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Adjusted Allocation: 0.00
Remaining: -4,487,290.00
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: Poland Local School District 2.0

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.

The Poland Local School District needs to implement the proposed technology innovations to improve student achievement and increase the utilization of a greater share of resources in the classroom. By working towards these important goals, we will prepare our students to become productive 21st Century problem solvers.

2200 3. Total Students Impacted:

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

First Name, Last Name of contact for lead applicant: Patrick Williams
Organizational name of lead applicant: Poland Local School District
Unique Identifier (RIN/Fed Tax ID): 048348
Address of lead applicant: 3199 Dobbins Road Poland, Ohio 44514
Phone Number of lead applicant: 330-757-7003 ext. 37420
Email Address of lead applicant: pwilliams@polandschools.org

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

First Name, Last Name of contact for secondary applicant: Rebecca Sobinovsky
Organizational name of secondary applicant: Poland Local School District
Unique Identifier (RIN/Fed Tax ID): 048348
Address of secondary applicant: 3199 Dobbins Road Poland, Ohio 44514
Phone number of secondary applicant: 330-757-7018 ext. 37383
Email address of secondary applicant: rlsobinovsky@polandschools.org

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

Saley Shaffer Poland Local School District RIN: 048348 3199 Dobbins Road Poland, OH 44514 330-757-7003 ext. 37415 hshaffer@polandschools.org Dalena Mordocco Poland Local School District RIN: 048348 3199 Dobbins Road Poland, OH 44514 330-757-7014 dmordocco@polandschools.org Kelly Antl Poland Local School District RIN: 048348 3199 Dobbins Road Poland, OH 44514 330-757-7008 kantil@polandschools.org

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.

The committee consisted of 11 administrators and nine teachers. Three teachers are Ohio Master Teachers and others have shared how technology has transformed their teaching practices at state and national conferences. Accomplishments of committee members include selection to the Siemens STEM Fellowship Academy, the NSTA New Science Teacher Academy, and Northeast Ohio Innovative Teacher of the Year. Members have been awarded over $275,000 in grants including Martha Holden Jennings Grants and the Mahoning County Cancer and Technical Grant. In 2003, this grant was used to purchase $250,000 worth of equipment and supplies for a new Technological Literacy program in our school district. Our Lead Applicant was responsible for creating curriculum, purchasing equipment, implementation, and maintaining the sustainability of this program. Partner 1: Oh Wow! The Roger and Gloria Jones Children's Center for Science and Technology Oh Wow's mission is to "...foster independent thinking and enrich the lives of all students by creating a welcoming environment where they can develop learning skills through the exploration of hands-on interactive exhibits and educational programs which are rooted in science, technology, engineering, and mathematics (STEM)." The center currently provides lessons for science and technology but is looking for a partner to help Oh Wow! align to the current standards as well as build tangible pieces teachers can implement within their classrooms and through teleconferencing. Teachers would team with Oh Wow to build "STEM in a box" abs, traveling experiences for teachers and students in grades K-12 that incorporate real-world problem solving and project-based learning with STEAM applications. Utilizing the museum's resources, our team of educators will create lesson plans, activities and assessment resources that Oh Wow could use for school visits. The partnership will enhance Oh Wow resources to be shared with districts throughout Northeast Ohio, strengthen the stature of STEM in our community and schools, and increase the interest in STEM for future engineers and scientists.

Partner 2: Western Reserve Public Media Western Reserve Public Media Educational Services department provides 21st Century professional development for educators in counties in Northeast Ohio. In 2010, they were recognized as a Professional Development Affiliate Partner with the Partnership for 21st Century Skills. Poland teachers have participated in innovative workshops on iPads, website development, problem-based learning strategies, Google Apps for Education, and INFOhio. The goal of partnering with Western Reserve Public Media is to provide professional development to our educators through a series of technology workshops throughout the school year. Partner 3: Turning Technologies Turning Technologies is a global corporation that provides significant opportunities to increase the educational effectiveness of teaching and learning. Working collaboratively with districts, schools, and educators, they have found great success in combining real-time student response technology with high quality professional development to aggregate meaningful data. Their goals are to meet the diverse and evolving needs of students in the areas of accountability, active learning, identification of At-Risk Students, formative and summative assessments, differentiated instruction, student engagement, and opportunities for peer instruction. Turning Technologies will provide professional development to every teacher. Workshops will prepare educators to use response systems to create formative and summative assessments to evaluate student growth.

