

Budget

North Canton City (044503) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (222)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	40,000.00	420,000.00	0.00	0.00	460,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	115,000.00	5,000.00	0.00	0.00	120,000.00
Family/Community		0.00	0.00	120,000.00	0.00	0.00	0.00	120,000.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	300,000.00	0.00	300,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	275,000.00	425,000.00	300,000.00	0.00	1,000,000.00
Adjusted Allocation								0.00
Remaining								-1,000,000.00

Application

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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:
iSpace

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

The "iSpace" raises K-5 student achievement and academic success in science and social studies by transforming passive learning spaces into inquiry-based environments devoted to curricular application. The shared use of flexible, mobile, cross-curricular "Toolkits" designed to promote active learning based on vertical standards will drive a greater share of resources into K-5 classrooms in an efficient, sustainable way while reducing spending.

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.

1918 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:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Pre-K Special Education | <input checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 9 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Michael Hartenstein

Organizational name of lead applicant
North Canton City Schools

Address of lead applicant
525 Seventh Street NE, North Canton, OH 44720

Phone Number of lead applicant
330-497-5600

Email Address of lead applicant
hartensteinm@northcantonschools.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

No

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

[Add Partnering Members](#)

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

Over the last five years with the adoption of the Ohio's New Learning Standards, there has been a much greater emphasis on ELA and math at the elementary level in order to meet those national and state standards. Because of a limited budget, this has happened at the expense of resources for science and social studies for our K-5 schools. New standards for science and social studies (beginning in 2014-2015) are based on Ohio's New Learning Standards and the Next Generation Assessments. The lack of curricular support for these subjects poses a serious problem as we move into these new standard requirements. In addition, as we've moved from half-day to full-day kindergarten, we find our K-5 schools close to capacity in regards to physical space. And yet, our elementary libraries are still set up for passive learning and being underutilized. Lastly, over this past year, our district has embarked on an aggressive effort to increase active learning in our schools. While phase I, which involved grades 6-12, is almost complete, we have not yet rolled curricular support of this effort down to K-5.

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

The "iSpace" is an innovative project designed to address the issues of a lack of curricular resources for elementary science and social studies, more effective utilization of library space in these schools as well as rolling our active learning initiatives down through K-5. "iSpaces," a.k.a. Innovation Spaces, are a reinvention of old-fashioned library spaces that promote inquiry-based active learning. Students will now go to the iSpace to innovate, inquire and imagine. iSpaces will house Missions, Modules and Explorations (MME's), which are cross-curricular "Toolkits" based on vertical science and social studies standards. Each of these instructional tools will come with its own PD component, which will continue to grow and expand as teachers utilize them and develop new strategies through which to incorporate them into their lessons. iSpace resources are flexible, mobile and reusable. They are extendable, and can be used just as effectively by kindergarten teachers as they can by teachers in grade 5. This streamlining of resources to build content knowledge vertically within K-5 will greatly increase the breadth and depth of the curricular support we are able to provide with a single budget and set of tools. iSpaces become an extension of the classroom, as teachers can bring their students here to explore and discover through the MME's. At the same time, the iSpace MME's are mobile and can also be used outdoors, in gymnasiums, cafeterias or even back in the classroom. In addition, iSpaces become a hub of activity with new technology specifically designed to promote collaboration, critical thinking, creativity and communication among K-5. Tabletop touch screens will allow students to continue their explorations and inquiry both online and through educational apps. The design of the Missions, Modules and Explorations adds to the teachers' toolbox of strategies. It allows them to go beyond the content of the text to experience curriculum in an innovative and creative manner through an inquiry-based framework. The nature and content of these tools support the premise that learning happens anytime, anywhere. The PD components of the iSpaces encourage teachers to embrace and integrate these flexible, mobile instructional experiences in pursuit and support of active learning.

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.)

