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**Adjusted Allocation**: 0.00

**Remaining**: -992,965.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
South Science and Technology Magnet - Sustainable Agriculture and Energies Redesign

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

By breaking down traditional educational structures, the Science and Technology Magnet School will prepare students to be conscious and healthy global citizens while, exploring and creating real world problems and green, sustainable solutions through the educational framework of the STEAM model.

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.

183 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
Tricia Winkler

Organizational name of lead applicant
South Science and Technology Magnet

Address of lead applicant
755 St. Johns Ave., Lima, Ohio 45804

Phone Number of lead applicant
419-996-3192

Email Address of lead applicant
twinkler@limacitieschools.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

- Yes
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

The current state of the South Science and Technology Magnet Building in the Lima City Schools is ready to embrace a pedagogy of disruptive learning that allows for high engagement, critical thinking, and project-based learning fostering 21st Century skills development. The administration and staff feel that a revitalization and repurposing of the school is needed. While the school teaches through the lens of science and robotics, there is a need for a broader, more modern umbrella of emphasis. All subjects are in need of revitalization to give a true immersion into science, technology, engineering, arts and mathematical processes. By creating a new environment for learning, students in grades K-8 will have multiple opportunities to discover their individual learning styles.

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

Within this project, the following opportunities will be possible with the grant funding. PD for staff that will bridge the gap between the knowledge base of all staff in science, technology, engineering, art and math Co-teaching with multi-disciplines Multi-grade level courses Hybrid classrooms Fluid class structure Nontraditional schedule Online courses Hydroponic greenhouse that will serve as a classroom Exterior greenhouse that will serve as a classroom Parent lab two times a month Agricultural based clubs Community partners Students accessibility to high school courses via Skype or other available app Field trips built around the core with an emphasis on business production, manufacturing, employment, and economics Students as traveling Science experts sharing their knowledge district-wide and within the community 30 Vertical gardens throughout the building Community garden Farmer's Market throughout the year

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.)

Students will achieve an educational experience that mimics the real world organization of science and industry. By collaboration around projects and research, students will increase critical thinking skills and a deeper understanding of core knowledge. This will mean an increase on standardized tests because students will be able to make informed predictions and extrapolations above and beyond their rote learning of the subject matter. Students will also develop an awareness of growing industry and how their actions and intentions impact the ecology and energy flow globally.

☐ 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.)

Savings in paper usage will be $3,525. Professional Development brought to the school- travel, mileage, overnight expenses, food, and fee for professional development $15,000

☐ 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?

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.

992,965.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

We will build a greenhouse, hydroponic garden, professional development for teachers. Students will have two new innovative classrooms that will teach them how to grow and use resources within the classroom to create healthy choices. We will have 30 vertical gardens within the building that each classroom will maintain. BGSU will have 10% of the grant as they have agreed to be our evaluators.

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.

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

Once we have greenhouse, hydroponic garden, and vertical gardens up and running we will only have to maintain the produce. This is a one time cost for the building and set up of each of these.

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.

18,525.00 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

Paper will be the first area of savings. With hands on and project based learning we will have savings with the paper reduction. Teachers will have the opportunities to have Professional Development in the building each month. This will save substitues, travel, and other expenses with providing professional development in other venues. The fresh fruits and vegetables that we produce will provide the school with cost savings and healthy choices.

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 will be sustained in the first two years by the general fund. With the reduction in paper use due to a unified Learning Management System, the funds that went to paper will be spent on the consumables utilized in the running of the greenhouse and vertical gardens that the students will be in charge of running. At the onset of the third year, students will also be in charge of marketing the salad based produce they create. This revenue will fund, along with the continued general fund from paper reduction, any increases in equipment needed for the STEAM redesign. In addition, the South Science and Technology Magnet will devise a mobile experts group where students will, for profit, work with downtown businesses to “green up” their buildings.

