### Budget

**Canal Winchester Local (046946) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (65)**

**U.S.A.S. Fund #:**

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Plus/Minus Sheet (opens new window)
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**Adjusted Allocation**: 0.00

**Remaining**: -878,583.00
**A) APPLICANT INFORMATION - General Information**

1. **Project Title:**
   Innovative Learning Zones

2. **Executive summary:** Please limit your responses to no more than three sentences.

   Canal Winchester Local School District is partnering with EnvisionEdPlus, Instructional Design Innovations and the ESC of Central Ohio (ESCCO) to increase student achievement by teaching all students to think and innovate and to more effectively utilize space, systems and technology to improve engagement and learning. As elementary teachers learn to shift instructional pedagogy from teacher directed to technology enriched, project based learning (PBL) and utilize the newly created Innovative Learning Zones in both elementary schools they will a) engage all students in learning and b) reduce operational costs. Canal Winchester's Innovative Learning Zones project is the first step in the district's overall plan to re-envision teaching and learning by providing engaging and innovative learning environments for all children in all grades K-12. Guided by EnvisionEdPlus' Four Tenets for Re-envisioning Education, a Core Innovation Team will learn to design/implement and assess technology rich, transdisciplinary, project based learning to more effectively blend and personalize learning. They will also re-design operational systems allowing the district and buildings to both reduce costs and effectively utilize their new Innovative Learning Zones. Core Innovation Team will create anytime-anywhere professional development to support their colleagues as the work is replicated across their schools. Straight A funds will provide seed funding allowing Canal Winchester Schools to "hit the ground running" in their quest to dramatically improve academic performance during the critical early learning years. This core strategy will enable student growth throughout every child's academic career ultimately preparing them for the college/ career path of their choice. Using cost reductions planned for FY16-FY20 and the project's local capacity building efforts, Canal Winchester Schools will be able to fully scale their re-envisioned district by FY22.

   *This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.*

3. **Total Students Impacted:**

   1600

   *This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.*

4. **Please indicate which of the following grade levels will be impacted:**

   - [ ] Pre-K Special Education
   - [ ] Kindergarten
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - [ ] 6
   - [ ] 7
   - [ ] 8
   - [ ] 9
   - [ ] 10
   - [ ] 11
   - [ ] 12

5. **Lead applicant primary contact:** - Provide the following information:

   **First Name, last Name of contact for lead applicant**
   James Sotlar

   **Organizational name of lead applicant**
   Canal Winchester Local

   **Address of lead applicant**
   100 Washington Street, Canal Winchester, Ohio 43110

   **Phone Number of lead applicant**
   614-837-4533

   **Email Address of lead applicant**
   jsotlar@cwls.us

6. **Are you submitting your application as a consortium?** - Select one checkbox below

   - [ ] Yes
   - [x] No
B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Overall, Canal Winchester Local School District (Canal Winchester) students meet or exceed state academic standards according to Ohio's new Report Card system. However, this year, 15-20% of elementary students are performing under grade level in reading or math. Also, facilities were designed for traditional learning experiences and limit the ability of teachers to effectively integrate technology and use space as an instructional tool. Canal Winchester needs to disrupt the current early learning instructional model (K-5) and re-design learning environments to ensure all students achieve at high levels. Approaching learning with a different pedagogy from traditional past practices requires time, professional development and an opportunity to practice/use the approach. The district does not have systems in place which allows the staff to truly explore the deep learning they need to make the shifts necessary to provide all children the personalized supports they need to succeed.

The proposed innovation and how it relates to solving the problem or improving on the current state.

Canal Winchester and EnvisionEdPlus have been collaborating to assess each school's current level of innovation and develop plans to shift from traditional instruction to innovative teaching and learning. Canal Winchester is using EnvisionEdPlus' Four Tenets for Re-envisioning Education to guide planning and implementation: 1. Every child will learn to think and innovate; 2. Every child will have access to a comprehensive system of learning supports which meets their individual needs; 3. Educational systems will optimize learning opportunities for children; 4. PK-16 education, industry & community systems will forge mutually beneficial partnerships. This proposal focuses on Tenets 1 & 3. Goal 1: Increase student achievement by redesigning instruction and improving assessment so every child learns to think, innovate and increase performance. The Core Innovation Team consists of two (2) teachers per grade per building (already engaged) and their instructional coach and the district STEM Coordinator (grant project manager) - the optimal number to ensure success according to the Law of Diffusion of Innovation. Core team will receive initial training and then support other teachers & leaders to shift instructional practices to transdisciplinary, project-based and personalized learning where student needs/interests drive instruction with effective technology integration. ESCCO will provide Problem Based Learning (PBL) training. Core Team will learn to use Northwest Evaluation Association/Measures of Academic Progress (MAP) to better guide student learning and personalized learning plans for all children. Instructional Design Innovations and EnvisionEdPlus, will co-plan and co-teach technology rich, transdisciplinary, project based units with Core Team teachers to build their skills at blending and personalizing learning. Core Team’s professional learning community will focus on learning school innovation best practices and will visit high performing/innovative schools using these instructional practices. EnvisionEdPlus will lead Core Team, district leaders and community stakeholders as they plan for future scale/replication. Goal 2: Reduce operational costs by re-designing educational systems to optimize learning opportunities for children. Indian Trail ES (K-2) and Winchester Trail ES (3-5) will transform space in each school into Innovative Learning Zones (technology infused flexible learning spaces) where teachers will engage their students in new and exciting ways through technology, collaboration and project based learning. Core Team will learn to design units and lessons which utilize Innovative Learning Zones in regular instruction and during quarterly STEM Design Challenges (standards based, transdisciplinary problems where students work with community volunteers to solve community problems). The re-designed spaces will allow this to happen. While staff may use the Innovative Learning Zones for any content area, there will be ‘science rich’ spaces allowing students, staff and partners to more fully integrate science standards in rigorous and relevant ways. Currently, there are no spaces which allow for deep inquiry and hands-on science. Innovative Learning Zones (ILZ) will have mobile technology so students may move back and forth between ILZ and classroom and to collaborate across district/around the world. Mobile technology (3 carts per grade) and digital content will be purchased and staff will also be trained to use open source resources to minimize instructional costs. Building and district systems will be redesigned to enable full and engaging utilization of the new instructional spaces. Core Team will partner with Instructional Design Innovations to design anytime, anywhere professional development so all staff can implement strategies Core Team learned. This will also reduce PD costs across the district.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

☑ Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels,
As a result of Project Implementation, Canal Winchester will make the following impacts on student achievement: MAP: K-5 reading and math. Reading: 10% annual decrease in number of students who qualify for a reading improvement plan as defined by the 3rd grade reading guarantee. Math: 10% annual decrease in number of students who are identified as not being on-track as defined by the Ohio Department of Education. DRA: K-5 reading: 5% annual decrease in the number of students below grade level at the end of each year as defined by the DRA Continuum.

- Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

As a result of the Straight A grant innovations Canal Winchester will reduce costs by a net change of $1,844,788 over the life of the grant. The district will be able to reduce costs in Personal Services over the five year period by $1,122,281; Fringe benefits by $181,807; Supplies by $228,200 and Equipment by $342,500. The grant allows the district to be able to utilize the dollars that the district showed in the five year forecast and eliminate them with those dollars.

- Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

- Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

10. Which of the following best describes the proposed project? - (Select one)

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

12. What is the total cost for implementing the innovative project?
13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

**Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.**

- Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

  There will be minimal sustaining costs for this grant over the following 5 years of the grant. Salary & Benefits: The district will need to train new staff in Project Based Learning techniques. The cost for that training will be $6,250 per year in salaries and $1,013 per year in benefits for the salaries, each year there will be a $5,000 stipend for project manager plus benefits per year of $810 for a total cost of $65,365
  
  Supplies: There will need to be some supplies each year for the program of $1,000 each year for a total of $5,000; Science FOSS refit kits, $12,000 per year for a total of $60,000. Equipment: The district will set aside funds for either replacement of current equipment or to provide equipment for new students that will need devices of 12 per year at $500 each for an annual total of $6,000 and grand total of $30,000. Total sustaining cost for the program will be $160,365.

- No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

- Yes

- No

**Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond “No” if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.**

2,005,153.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain.

The total reduction costs for the grant are: $2,005,153. Staffing: $1,178,531; the district has determined that there will be a natural attrition of teachers and classified staff in each year, the salary difference will be used to sustain this program. The changes in each year are FY16 $68,255, FY17 $189,881, FY18 $260,645, FY19 $315,081 and FY20 $344,669. Benefits: $190,922; along with the salary the district will save through the natural attrition of staffing the retirement of teachers and classified staff the savings in retirement, Medicare and worker's compensation. The savings each year are FY16 $11,057, FY17 $30,761, FY18 $42,224, FY19 $51,043 and FY20 $55,837. Supplies: $293,200; The district will not need to purchase individual textbooks in FY16 for Science courses with the new programs within the grant for a savings of $122,000; the district will not need to purchase individual Social Studies textbooks in FY17 for a savings of $122,000 with the grant programs; and the the district will purchase the K-3 MAP test for all of the grant years and will be able to decrease the costs that are in the budget each year for 820 students at $12 each for a total of $9,840 each year of the grant for a total savings for the K-3 MAP tests of $49,200 Equipment: $342,500; the district will decrease from their budget the purchase of iPads, Laptops and Tablets along with other technology equipment that was purchased upfront through the Straight A Grant of $68,500 for FY16 through FY20.

15. Provide a brief explanation of how the project is self-sustaining.
All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The district will save a net grand total of $1,844,788 from their budget for the programs within this grant. The savings will occur with natural attrition of staff that will be used to sustain this program and for costs that the district will not need to purchase each year after the grant as they were purchased for the five years after the grant. The breakdown of savings by year is: FY 16 savings is $247,579 for the savings the district will use staffing attrition, individual textbooks no longer needed to be purchased, and technology equipment that will no longer need to be in the annual budget and the sustainable costs are for minor staff costs for Professional development, supplies and equipment for the program that will be needed for lost items or new students; FY17 the net savings is $388,909 and the district will be using the same type of programs to reach these goals as in the first year; FY18 the net savings that the district will have is $349,136 using the same areas of savings as in FY16 and FY17 but the district does not expect to have any textbooks to purchase in this fiscal year; F19 the net savings will be $412,391 using the same programs as in FY18; FY20 the net savings will be $451,273 is using the same cost reductions as in FY19. In looking at the overall savings of the grant for the district there are considerably more savings than there will be expenditures within the five preceding years of this grant. The grant will allow the district to not only save the dollars that it would need to purchase the items to complete the scope of the trainings but it will allow them to be able to save by not having to purchase textbooks and equipment over the five years of the grant that they have within their current five year forecast.

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range 7/1/2014 - 8/30/2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Superintendent communicate with personnel & Board regarding all activities. Monthly reports to Board. District add section on website to keep community up to date. Superintendent provide updates during his monthly community conversations. District’s STEM/Technology Teams will be communication liaison to ensure all district staff understand project goals/outcomes and progress toward achieving goals. Business Advisory Committee will receive monthly updates during their regular meetings. Project Administration/Management: Project Manager will coordinate all activities ensuring they are on time and within budget. She will be supervised by Curriculum Director who will ensure project maintains alignment district goals and other mandates. All staff will have access to professional development and will earn graduate credit and/or stipends for participation. Project Leadership Team (Superintendent, Project Manager, Principals, EnvisionEdPlus, Curriculum Director, Treasurer) will meet monthly to review progress, adjust scope of work/timelines and plan for next steps. District’s STEM and Technology Teams will provide monthly feedback to Project Leadership Team regarding onsite implementation. Project Manager and EnvisionEdPlus will meet twice a month to coordinate and problem solve. Planning Milestones: July: Communicate grant with stakeholders/media, review/review budget; order MAP assessment August: Board approves grant/contracts; draft project communication plans; finalize timeline/scope of work; schedule model school visits/professional development; refine purchase/renovation plans; bids/board approval/contract for flexible learning environment facility and furniture enhancements; finalize technical assistance schedules; communicate planning & Implementation schedule; finalize evaluation processes including development of grant charts and progress monitoring database.