The science and social studies MME's in the iSpaces in the North Canton elementary schools will develop a stronger foundation in K-5 in these subjects, as well as cross-curricularly. Students' depth of skills will increase specifically in the areas of science inquiry and application. In social studies, the increase will occur in history, geography, government, and economics in order to prepare students to be productive citizens. Currently, our teachers do not have access to concentrated science and social studies tools, and some of them have not placed much emphasis on these areas, instead focusing more on language arts and math. Ohio's New Learning Standards compel teachers to navigate students through a meaningful experience in these areas, and by providing teachers with materials from the iSpaces that contain Missions, Modules and Explorations, students will be able to construct their own robust knowledge of social studies and science, along with strengthening their skills of critical-thinking and problem-solving.

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.)

The transformation of traditional elementary libraries to iSpaces will allow us to eliminate one classified staff position in FY 2016. This will reduce spending by a total of \$49,588.00 in wages (\$27,194) and fringes (\$22,394) annually, for a total of \$247,940 in the 5-year forecast.

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.)

The very essence of the Missions, Modules and Exploration design is, in itself, the driver of a greater share of resources into K-5 classrooms. The flexibility and extensibility of the MME's allow them to support a number of curricular applications limited only by the imagination of the

instructors. MME's will be thematic, based on Ohio's New Learning Standards in science and social studies from grades K-5. The specific materials within each MME will be designed such that teachers can utilize the same kits differently for a multitude of age groups. Not only will kindergarten teachers be able to use the MME's to introduce concepts for the first time, but fifth grade teachers can use the same MME to regroup students in concepts and theories they have previously learned in order to strengthen the foundation for moving forward into more advanced lessons. Every MME will include an inquiry-based framework to promote and support active learning. This means that students themselves can also define new ways of using MME's as they are posed with challenges and activities that develop their creativity, critical thinking, communication and collaboration skills. Missions, Modules and Explorations will also allow for a greater share of resources in the classroom by expanding the instructional space. For example, because the teachers do not need to store materials or utilize the MME's in their room, they have the flexibility of performing the instruction freely in their unencumbered classroom space. The fact that all MME's will be housed in the iSpace releases valuable learning real estate within each individual classroom.

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.)

The iSpace allows us to serve curricular needs in grades K-5 more efficiently than traditional classroom textbooks because it is a multi-faceted approach that supports cross-curricular and vertical alignment with a single set of shared resources. The district will not have to allocate a single budget for individual purchases by grade level. MME's in the iSpace epitomizes the shared service delivery model by creating tools and materials that can be utilized by all building teachers. The iSpace, itself, becomes a common area for teachers to employ. The professional development and collaboration will propel teachers toward sharing their knowledge of the implementation of this new curriculum. This plan will create a synergy so immense that the shared service delivery will touch every student in every grade in which it is implemented. Additionally, because of the streamlined content, everyone will have access to more comprehensive resources. Removing territorial boundaries and singly-owned resources provides for the use of productive, collaborative universal instructional modules among teachers and students.

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.

1,000,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

We have budgeted \$420,000 to cover the costs of building the MME's in our two K-2 buildings and our two 3-5 buildings. This will cover the manipulatives, equipment and resources for each MME. Professional development to support the change in pedagogy comes in at \$120,000 and consists of the development and implementation of a hands-on monthly coaching program for K-5 teachers by a third party. Renovation costs to accommodate the new furniture solutions are estimated at \$300,000. This entails removing outdated materials, adding wall cubbies and large storage cabinets, mobile storage units, potential TV enclosures and instructional tools. Electrical modifications are also included to accommodate technology needs. A comprehensive communication and marketing plan for all stakeholders will cost \$120,000. This amount includes website updates and blogs that will house important information for staff, students, parents, and the community regarding the project. It also includes promotional videos, social media support, interactive tours, print materials, multi-media presentations and advertising costs. A third party provider will research and evaluate services to analyze the efficacy of the project for \$40,000.

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.