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 June 2014 to October 2014

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

The South Science and Technology Magnet has been utilizing an internal group of teachers and administration to start the planning process for the sustainable living redesign. This has included a five year vision and “next steps” process. This five year vision has two components. The first is redesigning around an umbrella of sustainable energies and agriculture. The second is utilizing current and new technologies to advance the students academics and critical thought process through the understanding of current modes of communication and collaboration. The Staff and community members of the Board of Directors and the Academic Advisory Board have started the process of taking the five year vision and creating a timeline of change for the school. There has also been an effort from the Academic Advisory group to reach out to local industry and create a workforce unit at each grade level to allow for students to explore sustainable energies and agriculture within their own community as a path for the future

* Anticipated barriers to successful completion of the planning phase

Providing PD for a variety of levels for staff whose knowledge base is at varying levels.

18. Implementation - Process to achieve project goals
The above mentioned five year vision includes a list of needs and a timeline that dictates the progression of professional development, student involvement, and project completion. The physical changes to the grounds would be constructed between October 2014-June 2015. These changes would include a greenhouse classroom, an internal hydroponics greenhouse classroom, 30 vertical gardens within the school itself, and the addition of edible landscaping to the grounds around the school. Teachers and administrators will start receiving professional development during the summer of 2014 and will continue to receive training in pedagogy, scientific method, and interdisciplinary cooperation at designated professional development days through the 2014-2015 school year. The dedicated professional days will decrease the impact of training personnel during the school day and minimize the interruption of instruction. The barriers to successful completion during this phase would be contractors’ schedules for the physical additions (i.e. classroom greenhouses). Furthermore, scheduling conflicts may occur with professional development presenters if not given extensive planning.

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:

In 2011, South Science and Technology Magnet was redesigned as a K-8 building. Prior to 2011, the Science and Technology Magnet was in two different locations in the district. The 1-4 grades were located at Unity Elementary and the 5-8 students were located at South Middle School. In 2011, South Middle School was transformed into the South Science and Technology Magnet. A Kindergarten component was added with the same lottery process to be placed in the magnet program. Enrollment in 2011-12 comprised of 203 students. When the redesign occurred, the Magnet had to operate within the same rules and lottery procedures as in the past. The staff was brought from areas of the district that had staff cuts or other redesigning that did not allow for the numbers of staff that were currently in the building. All staff members are highly qualified in their teaching areas. However, the science and technology expertise required in a STEAM school is lacking with most staff members. Having professional development embedded into the calendar for next year to enhance the technology and science knowledge base for all the staff will be evident in the planning and instruction in each classroom. Within the professional development, the staff will be divided into two cohorts. Each cohort will meet twice a month using a professional development map, similar to a curriculum map. For example, month one would be devoted to the scientific method. The evidence of staff learning would be reflected in lesson plans, walk-thru data, and student achievement in all areas of the curriculum. For instance, during a walk-thru or a longer period classroom observation, one would witness inquiry-based learning implemented with fidelity. A traditional classroom will no longer exist. The nontraditional classroom environment will include the following: blended learning, multi-level classes, co-teaching, project based learning, blocked scheduling, differentiated instruction, and cross-curricular themes. Currently, the South Science and Technology Magnet has 183 students enrolled in the program. The maximum capacity is 225 students. Students have left the program due to open enrollment and voucher options now available. Growth in enrollment is expected as the program is transformed from a traditional school environment into the true STEAM model.

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.

100% of our population is Economically Disadvantaged and receive free breakfast and lunch According to a recent survey, the majority of our students use social media indoors; very few attend after school programs or latchkey Survey indicates these same students showed a significant level of interest in agriculture and using resources that this grant would provide (i.e. greenhouse) Many of our students live in single parent homes with multiple siblings, while others live in homes with adults other than their parents (i.e. grandparents, aunts/uncles, older siblings, etc.) Although numbers are not excessive, we do have transitional (homeless) students on occasion For the past two years, our district has implemented intensive Math Professional Development. Student achievement is increasing due to the newly innovative instructional practices. The following chart is the Math benchmark data for the 2013-14 school year. However, only having 64% of our students proficient is not meeting our goal. Science professional development would greatly enhance what is already in place with our math program. Science 2011 2012 2013 Advanced 0% 16% 4% Accelerated 40% 26% 22% Proficient 15% 26% 22% Basic 45% 32% 48% Below Basic 5% 0% 4% Upon receiving the grant, the resources made available will afford us to break down the walls of the traditional classroom, which will allow to create an environment of blended learning, flexible scheduling with "disruptive learning," critical thinking, and hands-on lab experiences. In turn, student achievement with a higher proficiency level would be attainable.

