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Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Connected for Success

2. Executive summary: Please limit your responses to no more than three sentences.
The overarching goal of Connected for Success is to change the model for delivery of instruction in our classrooms from one that is teacher-driven to one that is student centric. To accomplish this goal, there will be an increase and equitable share of technology resources and teacher training including: focused professional development aligned to Blended Learning, 21st Century Learning Skills, Ohio's Revised Standards, and Differentiated Instruction; desktops, laptops, tablet devices, projectors, wireless internet, and an established BYOD district policy. The focused staff training will provide the teachers with the skills necessary to completely change the delivery method of instruction with increased technology available to establish a classroom environment that is more individualized, relevant, rigorous, exciting, and engaging.

3. Total Students Impacted:
   2932

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
   Ruth Kunze
   Organizational name of lead applicant
   Marietta City Schools
   Address of lead applicant
   111 Academy Drive, Marietta, OH 45750
   Phone Number of lead applicant
   740-375-6500X14
   Email Address of lead applicant
   markunze@seovec.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

Marietta City Schools has struggled the past five years with integrating technology into the curriculum to differentiate instruction. Outdated equipment, limited internet access, and an understaffed IT support team has led to frustrated staff and students in regards to technology use. Teachers have participated in numerous professional development training relative to differentiated instruction and technology use, however; they are unable to implement a change in their instructional delivery due to the lack of reliable and current technology resources. The district possesses 1023 computers for approximately 3000 students and 160 teachers of which 64% of these are 7 years or older using the XP operating system. Smart board projectors are beginning to break. Marietta City Schools failed two Technology Readiness Assessments for PARCC. All of these factors contribute to a dire need to update district technology and enable our teachers to integrate technology enhancing the delivery of instruction. Last year the MCS Board of Education prioritized Improvement with Technology and Technology Integration as a goal for the district. An audit of those technologies was completed. From the findings, a plan was developed to get the district up to date with technologies and their use. This year 203 new computers were purchased along with Technology Training for teachers. A group of 14 teachers participated in a six-day Digital Academy training and coaching program. Three days of summer PD and ongoing yearly pd has been held for teachers in the district on various technology related topics and differentiated instruction. Improvements have been made to the current structure, but there is still a pressing need to update both connectivity and hardware, increase the number of available devices in the district and provide teacher training relevant to technology and its use. This project will help us realize our goals much sooner.

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

The Connected for Success project will provide opportunities for teachers to participate in ongoing professional development beginning in the summer. Teachers have been surveyed in PD needs relative to technology. The topics selected are blended learning, smart board review/refresh, integration of technology with Ohio's Revised Standards, use of new district technology such as I-Pads/Tablets, web page development, collaborative tools, and the integration of 21st Century Learning Skills. Once the initial training have been held, teachers will collaboratively work to plan lessons and reflect on their practice throughout the year during the regularly scheduled Teacher Based Team meeting times and monthly staff meetings. District blended learning/collaborative teams will meet quarterly to reflect on their teaching and progress. Information from these meetings will be shared with the district staff via the MCS Intra Website. The blended learning PD provider has created a website for our teachers with some resources for this project. We will continually add resources for the staff and students to enhance the project. Wireless internet will be installed throughout the district in each of the six school buildings. Dual broadband platforms will be established, one for district owned devices and one to be utilized for student devices. The district will establish a Bring Your Own Device (BYOD) policy for the middle and high school students for the first year of the project and will be extended to all of the elementary schools in the second year of the project. Students will be encouraged to bring portable devices to use within the classrooms once they and signed the required documentation. Once connectivity issues are resolved, additional devices will be purchased including laptops, desktops, Smart Board projectors and I-Pads. An additional lab of desktops will be set up at the PD Lab at central office for Technology training for staff and high school students. Teachers will have access to online training resources. This will enable them to create lessons that are both personalized and customized. As textbook adaptations are made, there will be a shift from traditional textbooks to e-Texts. We will begin with a class set of textbooks for the High School classes and move to no or very limited hard copies of these books. All students and teachers will have online access to all curriculum materials and resources. The online resources will decrease the use much of printed media costs. We will move from traditional paper/pencil use to online materials. These e-Texts are highly interactive through advance multimedia and built-in collaborative tools. Students will remain highly engaged and motivated to learn. Classroom instruction will be enhanced with a variety of activities that will meet the needs of all students. Teachers can work with whole groups, small groups and individual students all in the course of a class period. Various models of blended learning will be utilized. This will challenge our assumptions about teaching and learning, the core use of class time, the use of data to enhance instruction, and the structuring of student interactions with learning materials. A new model for educating our students will evolve which is highly personalized, student-centric, and more productive. Once we have moved beyond the technology barrier, classrooms will move toward providing a 21st century learning environment for our students.