Long-term, the items that comprise the MME's, as well as the technology within the iSpaces, will have a life-span of 5+ years. No additional costs are needed to maintain these items. In addition, MME's can be combined to extend their productivity beyond their original intended use. Should we desire to expand the number of Missions, Modules or Explorations in the iSpaces, we will use the same basic design principles and curricular themes for each new kit.

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.

49,588.00 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

We are able to utilize the existing libraries in a more productive manner in which teachers will be taking students to the iSpace eliminating the need to have a full time aide in the space. The new iSpace will be another learning environment in which teachers will use as an extension of their classroom.

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.

All purchases associated with this project are one-time expenses, yielding a long life-span. The larger technology equipment purchases come with lifetime warranties. All materials purchased for the MME's, as well as any storage pieces and furniture will be durable and built to last beyond a 5-year period of time. Professional development modules will be stored in our Learning Management System, which will already have been implemented and paid for out of our General Fund. These modules are lasting and adaptable to change as needed.

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

17. Planning - Activities prior to the grant implementation

* Date Range September 2014

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

Throughout the month of September we will work on our project initiation plan. We will define and document team roles and responsibilities and our decision-making process. Each major objective will be further broken down into assigned tactical components and anticipated costs. The team will determine activity sequencing and estimated duration, as well as define key deliverables and major milestone dates. A risk plan will be created and a communication plan outline drafted. The Board of Education, staff, parents and the community in general will be notified of the grant award, and a general overview of the project and its objectives will be published. The project manager (PM) will develop a project plan with the team and manage the team's performance of project tasks using Microsoft Project. Risk analyses will be performed on a regular basis to identify slippage and address accordingly. The PM will also be responsible for communication, including status reporting, risk management, escalation of issues that cannot be resolved in the team, and, in general, making sure the project is delivered in budget, on schedule and within scope. We will ensure efficient and effective use of time by scheduling regular working meetings and team scrums, as well as being true to the project management process. Individuals will be accountable to the team, and progress will be regularly reported and monitored.

* Anticipated barriers to successful completion of the planning phase

There is a significant amount of work over and above everyone's regular responsibilities and duties. In addition to individual responsibilities pertaining to the grant done on their own, the grant team must spend a significant amount of time collaborating and making decisions together in order to ensure alignment. The timeframe for implementation is aggressive and takes place during the actual school year. We plan to address these potential challenges by the assignment of our dedicated project manager and following a proven project development process.

18. Implementation - Process to achieve project goals

* Date Range October 2014 - June 2015

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

Oct-Dec 2014 MME's and technological tools for the iSpaces will be designed, specified and quoted. Initial estimates will be refined as specs are completed and quotes delivered. Stakeholder feedback will be gathered using focus groups and surveys. Architects and consultants will be engaged. Approvals will be obtained. Communication will be targeted to stakeholders including students, parents, community, and Board of Education (BOE). Meetings will be scheduled for the BOE, Education Association leadership, and staff. Information relayed will describe the nature of the project, changes in the physical space of the libraries as well as pedagogical changes. Information will be related through the school website, social media, letters, blog posts as well as mass media releases. Milestones: final budgets, completed equipment and materials requirements analysis. Jan-Mar 2015 Material lists and POs for the MME's will be finalized. MME's will be assembled as materials are delivered. Functional guides and PD components will be drafted and tested. Delivery methodology will be identified and implemented. Architect plans and space designs will be finalized and material lists completed. POs for construction, tech components and storage items will be cut. Software will be ordered, installed and tested. Communication plan will be implemented. Milestones: completed MME's and space designs. Apr- June 2015 MME user testing will be conducted. MME's and training will be adjusted accordingly prior to final roll-out. PD materials will be finalized and implementation plan completed. Construction will be completed and iSpaces will be populated with MME's, training materials, and tech components. Ongoing communications will continue. Videos and presentations will be posted as project components are completed. A "Back to School" marketing campaign will be prepared for the fall of 2015. Milestones: completed construction, PD components and final iSpace setup as well as marketing materials.

