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**Adjusted Allocation**: 0.00

**Remaining**: -2,370,000.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
The Restructure of the Buckeye Local School District and the Ledgemont Local School District

2. Executive summary: Please limit your responses to no more than three sentences.
The project reorganizes and restructures the Ledgemont Local School District and the Buckeye Local School District from a traditional K-12 program into a program based on students meeting and mastering the academic standards and serving the specific needs of its students. The project will restructure the K-8 program into a non-grade leveled configuration in which students matriculate through the curriculum at their own pace and engage in high-interest programs. The 9-12 program will be reconfigured into academies designed to meet the prepare students for advanced education and/or the workforce.

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.

2400 3. Total Students Impacted:
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
Joseph Spiccia

Organizational name of lead applicant
Buckeye Local School District

Address of lead applicant
3436 Edgewood Drive, Ashtabula, Ohio 44004

Phone Number of lead applicant
440-998-4411

Email Address of lead applicant
joe.spiccia@neomin.org

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

- Yes
- No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below
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

Problem Statement- The educational program of both school districts is designed in a manner in which time is a constant and learning is a variable. Further, the structure of the educational program is traditional in nature and does not address all of the needs of students. The project creates an environment in which learning is the constant and time becomes the variable. As students master academic content they will advance through the curriculum. The curriculum is designed to meet the varying needs of students from workforce development to preparation for success in the college setting.

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

Innovative Practices- The project creates a standards based educational program in which traditional grade levels are replaced with a focus on the students matriculating through the educational program by meeting and mastering the standards of the curriculum in grades K-8. Once students enter grade 9, they enter an academy structure that focuses on one of three areas: workforce development, STEM disciplines, or the Humanities. Students will progress through the academies by meeting the curriculum standards through a combination of classroom work, on-line course work, dual-enrollment course work, blended learning experiences, and community programming including: workforce experiences, and service learning programming.

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, content areas as appropriate) in the box below.)

In the K-8 environment students will matriculate through the educational landscape as they master the content standards. Grade levels will be eliminated. The responsibility of the school will be to provide the instruction and support to ensure that all students master the content standards at the pace that best meets their individual needs. Through the instructional cycle students will demonstrate mastery of the standards and as they demonstrate that mastery they will move to the next set of standards. Teachers will serve as instructors, mentors, guides, and coaches. Once students master the K-8 standards they will be promoted to the 9-12 program. In addition to the core curriculum, students will be required to pass two workforce readiness courses. The courses are being designed by the district and its corporate partners. Upon completion/mastery of the content standards that are traditionally designed for 9th and 10th graders, students will enroll in one of three academies. The academies are designed to meet the needs and interests of students. The workforce academy has its emphasis for preparing students to enter the world of manufacturing upon their graduation. Students will complete/master the required academic content standards and will earn credit and valuable experience participating in job shadowing, working with a personally assigned mentor, and working in groups on projects directly related to the manufacturing industry. Students will learn to work as a member of a team, develop and use appropriate workforce skills, and gain insights into the manufacturing world by working and interacting with members of the partner companies. Upon graduation, students will be offered entry-level jobs in the manufacturing by our partner companies (Praxair, Cristal, Gabriel Performance Products, ASHTA Chemical). The STEM academy has its emphasis on preparing students to enter higher education in one of the STEM disciplines. Students will master the required content standards with emphasis on higher level math, science, computer science, and STEM courses. Students will enroll in dual-enrollment, PSEO, and/or AP courses with the goal of earning their Associate’s Degree simultaneously with their high school diploma. Students will also have mentors from one of the partner corporations who will provide guidance and support to the students as they advance through the program. The Humanities academy has its focus on the disciplines English, the social sciences, and the arts. Students will enroll in dual-enrollment, PSEO, and/or AP courses with the goal of earning at least 12 hours of college credit while in high school. This academy is similar to the traditional college-prep high school environment. Students will earn credit through on-line course work in a variety of areas including the core curriculum and elective areas. All students will be required to take and pass on-line courses during their high school experience. High school students will earn credit through a variety of modalities and much like on-line community schools, students may complete work at a faster or slower rate than previously expected.

