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Adjusted Allocation: 0.00
Remaining: -379,302.82
1. Project Title: ACEM: Access to Creative Engagement for Mastery through Technology

B) PROJECT DESCRIPTION

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 schools are working to overhaul the culture of teaching and learning. Our district to date has had limited student access to technology. One of the projects we are hoping to undertake is initiating the goals of Project Based Learning (PBL). The purpose of this is to inspire our students to make their success visible to the community, to encourage them to take responsibility for solving real problems in"
Describe how it will meet the goal(s) selected above.

- There will be no ongoing costs after the term of the grant that will impact the Five Year Forecast. Teachers will be trained on the ACEM model by being in the online class in Spring, 2014 and participating in
- This differentiation/intervention process will be customized for each student and implemented rapidly to
- Faster formative assessment results and related instruction will assist students to become successful much more quickly, allowing the
- School computer labs have been upgraded in the past year using district e
- Using the resources from iLearnOhio, teachers will spend less time
- The teachers will utilize a learning platform such as iLearnOhio
- The need for use of
- The district
- The

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

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

$379,302.82 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTT funding, local funding, foundation support, etc.);

* Provide a detailed listing of professional development and equipment costs provided above in question #14. There are no new/recurring costs that will impact the Five Year Forecast. Purchase of the hardware is a one-time purchase. And all PD funds will be spent in the spring and summer of 2014.

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.

0.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

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

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

0.00 * Specific amount of expected savings (annual)

* Narrative explanation/viable: Provide details on the anticipated savings (i.e. staff costs and salary/benefits, equipment to be purchased and cost, etc.)

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

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 as well as 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.)

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| Planning began on 9/27/13 at an orientation to the guidelines and goals for the grant. The grant team, led by the Technology Integration Specialist, met to capture initial thinking into a planning proposal to share with the Executive Director to the Superintendent. Once permission was granted to proceed with writing a release day was scheduled to begin development. Grant sections were set up in Google Drive. The members could collaboratively develop and review sections of the writing and get input from district administration. Input was gathered from the district Treasurer, Business Manager, Federal Programs Administrator, and IT personnel on the feasibility, fit with the district technology infrastructure, sustainability and the Five Year Forecast. The district’s Federal Programs Administrator formatted the grant team’s work into the CCP. Once the grant is awarded, planning will continue as follows:-12/10/2013 Order technology. -01/14/2014 Design and review an online project course about Chromebook cart management, internet use and safety. -1/25/14 Survey teachers regarding readiness for classroom technology integration and willingness to take the online course. -3/15/14 Prepare equipment for distribution to classrooms. 4/1/14 Select teachers for the first online course. BARRIER: One potential barrier may be that teachers are not ready for a change in pedagogy. We see this in many districts in which there is new technology involved. We plan to address this by creating a course for teachers to participate in and giving them a choice of taking the course. One option during the planning stage is to explore offering a stipend and/or college credit in order to entice teachers into changing their teaching styles to a more blended approach. The course will be offered in the Spring and Summer of 2014 to teachers that want a permanent Chromebook cart in their classes. The discussion will continue in the fall in the same online class, so teachers feel supported at all times. In addition to the online course, teachers will have the additional support of modeling and planning with a peer expert to bridge toward confident implementation. STAKEHOLDERS: involved at this stage are the Superintendent, Executive Director to the Superintendent, Business Manager, Principals, Federal Programs Administrator, Treasurer, MS and HS teachers, Technology Integration Specialist, and IT personnel.