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.)

- 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
The district spends approximately $200,000 each year in technology upgrades since the inception of the district’s goal to improve technology resources. This goal was established last year. A five year refresh plan was developed last year that will replace all district technology within five years. Each year the district will spend approximately $200,000 for this purpose. Last year $203,000 was spent on technology. The Connected for Success project will infuse $999,959 into the district to support technology and its integration into the classroom. With all the added technology and training in 2014-2015, the district will save approximately $50,000 each year in the refresh plan. The increase in technology and connectivity will enable the district to purchase online textbooks rather than the traditional textbooks. This will save the district approximately $75,000 each year with additional courses being adopted. In the fifth year, the savings will only be approximately $10,000 due to the courses being reviewed (Art, Music, PE, Foreign Language, and Physics). It is projected with the online textbooks, printing costs will be reduced the first year by 10% or $2,700. Each year it is projected that an additional 5% in savings for printing will occur for a total of 25% savings in the fifth year. The innovative delivery of instruction will bring students back to our district that were lost due to PSEO. Open enrollment to other districts, community schools, and home schooling. A return of 10 students to the district each year would save the district from $58,605 to $60,984. This will save the district an average of $159,139 each year for the next five years. Here is the breakdown of the projected savings: Year 1: $184,955 Technology=50,000 Printing=1,350 Textbook=75,000 Recovered ADM=58,605 Year 2: $186,891 Technology=50,000 Printing=2,700 Textbook=75,000 Recovered ADM=59,191 Year 3 $187,833 Technology=50,000 Printing=3,050 Textbook=75,000 Recovered ADM=59,783 Year 4 $190,781 Technology=50,000 Printing=5,400 Textbook=75,000 Recovered ADM=60,381 Year 5 $127,734 Technology=50,000 Printing=6,750 Textbook=10,000 Recovered ADM=60,984

**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.
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.

999,959.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Brief Explanation of the overall budget: 267,809.00- Wireless Internet Connection for all six school buildings 87,000-Library/media center desk tops. 2 sets of 35- 1 set each for MS and HS. 780.00x35x2=54,600 10 I-Pads for each of 4 elementary schools = 40 I-Pads x 560.00=22,400 Total=87,000 Students need access to up-to date hardware within these settings. The library media center has extended hours for student access. We want to change the term library media center with the additional of current technology. 235,200.00-Mobile Laptop Labs- 5 class sets each for Middle and High School. 1 class set per building for each of 4 elementary schools. At the middle and high school one set will be given to each department: Language Arts, Science. 3 sets at MS and 2 sets at HS will be given to Math Department; Foreign Language will be given a set at the HS. Devices will be distributed throughout the classrooms at the elementary level. 30 per set @ 560.00 X 14 sets. Students will have access to mobile devices within the classrooms. They will no longer need to go to an established "lab" in the building. The elementary buildings do not an established lab due to space restraints. The devices can be moved within the building for scheduled use. 35,000-Carts for each set of laptops. 14 @ 2,500.00 This will protect and serve as a charging and storage device. These will be locked for security. 168,000.00- I-Pad or Tablet Devices with cases- 1 class set per building for Middle School and High School. 2 class sets per building for each of 4 elementary schools. Devices will be distributed throughout math Classrooms at the HS and MS. At the elementary schools, they will be distributed throughout the building. The elementary teachers have indicated that these devices would be easier to use for the younger students. Some will be left on a cart to move from room to room while others will be distributed to classrooms where teachers have had training in their use. 5,700-Aps for Tablets/I-Pads-There are numerous free aps for education available. However: some aps need to be purchased. The district will set up I-Pads on a district account so that all aps will be available to all in the district. 22,000-Charge/Sync Carts for Tablets 10 @ 2,200- This will be necessary to secure the devices and charge them when not in use. It will ease the process of syncing a number of devices at one time. 23,400.00-Desktops for District PD LAB/High School LAB 30 @ 780.00- Teachers and students will use this lab throughout the year for staff training. It will be utilized during the day by High School students for various uses including credit recovery and online course work. 36,000.00-District Technology Professional Development- 2 days of Blending Learning, 2 days of smart board training, I-Pad training=2 days, Digital Academy-6 days of training and 3 days of coaching, Follow-up training=3 days. = 18 days @ 2,000= 36,000 PD will be provided by Blue Technologies/Smart Solution. The teachers will also receive limited coaching throughout the year from the PD provider. 89,100.00- Smart Board/Projectors 162 @ 550.00 Smart boards are intact and in good shape, however: the projectors are not providing clear representations of the materials presented. 3,750.00-Computer Tables for District PD Lab 15 @ 250.00 The tables will provide stability for the desk tops. They will have capabilities to lock the devices into the table. Existing chairs in the current lab are in good shape. 27,000-Microsoft Office-450@60.00 The office suite will be purchased for all the laptops and desk tops being purchased.

