

Budget

Warrensville Heights City (045005) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (426)

U.S.A.S. Fund #:
 Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	365,250.00	0.00	365,250.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		12,000.00	2,052.82	0.00	0.00	0.00	0.00	14,052.82
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		12,000.00	2,052.82	0.00	0.00	365,250.00	0.00	379,302.82
Adjusted Allocation								0.00
Remaining								-379,302.82

Application

Warrensville Heights City (045005) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (426)

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: ACEM: Access to Creative Engagement for Mastery through Technology

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 staff of Warrensville Heights High School and Middle School will implement an Chromebook immersion program to reduce dependence on paper and printed texts and to support engaging and creative Project Based Learning (PBL) projects. We plan to provide daily immediate internet access with Chromebooks and iPads to students in order to individualize instruction and allow the students to responsibly create, collaborate, learn, and assess. We plan to implement a teacher professional development program for small scale PBL projects with peer supported embedded assistance, coordinated by the Technology Integration Specialist in order to prepare for future large scale authentic PBL projects that address local issues with resource management and energy conservation and are supported by the use of technology.

1000 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Marva K. Jones

Organizational name of lead applicant: Warrensville Heights City Schools

Unique Identifier (IRN/Fed Tax ID): 045005

Address of lead applicant: 4500 Warrensville Center Road Warrensville Heights, OH 44128

Phone Number of lead applicant: 216-865-4737

Email Address of lead applicant: marva.jones@whcsd.org

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

First Name, last Name of contact for secondary applicant: na

Organizational name of secondary applicant: na

Unique Identifier (IRN/Fed Tax ID): na

Address of secondary applicant: na

Phone number of secondary applicant: na

Email address of secondary applicant: na

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.

na

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.

Nevin Jenkins: Technology Integration Specialist - Before his recent role with technology integration, Nevin was a HS math teacher for 15 years. He is now in his third year in the current position with the responsibility to integrate technology use into curriculum and to train and assist teachers with this process. He has worked with students and teachers on authentic PBL projects, and use of Learning Management Systems like Schoology and iLearnOhio. Jim Jakubowski: HS Science -Jim has been a science teacher for 5 years. Jim was on the 21st Century Technology Grant team in 2010, and helped successfully integrate technology and a new teaching style to help his students become 21st Century ready. Terri Olix: HS Science -Terri is PBL trained and teaches environmental science. Terri has taught science in 7TH-12TH grade. She strives to keep the fun in science by providing authentic learning situations for her students. Project based learning is used to inspire and engage her students to bring positive change to the community. Terri uses Schoology in her classroom to differentiate learning for her students. She got involved with writing the grant due to her students' high demand for the computer lab. Aaron Hall: 7th Grade Social Studies. Aaron is a third year teacher. He is PBL trained and his experience working within a PBL cohort through the NASA Glenn Research Center was paramount in shaping his view of how individuals learn. He feels that the addition of Chromebooks in the classroom will provide an opportunity to employ targeted instruction for students due to the dynamic learning styles each classroom contains. Aaron is ready to encourage and assist fellow teachers with use of cloud-based resources on Chromebooks that will allow teachers and students to exchange free-flowing feedback on how each student is progressing. Second, once a baseline has been established on each student, teachers can now provide targeted instructional strategies and resources to help each student demonstrate growth. Using cloud-based services allows teachers to share leveled material with students. Teachers will be able to simultaneously prescribe varying levels of content related reading material to students. Michael Neill: 6th Grade Math and Science - Michael has been in middle school education for 15 years. He has the ability to teach any subject, but loves science the most. He always wants to consider access while lesson planning, and will take full advantage of this new found access with Chromebooks. Right now, he knows what it takes to engage his students in hands-on projects. Creativity using technology is the next level of engagement that he is ready for. Mark Kendel: 5th Grade Science and Social Studies Mark has over a decade of experience in the middle school setting. He has found that the most effective lessons have involved learning that allows students to have choices and work at their own ability levels (differentiated instruction). Recently, his students have completed projects on ecosystems. The students were given creative freedom to create posters, write a traditional report or create a PowerPoint presentation. Due to the lack of resources, students not having USB drives to save their work and limited computer access outside of the classroom, many students were not able to create PowerPoints. With Chromebooks, however, many of these problems would be eradicated. Mark Fritz, Business Manager As business manager for the Warrensville Heights City Schools for the past 3 years, Mark has been systematically been updating the district electronic infrastructure and computer equipment, and is responsible for all technology upgrades. He will continue to advise the grant team on the realities of integrating new hardware into the district system. As business manager, he oversees the purchase, distribution, and maintenance of all district technology with the assistance of contracted services through Smart Solutions.