Savings will come from the reduction of staff resulting from the reorganization of the educational program, and the reduction in need of supplies and materials. Specifically, at the 9-12 level staffing will be reduced in the areas of World Language student, Family and Consumer Science, and Technology. It is further anticipated that there will be staffing reductions in English/Language Arts, Mathematics, Science, and Social Studies because students will be engaged in a variety of educational delivery modalities (on-line, dual enrollment, PSEO). At the K-8 level staffing will be reduced in the areas of Gifted and Special Education as students will be advancing through the curriculum at their own.

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.)

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members
rate and teachers will be required to enrich and remEDIATE based on the individual needs of students. Models that require "pull-out" and/or resources will be reduced as the teachers apply the "Response to Intervention" model to their daily practice. Further, the reorganization of the K-5 environment will allow for reduction in typical teaching positions. The majority of materials will come from on-line resources thereby reducing the need for hard-copy materials. An emphasis will be placed on using quality free-source materials as well as quality on-line materials which may be used repeatedly without risk of damage and/or loss. Much of the work students do will be completed, submitted, and assessed on-line reducing the cost of paper, copiers, and printers.

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 Table. 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?

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

2,370,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Of the $2,370,000.00 requested, $1,330,000.00 will be used by the Buckeye Local School District and $1,040,000.00 will be used by the Ledgemont Local School District. The grant funds will be used to provide professional development to teachers and staff so that the project may be implemented effectively. Further grant funds will be used to purchase equipment (technology), supplies, and to renovate facilities.
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 a need for on-going professional development to ensure that teachers remain current in best practice related to mastery learning, the content standards, and instructional strategies related to the use of technology. Every teacher, every year will engage in professional development activities specifically designed to meet their needs within their role. Professional development funds will come from Title IIA as appropriate and the districts’ general fund as necessary. Technological upgrades, repairs, and replacements will be needed and built into the five-year forecast and district budgets. Costs for on-line learning will be on-going as the project will require that the districts contract with on-line vendors and contracts are renewed as necessary. While there will be on-going costs, the savings from the restructuring will cover the costs and both districts will continue to see an overall reduction in spending as a direct result of the restructuring of the districts.

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

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.

829,111.00 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.

Yes, the additional savings will come from the reduction of staff resulting from the reorganization of the educational program, and the reduction in need of supplies and materials. Specifically, at the 9-12 level staffing will be reduced in the areas of World Language student, Family and Consumer Science, and Technology. It is further anticipated that there will be staffing reductions in English/Language Arts, Mathematics, Science, and Social Studies because students will be engaged in a variety of educational delivery modalities (on-line, dual enrollment, PSEO). The restructuring of the school day in the 9-12 environment will assist the districts in making the reductions listed. Specifically, at the K-8 level staffing will be reduced in the areas of Gifted and Special Education as students will be advancing through the curriculum at their own rate and teachers will be required to enrich and remediate based on the individual needs of students. Models that require "pull-out" and/or resource services will be reduced as the teachers apply the "Response to Intervention" model to their daily practice. Further, the reorganization of the K-5 environment will allow for reduction in typical teaching positions. The majority of materials will come from on-line resources thereby reducing the need for hard-copy materials. An emphasis will be placed on using quality free-source materials as well as quality on-line materials which may be used repeatedly without risk of damage and/or loss. Much of the work students do will be completed, submitted, and assessed on-line reducing the cost of paper, copiers, and printers. Annual expected savings listed above is the total for both districts based on FY15. Savings are expected throughout the life of the five year forecast of both districts.