* Anticipated barriers to successful completion of the planning phase

Barrier: Timeline for facility upgrades. Refining design and purchasing equipment may take longer than anticipated. Solution: Project Manager will work with designer to identify ways to minimize lag time from purchase to installation. If needed, district will apply for emergency waiver to
allow them to eliminate requirement for bids. Barrier: Staff Capacity to effectively utilize new technology and flexible learning environments. Solution: Core Team will work with Instructional Design Innovations to design differentiated professional learning modules which will allow staff to complete training on their own time. Barrier: Award notification occurs during summer which minimizes time allocation for summer 2014 training. Solution: District leaders/principals are creating a summer PD schedule this spring to give all staff the opportunity to attend summer PD. Initial training directly aligns with district needs/vision and will occur on small scale regardless of award. Barrier: Not all staff are 'ready' to take on additional innovation efforts Solution: Principals are identifying key staff who are 'innovation ready' and specifically inviting them to summer PD in anticipation of award. They will become Core Innovation Team members who then build capacity in other staff.

18. Implementation - Process to achieve project goals

* Date Range 6/1/2014 - 6/30/2015

  * List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

  Superintendent communicate with staff & Board about all activities. Project Manager will notify staff PD timelines & stipend/graduate credit processes. Principals inform students & families through meetings, community engagement events, newsletters, social media & conversation at building events. Project Manager liaison among community, district, partners & ODE; communicate with vendors regarding technology purchases, installation and facility enhancement. Staff will help design Innovation Zones and communicate plans with students & families. 8/2014-10/2014 PD: PBL, tech integration, blended learning; book study #1; learn to create blended PD Project Activities: school visit #1; community engagement event Facility:construction/facility enhancements begin; order tech & furniture; begin of furniture & tech installation 11/2014-2/2015 PD: continue PD; book study #2 Project Activities: school visit #2; co-plan/co-teach units with coaches; begin co-creating online PD modules; community engagement event Facility:construction/facility enhancements continue; begin using new spaces for transdisciplinary/ inquiry based learning; tech installations/training complete; utilize new tools/tech to blend & personalize learning 3/2015-6/15 PD: ongoing PD & summer institute; book study #3; staff begin completing online PD Project Activities: school visit #3; continue co-designing and co-teaching units; identify & engage new partners & deepen relationships with current partners; community engagement event to celebrate facility completion and share project updates Facility: flexible learning environment construction/facility enhancements completed; core team and students continues using new spaces for transdisciplinary/inquiry based learning; staff continues utilizing new tools to blend/personalize learning

  * Anticipated barriers to successful completion of the implementation phase.

  Barrier: Time for staff collaboration/training essential to project success. Solution: Grant will cover costs for additional training and professional development needed to plan and implement new instructional strategies. Staff will be able receive graduate credits. Barrier: Effective coordination of project activities across buildings, departments and service providers Solution: Project Manager and EnvisionEdPlus will meet twice a month to coordinate activities and develop strategies to address potential problems as they arise. Barrier: Physically managing huge influx of technology. Solution: district has technology consultant company that can adjust their staffing as needed to provide support on limited basis to manage influx of technology in short period of time Barrier: On time completion of Innovation Zone facility enhancements/tech access. Solution: Project Manager and contracted designer/vendors will work together to develop plans for ensuring on time completion. Barrier: Community may not understand project and have questions/concerns. Solution: At least 3 community engagement events will occur to share innovations, project activities with students, families and community members. The last event will focus on students demonstrating how they are using the new flexible learning spaces in their schools.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range 8/1/2014 - 9/30/2015

  * List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

  Project Manager will use Gantt Chart and progress monitoring database to monitor and report on project success to key stakeholders and ODE. Project Manager and EnvisionEdPlus will meet twice a month to coordinate data collection and evaluation activities and develop strategies to address potential problems as they arise. Staff will receive advanced notification for baseline and end of project surveys. Monthly Board reports and quarterly community engagement events will further enhance community understanding and support. Quarterly, Project Manager will provide detailed report on outcomes. Project team leaders will review data and make adjustments as needed. Monthly: data collection for process/outcomes evaluation; STEM Team & Tech Team feedback; reports to Board; Project Manager/EnvisionEdPlus planning/evaluation sessions (twice/month) Quarterly: process/outcomes reports to Project Leadership Team and Board 7/14-10/14 Academic Achievement Project Monitoring: baseline assessments; staff survey; Use Progress Monitoring Tool to track progress towards outcomes; MAP testing all students K-5 Cost Reduction Project Monitoring: Treasurer reports quarterly to Board and Project leadership team 11/14-2/15 Academic Achievement Project Monitoring: MAP Assessment; Use Progress Monitoring Tool to track progress towards outcomes; ODE reading achievement assessments; 3rd grade guarantee reports. Cost Reduction Project Monitoring: Treasurer reports quarterly to Board and Project leadership team 3/15-6/15 Academic Achievement Project Monitoring: end of year data collections: School Building Innovation Assessment; staff survey; MAP assessment; state assessments; Use Progress Monitoring Tool to track progress towards outcomes Cost Reduction Project Monitoring: Treasurer reports quarterly to Board and Project leadership team 7/2015-9/2015 Summative Evaluation: final project evaluation and financial reports to ODE

  * Anticipated barriers to successful completion of the summative evaluation phase.

  Barrier: Collecting data necessary to effectively assess process outcomes Solution: EnvisionEdPlus will assist Project Manager develop Progress Monitoring Tools to track completion of project activities as well as staff participation in PD. Project Manager will assist building principals using the tool for data tracking. Tool will be refined over time so it provides high quality, useful data. Barrier: District capacity to evaluate project using internal staff. Solution: District will re-configure position of STEM Coordinator to allow time to manage evaluation activities under the direction and supervision of Curriculum Director. Barrier: Assessing changes in student achievement within grant timeline Solution: Project evaluation will monitor both formative and summative data during the grant timeline. This will provide some opportunities to monitor student achievement for students involved in specific interventions/programs. Project will report on early literacy using 2014 Building Report Cards but project evaluation team clearly understands that any changes in report card data initially will be the result of multiple factors, not just project implementation. Project outcomes are built around MAP and DRA assessments which allows staff to track student achievement 3 times a year.
20. Describe the expected changes to the instructional and/or organizational practices in your institution.

