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*Adjusted Allocation:* 0.00  
*Remaining:* -809,071.00
Applicant:

Paulding Exempted Village (045575) - Paulding County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (428)

Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICATION INFORMATION - General Information, Experience and Capacity

1. Project Title: PROJECT LEAP: Learning Experiences for Achievement Progress

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.

3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   - First Name, Last Name of lead applicant: Carrie Sinn, President
   - ORG: Secondary applicant:
   - Phone number of secondary applicant:
   - Unique Identifier (IRN/Fed Tax ID):
   - Email Address of lead applicant:

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, Last Name of secondary applicant: Cortney Rethmel
   - ORG: Secondary applicant:
   - Phone number of secondary applicant:
   - Unique Identifier (IRN/Fed Tax ID):
   - Email address of secondary applicant:

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

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.

PROJECT COORDINATORS/CONSORTIUM MEMBERS/MANAGEMENT TEAM: To oversee all goals, reports, purchasing, professional development, evaluation: Carrie Sinn, President, Curriculum Director for PEVS & Cortney Rethmel, Director of Instruction for WT, has 15 years of experience administering federal, state, & local grant programs including Federal US History Grants, Title programs, 21st Century Grants, state competitive grants. Project oversight will be provided by these 2 key personnel with assistance from the technology coordinators, treasurers, & district administrators. Curriculum Directors will be the Project Coordinators & work collaboratively together, meeting monthly, to plan, implement, & conduct evaluation of all grant activities.

PROJECT LEAP: Learning Experiences for Achievement Progress

PROJECT LEAP is designed to provide classroom sets of tablets or laptops for grades K-3 to further implement technology into their curriculum and the purpose of Project LEAP is to use tablets as a part of the instructional delivery of their lessons to support the curriculum and teach basic keyboarding skills to increase student achievement and better prepare the students for the new state assessments. The major activities of this grant will be the purchase and installation of carts of tablets/laptops for classroom use, installation of infrastructure to support the increase in technology usage, purchase of and training on the use of keyboarding software and SuccessMaker, along with professional development of direct instruction from educational technology experts and the creation of professional learning communities. This will change the culture of the learning environment in the elementary schools and move towards the districts' technology goals of blended learning opportunities as well as provide basic computer skills for students in K-3.

745 Total Students Impacted:

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
11. Describe the innovative project.

PROBLEM TO BE ADDRESSED: Lack of keyboarding skills; Need for better preparation for New Generation State Assessments
Project LEAP will provide an enriched and strengthened curriculum for students in grades K-3 by teaching basic keyboarding skills and bolstering basic skills in reading and math through the use of SuccessMaker and keyboarding software. The students will be better prepared for the New Generation State Assessments and the goals established for the 3rd Grade Guarantee. Project LEAP is an innovative approach to meeting the needs of all learners such as students with disabilities and students identified as gifted. SuccessMaker is designed to allow students to achieve on their individual paths, at their own rate, and with the appropriate amount of remediation or stretch through the use of specialized software. While they are learning reading and math skills, they will also be practicing keyboarding skills and become better prepared for online testing sessions, and acquiring skills for college and career readiness. ACTIVITIES TOWARD SOLVING PROBLEM 1. Purchase classroom sets of tablets for K-2; laptops for grade 3. Increase/install infrastructure (bandwidth, switches, access points, servers). 3. Provide professional development for teachers to implement keyboarding software/lessons through direct instruction; create professional learning communities (PLCs). 4. Increase opportunities for students in K-3 to use technology in their daily routine to improve reading and math, and keyboarding skills. 5. Create webpage/blog for teachers to communicate easily between the districts (and eventually to other districts) 6. Update school policies/procedures/guidelines to allow increased usage of technology devices by the students.