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 project is self-sustaining in that it reorganizes the educational program K-12 into a new way of doing business. Reorganization requires the districts to examine their budgets and organize them around the new delivery system. Once the funds from the Straight A Grant are expended the districts will have the programmatic, equipment, supply/material, and staffing in place and from that point forward the budget will be reset to the priorities created in the reorganization. By its nature, this reorganization embeds sustainability into the daily program as it becomes the districts’ way of doing business and delivering its educational program. Sustainability is realized because the funding provided the mechanism that allowed the districts to make the substantive changes necessary to reduce staff and associated costs, utilize on-line and technological resources, and create a physical environment conducive to learning through the new modalities. Once all the initial elements are in place, sustaining the project becomes to the day to day work of the district and is maintained through its budgetary process.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

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 timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range March 7, 2014 - May 15, 2014

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

Communication with the Boards of Education began in March, 2014 with a review of the overall plan. The communication process with the associations for the licensed and support staff began immediately after communication with the Boards. Community engagement programs will commence immediately upon the receipt of the grant to inform, educate and help the communities understand the changes and how the changes will affect their children, the district, and the community. The consortium districts are meeting and discussing the project regularly and have developed an overall plan for purchasing and professional development. The cost analysis has been completed and quotes have been accepted for renovations, equipment and supplies, and for professional development. The planning process for implementation has been completed. Included in the planning is the phase in of the project and its evaluation with the assistance of the partner companies (Praxair, Cristal, ASHTA Chemical, and Gabriel Performance Products). The evaluation process will take place formally quarterly and informally through formative assessments that are planned monthly.

* Anticipated barriers to successful completion of the planning phase

The Boards of Education and the associations are positive about the project, we do not anticipate any barriers from those two groups. As this is a change in the way education takes place, we anticipate some resistance from the community. We have planned to overcome that resistance by conducting a community engagement campaign organized around helping people understand the project and its value to students. There is always a chance that cost estimates are different from actual costs so we are anticipating some differences. We will overcome that obstacle by prioritizing the budget to ensure that we are able to purchase the most essential services and equipment in case of a budget shortfall.

18. Implementation - Process to achieve project goals

* Date Range May 15, 2014 - May 15, 2015

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

Reorganization of the 9-12 environments is scheduled to begin in the spring of 2014 and continue throughout the summer of 2014. The
purchase of equipment- Purchases will begin taking place in the summer of 2014. We are working with Buckeye Educational Systems for the STEM equipment and a variety of technology companies including Apple and CDW for technology. The renovation of the facility- We have started discussions with engineering and construction companies regarding the renovation of the facilities. The reorganization of the curriculum- Curriculum reorganization is in process. The academics have been formed and students are currently scheduling into the academy of their choice. Professional development of staff- Professional development is being planned. MAX Teaching and Formative Instructional Practices are the primary programs that will be used. Implementation of the 9-12 program will begin in the fall of 2014 Reorganization of the K-8 environment is scheduled to begin in the spring of 2014 and continue throughout the summer of 2014 The reorganization of the curriculum- The elementary school day has already been shifted to increase instructional time and allow for flexible grouping. The curriculum has been reorganized to address the standards. Professional development of staff- Professional development is being planned. MAX Teaching and Formative Instructional Practices are the primary programs that will be used. The reorganization of the facility- The elementary facilities are aligned to allow for flexible grouping Implementation of the K-8 program will begin in fall of 2014 with the student assessments necessary to re-level students to their appropriate groups based on their individual needs.

* Anticipated barriers to successful completion of the implementation phase.

Successful implementation is contingent on ensuring renovations, equipment/supplies, and professional development needs are met in a timely manner. The presents a challenge because of the tight time lines we have once the funding is awarded. To address that potential obstacle, we are preparing purchase orders in advance so that when funding is approved we can expedite the purchases. The professional development of the staff is another potential barrier. We need to ensure that professional development is thorough and an on-going to ensure that the staff is confident and comfortable in delivering the educational program in the manner in which it is to be delivered. We realize that the professional development elements of this project need to continue throughout the course of the project and beyond to ensure effective implementation.

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

* Date Range May 15, 2015 - June 15, 2015

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

The evaluation of this project will be on-going with specifically set benchmarks set up throughout the process. Further, as this is a shift in the manner in which business is conducted formal evaluation will take place quarterly. Summative evaluation is important to the project. However, equally important is the formative evaluation that has been planned and will take place monthly throughout the project. The purpose of the formative evaluation is to conduct on-going checks to make sure the project is moving in the right direction. The monthly formative evaluations will allow us to make adjustments to the project as necessary. Further, we will conduct weekly formative evaluations to assist teachers in staying on track. The initial summative evaluation will take place in May of 2015 and will consist of ensuring that all elements of the project in operating in the manner prescribed in this proposal. The districts will examine student achievement data, professional development evaluation, and financial data to ensure all benchmarks have been met. Based on the initial evaluation, new benchmarks will be set and new goals established. The evaluation process will also include student, staff, and community surveys, feedback from the partner organizations, and surveys of vendors and other organizations that assisted in setting up the project.