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

Canal Winchester Schools is committed re-envisioning education for all children, especially early learners. District expects these instructional practice changes to positively impact student achievement and/or reduce ongoing costs. a). increased use of PBL to solve problems occurring in the community and around the world. b). decreased reliance on textbooks/workbooks and increased use of web based materials/digital content (with an emphasis on high quality open source content) to engage students and enrich learning c). increased personalization of the learning experience so teachers more clearly understand student needs and can target interventions to meet those needs d). blended learning practices will replace teacher directed instruction which will allow teachers to more time to personalize learning and connect students with real world problems e). teachers will have higher expectations of student capacity to innovate. As a result they will plan richer/more engaging learning opportunities f). engage with business and community partners to solve real world problems in their community and connecting them to college and career exploration opportunities needed for upper grades g). increased ability to share the components of instruction with other staff and community members h). Ability for students to revisit concepts building mastery of essential skills i). increased opportunities for teachers to engage children in becoming responsible for their own learning j). increased emphasis on 21st century skills especially targeting communication, creativity, innovation, collaboration; problem solving, tenacity and grit. By assessing and re-designing systems, Canal Winchester anticipates the following organizational practices will change in ways that positively impact student achievement and reduce operational costs. a). Co-planning/co-teaching: EnvisionEdPlus and Core Innovation Team members will co-teach and co-plan units/lessons with teachers to build their capacity to implement innovative practices learned through PD so they effectively integrate the practices and utilize the flexible learning spaces b). The district will increase it's capacity to provide blended/online professional development to staff using courses created by their own colleagues (Core Innovation Team). This will decrease ongoing costs for PD which can be used to sustain other costs such as technology and digital content. This will also become a revenue generating opportunity. Instructional Designs Innovation will offer these courses on a fee basis to teachers and leaders across the US and around the world and revenue generated will be returned to the district. District staff will always have access to these courses for free. District staff will also have the ability to create new courses through this format. c). Teachers and leaders will work together to re-organize the school day and schedule to provide students with a more 21st century educational learning environment. d). District currently uses MAP assessment K-3 to provide ongoing data about student progress but has no mechanism other than annual state assessments to monitor 4-5 student growth. District will purchase MAP assessment for grades 4-5 and train teachers how to use that data to their personalize learning. e). District currently uses MAP assessment K-3 to provide ongoing data about student progress but has no mechanism other than annual state assessments to monitor 4-5 student growth. District will purchase MAP assessment for grades 4-5 and train teachers how to use that data to their personalize learning. f). Professional Learning Community framework will allow teachers to move from their siloed approach of teaching to a more collaborative way to support and grow together. g). District will focus on developing long term relationships with partners to support and expand student learning opportunities and build career readiness skills.

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

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. 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.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below:

ODE challenged districts to pursue projects sparking "disruptive innovation”. What is it? How do we know if our innovative practices are disruptive? The term disruptive innovation was coined by Clay Christensen (Harvard Business School Professor). Dr. Christensen says "an innovation that is disruptive allows a whole new population of consumers at the bottom of a market access to a product or service that was historically only accessible to consumers with a lot of money or a lot of skill". How does this business theory translate into education? By simply applying the business definition to the education field, disruptive innovation in education would then mean any systematic or instructional change that shifts opportunities historically only accessible to high wealth schools, or available only to high performing students, and makes them available across the general population. Canal Winchester believes schools, districts and partners must think even more grandly. Teachers, leaders, communities, business and non-profits must come together to: RE-INVENT not renovate the learning opportunities we provide all children. RE-ENVISION not reform systems and supports to optimize learning opportunities so every child, in every classroom, every day can reach their greatest potential. Canal Winchester will use EnvisionEdPlus' Four Tenets for Re-envisioning Education as the guiding principles for truly disrupting education for the children we serve. Canal Winchester Schools will disrupt the traditional approach to learning by redesigning space to be more open, flexible, technology rich and inquiry ready. Through the use of mobile devices, instruction will be disrupted by engaging learner using high quality digital content. Materials and information come alive - will not be static and accessed anywhere in the school environment. Project Based Learning engages students to learn through inquiry, standards will be covered, but the capacity for "more" is limitless. Time, location and materials are no longer barriers so teachers can every learner in a grand exciting way! This is a completely new initiative. No school district has used fully implemented EnvisionEdPlus Tenets to purposefully plan disruptive innovations across instructional and operational systems. However, the Tenets were created as a result of EnvisionEdPlus...
22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

Mickey Bumpus, STEM Coordinator/Project Manager. mbumpus@cwls.us (614) 837-4533 will manage project evaluation activities (internal evaluation).

* 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 project’s progress).

Short Term Objectives: 6/30/2015 Project Outcome 1: Build staff capacity to provide academic instruction, innovative learning experiences which increase academic achievement for all students Data: # of PD sessions & # participants; # blended learning PD courses created & # participants; # grade credits accomplished; School Building Innovation Assessment: baseline & final; MAP and DRA data; building report card data - specifically early literacy, Annual Measurable Outcomes (AMO’s); literacy achievement assessment scores; staff perception surveys Formative outcomes (quarterly): # staff who pilot new strategies; staff reflections from each pilot/plans for improving strategy; school building innovation assessment (start/end only); MAP and DRA data Summative outputs: % change staff perception surveys; % staff completed PD; % staff implementing PD strategies ; MAP & DRA data: building report card data - specifically early literacy & AMO; change data school building innovation assessments Project Outcome 2: Redesign Systems and space utilization to reduce ongoing costs Data: data collection on tech access and flexible learning spaces (pre/post); document operational systems reviewed and results scope of work outlining future plans for re-designing systems; staff perception survey: budget reductions Formative outputs: tech access and flexible learning spaces(availability & use); Treasurer monthly reports on cost reductions Summative outputs: change in # flexible learning spaces and access to technology; Treasurer final report on cost reductions