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 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

their community and to increase their interest in STEM fields. An example of a possible project is to renovate a dilapidated and unused space existing between the Middle and High schools. Another is to have students help in the design of projects that demonstrate the benefits of moving from paper to electronic communication. While these are future possibilities, students need to be taught first using smaller scale projects. With PBL and Chromebooks to support the collaboration between our students, our parents, community members, and our teachers, we can move forward by changing our paper based, isolation culture to one of a technology based, collaborative 21st Century Skills culture. This is why we are coining the term ACEM through Technology. ACEM stands for Access to Creative Engagement for Mastery. PBL will be the fuel for the Creative Engagement. The immediate access to technology, such as Chromebooks and iPads, will allow our students to collaborate on these projects, and attain mastery of curriculum objectives. Why Chromebooks? They give much needed access to online collaboration. They are less expensive than traditional laptops or tablets, and they do not have a hard drive which makes them faster to operate. Since all applications are in the cloud, there is no need to purchase software. When grabbing a student's attention and engaging them, time counts. Chromebooks are easy to manage by students, IT staff and teachers. iPads will help students take their creativity to another level when needed, especially when they are doing work outdoors. Students will be making videos directly on the iPad using iMovie. They will be using apps like "Show Me" to describe their findings and share their knowledge with others. Apps like "Simple Mind" will be helpful in having students organize their thoughts via concept maps. Teachers and students will also have access to a set of Sony Bloggie Live Video cameras when high resolution is needed. Editing will be done using iMovie on the iMacs which will be accessible in the lab area, or in certain classrooms. With the Chromebooks, students will always be prepared as all documents and texts will be just a click away. They will be able to take their documentation with them and access it at any point during their projects. This will provide the opportunity to work out in the field on the project and to continue to work at home. Through this project the students will gain the skills necessary to compete and participate in the 21st century including: Google Docs, project management, collaboration, critical thinking, reflecting, and creativity. The students will communicate with professionals in the field on a real time basis to further enhance their learning by using Google Hang Outs. The teachers will utilize a learning platform such as iLearnOhio or Schoology within the classroom to encourage differentiated instruction within the content area. Individualized instruction will be implemented using assessment data that drives individualized learning goals tied to the Common Core State Standards for reading and math and Next Generation Science standards. Using the resources from iLearnOhio, teachers will spend less time preparing questions for mastery. Students will receive faster feedback from their teachers and third party instructional sites that close the gap between the student's initial effort and remediation. Assumptions and illogical thinking can be challenged so that correct thinking can stick. Students can take charge of their learning process.