Implement (MM/DD/YYYY): 04/01/2014 - 06/30/2019

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<th>* Narrative explanation</th>
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- **2014-2018 School Years - The Technology Intervention Specialist will be responsible for training and classroom support for use of Chromebooks, PBL, and iPads during this time period. Most teachers will participate in the first two rounds of training in Spring and Summer, 2014. The grant writing teachers will become the first peer experts who will train other teachers in 2014-15. The goal is to build a critical mass of teacher expertise that grows during the five year period by teacher-to-teacher collaboration for professional learning. We will have fall and spring reflections and self-assessment. The project will use the online course that is already developed to have access to all of the research and other classroom technology. Teachers will have the additional support of modeling and planning with a peer expert to bridge toward confident implementation. Throughout implementation teachers will also receive coaching in use of iPads for PBL projects, the use of creative classroom tools for authentic research, and the design of common assessments within LearnOhio. Teacher self-assessment, including an online course on the ability to change in classroom assessment, will be provided to ensure that all teachers are provided the forum to reflect on our teaching and share ideas. We will encourage discussion threads in the online course and on in-service release days. In May of each year the MS and HS will hold a PBL Fair to showcase student projects for the community. In June of each year Chromebooks as well as iPads, and other project equipment will be inventoried, assessed, and stored for upcoming year. BARRIER: In addition to the barrier discussed in the planning stage above, another barrier may be that the platform to be implemented will be different equipment, and that the internet will be the key. The district can document the challenges involved in the project. During the implementation, the key stakeholders during implementation will be MS and HS students and teachers whose perceptions and creative ideas will shape improvements in the design of the project. As PBL projects develop in classrooms, first on a small scale, and eventually to address authentic community issues will increase. UTILIZING A GREATER SHARE OF RESOURCES IN THE CLASSROOM: Teacher self-assessment surveys, completed semi-annually will track teacher readiness and growth in using technology to support formative assessment, targeted instruction, and student engagement in learning. The number of PBL projects will increase each year with a Year 1 benchmark of having one small scale PBL implementation in at least one class per grade level and increasing to a minimum of two per participating teacher by year five. At the end of each school year the number of online common assessments designed by teachers will be measured and tracked over the five year period. The Technology Integration Specialist will document the hours and content of embedded classroom support for technology integration into curriculum delivery with a target of at least 50 percent of time being spent in classroom support.**

**STUDENT ACHIEVEMENT: PARCC assessment results will be tracked over the next five years to measure overall change in student performance at the HS and MS. By the end of the 2018-19 school year, after five years of implementation, state test results should show a trend of significant improvement in reading, math, science, and social studies, leading to higher letter grade ratings for the schools. The BLT in each school will evaluate the degree to which the ACERM project had an impact on school improvements. The number and quality of subject area common assessments and online formative assessment for courses will increase over the five year period and alignment of formative assessment results to end of year PARCC assessment results will improve to where teacher assessments will be a useful predictor of state assessment results. The trend in development of PBL across the five years will show an increase in the number and quality of student developed projects and the connection to authentic community issues will increase. UTILIZING A GREATER SHARE OF RESOURCES IN THE CLASSROOM: Teacher self-assessment surveys, completed semi-annually will track teacher readiness and growth in using technology to support formative assessment, targeted instruction, and student engagement in learning. The number of PBL projects will increase each year with a Year 1 benchmark of having one small scale PBL implementation in at least one class per grade level and increasing to a minimum of two per participating teacher by year five. At the end of each school year the number of online common assessments designed by teachers will be measured and tracked over the five year period. The Technology Integration Specialist will document the hours and content of embedded classroom support for technology integration into curriculum delivery with a target of at least 50 percent of time being spent in classroom support.**

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

- **HANGES IN INSTRUCTIONAL PRACTICE: At the end of five years there will be a measurable increase in the number of teachers who effectively: 1) use online instructional resources to engage students in their learning and to provide them access to current real-time resources; 2) use online formative assessment to inform their instructional planning; and, 3) regularly use communication and information management online tools such as Google Docs to increase efficiency in planning and documentation. There will be a measurable increase in the number of students who can apply what they know to solving real world problems based on the BLT’s focus on INTEGRATION IN ORGANIZATIONAL PRACTICE. At the end of five years there will be a measurable decrease in district reliance on print, paper, copier, and text resources through an increased use of online communication and information management tools.**

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

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

We have been working collaboratively with technology directors from other schools who have implemented Chromebooks in their schools as well as 1 to 1 laptop models. We have learned a great deal from Perkins School District in Massachusetts, Cleveland Heights City Schools, and Rocky River City Schools. Perkins has a 1 to 1 Apple program. From them, we learned about all of the forms necessary and the importance of having a charging station in your classroom for students that forgot to charge their laptops the night before. Cleveland Heights has been testing 1 to 1 programs with Netbooks, Macbooks, and iPads at the secondary level. When they rolled out the iPads, there was a high amount of theft while students were walking home. Because of that, their approach was to have the students check out the iPads in the morning and check them back in before leaving for home. Rocky River has the program that will be the most similar to ours. They have 1 cart per classroom at the secondary level. When students need their laptops, they check them out by number. After speaking with some students there, they stated that not all teachers use the carts, and that sometimes on Google Docs don’t work correctly and they wish they could have more work done offline. The other thing is that they don’t have much online support. First, teachers will be trained before they get the iPads and second, we have purchased computers at each building available for students that need to do something that won’t work correctly with the Chromebook. Third, the life of the Chromebook will be extended because computer stays in the classroom and will be used for the entire time.**