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.

Center of Assessment & Evaluation Services (CAES) will be the external evaluator for this project & will create a 5-year Evaluation Plan for the project. CAES is a university-based center at Bowling Green State University & has served the assessment & evaluation needs of K-12 schools, districts, & agencies for the past 13 years. Dr. Toni Sondergeld (CAES Co-Director and assistant professor in assessment, research & statistics) has been an external evaluator on more than a dozen state and federally funded grants with more than half of these focusing on STEM initiatives. CAES has also conducted evaluations on district wide initiatives in a variety of areas (e.g., reading, technology, special education reviews, health areas, etc.). CAES has the capacity to evaluate large-scale or district wide STEAM initiatives with experience in administering standardized & general outcome measure assessments (cognitive and survey), evaluating district-wide PD delivery, collecting implementation fidelity data on STEM programs, and analyzing & reporting results to local, State, & federal stakeholders. CAES is currently evaluating three Round 1 Straight Fund Grants. Dr. Rachel Vannatta Reinhart, CAES Co-Director & Professor in assessment, research, & statistics, has been the project director for a federal classroom technology initiative, and has evaluated for technology initiatives, blended-learning, and STEM projects. Drs. Stacey Rychener & Mrs. Kandy Current have been the external evaluators for over 15 federal, state, and local initiatives focusing on a wide range of content areas. CAES currently has 10 Master's & PhD students in education as graduate assistants who also support evaluation initiatives.

* 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 (STO) To build a greenhouse, vertical gardens, and hydroponic classroom To increase student engagement in the classroom. To provide STEAM PD for teachers. To determine & address issues with: the level of stakeholders’ satisfaction, with service delivery, materials, support, & content of the PD. Data collection Methods & tools: Fall benchmark data (student engagement & stakeholder surveys - teachers, students, community partners); STEAM PD training sign-in, training materials Long-term objectives (LTO) To increase student critical thinking skills. To increase appropriate OAA percent proficient levels. To increase the number of students meeting SLO targets in the OTEs process. To produce sustainable energy (FOR WHO?) To increase students' sharing knowledge of expertise as "traveling science experts" throughout the county. To provide the school and community with healthier food choices

* 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.

Data collection Methods & tools: OAA & Next Gen Assessments, OTEs scores, Glaser critical thinking test, community collaboration survey, site visits & checklists. Baseline quantitative & qualitative data will be collected in Fall of 2014 for all STOs & LTOs. CAES will be able to provide targeted formative & summative feedback about the district as well as overall results to help guide any modifications to the project plan. All summative data will be compiled at the end of each school year. The district will have access to CAES instruments & protocols to track progress across the 5-year Evaluation Plan. Include the method, process &/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives. The project will have multi-tiered system in place to change project plan if there are barriers to the project meeting our goals. Tier 1: Project Director will create a progress update email to Core Partners oversight of each aspect of the grant on a weekly basis. Tier 2: Monthly Core Stakeholder Meeting with Progress Monitoring as Part of the Agenda will be conducted. Tier 3: The CAES evaluator will also create a Progress Monitoring Checklist within the Evaluation Plan. Tier 4: Formative Evaluation report in January will be presented to stakeholders in an open forum for discussion on overall modifications on service delivery, materials, support, technical assistance, & content of the blended courses as well as administration, collaboration, & communication of the project. Tier 5: Year 1 Summative Report will also be presented in an open forum to goals, benchmarks, outputs, & outcomes from Year 1. Modifications to Evaluation Plan, Project Plan, & Benchmarks will be addressed at this time. Then, CAES will conduct training on how to utilize instruments, tools, databases, protocols & Evaluation Plan for Years 2-5.
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.