Expected Outcomes:

- **K-3**
  - 1. All 3rd grade participating students will be prepared for the New Generation of State Assessments and to meet the goals established for the 3rd Grade Guarantee. Project LEAP is an innovative approach to meeting the needs of all learners such as students with disabilities and students identified as gifted. SuccessMaker is designed to allow students to achieve on their individual paths, at their own rate, and with the appropriate amount of remediation or stretch through the use of specialized software. While they are learning reading and math skills, they will also be practicing keyboarding skills and become better prepared for online testing sessions, and acquiring skills for college and career readiness. ACTIVITIES TOWARD SOLVING PROBLEM 1. Purchase classroom sets of tablets for K-2; laptops for grade 3. Increase/install infrastructure (bandwidth, switches, access points, servers). 3. Provide professional development for teachers to implement keyboarding software/lessons through direct instruction; create professional learning communities (PLCs). 4. Increase opportunities for students in K-3 to use technology in their daily routine to improve reading and math, and keyboarding skills. 5. Create webpage/blog for teachers to communicate easily between the districts (and eventually to other districts) 6. Update school policies/procedures/guidelines to allow increased usage of technology devices by the students. 3. Students will receive high quality professional development (HQPD) by NWOET on implementing keyboarding instruction and blended/blended classroom strategies.
D) IMPLEMENTATION

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 make the project self-sustaining, including the amount of new/sustaining revenue. If there are no new/sustaining revenue, explain in detail how this project will sustain itself beyond the life of the grant.

**Project LEAP** is self-sustaining because:
1. Professional development is provided during grant period, skills utilized by teachers to continue grant objectives of student achievement beyond grant period.
2. Professional learning communities provide a job-embedded, on-going platform for teachers that establishes collegiality and connections for teachers to continue beyond the grant period.
3. Webpage/blog is developed, maintained and shared among teachers in the two districts and beyond. Enough equipment purchased at one time to provide whole class learning opportunities for K-3 students with enough infrastructure to support expected usage.
4. District Policies will be established that set the expectations for use of technology by the students on a daily basis. Personnel already established in districts to implement project and carry out goals beyond the grant period.
5. Initial training will provide teachers with skills to be successful in planning and implementing blended learning activities; Online Professional Learning Communities (PLCs) of small, site-based, job-embedded, study groups as being most effective for the retention of new knowledge leading to increased student achievement.

(1) The needs of all teachers across the district through using SuccessMaker will increase student learning.

Additional: It is the goal of the consortium to reduce costs for paper, duplication, and textbooks. Initially, the consortium will assume the costs of 400 cases of K-3 textbooks at $125 each. The consortia will also purchase $40,000 copies of @ $25 = 160 textbooks @ $125. These savings would be realized as students use online resources and tools to complete assignments, access textbooks, and learn more efficiently through flipped/blended instructional approaches.

PEV: 200 Cases of Paper x $25=$5,000 20,000 Copies x $25=$5,000 80 Textbooks x $125=$10,000 200 Cases of Paper x $25=$5,000 20,000 Copies x $25=$5,000 80 Textbooks x $125=$10,000

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 delay 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): 01/01/2014

**Narrative explanation**

**PLANNING STAGE COMMUNICATION THAT HAS OCCURRED AS PROJECT WAS DEVELOPED**

The following interactions have occurred to create this proposal with input from consortium members and partners.

1. Initial contact with key stakeholders to discuss concept of blended learning.
2. Curriculum Coordinators contact with all grade level teachers to discuss concept of blended learning.
3. Community Leaders contacted for support/partnerships/inputs.
5. Teachers/Parents contacted to provide PD, support for project.
6. All entities support Project LEAP.
7. January: Management Team (MT) Meeting-review project, establish actions steps/due dates; inform public/parents/teachers/administrators/project goals/activities/strategies through newspapers.
8. Teachers receive information about PD, Project LEAP.

**STAKEHOLDERS ROLE IN PLANNING STAGE**

Leadership and key personnel for this project such as tech coordinators, curriculum directors and building administrators in the two districts and beyond will remain consistent after the grant period. They will be familiar with Project LEAP goals and activities, which will have a carry-over effect as they continue to support and encourage those teachers and students that were included in the project, and require no additional funding to perpetuate the project. In addition, District Policies established for Responsible Use of Technology will be used to ensure that objectives of the research project are achieved and reinforced by the goals and objectives set forth for Project LEAP. Reimbursement Costs are less than the Expected Savings and Cost reductions of this project. Cost reduction and expected savings of reduced costs for paper, duplication, and textbooks will be $40,000 for the entire consortium.