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. STUDENT ACHIEVEMENT- Utilizing the tools and services requested in this grant will allow the delivery of lessons and formative assessments to students in a manner that will allow the student and teacher to obtain rapid feedback. The rapid feedback would allow opportunities to identify individual and group misunderstandings, and it would also provide teachers with more efficient ways to re-teach educational concepts in which students may be deficient. Utilizing the tools and services requested in this grant will allow for the delivery of pre-built, cloud-based differentiation / intervention modules available from various sources (examples: Khan Academy, Ohio Resource Center and iLearnOhio). This differentiation/intervention process will be customized for each student and implemented rapidly to maximize the education for each student, regardless of his/her educational strata. This grant will allow for the delivery of Common Core and Next Generation Standards lessons and assessments to WHCSD students much quicker than the standard paper method. Faster formative assessment results and related instruction will assist students to become successful much more quickly, allowing the WHCSD to show significant improvement upon our state report card. Students will learn and practice 21st Century skills, giving each student the opportunity to obtain important college and career-ready skills that will be critical as they enter the workforce and/or college. SPENDING REDUCTIONS IN THE FIVE-YEAR FORECAST - We are not predicting in the short life of this grant to create spending reductions in the Five Year Forecast. Our aim is to have a neutral effect on the Forecast while meeting the other two goals of the grant. However, implementing this plan will make more efficient use of resources. Utilizing the tools and services requested in this grant will help reduce the non-instructional time spent by teaching staff when seeking ways to best educate a diverse group of student skill levels. If successful with embedded technology and widespread teacher use of web-based content we should be able to track a reduction in need for print textbooks in the future. Potentially costs associated with regularly updating textbooks due to revisions or replacement for years into the future will decrease. UTILIZING A GREATER SHARE OF RESOURCES IN THE CLASSROOM - The resource of teacher time that is currently devoted to aligning lessons and assessments will be used more efficiently through online tools and can be targeted to more creative and effective ways to educate our students. This proposal is classroom and student centered in that all budgeted resources other than teacher professional development will go directly into classrooms. Teacher professional development is embedded in the classroom and is targeted at increasing teacher use of on-time formative assessment data for planning instruction as well as increasing student engagement in rigorous research and problem solving. SCHOOL IMPROVEMENT PLAN: Both the HS and MS are categorized as Focus schools and receive support from the Region 3 State Support Team for implementation of their School Improvement Plans. Both schools have Building Leadership Teams (BLTs) and Teacher Based Teams (TBTs) that look regularly at student performance and teacher implementation data to track progress. The need for use of formative assessment and common assessments has been identified at the district and school level. The focus on building teacher capacity for use of electronic common assessments and ongoing formative assessment to guide instructional planning in this grant will support the work of the TBTs in these two schools.

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:

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

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, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

PROFESSIONAL DEVELOPMENT - Salaries (100) \$12,000 : Teacher PD stipends @\$25 per hour X 10 hours per teacher X 40 teachers = \$10,000. Substitutes for demonstrating peer support teachers @\$100 per day X 4 teachers X 5 days each = \$2,000. Benefits (200) \$2,052.82 : retirement, FICA/MC, WC @ 17.1068% CAPITAL OUTLAY (600): \$365,250: 960 Chromebooks @ \$250 = \$240,000; 90 iPads @ \$500 = \$45,000; 35 security charging storage carts for Chromebooks and iPads @ \$1,800 = \$63,000; 12 Sony Bloggie 8 MP video cameras @ \$200 = \$2,400; 12 iMacs @ \$1,200 = 14,400; 15 iMovie for iPads @\$30 = \$450. COSTS SUPPORTED BY OTHER DISTRICT RESOURCES - The Technology Integration Specialist is funded through Title II-A (Fund 590) Improving Teacher Quality: Salary \$72,213.00 Benefits \$23,770.30. This is the third year that this position has been in place and is projected to be funded in the future. The district technology infrastructure (wireless, servers) has been upgraded in the past two years using Permanent Improvement funds. School computer labs have been upgraded in the past year using district e-rate funds. Distribution and maintenance for all technology in the district is done through district contracted services with Smart Solutions. Maintenance of equipment purchased with this grant would be done through this existing contract. The district has an umbrella liability policy for stolen or damaged equipment which would be no additional cost to this grant.

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/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.

A detailed listing of professional development and equipment costs is 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.

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

Implementation of this grant will not have immediate measurable cost savings with an impact on the Five Year Forecast. The hope is for this plan to be cost neutral in the first year of implementation and later to be able to track potential cost savings in areas such as paper and copier expenses, textbook cost reductions as schools become less paper and text dependent. However, even when cost neutral the grant activities will help schools become more efficient in use of resources. For example, knowing that teachers are the greatest share of the district budget it is wise to consider teacher time as a valuable resource. Utilizing the tools and services requested in this grant will help reduce the non-instructional time spent by administrative and teaching staff when seeking ways to best educate a diverse group of student skill levels. When online differentiated and interactive instructional tools are used, teacher time can be focused on quality instruction and less outside support will be required, allowing potential savings on contracted services. Teacher time used for printing, assembling and monitoring paper-based academic work potentially can be reduced or eliminated.

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.