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

22. How so, if not? This project can be replicated because we will be documenting our planning, implementation, and evaluation steps, including barriers, solutions, and mid-course corrections. District staff will be willing to share information with any district that wishes to use the model just as other districts shared their programs with us. This project could be scaled down to as small as one classroom or as large as an entire district. We have learned that if we focus on the engagement of students and not just the equipment that is being used, students will achieve at greater levels. We would pass that learning on to others.
23. Describe the substantial value and lasting impact that the project hopes to achieve.

STUDENTS: Students will not only master rigorous internationally benchmarked standards, but will also gain 21st century skills necessary to compete in today’s global economy. We want to produce lifelong learners who know how to solve the problems that occur in today’s world. If a student applies for a job, we hope that the interviewer can ask, “What problems did you solve in your community while attending Warrensville Heights City Schools?” and “Tell me about your experiences in working in a team.” We want to develop students who are able to collaborate well with others, and also have a sense of personal responsibility with their own learning goals. TEACHERS: Increasing teacher skills in use of online tools and technology resources will bring about more efficient use of teacher time and more effective assessment driven instruction. DISTRICT: The district will continue to upgrade the technology infrastructure and planning for expanded and current resources for classrooms. COMMUNITY: With increased use of project based learning (PBL) in schools and the application of student problem solving to authentic issues in the neighborhood, students will have a real and positive impact on the community.

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.

As stated in item 18 under summative evaluation: STUDENT ACHIEVEMENT: PARCC assessment results will be tracked over the next five years to measure overall change in student performance at the HS and MS. By the end of the 2018-19 school year, after five years of implementation, state test results should show a trend of significant improvement in reading, math, science, and social studies, leading to higher letter grade ratings for the schools. The BLT in each school will evaluate the degree to which the ACEM project had an impact on score improvements. The number and quality of subject area common assessments and online formative assessment for courses will increase over the five year period and alignment of formative assessment results to end of year PARCC assessment results will improve to where teacher assessments will be a useful predictor of state assessment results. The trend in development of PBL across the five years will show an increase in the number and quality of student developed projects and the connection to authentic community issues will increase. UTILIZING A GREATER SHARE OF RESOURCES IN THE CLASSROOM: Teacher self assessment surveys, completed semi-annually will track teacher readiness and growth in using technology to support formative assessment, targeted instruction, and student engagement in learning. The number of PBL projects will increase each year with a Year 1 benchmark of having one small scale PBL implementation in at least one class per grade level and increasing to a minimum of two per participating teacher by year five. At the end of each school year the number of online common assessments designed by teachers will be measured and tracked over the five year period. The Technology Integration Specialist will document the hours and content of embedded classroom support for technology integration into curriculum delivery with a target of at least fifty percent of time being spent in classroom support.

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).

STUDENT ACHIEVEMENT: Quantitative data used to measure impact on student performance will include: 1) the percentage of students passing the new Common Core assessments (PARCC) in reading and math and state assessments in social studies and science. 2) data from pre, post, and formative assessments of all students from iLearnOhio and other online formative assessments to assess level of mastery. Qualitative data gathered through the five year grant period will include student perception surveys regarding access and engagement in the curriculum and rubrics created to assess students growth toward 21st Century Skills and Career and College readiness. UTILIZING A GREATER SHARE OF RESOURCES IN THE CLASSROOM: Quantitative data to be gathered annually will include: 1) the number of PBL classroom projects that are completed by participating teachers; 2) teacher self assessment surveys regarding readiness and growth in integration of technology into classroom curriculum; and 3) the number of hours and percentage of time logged monthly for classroom coaching and support by the Technology Integration Specialist See #24 above for benchmarks used to track trends in data across the five-year grant period. The Building Leadership Team (BLT) which includes the principal in each school will review data semi-annually and work with the Executive Director and Technology Integration Specialist to look for areas of need and mid-course corrections needed. Administrators will be monitoring classroom implementation as part regular walkthroughs and observations and will work with the Technology Integration Specialist to plan additional support where needed.

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.