**IMPLEMENT STAGE**

February: MT Meeting-review progress/establish actions steps/due dates; website/blogs created; PD sessions provided by NWOET on blended/flip ped strategies; students given instructions on using laptops; create Professional Learning Communities (PLC) district; Advisory Board Meeting; District administrators review responsible use policy; March: MT Meeting-review progress/establish actions steps/due dates; students involved in blended learning activities; PLC group meetings; Advisory Board Meeting; April: MT Meeting-review progress/establish actions steps/due dates; students involved in blended learning activities; PLC group meetings; BARRIERS/PROACTIVE MITIGATION STRATEGIES: delays in expected deadlines due to weather cancellations, delays in delivery, unavailability of service providers. To mitigate, MT will adjust deadlines, assist in activity completion Barrier: Lack of involvement of staff members. To mitigate, MT will discuss with appropriate PLC Coordinators & administrators to fully explain grant program objectives, benefits to students STAKEHOLDERS ROLE IN PLANNING STAGE MT will contact NWOET to schedule PD Students: introduced to tablets/laptops Parents will become better informed about Project LEAP through the brochures Teachers: receive information about PD, Project LEAP.

**Narrative explanation**

**SUMMATIVE EVALUATION May: MT Meeting-review progress/establish actions steps/due dates; Data gathered on grant activities; PLC group meetings; Advisory Board Meeting June: MT Meeting-review progress/establish actions steps/due dates; Final reports; Follow-up PD/PLC BARRIERS/PROACTIVE MITIGATION STRATEGIES: delays in expected deadlines due to weather cancellations, delays in delivery, unavailability of service providers. To mitigate, MT will adjust deadlines, assist in activity completion Barrier: Lack of involvement of staff members. To mitigate, MT will discuss with the project with teachers & administrators to fully explain grant program objectives, benefits to students Barrier: Lack of Business/Community involvement. To mitigate, MT will make personal contact with key business/community leaders to fully explain objectives of program & the importance of their involvement; publicity in local newspapers of grant activities to increase awareness/interest in project STAKEHOLDERS ROLE IN IMPLEMENT STAGE Students: involved with blended learning activities in classrooms, using keyboarding and SuccessMaker instructors targeted to parents/students Students: engaged in learning keyboarding skills and using SuccessMaker Teachers: receive monthly reports from MT meetings; receive student progress reports; School media: publicize the project in May with school-wide announcement and special announcements in school publications.

**Narrative explanation**

**SUMMATIVE EVALUATION**

May: MT Meeting-review progress/establish actions steps/due dates; Data gathered on grant activities; PLC group meetings; Advisory Board Meeting June: MT Meeting-review progress/establish actions steps/due dates; Final reports; Follow-up PD/PLC BARRIERS/PROACTIVE MITIGATION STRATEGIES: delays in expected deadlines due to weather cancellations, delays in delivery, unavailability of service providers. To mitigate, MT will adjust deadlines, assist in activity completion Barrier: Lack of involvement of staff members. To mitigate, MT will discuss with the project with teachers & administrators to fully explain grant program objectives, benefits to students Barrier: Lack of Business/Community involvement. To mitigate, MT will make personal contact with key business/community leaders to fully explain objectives of program & the importance of their involvement; publicity in local newspapers of grant activities to increase awareness/interest in project STAKEHOLDERS ROLE IN SUMMATIVE EVALUATION STAGE Students: involved with blended learning activities in classrooms; Teachers: Data gathered on grant activities; PLC group meetings School Administrators, Tech coordinators, Guideline Coordinators: Data gathered on grant activities; Policy makers/School Boards: monthly updates from MT Community/Business Leaders: Advisory Board Meeting next steps COMMUNICATION WITH STAKEHOLDERS DURING THE EVALUATION STAGE MT will have on-going communication concerning grant activities & monthly meetings to take stock of project progress, make adjustments, & assist each other in completing project activities/objectives. The Advisory Board and the Business Symposium will provide forum for communication among business leaders & schools to promote project activities. More specifically, communication with stakeholders will be as follows:

1. 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 make the project self-sustaining, including the amount of new/sustaining revenue. If there are no new/sustaining revenue, explain in detail how this project will sustain itself beyond the life of the grant.