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

Progress Monitoring (method, process, procedures) EnvisionEdPlus will assist Project Manager to create creates database to monitor process and outcomes data. Project Manager will enter data weekly and monitor outcomes. Project Manager & EnvisionEdPlus will meet twice per month to review progress and address problems as they arise. Project Leadership Team will meet monthly with EnvisionEdPlus/Project Manager to recommend strategies to strengthen implementation and adjust processes to improve outcomes. EnvisionEdPlus Coach and/or Project Manager will visit sites weekly to promote open communication. Project Manager, Curriculum Director and Treasurer will meet monthly to assess cost reduction progress. Monthly, Project Manager will report to Board of Education and Project Leadership Team to provide updates on all project activities. Progress Monitoring Systems: Quantitative data monitoring: all PD activities; lesson/unit development; use of space/tech access; MAP/DRA assessments; gant charts; state assessment data. Project Manager will use feedback from Board members, STEM Team and Tech Team and Business Advisory Council, staff perception surveys and principal/district leader observations to provide qualitative evidence about project progress. Qualitative evidence and quantitative evidence will be reviewed monthly by Project leadership team. Together, the team will make adjustments to scope of work, project activities to ensure progress toward meeting goals on time and within budget. Superintendent/Principals report to Board/Business Advisory Council. Treasurer will closely monitor finances, comparing them monthly to annual project outcomes. Treasurer will report monthly to Project Leadership Team and collaborate to re-design practices to address challenges the district faces in reducing costs to ensure sustainability.

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

* The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Student assessment data shows 15-20% of Canal Winchester’s K-5 students perform below grade level in reading and/or math. Canal Winchester leaders chose to use EnvisionEdPlus’ Four Tenets for Re-envisioning Education because the framework will provide the greatest impact & lasting value. It drives disruptive innovations in four key areas (instruction, learning supports, systems & partnerships) supporting district to restructure the entire teaching & learning experience for every child, in every classroom, every day. This project focuses on impacting Tenets 1 & 3. Canal Winchester will meet/exceed its’ long term academic achievement goals: MAP: K-5 reading & math: Reading- 10% annual decrease # students who qualify for a reading improvement plan as defined by 3rd grade reading guarantee. Math-10% annual decrease # students identified as “not on track” by ODE. DRA: K-5 reading- 5% annual decrease in # students below grade level at end of each year as defined by DRA Continuum. Project Outcome 2: Redesign Systems & effectively utilize resources to reduce ongoing costs By 6/2020: district will meet/exceed these long term goals related to decreasing ongoing costs: -Long Term Cost reduction of $1,844,788 from FY16 through FY20. -District staff will have increased access to digital professional learning created by staff for staff which will decrease
24. Describe the specific benchmarks, by goal as answered in question 9, which 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 applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

This is the first time a district has used EnvisionEdPlus Tenets to impact school change. There is no comparable data at this time. All outcomes are stretch goals but most definitely achievable given the project design. Project Outcome 1: Build staff capacity to provide academic instruction, innovative learning experiences which increase academic achievement for all students MAP: K-5 reading and math - Reading: 10% annual decrease (FY15, 16, 17, 19, 20) in number of students who qualify for a reading improvement plan as defined by the 3rd grade reading guarantee. Math: 10% annual decrease (FY15, 16, 17, 19, 20) in number of students who are identified as not being on-track as defined by the Ohio Department of education. DRA: K-5 reading: 2% annual decrease (FY15, 16, 17, 19, 20) in the number of students below grade level at the end of each year as defined by the DRA Continuum. By June 30, 2015: 16% staff completed PD (blended learning/personalization & inquiry based instruction): -17% staff implementing inquiry based and/or tech enhanced units/lessons: -2% increase in students demonstrating on grade level reading and math (MAP, grades K-5) - assessed 3 times per year - 2% decrease in students demonstrating below grade level reading (DRA, grades K-5) By June 30, 2020: 100% staff implementing inquiry based and/or tech enhanced units/lessons; 10% staff completed PD (blended learning/personalization & inquiry based instruction); -10% overall increase in students demonstrating on grade level reading and math (MAP, grades K-5) - assessed 3 times per year -10% overall decrease in students demonstrating below grade level reading (DRA, grades K-5)

* Spending Reduction in the five-year fiscal forecast

Project Outcome 2: Redesign Systems and space utilization to reduce ongoing costs Canal Winchester will meet or exceed these long term goals related to decreasing ongoing costs: By June 30, 2020: - Long Term Cost reduction of $1,844,788 from FY16 through FY20. - District staff will have increased access to digital professional learning created by staff for staff which will decrease absenteeism related to professional development by 10%. - District leadership will have implemented all policy changes/shifts and alignments to optimize learning opportunities for all children which result in additional undetermined cost savings. Canal Winchester is committed to moving forward because it right for the children & community. Straight A Funding provides a jump start so district to move forward faster across all levels K-5, rather than current plan to slowly scale the work over 10 years. This mindset will ensure continuation at the end of the grant period. Canal Winchester believes the Law of Diffusion of Innovation will drive sustainability. Core Innovation Team members are early adapters ready, willing & able to move ahead of the curve. They will receive initial training, pilot instructional shifts, share result & revise plans. Then, they will invite other staff to visit their classrooms, join in Innovative Learning Zones activities & together scale instructional practices. Canal Winchester will create a 3 year contract with EnvisionEdPlus. By FY18, district will be able to lead the work without coaching costs. The investment in creating local online PD modules expands district capacity to utilize internal resources & expertise reducing costs for outside PD & decreasing absenteeism. PD will be differentiated according to teacher needs, modeling instructional shift they expect in classrooms. Core Innovation Team members will co-plan & co-teach with staff as they implement their learning. Staff can complete online PD at their convenience, minimizing loss of instructional time. Staff will build the capacity to create new trainings furthering their ability to sustain the work. Conversations and planning which occurs during the grant will lead to operational shifts post grant. It is not yet possible to identify specific operational shifts or determine cost saving which will occur as a result because the shifts must be organic in order to be sustainable. If leaders begin by telling staff ‘what they will do’ the innovation is dead in the water. Leaders, staff and partners must come together and reach consensus based on what is best of their children in their community. Once teams make recommendations to the Board for systemic shifts, district leaders will begin implementing them according to the thoughtful scope of work also created during the grant process.