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.

The Poland Local School District lacks access to shared classroom resources and professional development opportunities needed to implement a program the 21st century technology tools which would increase student achievement. This project will shift our district's educational philosophy from teacher-centered lessons to student-centered explorations. As John Dewey stated, "We remember what we do." Activities and learning experiences will become more meaningful to students. As a result, we will institute a district-wide project involving a major shift in school culture grounded in the following major activities: Launching a 1:1 - technology to student ratio is key in transforming our current learning environment. Students will have access to either a MacBook Air laptop or iPad tablet in each of their...
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.

The Poland Local School District's primary goal for the Straight-A-Fund is to increase student achievement by utilizing a greater share of resources in the classroom. Turning Technologies' Turning Technologies NXT Solutions Response Systems provide immediate feedback to educators in order to assess student needs. Through the implementation of the NXT technology, educators will track student achievement and development, determine if instruction is not conducive for our students. In addition, the technology will help teachers identify areas where their students need extra support.

The Polands Local School District is one of the oldest school districts within the state. Our Middle School building is over 200 years old. The Poland Local School District has received a grant to purchase and implement Turning Technologies’ NXT Solutions Response Systems. These systems will be used to assess student learning and provide immediate feedback to educators. The technology will help teachers identify areas where their students need extra support.

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?  
4,487,290.24 * Total project cost

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

104,000.00 * Specific amount of new/recurrent cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost items included in the budget (i.e. staff costs and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurrent costs, please explain why.

Accessing content is a crucial element to our project. The technology will be used to assess student learning and provide immediate feedback to educators. The technology will help teachers identify areas where their students need extra support. The technology will also help to improve student achievement and growth. The technology will be used to assess student learning and provide immediate feedback to educators. The technology will help teachers identify areas where their students need extra support.

16. Are there any expected savings that may result from the implementation of the innovative project? 
67,200.00 * 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.)

Successful implementation of the project will result in the reduced use of supplies throughout the district. Paper and ink usage will decrease as well as the need for textbooks and some software licensing.

All students and staff throughout the district are currently being trained on the use Google Apps for Education, a collection of productivity programs, offered by Google which is a free alternative to the Microsoft Office Suite. These apps will allow students to easily share their assignments with their teachers and collaborate on projects (in fact, this proposal was written utilizing the collaborative features of Google Documents and Google Drive). With the use of these web based apps, the Polands Local School District has reduced the need to purchase yearlies upgrades to the Microsoft Word, Excel, and PowerPoint. Teachers and students will use their iPads and laptops and to submit, collaborate, and grade these assignments, reducing the amount of supplies used in the district. Over the next two years, our teachers will be able to share their notes and lessons with students in real-time. The technology will be used to assess student learning and provide immediate feedback to educators. The technology will help teachers identify areas where their students need extra support.

The following will be sustained by a student technology fee: 

- Replacement AAA batteries will be the only recurring cost. Furthermore, the Insight 360 software package is a one time cost while the Insight 360 Web Access is a yearly subscription. The cost of the technology will be offset by the reduction in the number of textbooks purchased by the school district.

- Accessing content is a crucial element to our project. The technology will be used to assess student learning and provide immediate feedback to educators. The technology will help teachers identify areas where their students need extra support. The technology will also help to improve student achievement and growth. The technology will be used to assess student learning and provide immediate feedback to educators. The technology will help teachers identify areas where their students need extra support.
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.