**Project LEAP** is self-sustaining because:

1. Professional development is provided during grant period, skills utilized by teachers to continue grant objectives of student achievement beyond grant period.
2. Professional learning communities provide a job-embedded, on-going platform for teachers that establishes collegiality and connections for teachers to continue beyond the grant period.
3. Webpage/blog is developed, maintained and shared among teachers in the two districts and beyond.
4. Equipment purchased at one time to provide whole class learning opportunities for K-3 students with enough infrastructure to support expected usage.
5. District Policies will be established that set the expectations for use of technology by the students on a daily basis. Personnel already established in districts to implement project and carry out goals beyond the grant period.

In addition, initial training will provide teachers with skills to be successful in planning and implementing blended learning activities. The purchase of a large amount of equipment at one time allows for whole class learning experiences and implementation strategies on a larger scale. School personnel such as administrators, tech coordinators, and curriculum coordinators can better support initiatives that will increase the number of students more effectively than the grant period. They will be familiar with Project LEAP goals and activities, which will have a carry-over effect as they continue to support and encourage those teachers and students that were included in the project, and require no additional funding to perpetuate the project. In addition, District Policies established for Responsible Use of Technology will be used to ensure that objectives of the research project are achieved and reinforced by the goals and objectives set forth for Project LEAP. Reimbursement Costs are less than the Expected Savings and Cost reductions of this project. Cost reduction and expected savings of reduced costs for paper, duplication, and textbooks will be $40,000 for the entire consortium. Reimbursement Costs for software licensing, hardware replacement and professional development is estimated to be $32,240.

**Narrative explanation**

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

3. If there are expected savings, provide details of the savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

**Narrative explanation/rationale:**

Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

* $40,000.00 * 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.)

* $40,000.00 * Specific amount of expected savings (annual)
EXPECTED INSTRUCTIONAL CHANGES Teachers will utilize training and PCLs to create lesson plans that incorporate tablets/laptops and use blended/flipped instructional strategies. SuccessMaker will provide a scaffolded, self-paced structure, allowing students to take more ownership of their learning. Individual student needs will be addressed and less remediation will be necessary. Self-directed learning will be enhanced by engaging students in both individual and group work. For instruction and/or preparation for instruction and/or organizational practices, teachers engaged in engagement in learning, lesson planning, and use of blended instruction will provide a richer learning experience. Instructional strategies, less paper & pencil activities will be used thereby reducing the use of duplicated worksheets/workbooks. Students will improve keyboarding skills through direct teacher and software instruction. These basic skills will be important not only in school but as a tool for learning and living in the 21st century for college and career readiness. Teachers will be proficient in solving problems efficiently and effectively using technology. By June 30, 80% of trained teachers use webpage to post lessons/resources for blended/flipped instructional strategies.

Expected Outcomes

1. By May 1, 90% of teachers trained implement flipped/blended strategies
2. Informing teachers how to implement flipped/blended strategies, & providing keyboarding instruction & SuccessMaker, it allows students to have a greater responsibility for their own learning & puts more students in control of their learning.
3. By June 30, 80% of trained teachers use webpage to post lessons/resources for blended/flipped instructional strategies.

Better prepare teachers to implement flipped and blended classroom strategies through professional development and opportunities for collaboration with other teachers; and better address needs of all students.

LEAP goals and objectives which will have a carry-over effect as they continue to support and encourage those teachers and students that were included in the project, and require no additional funding to perpetuate the project. Participation in the project by partners such as NWOET and Western Buckeyes ESC creates support of continuation through a clear understanding and commitment to the goals of the project. An import factor in the continuation of Project LEAP will be the lines of communication that are established among and between the school and its partners through online connections of blogs, webpages, and online communities.