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.

8,000.00 District Professional Development Our trained teachers will present some of the PD, while some PD will need to be purchased. 2,600 Yearly Wireless Agreements-The Meraki Wireless system has quoted us for the yearly fee. 3,700 Equipment Parts and limited repair fees. (We have a tech staff of 3 who repairs hardware as needed.) This will be after the three year warranty period.) 2,200 Software agreements Total= $16,500 each year

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

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

Yes

No
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.

Add Implementation Team

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

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

17. Planning - Activities prior to the grant implementation

* Date RangeFebruary 2014-July 30, 2014

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

Note that this work will begin prior to notification of receipt of the grant. Many of these items will require more time to complete in order to get
the project started. Wireless internet bids began in early February. Teacher/Staff input is extremely important to the success of the project.
Staff surveys were conducted in March concerning technology needs and baseline data collected for objectives and benchmarks. February-
April-District secured bids for wireless internet.-Tech Exec. Comm March 3-21-Teacher survey for types of preferred technology hardware and
ip topics-Kunze April 22-Meet with Technology Committee to develop district BYOD policy-Tech Advocates May 20-Meet with Technology
Committee to develop district BYOD policy -Tech Advocates June 2-Development of a Communication Plan both external and internal-Tech
Exec Committee June 2-IT Manager will secure quotes for equipment. Laptops, desktops, projectors, tablets June 23- Inform all stakeholders
of the grant award with methods outlined in communication plan. The communication plan will be a continuous effort throughout the project.
Notify wireless vendor selected and schedule installation of wireless. Kunze and Tech Exec Committee. June 23-Meet with Connected for
Success Implementation Team. Select vendors for hardware and services. Prepare requisitions/purchase orders. Outline scope of the work
and timeline. June 23-July 30 Review and Refine Evaluation Timeline Checkpoints. Evaluation will be ongoing throughout the project. Tech
Executive Committee July 1- Submit purchase orders to vendors-Kunze July 2-11-Review and refine July PD for teachers to be held July 14-
Approval during the July board meeting for MCS BYOD policy. July 15-31 Plan parent involvement and education activities for district
technology and resources. Tech Exec. Committee