* Anticipated barriers to successful completion of the implementation phase.

Based on lessons learned from our last major initiative (Straight A Fund Grant Project Viking21: Real Life Learning for the 21st Century), the anticipated barriers at this stage will be the staff's fear of the unknown and the challenges posed by their desire to know exactly what is going to change before the project plan has been finalized. We will address this by creating an internal blog for administrators, teachers and staff, and regularly posting the actions of the project team, rather than holding communications until specific details are finalized. By communicating the process, we will allow staff to feel a part of the project earlier on and facilitate in buy-in. As details are finalized, they will also be shared. We also anticipate emotional barriers around shifting the library from its traditional role of a quiet, passive-learning space

into a hub of activity, collaboration and creativity. Our plan is to approach this in two ways. Internally, our professional development training will continue to focus on active learning and iSpaces as a dynamic and robust tool, empowering teachers with compelling strategies, powerful materials and expandable, flexible learning spaces. Externally, our communications will focus on the shift in learning for the 21st century, the new role of the traditional library in this digital age and the exciting benefits of iSpaces and active learning for our students.

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

* Date Range April 2015 - June 2015

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

Program evaluation will be a coordinated effort between North Canton City School's Director of Innovation, and a contracted third party. This last stage of the evaluation process will be a mixed methods approach, focusing on pre- and post-surveys and focus groups/interviews. "Check-in" and "Data review" between NCCS and researchers after critical assessment points will provide opportunities to collect additional resources. Assessments will be directly aligned to outcomes and data may be disaggregated by outcomes across measures to provide rich formative data that will be compiled and addressed in the handbook that we develop for replication in other districts.

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

The use of an outside evaluator presents time barrier issues as well as visitor credentials required in order to obtain the information from students. We have learned from our first grant that a point person has to be assigned from the district in order to assist with data collection and parental consent forms. The pre-surveys need to be completed upon returning in the Fall in order to obtain initial information from students and staff. The focus groups will be an on-going piece where appropriate fingerprinting, parent consent forms, and scheduling will be completed up-front with the Director of Innovation.

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:

The biggest change will be the transition of our current K-5 library spaces from traditionally passive environments to dynamic, active environments that allow for inquiry and collaboration. Our iSpaces will become multi-functional spaces that support active learning and provide additional resources to staff and students. The change in procedure will be in the way the teachers utilize the new iSpace as opposed to how they used the library in the past. Teachers took students to the library to check out and return books as a recreational, passive activity. Now, teachers will have the opportunity to take their class to the iSpace to participate in inquiry-based learning through the use of Missions, Modules and Explorations while using technology-enhanced tools. Students can work on an MME that reinforces a new learning standard in science and social studies. Beyond meeting new learning standards in science and social studies, cross-curricular learning will be integrated. For example, students may use a set of puppets to act out historical events by using their writing skills to create a play. Students can use weather instrumentation to collect data and then use math skills to create a graph based on results. These MME's could also be checked out for use in their classroom, the gymnasium, or outside on the playground. The idea is to provide flexibility so that teachers have choices that best fit their space and time needs. Because the iSpaces will contain the same MME's, classrooms at different buildings will have the opportunity to connect via online video conferencing to work together virtually. They can share best practices and results with other classes and reflect on their experiences to reinforce depth of knowledge. Moreover, through video conferencing, students at one building could challenge students at the other building with a problem. All of the students could solve the problem by using the MME's, and then, reconvene to share their results. When instituting these iSpaces, we will have the teachers develop common assessments that are evaluated using PARCC-like rubrics for both science and social studies. In grade-level teams, teachers will collaborate to create rubrics that demonstrate the students' deeper understanding of their newly-constructed science and social studies knowledge. The students' rubric scores will then be entered into our student learning management system (LMS), Schoology, which includes a component to allow teachers to compare the data in each grade level K-5. Grade level teachers will then track the student achievement, observing the increase in a deeper understanding science and social studies. The LMS provides the teachers with analytics to assess students' comprehension and engagement of the subject, as well as learners' strengths and weaknesses. As teachers follow this information through the year, they will observe a continual gain in student achievement in the skills of prediction, collaboration, critical-thinking, decision-making, and problem-solving. Another change that is important to our district is the reinforcement of our active learning mission. By sharing resources in the iSpace, teachers will conserve space in their individual classrooms. This space savings will allow teachers to move more freely in their classrooms to engage students in inquiry-based activities. The iSpaces also encourage the use of the four C's: collaboration, communication, critical thinking, and creativity among both our teachers and our students. Teachers can collectively share provided resources as well as offering up individual resources to the group. Students will share their learning and gain more knowledge by working collaboratively, rather than in isolation.