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

- Yes
- No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to
Plan to increase the scale and scope of the project within the district: The Tenets for Re-envisioning Education provide schools, communities & partners with a framework to shift instructional & operational practices to make significant gains in academic achievement & reduce ongoing costs. EnvisionEdPlus created a rubric leaders can use to self assess progress toward achieving full implementation of the Tenets. This framework, training and tools can be replicated in any school/district - in Ohio and beyond. Intra-district replication plan 2015-2016: expand elementary implementation 2016-2017: finalize elementary and and begin planning middle school implementation, 2017-2018: start middle school implementation 2018-2019: expand middle school implementation, begin planning HS implementation 2019-2020: finalize middle school implementation, begin HS implementation 9-10 2020-2021: expand HS implementation grades 9-12 Time/effort for replication: EnvisionEdPlus Tenets can be used for full scale system re-design as planned in Canal Winchester. In a comparable size school district, this can take place over a 4-5 year period. District and building leaders must fully commit to re-thinking all systems - instructional, support, human resource, facility and financial. Less than full commitment will result in less than satisfying results. It can also be used to support smaller scale innovation in schools struggling with capacity issues or those that do not feel 'ready' to overhaul the entire system. The Tenets guide communities to think big, start small & scale fast while building capacity to extend their innovative ideas. In this case, schools may take on 1 or 2 tenets and slowly adapt processes and scale practices. While the time commitment is significantly less - 1-2 years, the results will be small scale also. District will encourage visitations and submit proposals for key Ohio conferences to share learning. Other districts can model this program by having a strong focus on high quality professional development aimed at disrupting the way teachers approach instructional practices. Once teachers are comfortable with the changed pedagogy, they will be able to develop a blended learning approach utilizing modules and follow a train-the-trainer model. Another key component is the use of space within the existing buildings. Space is being repurposed without major building renovations or cost. The ultimate advantage of this model enables early learners to incorporate personalized learning experiences at the beginning and throughout their school careers. Canal Winchester Schools will be working with EnvisionEdPlus to re-envision education- not just promote school reform. This framework can be used in any districts/school across Ohio. EnvisionEdPlus will support districts to re-invent the educational experiences children have every day - and keep adapting the systems to address new needs and integrate new technologies. Districts would use EnvisionEdPlus' Innovation Design Process to guide full scale school design and re-design. School communities (traditional, charter and private) would create Innovation Teams where teacher leaders, administration & community partners collaborate to re-think education and their role in the process. EnvisionEdPlus uses the six phase Innovation Design Process encouraging Innovation Teams to Think Big, Start Small and Scale Fast as they re-envision the teaching and learning experience. Throughout this process, EnvisionEdPlus supports teachers, leaders and community members to build the internal and external capacity to implement the new vision. Ultimately, school, district & community systems empower all student to graduate college/career ready so they thrive in an ever changing world. By pushing thinking in districts across the state, we will enable leaders & teachers to redefine systems & supports ensuring long term sustainability of their new vision for teaching and learning.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

Jim Sotlar, Superintendent, agrees with all assurances and will adhere to all assurances.
No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
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</thead>
<tbody>
<tr>
<td>Michele</td>
<td>Timmons</td>
<td>614-893-7341</td>
<td><a href="mailto:Mdtimmons1@gmail.com">Mdtimmons1@gmail.com</a></td>
<td>EnvisionEdPlus</td>
<td></td>
<td>1352 Shelby Circle, Reynoldsburg, OH, 43068</td>
<td></td>
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<tr>
<td>Jennifer</td>
<td>Hooie</td>
<td>614-580-4497</td>
<td><a href="mailto:jen@i-d-innovations.com">jen@i-d-innovations.com</a></td>
<td>Instructional Design Innovations</td>
<td></td>
<td>6617 Dublin Road, , Delaware, OH, 43015</td>
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<tr>
<td>Lisa</td>
<td>Kluchurosky</td>
<td>614-355-6020</td>
<td><a href="mailto:Lisa.Kluchurosky@NationwideChildrens.org">Lisa.Kluchurosky@NationwideChildrens.org</a></td>
<td>Nationwide Children's Hospital</td>
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<td>584 County Line Road West, , Westerville, OH, 43982</td>
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<td>Thomas</td>
<td>Reed</td>
<td>614-542-4120</td>
<td><a href="mailto:tom.reed@escco.org">tom.reed@escco.org</a></td>
<td>Education Service Center of Central Ohio</td>
<td></td>
<td>2080 Citygate Drive, , Columbus, OH, 43219</td>
<td></td>
</tr>
<tr>
<td>Cathy</td>
<td>Oyler</td>
<td>614-208-4884</td>
<td><a href="mailto:Cathy_Oyler@TSTNA.com">Cathy_Oyler@TSTNA.com</a></td>
<td>TS Tech Americas, Inc.</td>
<td></td>
<td>6380 Canal Street, , Canal Winchester, OH, 43110</td>
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### Implementation Team