18. Implementation - Process to achieve project goals

* Date Range August 2014-June 30, 2020

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

Workstream 1: change the model for delivery of instruction in MCS classrooms to student centric; Workstream 2: increase the share of tech in
the classroom to a 1:1 ratio.Workstream 1:PD provided throughout the project implementation period will address the delivery of instruction
and how it can be differentiated with tech in order to increase teacher(T) capacity. FY15 will focus on the incorporation of available tech
including LMS, Digital Citizenship, Webpages, Renaissance Learning, Infinite Campus, Online Formative Assessment, Collaboration and
Cloud Storage, Creating presentations, 21st century skills integrated into the OH Learning Standards, current web-based text components,
and community resource engagement. FY 16-20 PD will focus on the model for delivery of instruction, specifically helping T become
facilitators of work completed in their rooms, as opposed to the center of all instruction. Currently PD dates are set for summer 2014 and
school yr. 14-15. Deliverables: 16 PD days dedicated to project implementation during FY15; 5 PD days dedicated to project implementation
each yr FY16-FY20. Milestones: minimum of 90 teachers participate in summer 2014 PD and 100% of teachers participate in 2014-2015 PD
days. Workstream 2: Having a 1:1 ratio of devices to students and T is the focus for FY15. FY16-FY20 will focus on the increased use of
devices to ensure that students are learning in a 21st cent. environment & being prepared to enter a 21st century workforce. A purchasing
plan has been laid out for summer 2014, with deployment of purchases to occur immediately following receipt of the tech. For the remainder
of the 2014-2015 school year IT will focus on troubleshooting new and old tech and advising on how to work within the newly established
domain. Deliverables: all equip. purchased & deployed, BYOD policy approved by the Bd of Ed. Milestone: the ratio of internet devices to
students/T will be 1:1 via a combo of devices purchased & BYOD policy by May 2015

* Anticipated barriers to successful completion of the implementation phase.

Anticipated Barriers: RtT funds will provide reimbursement for teachers to attend summer PD with an optional college credit opportunity to
overcome the barrier of low attendance; snow days may cause PD days to be rearranged during the school year causing scheduling conflicts.
Interim measurements: post PD survey data will be used to coordinate 2014-2015 PD dates; OTES rubric ratings and quarterly walk through
observations will be used to determine the rate of progress in classrooms through FY 20. Set-up of computers and installation of wireless
could be delayed due to volume, the equipment could be delayed in shipment. A team from our Technology Service Provider, Blue Technology
Smart Solutions will be on site during July and August to assist with deployment of new district technology. Communication of PD focus and
opportunities and the deployment of purchased technology will occur through a wide variety of communication channels already in place for
MCS (website; email; BLT, DLT, Tech Committee, and other monthly meetings, etc.).

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

* Date Range April 2015-August 2020

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

Two phases of summative evaluation will occur for the combined workstreams because they are interdependent. Workstream 1: change the
model for delivery of instruction in MCS classrooms to a student centric model; Workstream 2: increase the share of technology in the
classroom to a 1:1 ratio Phase 1 March 2014 - March 2015: Data collection will occur in March ‘15, after deployment of purchased technology
and completion of the first 16 PD days dedicated to project implementation. The data set will match the March ‘14 data set (OTES rubric
ratings, walk through observations, # of users for current software and district’s website, number of credit deficient students, teacher survey
results, etc.). A comparison of the March ‘14 and March ‘15 data sets will determine progress made during phase 1 and establish baseline
data needed for phase 2. Phase 1 summative rating will be determined by the ratio of devices to students and teachers and the district's
rating on the Technology Readiness Assessment for PARCC.Phase 2 FY16 - FY20: In addition to collecting yearly March data sets, other
overarching data can begin to be collected for comparison and a final summative evaluation. ODE’s next generation of testing, which includes
PARCC testing, will phase into use beginning spring of ‘15. Testing data (achievement and growth) can be used as part of the summative
evaluation process beginning in FY16, with baseline data established in ‘15. Local Report data, in the form of component grades, will not be
made available until ’15 and so cannot be used in the summative evaluation for phase 1. The primary objective is to change the model for
delivery of instruction and the March data sets that are collected will be used summatively in FY20 along with student achievement and growth
data provided by ODE. The status of tech will be reviewed yearly by the Tech Exec committee (comprised of MCS admin & Blue Tech/Smart
Solutions admin) and will be included in the FY20 summative evaluation.
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:

According to walk-through data from the first half of the 13-14 school year for 159 classrooms, 'whole-group instruction' was observed 115 times, compared to 'small group', 'paired', and 'individual work' combined at 71 times. Also, 'self-directed learning' was observed 73 times, compared to 'listening' at 123 times. After the first round of OTEs observations, from Sept. - Dec. 2013, the three areas of weakness on the OTES rubric for the district were differentiation, lesson delivery, and knowledge of students. A 21st learning environment is one in which students have the opportunity to think creatively, work creatively with others, and implement innovations. They also need to use systems thinking, make judgments and decisions, and solve problems, all while communicating clearly and collaborating with others (www.p21.org). This type of learning cannot take place in a classroom that is teacher centered. Differentiated instruction (DI) is when teachers present information and content in different ways, differentiate the ways that students can express what they know, and stimulate interest and motivation for learning (www.cast.org). MCS has provided professional development (PD) on DI for the last four years. According to a survey given to all staff after the Jan. 15, 2014 PD day, which included DI sessions that could be accomplished with technology, 84% of teachers can give a rationale for incorporating DI, 73% of teachers can develop a lesson that incorporates DI, and 64% feel that they can reflect on DI and share strategies with others. However, 98% of survey respondents feel that they do not have the technology necessary to differentiate their instruction appropriately and effectively. Different types of worksheets will not provide the real world experience that our students need to succeed throughout their post secondary choices. The district administrators and the District Leadership Team cannot follow through with policy and mandates for using technology to differentiate and create 21st Century learning opportunities if the technology that is necessary to do so is not available. When students and teachers have equitable access to quality learning tools, technologies, and resources, MCS can push forward with the action steps that are currently listed in the Ohio Improvement Process goals created by the District Leadership Team. Through the implementation of the Connected for Success program, MCS teachers will have the technological resources and the capability to assess student learning instantaneously and use that information to develop differentiated strategies that individualize learning for students. With updated technology, PD for teachers can be completed at any time of the day. As teachers create lessons during their planning period, they can chat with teachers and other educational experts around the district, state, and world to help them develop activities that are aligned with their student’s need. MCS students will have increased opportunities to take responsibility for their learning by being involved in the assessment process, creating personal goals, and becoming aware of the scaffolding necessary for their own mastery of curriculum and skills. Out with the traditional styles of teaching and in with technologically driven learning for students facilitated by teachers.

Rationale for increasing differentiation in all classrooms: Policy changes, such as increasing course requirements, high school exit exams, and new curriculum have not impacted college readiness (Musoba, 2011), which means change has to occur at the classroom level. In order to determine if change is happening at the classroom level data needs to come directly from the classroom. Research based instructional practices must be used. This is currently being captured in MCS by peer walk-through observations and OTES evaluations conducted by administrators. Differentiation is the chosen instructional strategy to increase because of the focus on individual student learning. Differentiation in a classroom allows for all students to work at their zone of proximal development (Vygotsky, 1978), which is slightly ahead of the student’s current level of mastery. Students that are working at 80% accuracy learn more and feel better about the subject they are learning (Fisher, 1980, in Tomlinson, 2000). In order for teachers to differentiate appropriately, formative assessment (FA) with feedback needs to occur first (Wiliam, 2011). FA has been a district level and building level focus for six years, and a formative instructional practices (FIP) teacher leader team was established to support implementation throughout the district. Differentiation occurs after the assessments have been analyzed, so it has been added to the actions steps listed in the district's OIP. A differentiated instruction (DI) teacher leader team has also been established. Rationale for using technology to increase PD opportunities for teachers: Teachers need to be able to view videos of other teachers teaching specific content knowledge and this focus for PD needs to be presented over extended periods of time (Bausmith & Barry, 2011). In order for teachers to take advantage of this research based improvement strategy, the tech available must have the capability to play current videos and PD modules at the time that teachers have available to view them (planning periods, PLC meetings, staff meetings), so that follow up from building and district level PD can correspond. Communication and collaboration with peers that utilize currently available software and web-based resources will help to develop the consistency needed for improving instruction.
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.