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

The development of an evaluation system that clearly evaluates the correct information is critical to the success of the project. We need to make sure that the evaluation instruments accurately measure the expected outcomes. We plan to seek assistance from Dr. Donna Snodgrass to write valid and reliable assessment instruments.

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:

This project restructures the K-12 environment by focusing on mastering the content standards as the constant for students and time being a variable that is flexible to meet the needs of students. In K-8, students will matriculate through the educational landscape as they master the content standards. Grade levels will be eliminated. The school will provide the instruction and support to ensure that all students master the content standards at the pace that best meets their individual needs. Through the instructional cycle students will demonstrate mastery of the standards and they will move to the next set of standards upon mastery. Teachers will serve as instructors, mentors, and coaches. Through professional development, teachers will learn how to use evidence-based instructional techniques that address the needs of all students. Teachers will employ formative instructional practices and assessments to determine student needs. Teachers will engage in differentiated instructional practices that will address the individual needs of students. In order to advance through the standards students will have to pass a rigorous assessment process including the new generation of assessments, and teacher-made assessments. To ensure success of the project, the staff will participate in a professional development program during the summer with compensation. The K-8 buildings will be reconfigured and technology and resources will be added to supplement instruction. Programs such as the Kahn Academy will be used to provide intervention and tutoring that was formally facilitated by physical staff. Once students master the K-8 standards they will be promoted to the 9-12 program. In addition to the core curriculum, students will be required to pass two workforce readiness courses. The courses are being designed by the district and its corporate partners. Upon completion/mastery of the 9/10 content standards, students will enroll in one of three academies. The academies are designed to meet the needs and interests of students. The workforce academy has its emphasis for preparing students to enter the world of manufacturing. Students will complete/master the required academic content standards and will earn credit and experience participating in job shadowing, working with an assigned mentor, and working in groups on projects related to the manufacturing industry. Students will learn to work as a member of a team, develop and use appropriate workforce skills, and gain insights into the manufacturing world by working and interacting with members of the partner companies. Upon graduation, students will be offered entry-level jobs in the manufacturing by our partner companies. The STEM academy has its emphasis on preparing students to enter higher education in one of the STEM disciplines. Students will master the required content standards with emphasis on higher level math, science,
computer science, and STEM courses. Students will enroll in dual-enrollment, PSEO, and/or AP courses with the goal of earning their Associate’s Degree simultaneously with their high school diploma. Students will also have mentors from one of the partner corporations who will provide guidance and support to the students as they advance through the program. The Humanities academy has its focus on the disciplines English, the social sciences, and the arts. Students will enroll in dual-enrollment, PSEO, and/or AP courses with the goal of earning at least 12 hours of college credit. Students will earn credit through on-line course work in a variety of areas including the core curriculum and elective areas. All students will be required to take and pass on-line courses during their high school experience. High school students will earn credit through a variety of modalities and much like on-line community schools, students may complete work at a faster or slower rate than previously expected.