Sustainability is a key component to the implementation of this project. If ongoing costs are not taken into account, the goals and objectives of this endeavor cannot be fully realized. The Poland Local School District will utilize the following resources to sustain the continued use of this program. Currently, students are charged a general fee for the district. This accounts for paper, general classroom materials, and supplies. Starting next year, we will be assessing a Technology Fee to cover any recurring technology costs to the district. This $50 fee will generate over $100,000 annually, depending on yearly changing enrollment, and will cover the following once the Straight A Fund money has been exhausted. This fund will cover the following: Access: WiFi Hardware and Accessibility $56,000 / year - 3 year commitment, Poland Local School District: Technology Coach, $7,000 / year - 1 year. Professional development will take place during Staff Waiver Days and CEUs will be given to staff members in lieu of payment. Apple: Purchase new and relevant apps for the iPads. Other recurring costs include: Turning Technology Software Online Software Fee $99 / year, waived by Turning Technology Oh Wow! No Recurring Costs $0.00 / year Oh Wow! will pay royalties on any of our created lessons that are sold to other school districts. The annual fee is $50 / year. Turning Technology Coaches will continue to receive prospective teacher training. The cost will be picked up by the Poland Local School District as it has been for the last 10 years. Apple We will be purchasing the AppleCare Warranty add on for each iPad and Laptop. This protects all equipment for three years, including two accidental drops on each device. Apple offers a Leasing / Buyback program where they give up to half of the original price of the equipment when they become obsolete. We plan on selling our equipment back to Apple after three years and reevaluating where these products are best being utilized throughout the district. Any additional equipment that is needed will be taken out of the District's technology budget and eRate money.

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

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<tr>
<td>Narrative explanation</td>
<td>Committee and Technology Coaches will have met at the end of each nine weeks in order to make changes to curriculum and identify what professional development is needed to achieve student growth</td>
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19. Describe the expected changes to the instructional and/or organizational practices in your institution.

* Plan (MM/DD/YYYY)

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<tr>
<td>Narrative explanation</td>
<td>Straight A Fund Award Letter January 2014: Submit all purchase orders for proposed materials.</td>
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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.

In the past, the Poland Schools have used the Turning Technologies Response systems to help with the assessment process. They have had success in identifying areas where students need more support or intervention. The response systems also provide real-time data that can be used to make informed decisions about teaching and learning. The response systems can help teachers to identify areas where students are struggling and provide targeted interventions to support their success. Overall, the technology has been effective in improving student achievement and meeting the needs of all learners. The Poland Local School District recognizes the importance of technology in education and has made a commitment to invest in technology resources to support student learning. The project proposed in this application aims to further support the technology integration efforts in the district by providing additional resources and training opportunities. The proposed project aligns with the strategic goals of the district and is likely to have a positive impact on student achievement, spending reduction, and utilization of resources in the classroom.

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

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

Yes

22. If so, how?

While our committee feels that this initiative can be replicated in other school districts, it is also important to remember that what works for us may not work for someone else. Our approach to improving student achievement and utilizing a greater amount of resources is founded in three major factors: technology-specific efforts that allows for the infusion of a 1:1 program, appropriate resources, and a high-quality professional development model. Our school district is lagging behind when it comes to technology, and there are infrastructure obstacles that needed to be addressed. From electrical to asbestos issues, the six schools in our district were not designed with technology upgrades in mind. If a school has similar issues, the first item to address is both electrical and network wiring. Without these two components, all future technology upgrades and project would be impossible to implement. Once that issue is resolved, school districts would need to tackle the issue of connectivity. Districts can either go wireless, leading to a mobile lab / computer cart concept, or a wired, stationary lab concept. If they choose wireless, WiFi access points will need to be purchased so students and staff can access online programs. If a stationary lab is more beneficial, servers must be purchased and there must be enough power in the control center to run all of the equipment. The conversion to a 1:1 student to technology ratio with the ability to achieve growth while utilizing the latest technology is a game changer. The district needed to focus on student growth and improve the learning experience. The project proposed in this application would be adaptable to any other school district in Ohio, with minor adjustments to the technology implementation plan.
23. Describe the substantial value and lasting impact that the project hopes to achieve.