**Internal evaluation team:** Mike Kromer, IT Manager: mkromer@smartsolutionsonline.com, 740-376-2468 Gary Varkonyi, IT Network Technician: gvarkonyi@smartsolutionsonline.com, 740-376-2468 Jeanne Whittaker, IT Department: ma_jwhittek@seovec.org, 740-376-2468 Ruth Kunze, Director of Curriculum and Technology: ma_kunze@seovec.org, 740-374-6500, x14 Tasha Werry, Director of Community Outreach, Collaborative Learning Practitioner: ma-twerry@seovec.org, 740-374-6500, x17

* 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: increase student/teacher access to web resources in the classroom; approve and implement a BYOD policy; Data: by May '15, the ratio of internet devices to students/teachers will be 1:1 via a combination of devices purchased and the BYOD policy; MCS will be rated 'ready' according to the Technology Readiness Assessment for PARCC. Long term objectives: change the model of delivery for instruction by increasing the use of web resources and software previously purchased by MCS; increasing teacher access to professional development resources; increasing the number of teachers skilled in the use of differentiated instructional (DI) strategies; Data: by May '15 decrease the average age of available technology to 3 yrs; update all devices to Windows 7; by August '15 100% of teachers participate in PD on the use of current software and web resources; by December 2015, increase the number of teachers rated 'skilled' and 'accomplished' in DI on the OTES rubric, 95% of teachers report being able to develop a DI lesson using technology on PD surveys; increase the number of times small group, paired, individual, and self directed learning is reported on the quarterly walk through forms. FY16-FY20: new teachers participate in PD to develop capacity for using technology for differentiation; continuous monitoring of specific classroom practices through analysis of walk through and OTES data. Formative modification process: The monthly Tech Exec meeting will be used to monitor the work of the IT department throughout FY15-FY20. The District Leadership Team (DLT), the formative instructional practices (FIP) and DI teacher leader teams meet monthly to analyze collected data, check progress toward goals, and plan upcoming PD. PD surveys are completed after each session, summer, fall, and spring, allowing for changes in PD to occur throughout implementation of Connected for Success FY15-FY20.

* 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.

If sufficient progress is not being made with the deployment of purchased technology and increasing student/teacher access to web resources, MCS's contract with Blue Technologies/ Smart Solutions allows for additional tech services at no extra cost. If sufficient progress is not being towards the long term objective of changing the model for delivery of instruction, the DLT will change the focus of upcoming PD based on the results of quarterly walk through data, OTES ratings, and PD survey results. The FIP and DI teacher leaders teams will then research and develop necessary training for teachers to address the areas of insufficient progress. Principals, who have access to specific teacher OTES data can, if necessary, make decisions about which training their teachers need to attend.

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.

Connected for Success will have a lasting impact for students and staff of MCS by increasing capacity at all levels. The number of Americans using technology to enhance their lives increases daily. Technology dramatically shapes society and is an integral part of every aspect of modern life. Part of the role of technology is to make learning relevant to students. This project will enable our students to have the ability to access current resources and make learning meaningful. Keeping students motivated and interested through differentiation of instruction and access to a 21st century learning environment will impact the number of credit deficient students at the high school (10th grade: 44/238; 11th 51/281; as of Dec. 2013), the graduation rate (2012;86%), the reported progress grades on the local report card throughout the district (2013; F), and the number of students that leave MCS for more attractive alternatives (PSEO, Online Community schools, neighboring school districts). It is projected that the district will recover a minimum of 10 students each year and the graduation rate will increase by 5% by the end of the grant period. Sophomore surveys are given as students participate in their Career Search course each year. This year's student survey identified the following findings: 64% of students indicated they lack problem solving skills, 51% felt they had skills for digital citizenship, and 45% felt they had adequate communication and collaboration skills. Differentiation of instruction, including blended learning, that meets the needs of all students and access to 21st Century Learning environments will address the sophomore survey results and build our students' capacity to prepare for the ever-changing world of their future, whether they are college or career bound. The addition of
Explain your response