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.

Research in education has focused on the importance of inquiry-based learning through collaboration and creation. In fact, most educational research validates that when students are provided with task-oriented activities, their learning exhibits a depth of knowledge far beyond the teacher-directed "sit and get" method. By turning our libraries into iSpaces with MME's, the foundation of science and social studies learning will turn from teacher direction to student creation. According to Bransford, Brown, and Cocking in their research, *How people learn: Brain, mind, experience, and school* (1999), "Contemporary views of learning, as put forth by the National Research Council's approach to the new science of learning, recognize the importance of allowing children to take control of their own learning by engaging in active learning, metacognition and transfer of knowledge" (n.pag.). Further, in the study, *The new science of learning: Active learning, metacognition, and transfer of knowledge in e-learning applications* (2003), Huffaker and Calvert state, "This newer approach to learning favors curriculum methods and materials designed to allow students to apply concepts being learned to real-world contexts, build local and global communities of practice, and allow opportunities for learning in and out of the classroom (325-334). The creation of iSpaces will foster active learning and encourage teachers to share resources. Instead of students being isolated in their classrooms and collaborating with a fixed set of peers, students will have the opportunity to work with different groups of students in alternative spaces, both physical and virtual, and with a variety of resources. Specific research authenticates the need to change our libraries to iSpaces. According to the George Lucas Educational Foundation's, *Project-based learning research* (2001), "Other academic research shows that inquiry-based learning improves student achievement." Some of the research on this effect comes from studies of effective school library programs centered around inquiry-based learning. As noted in the study, *Proof of the power: Quality library media programs affect academic achievement* (2001), "A school library program that is properly equipped and staffed can make a difference in terms of measurable gains in student achievement. School library factors alone can account for improvements of 2% to 9% in student achievement" (14-16, 18, 20). Research focusing on science learning indicates that a truly effective classroom environment is learner-centered and learner-driven, structured and well-designed, profoundly personalized, inclusive, and social (as concluded in "The Nature of Learning: Using Research to Inspire Practice," a 2010 review of the learning science research literature by the Organisation for Economic Co-operation and Development). Our iSpaces will become effective learning environments because students will master the material through active inquiry in a collaborative and differentiated way. The MME's are structured to allow for independent and collaborative investigation. Although our teachers have had access to some science and social studies materials, they have not had the opportunity to work with robust inquiry-based kits. By building the iSpace, we will be setting our students to tackle real world situations. "We need to learn to generate, process and sort complex information; to think systematically and critically; to make decisions weighing different forms of evidence; to ask meaningful questions about different subjects; to be adaptable and flexible to new information; to be creative; and to be able to identify and solve real-world problems" (Bransford et al., 2000; Darling-Hammond, Barron, Pearson, Schoenfeld and Elizabeth, 2008; Fullan, Hill and Crevola, 2006; Green, 2002; OECD, 2008b). These iSpaces will provide the tools for teachers to engage students in totally authentic and meaningful experiences.

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.