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

20. Describe the rationale, research or past success that supports the impact of the innovative project on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

Project LEAP produces several outcomes that can be sustained beyond the grant period. For instance, the purchase of a large amount of equipment at one time allows for whole class learning experiences and implementation strategies on a larger scale. School personnel such as administrators, tech coordinators, and curriculum coordinators can better support initiatives that affect a greater number of the student/teacher population. As more devices are acquired, each district and school will plan strategically to best use the devices in the classroom to maximize the benefit of the technology to all learners. Comprehensive reviews of research published in 2001 and 2005 showed that student academic performance in well-designed online courses is on average equal to or better than in traditional face-to-face classroom courses. The success of LEAP is based on the following key components: (1) teacher training and professional development, (2) implementation of a long-term Technology Plan that includes purchasing of devices and infrastructure to achieve the goal of one device per student, (3) support across the district for the initiative. The purchase of a large amount of equipment at one time allows for whole class learning experiences and implementation strategies on a larger scale. School personnel such as administrators, tech coordinators, and curriculum coordinators can better support initiatives that affect a greater number of the student/teacher population. As more devices are acquired, each district and school will plan strategically to best use the devices in the classroom to maximize the benefit of the technology to all learners.

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

22. If so, how?

Project LEAP will provide a communication and planning model for other schools to replicate in order to open valuable lines of communication between teachers and other schools to collaborate and expand the opportunities for learning. Teachers, students and community members of this project will be asked to share their knowledge and experiences gained from this project through video and written accounts posted on district web sites. Our schools will also be willing to send presenters to share at local and state conferences. In addition, less plans and resources for implementation will be available on the Project LEAP website links on district web sites. The scale and scope of this project can be expanded to other grade levels and to other non-traditional students or children in our districts who are home-schooled, home-bound, or attending private schools. By increasing the types of learning opportunities our students are being offered, more parents will seek out our programs. Students who are not currently enrolled in school or not currently attending school in the traditional classroom will be encouraged to participate in the online learning opportunities. The college and career readiness skills of keyboarding and academic success can be expanded to grades 3-5 as we begin to have the younger students share their knowledge and enthusiasm for learning with older students. Mentoring between the students of different ability levels as well as grade levels could also arise out of this as the concept of learning partnerships is nurtured between different groups of students. This model is flexible enough to fit within the constraints of the school’s culture and focus is to increase the technology and academic skills of all students.

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

QUANTITABLE MEASURES OF GRANT OUTCOMES Long-term measurement data will be collected during and after the grant period concludes and will include a study of the number of students who improve keyboarding skills and show progress in academic achievement through the use of SuccessMaker and number of teachers using the webpage. Teachers/administrators will be surveyed to report changes in classroom characteristics to incorporate blended/blended lessons. Project LEAP will have a substantial value and lasting impact on the creation of a solution of the project objectives and activities: better prepare teachers to implement flipped and blended classroom strategies through professional development and opportunities for collaboration with other teachers; and better address needs of all students by identifying individual needs and interests and improving opportunities for students to use technology in their daily routine to improve keyboarding and academic skills. The activities of Project LEAP are sustainable by school personnel who are already in place, by teachers who have completed training on flipped/blended strategies, and through communication modes that have been established from the outset. Project LEAP will provide a job-embedded, on-going process for teacher to continue to collaborate with colleagues not only in their own building in the classroom, but via webpages/blogs/ other online means teachers will be able to share resources/lesson plans/ideas with teachers across the country. COMMUNICATION/ADMINISTRATION PLAN Management Team will meet at least monthly to discuss progress, check on accountability results, and address any issues. School Board representatives will meet a minimum of four times to review and provide feedback on the PTO Meeting/Open House presentations, the webpage & blog development, and data collection. Curriculum Directors will relay information to district stakeholders (tech coordinators, administrators, teachers, students, parents, school board) on grant progress, plans, and activities. Advisory Board will establish communication between parents and schools, establish this web page for public communication, and create a network among teachers. This communication plan will support the goals and objectives of Project LEAP to insure successful completion.

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.