The substantial value and lasting impact of the South Science and Technology Redesign for Sustainable Energies and Agriculture will first and foremost create an environment for students to live, learn, and earn. This hands on inquiry based approach to learning will forever mold students as logical and scientific thinkers in both learning and life endeavors. Ultimately the redesigned South Science and Technology Magnet School will create a revisioned community where our students can live, learn, and earn. While this is a progressive change it is a vastly important one to the future of this community which the South Science and Technology Magnet serves. As a result, standardized test scores will be positively impacted. Heightened test scores due to increased critical thinking and logic process skills will not only better the districts state standings, but also empower the students with a belief in what they can achieve. Professional Development will transform teachers who are acceptable into extraordinary and allow for deeper and meaningful experiences within the STEAM model. In addition to the curricular value there is a value to the health of the community in giving poverty areas access to fresh produce and helping those same communities learn to embrace this idea for themselves. Lastly, as students and teachers learn about sustainable energies they can apply that knowledge to the local industries and businesses making the Lima community both healthier and more beautiful to both live and work.

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: Student Achievement Short-term outcomes: To increase student engagement in the classroom (BENCHMARK - Student pre-post engagement survey will be given and an expected significant increase at the p<.05 level should be made from baseline to end of year.) Long-term objectives To increase student critical thinking skills (BENCHMARK - Glaser critical thinking test will be given pre-post and at the end of each school year. An expected significant increase at the p<.05 level will be made each year.) To increase appropriate OAA percent proficient levels (BENCHMARK - Percent proficient will increase by 3% each year in all OAA tested grade levels and on all tests.) To increase the number of students meeting SLO targets in the OTES process (BENCHMARK - By the end of year 2 at least 80% of students will be hitting their SLO target and an increase of 3% each year that follows will be made until 95% is reached.) Other Anticipated Outcomes Short-term objectives To build a greenhouse and hydroponic classroom. To provide STEAM PD for teachers (100% of teachers will participate in STEAM PD in year 1.) To determine & address issues with: the level of stakeholders' satisfaction, with service delivery, materials, support, & content of the PD (Significantly greater satisfaction with program will be found from baseline - end of year 1 at the .05 level.) Long-term objectives To produce sustainable energy To increase students' sharing knowledge of expertise as "traveling science experts" throughout the county To provide the school and community with healthier food choices CAES will work with the school to collect all Short-term & Long-term Outputs & Outcomes in Fall of 2014. Benchmark data will include: district OAA data, district benchmarks, OTES, PD, & survey

- **Spending Reduction in the five-year fiscal forecast**

  $92,625

- **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
- [x] 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**

  Student and teacher experts will be able to travel throughout Ohio and share the experiences and successes with other school districts in Ohio. Lima School will be able to share plans regarding gardens, hydroponic greenhouse and the exterior greenhouse will be a few of the many successes that the staff and students can share.
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).

Tricia Winkler, Principal South Science and Technology Magnet School
Consortium

No consortium contacts added yet. Please add a new consortium contact using the form below.
## Partnerships

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<th>Last Name</th>
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<td>First Name</td>
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<tr>
<td>Dr.</td>
<td>Toni Sondergeld</td>
<td>Assistant Professor-Education Assessment, Research, and Statistics, Co-Director - Center of Assessment and Evaluation Services, Associate Editor of School Science and Math Journal</td>
<td>CAES will create the 5-year Evaluation Plan to guide programming for the entirety of the project, conduct formative &amp; summative evaluation components, &amp; create instruments, protocols, &amp; databases that can be utilized the full 5 years of the grant.</td>
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<td>CAES staff have been the external evaluators for over half a dozen federal, State, &amp; local STEM initiatives. All prior STEM evaluations have been longitudinal spanning from 3-7 years in length. STEM evaluations conducted by CAES faculty have been funded by agencies such as OBOR, ODE, U.S. Department of Education, and NSF.</td>
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