We will track grade 5 science assessment data. Long-term, we will track the data over the next six years (including this year's outcomes). In addition, we would include a year-to-year analysis for short-term investigations. Since we do not have a baseline at this time, we will develop one in year one. Our expectation is that the assessments would show an increase in performance year over year with the introduction and implementation of the iSpaces. We will use our data warehouse to analyze the performance data by building, by grade, or even by teacher. We will look for trends among subgroups including, but not limited to, gender types, economic disadvantaged, cognitive delayed and race. We will have a robust pool of data from which to glean the success and/or failure of the initiative within these types of subgroups. This will also help us to identify the variables that affect the specific success or failure of various components of the program. We will then be able to tweak and modify those components year to year as needed. An external third party will be contracted to evaluate the tactical (short-term) and strategic (long-term) impact. Internally, the Director of Innovation will oversee the evaluation process. Currently we are working with a few different vendors to journal our story of the changing face of our school district. We anticipate one of these vendors to be vetted for this additional project in order to provide consistency and long-term effect size data. Our current vendors include Visible Learning with John Hattie's work through Corwin Press and Walsh University.

* 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).

Methodology. A quantitative pre/post survey using a Likert scale, grounded in research in inquiry-based methods. Qualitatively, focus groups will be conducted. Achievement measures will be grounded in Ohio Student Growth Measures and Learning Objectives and other established protocols. Qualitative data will be formally reported. Formative outputs will include interim reports, qualitative/quantitative data review, presentations/discussions, artifacts, continuous improvement discussions, and annual reports. **Types of Data.** Our contracted evaluators will develop evaluation protocols. Instruments will be based on existing models. Action research, value-added and teacher work-sample/value-added artifacts will be used as significant data, providing inferences on the impact of this initiative, focusing on student achievement. Artifacts and data will be collected and surveys will be administered. Quantitative data will be securely stored and used for analysis. **Tactical Evaluation.** Our contracted evaluators will administer a pre/post, conduct focus groups/interviews and collect artifacts from September to June, 2015. This data will first focus on the impact on teachers, as the commencement of this sustainable initiative is to train-the-trainers. **Short-term Timeline/ Year 1 Process:** The Tactical Pre-Survey will be administered in Sept. 2014 to participants via an online survey tool. The Tactical Post-Survey will take place in June 2015 online. Focus groups/interviews will take place in Feb. 2015. Analysis and reporting will be complete by June 2015. **Strategic Evaluation.** Our contracted evaluators will administer a pre/post instrument, focus groups/interview protocols and artifact rubrics from September 15, 2014 through June 30, 2015. This data will focus on ALL stakeholders, so measures will be developed/identified for student engagement and teacher collaboration.

* 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 the iSpace is not being utilized to its full potential, we will go back to professional development of the teachers. With proper instruction, appropriate resources and a schedule that fits the needs of the building, the iSpace will continue to morph into the innovative, creative space for which it is intended. As the student focus groups are convened, we will use this qualitative data to ensure that science and social studies curriculum has been presented in an active learning process in which students are motivated to go beyond the text book content. If we find that the data is not showing enough time on task, then the evaluation system will include a component to monitor time through weekly walk-throughs. Changes to our iSpace will only change in reference to the professional development needed to properly use the space for instruction beyond the classroom.

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.