### 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.

| E-8 Reorganization Mastery Learning or Standards-Based Learning is supported by research in many studies. Benjamin Bloom stated that reducing the achievement gaps among various groups of students as a simple problem of reducing variations in student learning outcomes. Bloom noted teaching all students in the same way and giving all the same time to learn results in great variation in student learning. Thomas Guskey (2007), revisited Bloom’s work in 2007 and discovered that the implementation of Mastery Learning led to increased student achievement. For example, in an meta-analysis noted in Guskey's article “Closing Achievement Gaps: Revisiting Benjamin S. Bloom’s Learning for Mastery” (Journal of Advanced Academics) Guskey found that when implementing mastery techniques (formative assessment, descriptive feedback, corrective action, enrichment, differentiation, and curriculum alignment) demonstrate impressive, even exponential gains in learning. 9-12 Reorganization It has been established that on-line learning is at least as effective as face-to-face learning. According to Karen Swan in her article Learning effectiveness: what the research tells us. In J.Bourne & J. C. Moore (Eds) Elements of Quality Online Education, Practice and Direction. Needham, MA: Sloan Center for Online Education, 13-45, online environments support learning outcomes that are at least equivalent to face-to-face instruction. Further, according to the United States Department of Education's Evaluation of Evidence Based Practices in Online Learning, A Meta-Analysis and Review of Online Learning Studies (2010), “Students in online conditions performed modestly better, on average, than those learning the same material through traditional face-to-face instruction.” Both of these studies indicate that there is still limited information about online learning v. traditional learning there is a clear indication that online learning is at least as effective as traditional learning environments. According to “The Promise of Dual-Enrollment: Assessing Ohio's Early College Access Policy” dual-enrollment programs have seen success. More students who participate in dual-enrollment programs enroll in college than those who do not (71% v. 58%). Dual-enrollment students are more likely to earn a degree than students who do not participate in dual enrollment programs, and students in dual-enrollment programs earn their degrees more quickly than those who do not enroll in such programs. And, participation in dual-enrollment programs reduces the cost of a degree for the student. The research noted above leads us to the following expectations for success: Student Achievement The K-8 program is being structured to require mastery learning. Students will achieve at higher levels because each student will be required to master the standards before being promoted to the next set of standards. In order to meet this requirement licensed staff will be provided with the training necessary to equip them with the skills to provide high levels of instruction including intervention strategies that will be employed when students struggle with the curriculum. Through the Response to Intervention model, students will receive the supports they need to master the standards. The 9-12 program is being structured to consider the individual strengths and needs of students. As in the K-8 program, students will be required to master the standards before being promoted to the next set of standards. Again, supports will be in place to ensure students master the required standards. In addition, the academies will serve to create a high interest learning environment for each student. Through the blending of traditional programming with on-line course work, college-level course work, and opportunities to work with the partner companies and the community, students will be more actively engaged in their learning. |

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* 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.

The evaluation of the project outcomes will be completed internally by the superintendents of both districts (Joseph Spiccia and Julie Ramos). Project outcomes will be evaluated formatively and summatively. Formative evaluation will take place weekly and monthly to ensure the project is on track. If appropriate progress is not being made, the formative evaluation process will identify changes that need to be made to keep the project moving forward. Summative evaluation will occur quarterly and at the end of the project. The evaluation process will include quantitative and qualitative data collection related to: Completion of renovation and the purchase and implementation of new technology, equipment, and supplies Attendance, participation, and completion of professional development activities- Professional development will further be evaluated by observation of teacher behavior related to new skills learned. Teachers will be required to complete monthly reports of their use of new techniques and providing evidence of student achievement related to the new techniques. Student achievement will be
evaluated based on formative and short-cycle assessments and summative assessments. The assessments will include analysis of teacher made assessments, state assessments, student feedback, and community surveys.

* 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).

Both districts are currently involved in the Ohio Improvement Process therefore the data collection procedures are clearly defined and articulated in both organizations. The Teacher Based Teams will continue to collect student achievement data to inform the Building Level Teams. The Building Level Teams will use data driven decision making to monitor and evaluate the progress of the program. The work of the BLT will be communicated to the District Level Team who will lead the systemic shift to ensure student achievement and growth. Also, the DLT will analyze qualitative and quantitative data, including stakeholder surveys, hard and soft data points, and community input. The OIP will measure the effectiveness of the program through the data driven, research based steps embedded in the process. The OIP supports the program because the reorganization supports the individual strengths and needs of students. Students will be required to master the standards before being promoted to the next set of standards. Again, supports will be in place to ensure students master the required standards. In addition, the academies will serve to create a high interest learning environment for each student. Through the blending of traditional programming with on-line course work, college-level course work, and opportunities to work with the partner companies and the community, students will be more actively engaged in their learning. The academies will serve to create a high interest learning environment. The leadership teams will continually monitor and evaluate the success of the program.

* 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.

