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Adjusted Allocation: 0.00

Remaining: -2,212,190.00
One of the contributing factors to the achievement gaps is that many of our students have limited experiences of partnering entities. We have chosen to initiate Flipped Classrooms recognizing video as a powerful medium, technology is how students learn today, and it will redefine class time as student centered and increases immediate feedback for student practice. The flipped model better supports at-risk students by replacing the time spent on classroom lecture with direct small group instruction and support. Our partner, TCCSA, will train our teachers at a Summer Technology Camp to create an effective program that is already implemented in the district. We have added technology to our classrooms and our district administration has implemented Race to the Top, 21st Century, CLLIP (Collaborative Literacy and Language Instruction Project), Fundations, Ohio Improvement Process, Response to Intervention, Peer Assistance and Review (PAR), Knights Learning Alternative School, locally funded (not HB264) CCG Energy Program in all 7 educational buildings.

2450 Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   First Name, Last Name of contact for lead applicant: Sheila Hanna
   Organizational name of lead applicant: West Holmes Literacy Coordinator
   Unique Identifier (RN/Fed Tax ID): 047696
   Address of lead applicant: 28 West Jackson Street Millersburg OH 44654
   Phone Number of lead applicant: 330.674.3546
   Email Address of lead applicant: whol_hanna@tccsa.net

5. Secondary applicant contact: - Provide the following information, if applicable:
   First Name, Last Name of contact for secondary applicant: Rob Moser
   Organizational name of secondary applicant: Technology Coordinator
   Unique Identifier (RN/Fed Tax ID): 047696
   Address of secondary applicant: 10091 SR 39 Millersburg, Ohio 44654
   Phone number of secondary applicant: 330.674.4761
   Email address of secondary applicant: whol_moser@tccsa.net

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

7. Partnership and consortia agreements and letters of support: - Click on the link below to upload necessary documents.
   * Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.
   * If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

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 implementation team includes: Superintendent, Curriculum/Federal Programs Director, Student Services Director, Literacy Coordinator, Technology Coordinator. The programs/projects/initiatives that our district administration has implemented includes Race to the Top, 21st Century, CLLIP (Collaborative Literacy and Language Instruction Project), Fundations, Ohio Improvement Process, Response to Intervention, Peer Assistance and Review (PAR), Knights Learning Alternative School, locally funded (not HB264) CCG Energy Program in all 7 educational buildings.

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.

   Through A.S.A.P: All Students Achieving their Potential, we will initiate Flipped Classrooms, integrate Moodle, increase our use of student response systems and students’ daily hands on use of technology to increase student achievement. We have chosen to initiate Flipped Classrooms recognizing video as a powerful medium, technology is how students learn today, and it will redefine class time as student centered and increases immediate feedback for student practice. The Flipped model better supports at-risk students by replacing the time spent on classroom lecture with direct small group instruction and support. Our partner, TCCSA, will train our teachers at a Summer Technology Camp for the creation and delivery of a Flipped Classroom, Moodle (an open source virtual learning environment system), student response systems (immediate formative assessment feedback and interpretation), and SMART board applications (interactive whiteboard). Our next step to closing the achievement gap is to develop daily access to mobile technology. The extension of the wireless plan within our buildings from limited to building-wide will provide the mobile access that will be necessary for all students to utilize this technology. A.S.A.P will finalize the district plan for SMART board purchases for all classrooms, shared laptop carts, document cameras, student response systems, and video cameras. The district has supported these technology purchases from various funds since 2005 including Federal Funds (Rural and Race to the Top), Permanent Improvement Funds, PTO fundraising dollars, and Ohio Foundation dollars.

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.

This project is necessary for our district due to student achievement gaps, community demographics, and district geographical distances. GOAL #1: Reduce Achievement Gaps (Activities listed below) For the last several years we have been working towards closing the achievement gap of our subgroup students and our all students subgroup. We have been able to close the gap for our Economically Disadvantaged students from 9.5% gap in 2009 to 5.2% in Reading in 2013 and from 9.6% to 7.6% in Math. We have closed the gap for our Students with Disabilities from 35.4% in 2009 to 29.7% in 2013 in Reading and 42.8% to 38.7% in 2013 in Math. We have 17% identified Students with Disabilities and 45% Economically Disadvantaged. While we have made gains, we know there is still a lot of work to be accomplished. GOAL #2: Overcome Community Demographic and Geographical issues (Activities listed below) One of the contributing factors to the achievement gaps is that many of our students have a lack of assistance at home due to 44% of the parents in our county having less than a high school degree. This explains the inability to assist with homework and older siblings being responsible for younger brothers and sisters in the evenings while parents work. Students have limited resources available at home such as no internet access, little experience outside the County, and unreliable personal transportation. The school district is one of the largest geographical districts in the state encompassing 242 square miles with 5 elementary buildings, one middle school, and one high school serving 2,450 students K-12. Distance from the schools creates a barrier for families to be involved in after school programs. ACTIVITIES: To accomplish All Students Achieving their Potential we will integrate formative instruction through the use of various technological and instructional models. At risk students need individualized instruction, immediate feedback, acknowledgement of emotional and developmental needs, and increased teacher support. A flipped classroom will provide the added potential for one-on-one instruction, students working at their own pace, additional teacher support and 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 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.