This grant will provide the resources necessary to accomplish multiple goals. The Ohio Department of Education encourages districts to start implementing Ohio's New Learning Standards in science and social studies now in order to better prepare students for the future. We plan to transform our libraries into iSpaces that are full of shared resources to support our revitalized science and social studies curriculum. By providing Missions, Modules and Explorations, our teachers will have the tools necessary to incorporate inquiry-based learning strategies that support our district-wide active learning initiative. The value of the MME's is that they provide an immediate dive into constructivism. With this foundation beginning in kindergarten, students will further develop their critical-thinking skills each year. Because these strategies will impact students at the beginning of their school careers, the lasting impact of this project is prodigious. Grant outcomes that address this goal will be determined through common assessments that will be created by our K-5 teachers to measure student achievement in these areas. The assessments will be PARCC-like performance-based questions that will use rubrics to measure results. This data will then be used to analyze outcomes. Another measure will be a pre and post usage study of the library-to-iSpace utilization. This study will track usage by teacher and this data will be combined with assessment scores to analyze the benefit of the transition as well as the proposed increase in use. Demographic information will also show increased or decreased achievement in specific subgroups like gender, race and economic status. Part of the evaluation process includes the use of focus groups to collect qualitative data regarding the use of the space, the MME's and inquiry-based active learning. This project will continue after the grant period because the changes are permanent to the iSpace system. Our district will look to continuously improve and keep the space, materials and assessments relevant for future generations.

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

Measures administered and reported on annually to for initial report: Faculty Information and Communications Technology (ICT) and 21st Century efficacy measured by 21st Century skills, and NETS-S based rubrics. Measures administered and reported on annually as an initial report (2014-5): Student engagement measured by teacher surveys, administrative walk throughs/evaluation Student achievement measured by common assessments, standardized tests, student growth measures Student ICT and 21st Century efficacy measured by 21st Century skills and NETS-S based rubrics Student attendance improvement

* Spending Reduction in the five-year fiscal forecast

Annual review of budget

* Utilization of a greater share of resources in the classroom

Increase in instructional pacing Vertical alignment and curriculum mapping Faculty ICT and 21c efficacy measured by 21st Century skills and NETS-S based rubrics

* Implementation of a shared services delivery model

Sufficiency of shared modules measured by teacher surveys, administrative walk throughs/evaluations. Efficiency and equitable distribution of shared instructional space measured by metrics collected on faculty and student use. Efficiency and equitable distribution of shared instructional modules measured by metrics collected on faculty and student use.

* Other Anticipated Outcomes

We anticipate that over time and through curriculum related professional development, that our teachers will begin to build their own units and kits that may be shared and piloted in other school districts. As our PTO's become more involved in the process, we foresee that community career people will step up to form committees to interweave more career type of modules, missions, and explorations into the social studies and science curricular modules, missions, and explorations.

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**

The development of Missions, Modules and Explorations as flexible, mobile instructional tools to promote active learning is something any school can plan, budget for and implement. The repurposing of traditional, passive spaces (library or other) into active learning environments housing the application of curricular content is also an initiative that can be embraced by other schools. The change to an inquiry-based active learning pedagogy, since it is so well-researched, is replicable. Any school can adopt a culture of inquiry and active learning. iSpace does not necessarily have to include shared instructional space, but this does enrich the learning experience with additional space for students to collaborate and learn in an active environment. Our plan provides instructional modules focusing on discrete units in science and social studies as well as providing an active learning-based space. We will be able to model each of these in other schools. To replicate this plan in another district, we will analyze our implementation data and convert that into an iSpace handbook to share with other districts so they can implement an inquiry and active learning based K-5 modular instructional framework. This handbook will include our rationale, a review of the literature, our action research, projected costs and purchasing protocols, publicity, the attainment of buy-in from staff, students, parents, and community, and strategies for developing professional development; the information will be detailed enough to adapt the ecosystem of any school district into that of an inquiry based active learning environment.

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! Michael Hartenstein, Superintendent

Sections 

Consortium Contacts

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

Partnerships

North Canton City (044503) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Partnerships

No partners added yet. Please add a new partner by using the form below.

