Identifier (RN/Fed Tax ID): n/a
Address of secondary applicant: n/a
Phone number of secondary applicant: n/a
Email address of secondary applicant: n/a

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (RN/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.

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 auxiliary 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 ($120,000 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)

- 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

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 instructional activities are getting the right 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...
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.

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

4,994,816.77 * 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, RRT 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 PBL that job-embedded coaches demonstrates ongoing progress in this initiative. The $4,994,816.77 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, the winning device is used in the remaining years of the grant. This is a multiyear investment that has a direct impact on student engagement and achievement. The $4,994,816.77 amount reflects the higher device option that may result from the implementation of the innovative project.

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 our grant 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 $32,000 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 $165,000 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 $4,994,816.77 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.

It is described to embed meaningful technologies in instruction. In 2016, this will be sustained with a nominal fee from registrants. Graduate credit will be offered to entice participation.
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 the project 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 implementation 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 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 Board Association Innovative Classroom finalist. Afterwards, the district conducted surveys of community members, teachers, parents, and students to determine if becoming 1:1 was feasible. A 1,000 teacher survey was released to determine if there is a need to increase technology in our classrooms. Teachers, parents, and students results indicated that there is a need for more technology in our classrooms. As a result, a survey was developed and released to 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 stating that technology is 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 Agree). 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 necessary step for moving teachers forward. Wave one teachers were invited to participate in May 2013: DOES staff and principals engage in a study of Overcoming Textbook Fatigue (Lent 2012) to learn how and why moving 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, DOE staff, district administrators, teachers, and the districts' leadership officers. March 2013: 1:1 committee was 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 used for this grant once this decision is made. Moving forward, we have devised several strategies for consistently communicating and coordinating with our community and beyond. Strategies include: planning consistent meetings with stakeholders 1:1 committee, establishing a district technology blog with updates, presenting at board meetings and state conferences (complete with replaceable and easily-implemented plans to share with other districts), continuing interdistrict coordination through Plan 1 committee (DOES, technicians, business manager), MGM meetings (all district administration), BLT/PLC/department meetings (DOES and teachers), and tech liaisons/teacher leadership.

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

* Narrative explanation

While blended learning began piloting in 2013-2014, implementation of one wave 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 winner 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 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 volunteers. 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 for this in order to be prepared if this becomes an issue. A summary of each wave is as follows:

1. ** proposing timeline for improvement, but the goal is to have it complete before school begins.**
2. **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 dates for 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 evaluating engagement and achievement to determine the best device for each grade level. The 1:1 committee will use all available data to determine what devices best serve needs at each grade level. As has been the case, processing of devices may be an issue that we will encounter during this project.**

**Resources:**

The district purchases $220,000 in MacBooks for PBL and establishment of a district technology blog with updates, presenting at board meetings and state conferences (complete with replaceable and easily-implemented plans to share with other districts), continuing interdistrict coordination through Plan 1 committee (DOES, technicians, business manager), MGM meetings (all district administration), BLT/PLC/department meetings (DOES and teachers), and tech liaisons/teacher leadership.

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

* Narrative explanation

Throughout the implementation, the DOES will assess progress and teacher/student/stakeholder 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 and involvement with the innovative project and its impact on student achievement. Spending reduction in the five year fiscal forecast or utilization of a greater share of the five year fiscal forecast or utilization of a greater share of the five year fiscal forecast or utilization of a greater share of the five year fiscal forecast or utilization of a greater share of governmental funding. With this plan, the district will monitor usage of online resources with the expectation of increased engagement and achievement to determine the best device for each grade level. The 1:1 committee will use all available data to determine what devices best serve needs at each grade level. As has been the case, processing of devices may be an issue that we will encounter during this project.

**E) SUBSTANTIAL IMPACT AND LASTING VALUE:** Impact, evaluation and replication

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

Medina City Schools expects to see the instructional 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; Finkenstein, et al., 2010; Geier, et al., 2008; Bodele & O'Dwyer, 2010; Fleischer, 2012). We anticipate gains in academic achievement on standardized tests, AP tests, PSAT scores, common assessments, and STAR reading and math assessment. As technology opens new possibilities for 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 their current school to a friend seeking employment; 19% said the district is well-respected in the community; 63% said they would continue to work in the community; and 60% said they believe that Medina is a high-performing district. We anticipate all of these gains will increase. Students will self-report more engagement and satisfaction in their schools.

"We expect students will have continuous access to course materials and content for all classes at all times and in any place through Blackboard. 100% of teachers will provide content on Blackboard. All students will have opportunities to collaborate in real-time over the internet 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 resources via Blackboard xplor. Students will experience student-led instruction in a minimum of 20% of all classes every year. 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, Mathlinks, 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. At least 60% 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 be involved in the development of a technologically-embedded PBL unit. Both students and teachers will self-report increased engagement on formative surveys.** 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 move forward and beyond.

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 governmental funding.
resources in the classroom:

The goals driving this initiative are improving student achievement while reducing district expenditures. Both of which will be by expanding current innovations through 1:1 devices and transforming student teaching and learning to meet the needs of today's learners. PBL, blended learning, and 1:1 computing have proven success engaging students in authentic, meaningful 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. Finkelein, N., Hapons, 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 instruction. 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 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 course of study: "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 teaching 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: Bebel, D., and O'Leary, 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 student engagement and modest increases in student achievement. Fleischer, H. (2012). "What is our current understanding of one-to-one computer projects: A systematic narrative review research": Studies found that because of students' great 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 classroom 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

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, frequently present in Ohio and national professional conferences, we feel confident that this model could be easily spread.

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 measurable 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 measure success in 11 ways, teachers who teach in 21st century methods, and we want to produce teachers who are not just capable of solving problems, but can identify and realize 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. The following measurable 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 medianneas.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 be trained with 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.

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 formative assessments include yearly parent, student, and teacher surveys of those currently implementing in May of 2015: All PBL and 1:1 pilot teachers 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 evaluate and revise PBL PD in preparation for wave three of implementation. August 2014: Following the summer institute and interactive forum, PBL teachers will be surveyed about 1:1 needs and 1:1 computer projects: A systematic narrative research review: Studies found that because of students' great 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 classroom from traditional and lecture-oriented to more student-centered and constructivist learning environments.

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.

Thresholds will allow us to change the plan as we move forward. This will allow us to change the plan as we move forward. 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 evaluate and revise PBL PD in preparation for wave three of implementation. August 2014: Following the summer institute and interactive forum, PBL teachers will be surveyed about 1:1 needs and 1:1 computer projects: A systematic narrative research review: Studies found that because of students' great 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 classroom from traditional and lecture-oriented to more student-centered and constructivist learning environments.

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.

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