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

**Benchmark:** Reduce the use of printed media by incorporating more tasks online. Year 1: Reduce printing costs by 5% / Year 2: Reduce prints costs by 10%, Year 3: Reduce printing cost by 15%, Year 4: Reduce printing cost by 20%, Year 5: Reduce printing costs by 25% Benchmark: Reduce the number of students who leave the district for open enrollment, PSEO, Community Schools and home schooling. Year 1-5 The district will gain back a minimum of 10 students each year. This will save $58,605-60,984 each year from year 1-5. Benchmark: Reduce the amount of money spent each year of textbooks for yearly curriculum adoptions. Year 1: Reduce curriculum revision cost by $75,000. Year 2: Reduce curriculum revision cost by $75,000. Year 3: Reduce curriculum revision cost by $75,000. Year 4: Reduce curriculum revision cost by $75,000. Year 5: Reduce curriculum revision cost by $10,000. Benchmark: Reduce district yearly technology spending for the Technology Refresh Plan. Year 1 - Year 5: District spending will be reduced by $50,000 each year. All benchmarks will be evaluated each year to monitor the spending reduction.

* Spending Reduction in the five-year fiscal forecast

**Benchmark:** double the use of previously purchased web resources and software by teachers and students during daily classroom interactions; specifically Infinite Campus to connect to parents and students. Renaissance Learning for differentiating instruction, the MCS website to connect with colleagues and share resources, creating lessons that integrate technology (teachers have access to web-based textbook components). As of March 2014 (baseline), Infinite Campus is utilized by 25.84% of parents and 50.67% of students, the MCS website intranet services and resources have been accessed by 0% of teachers, Renaissance Learning resources are used for 79.5% of elementary students (Star Math:81%; Star Reading:78%), 45% of teachers have reported that they integrate technology daily. Measurements will be taken in March yearly and preliminary success will be determined by an increase of 10% in the first year for all measurements.

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

The primary benchmark will increase students’ access to 21st century learning environments. This reflects 'other anticipated outcomes' of the Connected for Success project implementation. The increase of 21st century learning skills for MCS students is difficult to quantify, given the focus on academic testing. However, the increase in available technological tools and teacher capacity to use them will increase student exposure to an expanded community, much like our real world business counterparts, thereby increasing student capacity for 21st century skills such as global awareness, and entrepreneurial and civic literacy. The increase in capacity of teachers to address individual students needs will decrease the number of students leaving the district for more attractive alternatives, impact student achievement and student growth, and impact the graduation rate.

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

This project can be replicated in other districts in Ohio. The overarching goal of any school in Ohio is student success. This can be measured in a multitude of ways. The state provides Local Report Cards for all schools, which provides many variations to address student success and so could be used to measure the progress of implementation at other districts. The teacher level components of Connected for Success...
are available to all school districts as well; OTES rubric ratings, walk through observations, and professional development. This base level work could be duplicated in other districts based on the plan described in this grant application. The component of Connected for Success that may vary among school districts is access to 21st century learning environments for all students, which includes an equitable distribution of technology resources in each classroom. Currently, this is not available at MCS, but can be achieved through the Straight A project implementation. The innovative implementation of technology driven differentiated instructional strategies that will make a difference at MCS, may not make a difference in a school district that already has full access to 21st century learning environments. However, access to 21st century learning environments does not guarantee student centric classrooms. The professional development plan put in place to develop technology integration skills for our teachers, and to develop ways to differentiate for various student abilities and interests can be replicated in a technology-rich school district to revamp the teacher-focused classroom. The time taken for implementation is based upon the number of available PD days. MCS has a history of summer PD involvement, and therefore can utilize the planned days knowing that there will be a large percentage of teachers in attendance. Sixteen days of PD will be utilized during year 1 (FY 15) of implementation. Following years will dedicate a minimum of five days for follow-up PD based on benchmark results. The bulk of the effort in the first year is the responsibility of MCSs IT team. As Marietta has a contract in place with Blue Technologies/Smart Solutions to deal with the deployment of large purchases, other schools may need to work out a plan for deployment of purchases in a timely manner. The culture of the district and buildings will be an important factor in planning this project. The process of change can be difficult in any organization. Awareness of the stages of change, Hord, S (1987), Barriers to Organizational Change, Lovell and Wiles (1993), and Tips for Managing Change, Sparks (1993) are important for districts to consider anytime there will be a significant change in the system. Regular communication to all stakeholders will assist in informing about the project, requirements and timeline. The personnel leading the project need to be knowledgeable in all areas of the project. Marietta City Schools will be willing to share information about our project to others who are interested.