While the state has moved to isolate teaching to having one educator be responsible for only his or her students (especially through the linkage process), research continues to show that teachers who collaborate with fidelity using a structured model, whether through the Ohio Improvement Process (OIP) or through the DuFour model of professional learning communities (PLCs), are much more effective in increasing student engagement, achievement, and progress. Operating in this manner allows teachers an opportunity to discuss with colleagues what instructional strategies and practices work best for different groups of students and allows for flexible grouping so children can be retaught skills they are lacking or be provided with accelerated opportunities based on their level of mastery of particular skills and competencies. Again, OIP will provide the structure to measure the progress of the program.

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.

Please enter your response below.

Expected changes to the instructional and/or organizational practices in your institution which will have lasting impact on the long-term success of the project and the educational program created by it includes: The grant allows the districts to reorganize and restructure all elements of the institutions. Instructional Standards-based learning and assessment will become the norm throughout the districts. Mastery learning will be an expectation for students Learning will be the required constant and time will become the variable Intervention and remediation will become part of the instructional process rather than separate events. Technology and blended learning will be instructional delivery methods that will become part of every student's experience Dual-enrollment, PSEO, and community learning programs will become part of the every student's educational experience. Organizational Structure Standards-based promotion will replace traditional methods of promotion Teachers will be structured in teams working with each other to guide students to success. Community partnerships will be formed to capitalize on the resources in the community. These relationships will include corporate partnerships, partnerships with higher education, and partnerships with community and social agencies. Budgets will focus on the priorities of learning by funneling more money into classroom experiences and direct services to students. Overall, the value of this project is that it creates a new environment in which learning is the constant and time becomes the variable. Through this project, we can ensure that all students will come to truly learn and apply the content standards, prepare themselves for success into the future, and pursue their passions and interests with enthusiasm. Through the integration of technology, higher education and community partnerships, face-to-face instruction the school districts will reduce costs and add value to students, staff, and their communities.

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

Goal #1 In the K-8 environment students will matriculate through the educational landscape as they master the content standards. Benchmarks: Completion of the restructured curriculum Completion of professional development of the faculty Placement of students in appropriate groups based on diagnostic assessment Promotion of students once they demonstrate mastery of the content standards Goal #2- Promotion of students to the 9-12 program once they have mastered the 8th grade content standards. Requirement of students to pass two workforce readiness courses. Upon completion/mastery of the content standards that are traditionally designed for 9th and 10th graders, students will enroll in one of three academies. Benchmarks: Completion of the restructured curriculum Completion of professional development of the faculty Promotion of students as they master the content standards Placement of students into academies based on skills and interests Successful completion of the academy curriculum Measurement Periods Curriculum development will be completed by August, 2014 Implementation of the overall project will begin August, 2014 and will be bench marked formatively weekly and monthly and summatively quarterly. Professional development of the faculty will begin in June, 2014 and will be on-going with benchmarks taking place in August, October, and December of 2014, and February, April, and June of 2015 Success Points Curriculum development- Success is based on completion Implementation- Success is based on appropriate placement of students into learning groups and, in the case of 9-12 placement into academies Professional development- Success is based on completion of the program and demonstrated skill in the new techniques.
Spending Reduction in the five-year fiscal forecast

Goal #1 - Savings will come from the reduction of staff resulting from the reorganization of the educational program, and the reduction in need of supplies and materials. Benchmarks: Reduction of 9-12 staff during the first year. The expectation is that 4-6 staff reductions will take place. Reductions will take place because of the reorganized environment and the implementation of on-line course work, PSEO, and dual-enrollment programming. Reduction of K-8 staff during the first year. The expectations is that 2 staff reductions will take place in the first year and up to 4 more reductions in the second year. Reduction in the use of supplies and materials - Due to the use of technology, on-line programming, and free-sources it is expected that supplies will be reduced 10-25% in the first year of the project.