Our proposal states that a greater utilization of resources in the classroom (1:1 ratio of technology to student) will help increase student growth and achievement. We carefully considered our technology needs, based upon teacher and administration input, that would be best aligned with the developmental stages of our students at each grade level in our district. Students will have the opportunity to work in a state-of-the-art STEM learning center in each school. Our partnership with the Oh Wow! Museum will foster effective use of our STEM centers, and one of our committee members, along with parent support is in the process of starting a STEM club at our middle school. This will eventually be extended to our elementary buildings. The hands-on, problem-based, learning opportunities provided to our students at these centers will reach all students and provide targeted enrichment for students who display a greater interest in, and talent for science, technology, engineering, and math. The clubs will continue year after year with older students taking on leadership roles, mentoring younger students, under the guidance of our middle school coach. The majority of our students are already adept in using technology. The opportunity to use it at school for learning will provide additional motivation for students who are reluctant to write or attempt problem solving tasks. The use of technology will even out the playing field for struggling students as they become more engaged in their learning and have tools to accommodate their learning styles. Lessons can be taught and re-taught according to data collected using the Turning Technologies Nxt Response Systems for instant feedback, thus providing intervention and remediation in a timely manner. As teachers collaborate to create common assessments, guided by standards and student needs, our achievement gap will close. This focused use of resources will also allow teachers to provide differentiation to meet the needs of those students who need more support along with those who need additional enrichment. We have chosen to use Apple products because they were the only company willing to lease their laptops and iPads to us, making our investment more practical in the long run. Because the Apple products are under warranty for three years, by the time the lease is up, we will trade them in and receive a percentage of the purchasing price to be used on brand new equipment, sustaining our investment. Throughout the next five years, we will continue to evaluate this initiative and modify our specific district goals as it relates to student growth.

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 Poland Local School District historically shows outstanding achievement, but moderate to low student growth. For example, our district report card this year showed an overall rating of an "A" for achievement, but our student growth indicators registered "D's" and "F's" throughout the district.

Historically, we are a high-achieving district; however, we are not growing students. Our school district has been labeled "Excellent," or "Excellent with Distinction" since the designations began. Unfortunately, with the new report card data, we found that our Gifted, our lowest 20%, and our Special Needs students were not growing as much as the rest of the students in our district or statewide. We feel the proposal we are submitting will help bridge the gap between students in these targeted learning groups and raise the achievement of the entire district. As with all districts throughout the state of Ohio, we are constantly analyzing available assessment data on our students. These include both state and teacher created assessments. Like most districts, we are also modifying our curriculum to address individual student needs according to the new Common Core, Science, and Social Studies standards in each subject and grade level. Our district has been granted staff Waiver Days in which available data has historically been analyzed.

We integrate these standards into our instruction while also aligning our curriculum based upon the standards. We will continue to use our district's Cognit Corporation software to analyze student data. Our team will meet monthly and weekly to address student data and instructional needs. Without this focus, we believe we will not be able to address the needs of our students.

The district will now utilize these days to come up with common assessments, analyze district assessment data, and redesign lessons to prepare students for state assessments. Our county ESC consultants are providing onsite assistance to help us interpret our data and find resources to meet these growth needs. At the building level, we are forming cohorts to develop lessons, notes, hands-on activities, homework, reviews, and formative as well as summative assessments all aligned to the Common Core and new standards in Science and Social Studies. Our weekly grade level, subject, and team meetings enable us to create and analyze our common assessments and to share instructional strategies and to brainstorm methods to meet individual student needs.

As a district community, an advisory committee will be formed that consists of administrators, teachers, parents, and community members. They will help determine the success of the initiative that may not be visible on a state test. The committee will meet once in January and once again in June of the same school year, to provide feedback on budgetary issues, complete surveys about the initiative, and suggest new strategies. A student advisory panel will meet quarterly to have conversations about how the new technology is being used in their classes. Several Poland Local School District teachers, including members of our committee, have shared their expertise and talents over the past several years at regional, state and national conferences and we intend to continue sharing our experiences and the benefits we realize through implementation of this grant. The culture shift proposed by this grant will extend beyond these five years. We will continue to closely examine all available data and draw conclusions about our students' growth, using their scores on both district and state-mandated tests.

We will look specifically at the various subgroups to ensure that we are teaching in such ways as to provide growth for all, closing the achievement gap in our district. We anticipate students meeting or exceeding their expected growth as predicted in the Battelle student growth projections.

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 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 Patrick Williams, Teacher, Lead Applicant, Poland Local School District 10/24/2013