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 classroom embedded technical support by the Technology Integration Specialist and peer support teachers. After being trained, teachers will implement new strategies with the new equipment directly with the students. Teachers are being trained as peer support for other teachers in the two buildings. In years following the grant year, teachers trained as trainers along with the technology integration coach will be able to assist new teachers learn PBL and integration of grant equipment into daily curriculum. Cost for subs and stipends for new teachers will be minimal in following years (for five new teachers the cost would be \$1,250 per school for stipends and \$2,000 per school for substitutes). Currently Title II-A funds are used for technology training already each year. PBL and Chromebook training topic will be folded into the technology training calendar without additional cost to the Title II-A budget. The district's existing liability insurance for technology would cover any large scale theft or damage and district has contracted IT services that manage all district technology acquisitions.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or

timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

*** Proposal Timeline Dates**

Plan (MM/DD/YYYY): 09/27/2013 - 04/01/2014

*** Narrative explanation**

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 Docs so that team 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 CCIP. Once the grant is awarded, planning will continue as follows: -12/15/2013 Order technology.- 01/14/2014 Design and review an online professional development course about Chromebook Management, internet use and safety, iLearnOhio, and PBL. - 01/30/2014 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 teachers that 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

*** Narrative explanation**

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 surveys built into our inservice dates every year. New teachers will have access to the online course that is already developed, so they can begin to have access to Chromebooks 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 iLearnOhio. Teacher self assessment surveys on readiness and growth in use of technology will continue semiannually. Reflection on change in classroom practice and teacher collaboration will be ongoing through discussion threads in the online course and on inservice 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 during implementation will be the potential for misuse of equipment, and misuse of the internet. With a large scale roll out such as this, it will be necessary for the Executive Director to the Superintendent, the Business Manager, the district Technology Committee and principals to communicate board policy about technology and internet use, and to continue to upgrade the technology plan and monitoring system. To systemically implement student internet safety policy, all teachers will participate in an online course that covers awareness of these policies and necessary practices prior to having access to technology in the classroom. Student sign-off on appropriate use of equipment and the internet will be required and be on file in the schools STAKEHOLDERS: In addition to those mentioned above, 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 this project. As PBL projects develop in classrooms, first on a small scale, and eventually to address authentic problems in the community, the larger community will become stakeholders in the outcomes from student projects. COMMUNICATION PLAN: Communication within the program will occur with the district email system, the online course and Google Docs. The district communication tools for the community, including the website and monthly newsletters will be used to share progress with implementation and to publicize student PBL projects. An annual Project Based Learning Fair each May will showcase HS and MS student projects for the community.

Summative evaluation (MM/DD/YYYY): 06/30/2019

*** Narrative explanation**

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. -

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

CHANGES 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 through project based learning. CHANGE 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 closely 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 Sandusky, 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 schools. 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 laptop, they check out their number. After speaking with some students there, they stated that not all teachers use the carts, and that some things on Google Docs don't work correctly and they wish they could do some things on Word or Power Point. We feel that our plan helps alleviate those problems. First, teachers will be trained before they get a cart. Second, we have hardwired 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 computers stay in the class and the wear and tear of an ordinary 1 to 1 program won't be a factor. Fourth, our program is about Access and Engagement. We want to make sure the tool that the teacher needs is right for the task and that they will have immediate access to that tool. We have used Project Based Learning in selected classrooms in our district before, and students were highly engaged. This is the hook that draws students into a rigorous and relevant curriculum. We will see students achieving at greater levels through their creativity and through their pre and post assessments. Research from the Buck Institute 2009 entitled "Does PBL work?" states "There is forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused Project Based Learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn. Research studies have demonstrated that PBL can: - be more effective than traditional instruction in increasing academic achievement on annual state-administered assessment tests. - be more effective than traditional instruction for teaching mathematics, economics, science, social science, clinical medical skills and for careers in the allied health occupations and teaching. - be more effective than traditional instruction for long-term retention, skill development and satisfaction of students and teachers. - be more effective than traditional instruction for preparing students to integrate and explain concepts. - improve students' mastery of 21st-century skills. - be especially effective with lower-achieving students. - provide an effective model for whole school reform.

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

Yes

No

22. If so, how?

This project can be replicated because we will be documenting electronically 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 on 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).

* 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.

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.

"I Accept" Marva K. Jones, Superintendent, Warrensville Heights City Schools 10/25/2013