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<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
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<tbody>
<tr>
<td>Mickey</td>
<td>Bumpus</td>
<td>Project Manager</td>
<td>Mickey Bumpus will coordinate all project activities. She will facilitate planning meetings, coordinate and schedule professional development and work closely with principals and EnvisionEdPlus to monitor progress, collect, analyze and report progress/evaluation. Mrs. Bumpus will be primary contact with vendors and partners, speaking on behalf of the district. She will complete all project reporting to Ohio Department of Education and provide monthly/quarterly reports to district Board of Education informing them of project progress and outcomes. Mickey will meet regularly with EnvisionEdPlus and Project Leadership Team to review progress, recommend changes to processes when/if outcome measurements are not being met or as challenges arise. Together, Mickey Bumpus, EnvisionEdPlus and Fiscal Director will ensure the project outcomes are met and finances are expended on time/within budget. She will ensure district and partners adhere to Assurances.</td>
<td>(16+ years in education) Grades 2 &amp; 5 classroom teacher, early adopter of technology integration opportunities for students, Technology Integration Specialist; 4 years of experience working with teachers and students in technology integration best practices, forward thinking in provision of professional development opportunities for building and district staff; all education experience with Canal Winchester Local Schools</td>
<td>public sector grant administration Ohio (Assistant to Grants Administrator - Columbus Recreation &amp; Parks Department; Texas - Dallas County Commissioners/Budget Office (Criminal Justice and Open Space Land acquisition grant writer/administration; Dallas County Department of Public Works - Open Space Administrator - coordinated open space land acquisition with municipalities in Dallas County; Dallas County Budget Office - Budget Analyst for county departments; Canal Winchester Chamber of Commerce Director - worked with the business community to promote and grow business in Canal Winchester; Canal Winchester Local Schools - school board member/true vested in working for what's best for the future of students in the school system</td>
</tr>
<tr>
<td>Jamie</td>
<td>King</td>
<td>Principal - Indian Trail Elementary</td>
<td>coordinate all building level project activities; monitor staff participation and support staff adapting to new instructional/operational strategies; monitor building achievement data;</td>
<td>11 years in education: Grade 3 classroom teacher for 5 years, Logan Elm Local - collaborated with colleagues to prepare curriculum and district-wide assessments and provided training and support to teachers for the use of technology in the classroom; Assistant Principal K-2 for 4 years (1 year K-5 AP), Canal Winchester Local - assisting in the guidance of curriculum in innovative thinking and collaborating with tech integration</td>
<td>Implemented innovative strategies and programs and facilitated professional development using 21st Century technology; collaborate with building team to design 21st century learning spaces; led and participated in professional development k -2 including the implementation of MAP, digital collaborative tools, standards based report cards, and mobile technology.</td>
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| Cyndi | Toledo| Principal - Winchester Trail Elementary
coordinate all building level project activities; monitor staff participation and support staff adapting to new instructional/operational strategies; monitor building achievement data; 14 years in education) Grade 1 classroom teacher for 5 years- collaborated with colleagues in preparing curriculum and using technology in the classroom setting as well as wrote and received 2 classroom grants; 3 years at Licking Heights Local Schools- assistant principal k-1/principal 4-5 and curriculum director k-5-responsible for leading curriculum in forward thinking and preparing professional development opportunities for building and district staff k-5 including the integration of technology. 6 years at Groveport Local Schools- principal k-5-responsible for leading the staff and implementing projects within the classroom; 1 year- Canal Winchester Local Schools- principal 3-5. Responsible for leading staff in district and building STEM initiatives |
| James | Sotlar| Superintendent - Canal Winchester Local Schools
Executive oversight, board/community relations, Communicate vision across stakeholder groups. Innovative and highly successful educational leader with significant executive experience leading school and district-wide reform initiatives. A strong belief in creating an environment where learning can occur, and a demonstrated ability to improve student performance and in creating the conditions under which teachers can teach and students can |
<p>|       |       | implemented programs and facilitated professional development using technology; created partnerships between schools and businesses; led and participated in professional development k-5 including the implementation of MAP, progress book, standards based report cards |</p>
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<tr>
<th>Name</th>
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<th>Accomplishments</th>
<th>Background</th>
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<tbody>
<tr>
<td>Janine</td>
<td>Taylor Curriculum Director - Canal Winchester Local Schools</td>
<td>Includes new school openings, program growth, advances in teaching and learning methods, development of STEM, Problem Based Learning environments, Rigor and Relevance framework model and co-authored around $500,000 is grants over the last 5 years.</td>
<td>Certified to teach Elementary Education (1-8) and Spanish. Administrative certificates include Assistant Superintendent and a Permanent Elementary through High School Principal qualification. 33 years of educational experience; 24 years as building and district administrator leading cutting-edge curriculum adoptions.</td>
</tr>
<tr>
<td>Joyce</td>
<td>Boyer Treasurer - Canal Winchester Local Schools</td>
<td>Will be in charge of project oversight and partnership development. She will work closely with Project Manager to ensure all project outcomes are completed on time and within budget. She will act as Project Manager's direct supervisor. She will meet regularly with Project Manager to review progress, address barriers and support Project Manager in ensuring project success. She will ensure district and partners adhere to Assurances.</td>
<td>Worked with state and federal projects throughout the years, ensuring that all income and expenditures of the projects were met and appropriately documented. 41 years in public education financial department; 37 years as a school district treasurer.</td>
</tr>
<tr>
<td>Michele</td>
<td>Timmons EnvisionEdPlus, President</td>
<td>Over the course of 3 years, EnvisionEdPlus will provide 90 days of service building staff capacity to implement innovative instructional strategies, use Innovative Zones effectively and re-design educational systems to optimize learning.</td>
<td>As Founder and President of EnvisionEdPlus, Michele Timmons and an amazing team of Innovation Specialists have experience supporting support school and community leaders in Ohio, Kentucky and Mrs. Timmons is a career educator with over 23 years experience as a teacher, principal, district administrator, charter school founder and educational service provider. While working for the KnowledgeWorks Foundation, she served as the Manager of...</td>
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opportunities for all children. In each, all systems will become flexibly designed and nimble, allowing for ongoing adaptations to meet the changing needs of children, the greater learning community and technological advancements. EnvisionEdPlus will assist STEM Coordinator and Principals in more effectively linking PK-16 Education, industry and community systems and forging mutually beneficial partnerships to expand learning opportunities for children.

Michigan envisioning a new educational system for today’s schools PLUS offer expert grant writing and research support to assist schools and non-profits as they implement their vision. She has authored nearly $19,000,000 in funded grant applications for schools and non-profits in Ohio, Michigan and Maryland. She has experience as a federal and state grant reviewer (Ohio and Michigan). Mrs. Timmons led Muskingum Valley Educational Service Center’s award winning Care Team Collaborative which supported 15 schools in 6 Ohio counties as they implemented a Comprehensive Systems of Learning Supports to address academic and non-academic needs of all children. Timmons is also a Buck Institute for Education National Faculty Candidate (Cohort 2014) and a Search Institute trained facilitator. She has worked in public education, non-profit and the private sector and clearly understands how schools, non-profit and industry can collaborate to improve systems which will expand resources/supports for children as well as improve the bottom line for each partner.

