

Budget

Pettisville Local (047076) - Fulton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (153)

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		40,000.00	0.00	0.00	36,000.00	240,000.00	0.00	316,000.00
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	15,000.00	0.00	0.00	0.00	15,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		40,000.00	0.00	15,000.00	36,000.00	240,000.00	0.00	331,000.00
Adjusted Allocation								0.00
Remaining								-331,000.00

Application

Pettisville Local (047076) - Fulton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (153)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Initiating and sustaining student choice and voice during the impressionable years. (Pettisville Grades PK-8)

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

Our project seeks to advance student engagement, learning opportunities, industry responsiveness and supportive infrastructure through STEM initiatives. Our project is using a four prong system of professional development, Inquiry Based Learning, educational camps and connections to industry and community.

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

3. Total Students Impacted:

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 checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" 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
Jason Waldvogel

Organizational name of lead applicant
Pettisville Schools

Address of lead applicant
232 Summit St.

Phone Number of lead applicant
4194462705

Email Address of lead applicant
jwaldvogel@pettisvilleschools.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

In the United States, a growing concern is the ability to maintain economic prowess and competitive innovation. This is a huge sounding alarm throughout the education world. Children are born as natural scientists, engineers and problem-solvers who are trying to make sense of the world around them by using their five senses along with discovering and exploring. As a district, we want to continue the inspiration to learn and discover. We want to enrich the pre-kindergarten through eighth grade students with STEM resources in the general education classrooms. With the completion of a new school building in 2011, the school is well equipped with an up to date wireless technology environment. The district also took a focus on renewable energy and is a LEED Gold Certified school with solar, wind, and geothermal technologies. This gives the district capabilities in our own backyard to use as teaching tools for pushing an inquiry based classroom with real world cutting edge resources. Research by the National Center for STEM Elementary Education states that by fourth grade, a third of boys and girls have lost an interest in science. The chance to have STEM resources in a small rural school district would give new practices that could result in more engaged students with resources relevant to them so that the knowledge was gained in a different way - thus resulting in better results for the tests.

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

One of our district's main hurdles from the Local Report Card are value added scores. As a district we meet 100% of indicators, but progress (Value Added) for all students in math and reading for grades 4-8 is a weakness. With the implementation of STEM in elementary we feel as if we can enhance our teaching that will help us jump over our Value Added hurdle. This approach of STEM resources in the general education classrooms ties to the Webb's Depth of Knowledge. Ohio New Learning Standards require the mastery of standards at different knowledge levels. Being able to have STEM resources to enrich the lessons in math, science, technology, engineering and Language Arts would benefit the students. Our plan is a three prong approach. The first prong is to have a STEM camp providing professional development for teachers beginning with the start of school in 2014. The camp will consist of a training period with professional learning communities formed to engage in ongoing professional learning throughout the course of the school year. Through partnerships with the Northwest Ohio Center for Excellence in STEM Education, Solana Pro and other local businesses we can provide curriculum resources that will guide an inquiry STEM based learning environment. The second prong is to partner with a STEM curriculum resource to develop lessons which are aligned with the New Ohio Learning Standards. Along with creating STEM curriculum for the classrooms, we want to create an Inquiry Based classroom where kids will make observations, collect and analyze data and draw conclusions using 21st century equipment and practices. This room will contain multimedia equipment, 3D printer, 3D docking cameras, desks that allow collaboration, laptops for small group learning pods. The third prong is to harness a connection between industry, community and our school to facilitate curiosity for learning that will lead to potential career paths. This will open the door for real world professionals locally and remotely to help provide students with cutting edge learning. This community connection will provide students with summer camp opportunities at our school by providing real world professionals to co-facilitate camps with our district staff, in person or virtual field trips, and professional experts to expose to real world scenarios.

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.)

We want our students to have a voice and choice during the learning process. The first step in achieving this change is with the professional development (through STEM) to provide our teachers with the resources to teach and create multi-disciplinary environments where students use problem solving skills along with data to solve real world problems. Our second approach is furnishing several classroom environments with resources to promote project based learning to mimic the world of industry and trade on a global platform. Student engagement, collaboration/problem solving skills, and test scores will increase due to a learning environment that better fits the needs of today's student while accessing different intelligences and learning styles. Additionally, the enhancement of students' technological skills will result in better preparation for future educational endeavors and employment. We have a specific interest in raising our Value Added scores by pusing our students to extend their learning.

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.)