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).

I agree to the assurance as stated for the Straight A Fund Grant. Ruth Kunze Director of Curriculum and Technology Marietta City Schools
Marietta, OH 45750
<table>
<thead>
<tr>
<th>Consortium Contacts</th>
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<tbody>
<tr>
<td>No consortium contacts added yet. Please add a new consortium contact using the form below.</td>
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</table>
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>
</tr>
</thead>
<tbody>
<tr>
<td>Tasha</td>
<td>Werry</td>
<td>Director of Community Outreach, TIF Coordinator, Collaborative Learning Practitioner</td>
<td>Professional Development-Assist with planning and securing providers. Oversee Program Evaluation and Communication Plan. Data collections via staff, student and community surveys and classroom walk-through data. Compile and analyze data.</td>
<td>District Level Administrator. Grants Managment, Professional Development Planner, Data Analysis</td>
<td>RttT Coordinator-3 years TIF Coordinator-3years Classroom Teacher-10+years</td>
</tr>
<tr>
<td>Don</td>
<td>Atkins</td>
<td>Marietta City Schools Board Member</td>
<td>Member of the Tech Executive Committee which is the governing board of Connected for Success.</td>
<td>All aspects of technology expertise.</td>
<td>It Manager=10+ years. Network design and system development=40+ years.</td>
</tr>
<tr>
<td>Wendy</td>
<td>Myers</td>
<td>Marietta City Schools Board Member</td>
<td>Member of the Tech Executive Committee which is the governing board for Connected for Success. Communication Plan Development.</td>
<td>Project management. Communications specialist.</td>
<td>Teacher-Higher Education 10+ years, CEO Mitchum Group-10+ years,</td>
</tr>
<tr>
<td>Ruth</td>
<td>Kunze</td>
<td>Director of Curriculum and Technology</td>
<td>Complete management of the project. Budgeting, securing materials and services, and scheduling. Regular communication both internal and external. Provide required documentation to ODE. Survey staff and students for needs relative to the project. Plan PD and Secure Providers. Assist with project evaluation</td>
<td>District level administration. Curriculum development. Technology integration. CCIP data entry. Grants Management. Budgeting and compliance reporting. Data analysis.</td>
<td>Curriculum Director = 2 years. Reading First District Coordinator = 5 years. RttT and TIF Coordinator = 2years. Title 1 Coordinator =6 years. Assistant Principal = 3 years. Classroom Principal = 25+ years.</td>
</tr>
<tr>
<td>Matthew</td>
<td>Reed</td>
<td>Chief Financial Officer, Marietta City Schools</td>
<td>Fiscal Management. Member of the Tech Executive Committee which is the governing board of the project.</td>
<td>Expertise in all aspects of school finance.</td>
<td>Auditor for State of Ohio=12 years. Treasurer/CFO for Marietta City Schools = 4 years. Accountant, Price Waterhouse Cooper accounting Firm = 1 year.</td>
</tr>
<tr>
<td>Harry</td>
<td>Fleming</td>
<td>Superintendent, Marietta City Schools</td>
<td>Member of the Executive Tech Committee which is the governing board for the project.</td>
<td>Grant Management, School Law, Supervision, Budgeting,</td>
<td>Classroom Teacher=20+ years. Building Administrator=10+ years. District Level Administrator=10+ years. Grant Management = 10+ years. Curriculum Development= 15+ years.</td>
</tr>
<tr>
<td>Mike</td>
<td>Kromer</td>
<td>IT Manager</td>
<td>Securing a minimum of three bids for all technology equipment.and wireless. Providing bids to the Executive Technology Committee for selection. Complete all requisitions for purchasing by July 1, 2014. Scheduling and delivering the set up of all equipment and wireless. Assisting with the deployment of all technology. Communicating progress of work to Tech Executive Committee on a monthly basis.</td>
<td>Management of all aspects of Technology.</td>
<td>IT Manager-6years Help Desk Liaison-2 years</td>
</tr>
</tbody>
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