* 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 implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

To replicate this project other districts in Ohio will need to commit to a delivery system designed around meeting the individual needs of students, using available technology to deliver instruction, and partnering with outside agencies including business, higher education, and on-line organizations. Each element of this project exists, at some level, in many school districts throughout the State of Ohio. School districts would have to first evaluate their current practice, determine what elements are in place and which need to be added, and then coordinate their efforts to organize the program into one seamless model rather than separate pieces and parts. The model requires that school district commit to a total reorganization of current practice. Districts must be willing to first examine current structures and think differently about how those structures function. In planning this project, we began with the question, "If we were to build a school from scratch, without knowledge of current practice, what would we build?" The answer to that question led us to the proposal we have designed. The Model: Eliminate the traditional practices that sometimes serve as barriers/obstacles to student success (traditional grade structures, one-size fits all service delivery model, systems of promotion/retention, and grading structures that do not require mastery). Reorganize curriculum, offerings, and opportunities for students based on student needs, strengths, passions, and interests. Each reorganization results in a curriculum and educational program that is both engaging and relevant for students Determine facility, technology, and renovation needs to address the new organizational structure and commit to making the necessary physical changes to improve the learning environment. Provide the professional development necessary for teachers to become skilled in the new practices we are requiring. Create and implement a community engagement program to educate the community about the new model and the benefits to be derived from it. Develop and implement an evaluation system that provides formative and summative feedback on all aspects of the structure.

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).

Joseph Spiccia, Superintendent, Buckeye Local School District.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
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<tbody>
<tr>
<td>Julie</td>
<td>Ramos</td>
<td>440-298-3341</td>
<td><a href="mailto:julie.ramos@geaugaesc.org">julie.ramos@geaugaesc.org</a></td>
<td>Ledgemont Local</td>
<td>047209</td>
<td>16200 Burrows Rd, Thompson, OH, 44086-9737</td>
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No partners added yet. Please add a new partner by using the form below.
### Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Delete Contact</th>
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<tr>
<td>Julie</td>
<td>Ramos</td>
<td>Superintendent</td>
<td>Mrs. Ramos is responsible for the oversight of the grant in the Ledgemont Local School District. She is responsible for making decisions related to expenditures related to the grant. Mrs. Ramos is responsible for the evaluation of Ledgemont's portion of the grant. Mrs. Ramos will partner with Mr. Spiccia in all areas of decision-making related to the grant.</td>
<td>Mrs. Ramos has served in leadership positions through the Geauga County Educational Service Center for five years in addition to her experience as the superintendent of the Ledgemont Local School District. Mrs. Ramos is active in BASA having served on the planning team for conferences and serving as a conference facilitator.</td>
<td>Mrs. Ramos is the superintendent of the Ledgemont Local School District. As the superintendent, she has written and received grants from the Ohio Department of Education for Early Literacy through the Third Grade Reading Guarantee Grant Program in partnership with Geauga County Educational Service Center. In addition, wrote and received the Ohio Department of Education Race to the Top grant. Mrs. Ramos has restructured the educational program of the Ledgemont Local School District in response to the district's financial situation. She has implemented a one-to-one device project at the elementary school level and is in the process of restructuring Ledgemont's high school program.</td>
<td></td>
</tr>
<tr>
<td>Joseph</td>
<td>Spiccia</td>
<td>Superintendent</td>
<td>Mr. Spiccia is responsible for the overall oversight of the grant. He is responsible for approving all purchases including equipment, supplies, purchased services, and contracts. Mr. Spiccia is responsible for formative and summative project evaluation and will ensure the budget guidelines are followed.</td>
<td>Mr. Spiccia has 33 years of experience in education and has been a school administrator for over 20 years. He has been responsible for the restructuring of two high schools, has led the Race to the Top efforts in the Mentor Schools, and is the lead person involved in the restructuring of the Buckeye Local School District.</td>
<td>Mr. Spiccia is the superintendent of the Buckeye Local School District. As the superintendent, he has written and received grants from the Ohio Department of Education for Early Literacy through the Third Grade Reading Guarantee Grant Program and from the Ashtabula Foundation to fund a mental and emotional health program for students and staff. In addition, as the principal of Hudson High School in 1998, he wrote and received an Ohio Department of Education Best Practices Grant for the structure of that school. Mr. Spiccia has led high school restructure at both Hudson and Mentor High School when he served as principal of those two buildings.</td>
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