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

2,212,190.00 * 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 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).

83 SMART boards @$2,000= $166,000
65 Laptop Carts @$1500= $97,500
20 Document Cameras @$250= $5,000
120 Wireless Access Points @ $1200= $144,000
120 Video Cameras @$650= $78,000
200 Microphones @$100= $20,000
125 Laptops (classroom sets including warranty) @$837= $104,625
500 Student Response Systems @$1,846= $923,000
500 LED TV’s @$650= $325,000
500 Video Projectors @$2,000= $1,000,000
500 Wireless Access Points cabling = $110,000

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.

25,000.00 * 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.

D) IMPLEMENTATION - Timeline, communication and contingency planning

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

25,000.00 * Specific amount of expected savings (annual)

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

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.

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 the 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): 12/17/2013

* Narrative explanation

December 2013-June 2014 ? Finalize materials selection and purchases ? Plan, coordinate, schedule Summer Technology Professional Development Camp with partner TCCSA ? Communicate to community and staff focus of grant program ? Survey staff level of background knowledge and comfort level with technology tools ? Install wireless network infrastructure in middle and high schools ? Schedule installation of wireless network infrastructure in elementary school ? Schedule installation of technology hardware

Implement (MM/DD/YYYY): 05/01/2014

* Narrative explanation

June 2014- May 2015 ? Provide Summer Technology Professional Development Camp training for all staff ? Communicate educational shifts and opportunities to community, parents, and students ? Install wireless network infrastructure in elementary schools ? Install technology hardware ? Provide collaboration time for teachers to share ideas and share resources ? Schedule sharing of materials amongst staff Barriers will include

Overcoming Barriers ? Ongoing communication ? Schedule follow-up professional development

Summative evaluation (MM/DD/YYYY): 08/01/2015

* Narrative explanation

August 2015 ? Survey staff ? Data analysis of student assessment scores to determine impact on achievement gaps ? Survey of parent involvement ? Survey students

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

Near real-time feedback on student assessment ? Increased exposure to technology gives students career skills ? Daily hands-on technology access for all students ? Engages multiple learning modalities within all lessons ? Students are responsible for their own learning ? Student engagement and level of inquiry increase ? Technology is concurrent with daily instruction ? Pooling of resources and teacher collaboration increase The impact will be measured by reduction of student achievement gap, overall student achievement, student growth, and teacher evaluation rubric evidence.

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

☐ YES  ☐ NO

22. If so, how?

Yes, our ASAP project could be replicated in a similar district with similar needs related to student achievement that is impacted by poverty location, and access to internet. Given our timeline, implementation process and measures of success another district could use our project as a model. A twelve month lead time is sufficient to: Purchase new technology, Select staff to participate in the initial year of Flipped Classroom methodology Train Flipped Staff Train all staff in tech applications including Moodle, videotaping lessons, student response systems, Install interact boards and mobile apps, Communicate program changes to parents and community, Implement practices in the classroom, Measure student growth, Evaluate program, Adjust program, Potentially expand Flipped Classroom approach do more classes in the second year.

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

Quantifiable measures of student achievement, currently in place that could be used to reflect success of the ASAP project includes: Ohio OAA Ohio Graduation Test PARRC NWEA Aims Web for reading and math Attendance Grades On initiated new measures of success could include: Teacher training records Number of lessons videotaped for Flipped Classrooms Number of teachers using student response systems Frequency of student's using mobile lab Lesson plans reflecting technology use Principal walk through evidence Survey of students, parents, and teachers Parent home involvement Substantial value is in students spending in active learning with teacher assistance as opposed to passively sitting in their seats and receiving information. Our students will use technology effectively in their own learning. Home "work" time will change from practicing a skill without support to getting background knowledge prior to active learning during class time. We expect increased student engagement will be reflected in higher student achievement, closing the gap.

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.

Our Ohio Improvement Student Achievement Goal (One of three overall OIP goals): By Fall 2016, being taught through research-based instructional strategies, 90-100% of all students will achieve 1 year’s growth in one year’s time in all subjects measured for student growth.

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. Progress toward our student achievement goal will be measured through: *Student progress monitoring data *Principal Walk-through evidence *Student, parent, and staff surveys *District report card *Student subgroup achievement scores *Teacher evaluation rubric evidence Modifications will include: *Additional focused professional development *Peer visitations/mentoring *Scheduled staff collaboration (grade level/department) *Curriculum review

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  Sheila Hanna, Literacy Coordinator West Holmes Local Schools October 25, 2013