Partnership Development and Technical Assistance Coach at EDWorks and developed a deep understanding of innovation, collaboration and problem solving from a school and systemic approach. At EnvisionEdPlus, she has taken those lessons and developed a series of tools and trainings which build local capacity to assess their progress towards innovation and create/implement plans to move from traditional educational systems to disruptive systems. Michele Timmons' administrative career started at Maysville Local School District, a small rural district in southeastern Ohio where she led school re-design and innovation efforts at the middle and high school levels. While at Maysville, Mrs. Timmons founded Foxfire Center for Student Success, one of Ohio's first and longest running charter schools. Foxfire's design and strong focus on achievement for all brought it recognition by the US Department of Education as a Model Dropout Recovery School. Her Care Team Collaborative work received 9 state and national awards for best and promising practices addressing non-academic barriers to learning by collaborating across sectors.

<p>| Thomas Reed | Education Service Center of Central Ohio - Executive Director of Achieve &amp; Leadership Services | Provide PBL training to Canal Winchester staff during FY15. | ESC of Central Ohio has an agreement with Buck Institute for Education to provide PBL101 and other similar trainings. ESC of Central Ohio uses Buck Institute for Education National Faculty to provide these trainings. ESC of Central Ohio has been providing these training in Ohio for nearly 10 years. | ESC of Central Ohio is one of largest ESCs in the state and provides curriculum and instruction professional development to thousands of Ohio educators every year. During the summer of 2014, ESC of Central Ohio is hosting PBL week where they will provide 5 days of intensive training to teachers across the state who want to immerse themselves in PBL. The ESC provides these trainings all over the state and works closely with educators, Ohio Department of Education and Buck Institute for Education to ensure the training is directly aligned with state and local needs and Buck Institute for Education's model. |</p>
<table>
<thead>
<tr>
<th>James Sotlar</th>
<th>Canal Winchester Local School District</th>
<th>Coordinate and oversee all aspects of project, manage grant funds, monitor progress/adjust activities based on progress, evaluate project success</th>
<th>Canal Winchester is a moderately high achieving school district (2013 district report card met 91.7% indicators) in a moderate wealth district (2013 report card 29.1% economic disadvantage). District finances are stable. Support for innovation is high among staff and district leadership as evidenced by district participation in Ohio’s Race to the Top grant. The district also has a strong business advisory council and mutually beneficial relationships with both Canal Winchester Human Services and Nationwide Children’s Hospital. CWEA (Canal Winchester Education Association) and district administration have an extremely positive and collaborative relationship including a ‘whatever it takes’ attitude.</th>
<th>Canal Winchester School District’s goal is to provide every child with the highest quality education which will prepare them for the future, college and career readiness. District leaders and staff have begun re-designing systems and supports across the district which incorporate technology, encourage collaborative learning and engage students in the classroom every day so they will develop the skills they need to succeed in the ever changing world in which we live. In addition to building a stronger understanding of state and national learning standards, district wide staff professional learning is focused on capacity building to implement blended learning, STEM pedagogy, Rigor, Relevance and Relationship framework, digital curriculum, and social and emotional learning. This year, the district’s STEM Team has been visiting innovative learning environments and STEM schools across Ohio and working with EnvisionEdPlus to a). Research best practices in implementing STEM pedagogy across the curriculum and b). Design a district wide approach to innovation using the Four Tenets for Re-envisioning Education.</th>
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<tr>
<td>Jennifer Hooie</td>
<td>Instructional Design Innovations, CEO</td>
<td>Dr. Hooie will provide onsite and virtual coaching and training to build staff capacity to provide school based and online professional learning for staff to more effectively utilize technology to blend and personalize learning for all children. Dr. Hooie will train Core Team and other interested staff members to design blended learning modules to personalize learning for children and blended learning professional development modules staff will use to build their capacity to implement new learning strategies. As needed, Dr. Hooie will house trainings created by Canal Winchester staff on her PD platform so the trainings can be purchased by other teachers across Ohio and around the world. Canal Winchester staff will always be able to access Innovative, results-driven, and highly successful educational leader with significant executive experience leading school and district-wide reform initiatives. Accomplishments include: new school openings, program growth, advances in teaching and learning methods, and pioneering uses of technology to personalize student learning and staff development. She received her BS in Education from Muskingum College, and her MA-Ed from The Ohio State University. Dr. Hooie completed her PhD in Instructional Design for Online Learning from Capella University in 2011. She has over 20 years in education as a teacher leader, curriculum, assistant superintendent</td>
<td>Dr. Hooie started as a middle school special education teacher and continues to view teaching as her most important role. Over her 20 year career she has served as a teacher leader, curriculum coordinator, and assistant superintendent. Her most recent position is the Chief Instructional Officer for TRECA where she is able to continue to pursue her passion for teaching and learning with a new focus on online and blended learning. Jenny is trained in Adaptive Schools methods of facilitator, which provide processes for high performing group development. Through her private business Instructional Design Innovations, LLC, Dr. Hooie uses a blended format to provide educators with high quality professional development where she models blended learning so teachers can immediately</td>
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<td>Name</td>
<td>Role</td>
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<td>Cathy Oyler</td>
<td>Human Resources Section Manager - TS Tech Americas, Inc.</td>
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<td>Assist the Core Team in the creating educational experiences through Problem Based Learning that will help build capacity for innovation, collaboration, and problem solving. Assist the Core Team in providing feedback and evaluation of the activities.</td>
<td>TS Tech America is a global supplier of automobile seats and interiors, with operations in 68 locations in 12 countries. TS Tech strives to be a good corporate citizen by supporting various community activities and charities, encouraging associates to participate in the community, and being environmentally conscious and conserving resources. TS Tech understands the importance of developing 21st century skills in order for our students to be prepared for the global economy. Successful partnership with Reynoldsburg City Schools in the high school setting.</td>
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