Implementation Team

North Canton City (044503) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Todd	Tolson	Treasurer	The Treasurer is responsible for enforcing the sustainability and replicable nature of iSpace as we move into project development.	Bachelor of Business Administration, Accounting, Cleveland State University.	He has served as the district treasurer for the past 11 years and prior to that he worked for SPARCC (Stark Portage Area Regional Computer Consortium). His past experience also includes R.G. Drage and the Ohio State Auditors office.	
Angela	Smith	Literacy Specialist & Director of Instruction	The Director of Instruction is responsible for the design of the MME contents.	BA in English and Psychology from Walsh College, 1985 M.A.Ed. from The University of Akron, 1991 National Board Certification in AYA ELA, 2001 Master Teacher Certification in AYA ELA, 2010	She has written and implemented several grants, most recently an Early Literacy and Reading Readiness Competitive Grant for which she served as the grant administrator. The grant was awarded to a three-party consortium, and she facilitated all of the facets of the grant including student intervention, technology integration, and reading program coordination. Additionally, as a classroom teacher of 28 years, the Director of Instruction has integrated the active learning model in several classes, including a Career Tech class, and AP class, and an Honors English class. The Director of Instruction has also implemented this model at the college level this past semester, demonstrating its effectiveness with pre-service teachers. She is instrumental in the literacy initiatives that we currently are using in the district including multisensory structured language techniques, essential components of literacy instruction and assessment, and multi approaches to teaching reading. Angela currently is the literacy coach for PK-12 teachers and has implemented the new Wonders series in grades K-5 to align with new state learning standards.	
Jamie	Smart	Director of Communication and Special Projects	The Director of Communications and Special Projects will be responsible for project managing the implementation of iSpace as well as all internal and external communications in regards to it.	Bachelor of Science, Newspaper Journalism and Technical Problem Solving, Syracuse University.	She served as the lead project manager in Viking21 and has 18 years of professional experience in marketing communications and project management. She manages and develops all district-wide communication and marketing, including the current redesign of the district website and has also managed multi-million dollar digital development projects for Fortune 500 companies.	
Michael	Hartenstein	Superintendent	The Superintendent, Michael Hartenstein, is the executive sponsor of the iSpace project.	B.A., History M.Ed., Educational Administration Strategic Planning Certification (NASE) Cisco Call Manager Certification (CISCO) Superintendent License	He is a former systems engineer and project leader for IBM and Convergent Inc. In those positions, he managed multi-million dollar technology projects spanning several years and across multiple organizations. His projects include the Monroe County Michigan fiber network, the Scarlet Oaks Vocational School's Technology Center, BASA/OSBA	

					SchoolTech, Toledo City School's data network, Parma City School's data network and VoIP installation.
Debra	Kennedy	Assistant Superintendent	The Assistant Superintendent is responsible for the Professional Development component of the project.	Associate of Science Bachelor of Science Master of Educational Administration Teaching License Principal License Superintendent License Curriculum Auditor OTES Trainer eTPES Trainer	She is certified in blended online-learning and is a state trainer for the Ohio Teacher Evaluation System (OTES) and Electronic Teacher Principal Evaluation System (eTPES). Debra has worked with grants for the past 30 years from Race To The Top, CCIP, Literacy Grant, I-3, and local grants. She currently is auditing grants from 21 century schools.
Paul	McIntyre	Director of Innovation	Our Director of Innovation is responsible for the implementation of all integrated technology tools associated with iSpace, as well as coordinating the evaluation effort.	Bachelor of Science, Comprehensive Science and Biology, Walsh University. Master of Arts, Instructional Technology, Akron University. Master of Arts, Educational Administration, Akron University. Computer Programming, ICM School of Business.	He has a diverse background in education in the classroom and building management, as well as experience managing computing initiatives. The Director of Innovation wrote and is implementing a Hoover Foundation Grant in blended learning. Three years ago, he introduced and implemented a Bring-Your-Own-Device initiative for high school students. Currently, he is rolling out a 1:1 laptop initiative with all teachers in the district, and a 1:1 Chromebook endeavor with all students grades 3-5. With his team of Innovation Specialists, he has planned and conducted ongoing professional development for using technology with teachers, students, and parents. The Director of Innovation oversees the district tech committee and decisions.