SPECIFIC BENCHMARKS OF GOALS Student achievement More students will have access to technology to improve keyboarding skills and increase student achievement. Goals: Increased achievement as measured by school/community meetings; brochures targeted to parents/students Students: engaged in engaged in learning keyboarding skills and using SuccessMaker Teachers: HP Professional Development; PCLs; scheduled team/department meetings; blog postings School Administrators, Tech coordinators: presentations; Policy makers/School Board: review and adopt responsible use policy; receive monthly reports from MT meetings; feedback for evaluation Community/Business Leaders: Advisory Board participation

Specific outcomes:

1. By May 1, 90% of teachers trained implement flipped/blended strategies
2. By June 30, 80% of trained teachers use webpage to post lessons/resources for blended/flipped instructional strategies
3. By June 30, 80% of students in grades K-3 participate in SuccessMaker
4. By June 30, 80% of teachers in grades K-3 attend NWOET PD
5. By June 30, 80% of teachers in grades K-3 attend SuccessMaker training
6. By June 30, 80% of students in grades K-3 use SuccessMaker

Interest and utilization in SuccessMaker

Specific outcomes:

1. By June 30, 80% of students in grades K-3 use SuccessMaker
2. By June 30, 80% of teachers in grades K-3 attend NWOET PD
3. By June 30, 80% of teachers in grades K-3 attend SuccessMaker training
4. By June 30, 80% of students in grades K-3 use SuccessMaker

Teacher professional development

Specific outcomes:

1. By June 30, 80% of teachers in grades K-3 attend NWOET PD
2. By June 30, 80% of teachers in grades K-3 attend SuccessMaker training
3. By June 30, 80% of students in grades K-3 use SuccessMaker

Teacher participation in PD

Specific outcomes:

1. By June 30, 80% of teachers in grades K-3 attend NWOET PD
2. By June 30, 80% of teachers in grades K-3 attend SuccessMaker training
3. By June 30, 80% of students in grades K-3 use SuccessMaker
In the webpage. Teachers/administrators will be surveyed to report on changes in classroom strategies to incorporate blended/flipped lessons. Feedback from teachers on success of webpage postings, training sessions, student reaction to using devices. Types of data to be collected: Numerical data to be collected: # laptops added to classrooms; # presentations at PTO events; # involved in lessons including flipped/blended strategies Teachers: # attending professional development sessions: # involved in professional learning communities; # implementing flipped/blended classroom strategies. Parents: # attending PTO presentations; # using Paulding Library/branches for tech resources. Other evidence to be collected: Lesson plans created to implement flipped/blended teaching strategies. Copies of Responsible Use policies. MT Meeting Minutes. Advisory Board Meeting Minutes. Reflections from PLCs. How to track progress—systems in place. For those activities whose success depends simply on completion of the activity, the curriculum coordinators will track the progress at their monthly meetings. The collection of numerical data will be collected by MT at the end of the project. Other evidence will be collected by MT throughout the project and compiled for the final evaluation. Measuring success of project: 80% of participating students K-3 will show an increase in student achievement as indicated by SLO targets and as measured by pre/post test data from SuccessMaker, Aims Web, and/or state Diagnostic Assessments in the content areas of reading and math. 80% of participating students in grades 2 & 3 will show an increase in keyboarding skills as indicated by pre/post assessments. 90% of teachers grades K-3 attend PD provided by NWOET. 90% of teacher grades K-3 participate in professional learning communities. 90% of teacher trained implement flipped/blended instructional strategies. Both districts have a Responsible Use Policy in place by June 1, 2014. 100% of students in grade K-3 at PEV & WT will have daily access to a tech device. 100% of infrastructure is installed to support increased technology usage. 80% of trained teachers use webpage to post lessons/resources to use for blended/flipped strategy. Procedures to change program plan if not meeting program objectives: MT will monitor program progress and discuss goals with district/building administrators to fully implement grant objectives; discuss grant objectives with teachers; provide guidance and support to PLCs. How project results will be shared with other districts. Compiled results will be the responsibility of MT. A presentation will be created about the project and results presented at school board meetings/community organizations/professional conventions such as the OTEC conference, statewide conference, or other state meetings. In addition, the information will be shared on the website of each of the participating districts, the ESC, and other public entity websites as requested.

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 Cortney Rethmel Curriculum Coordinator Paulding Exempted Village Schools 10/25/2013