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.)

Our approach is to bring professionals into our district. This will open the door for real world professionals locally and remotely to help provide students with cutting edge learning. The real world professionals will co-facilitate camps with our district staff, in person or virtual field trips, and professional experts to expose to real world scenarios. We as a district see education as an ecosystem, where the connections between school, home, community and the broader world are all equally important. Dr. W. Midden, Director of The Northwest Center for Excellence in STEM Education states, "We are the STEM Hub for Northwest Ohio in the Ohio STEM Learning Network, so we would connect expertise in STEM education in our region and throughout the State to assist with curriculum selection, adaptation, and with the professional development needed to help your teachers best use this curriculum."

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

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

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

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

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

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

[Enter Budget](#)

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

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

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

[Upload Documents](#)

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

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

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

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

12. What is the total cost for implementing the innovative project?

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

331,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The budget is based on 3 areas: 1) Professional Development on STEM to provide training for the district's staff 2) furnishings: technology, classroom set up to carry out STEM instruction 3) Curriculum equipment on STEM.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

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

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

There will be a small fee to maintain STEM Resources with disposable materials. The fee will make sure that the STEM kits are in good operating condition.

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

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

Yes

No

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

0.00 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 have not entered a significant expected savings but believe we can sustain this program with very little cost. With the expected advancement of education opportunities there will be a value attached to this program that is not quantifiable in a monetary amount.

15. Provide a brief explanation of how the project is self-sustaining.

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

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

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

The project is self sustaining and the plan is to continue the project well after five years. This project will pave the way to a district philosophy of inquiry based learning. The project's layout creates a strong framework to initiate STEM education in the elementary environment at Pettisville with plans of moving to more inquiry based blended learning throughout the school. Professional development for other schools or teachers will be offered to promote STEM education around the Northwest Ohio area acting as a stimulant for ongoing promotion in the future. The third prong outlines summer camps that will kick off this program. Local community resources have been aligned to fund, manage, and facilitate yearly camps as an ongoing effort to promote STEM education at Pettisville and in the Northwest Ohio area. During the course of this project and beyond all attendees for camps or professional development outside of the Pettisville School District will be assessed a fee.

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 3/1/2014 - 8/2014

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

Beginning of March, Pettisville Schools formed a team consisting of teachers, the technology coordinator, the school administrators and general educational consultant to brainstorm the idea of STEM resources along with an inquiry based classroom. The week of March 17th the team met virtually with Dr. Midden (NWO) to discuss project scope and direction with some of our goals in mind. We also made contact with Lynn Miller to discuss the partnership with Solana Pro and the resources that they could offer. This led to finding a week in the summer that we would implement a week long summer camp to middle school students using Minecraft software to teach computer object oriented programming principles. We contacted a teacher in the Atlanta, Georgia area that has written a grant with the basis of inquiry based learning and was awarded the grant to implement his research based ideas into his now 21st century learning environment. The middle of March also consisted of contacting local businesses to gain professional and financial support. We have reached out to vendors during the March time frame to provide quotes for the products that we are going to use in the budget for planning. We have also evaluated the equipment being purchased during this time frame to assess the quality and function in our learning environment. Also during the March time frame we introduced the idea to our teaching staff to facilitate discussion and ideas.

* Anticipated barriers to successful completion of the planning phase

One barrier that introduced itself during initial communications with the teachers was the time frame and length of professional development. Jason Waldvogel will communicate and share the timeline and expectations with all entities that are involved in moving the proposal forward.

18. Implementation - Process to achieve project goals

* Date Range 7/28/14 - 9/15/15

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

Commencement of Program: At the start of August 2014 we will purchase equipment to begin the transformation of regular classrooms into an inquiry based classrooms and begin implementing professional development on inquiry based learning and STEM for our teachers through the partnership of Northwest Ohio Center for Excellence in STEM Education and Northwest Ohio Educational Service Center personnel. Professional Development will be held in four sessions: 1) August 2014 - October 2014 2) November 2014 - January 2015 3) February 2015 - May 2015 4) June 2015 - September 2015. Each period will end with a review of survey data by the district and it's partners to evaluate and manipulate future professional development sessions. The professional development sessions will have a focus of the following areas: STEM, Inquiry Based Learning and Technology Resource training. Instructional camps for student will run in two sessions: 1) August 2014 2) June 2015 - August 2015. These camps are planned during time periods in which teachers can take part as facilitators and/or observers. Surveys with potential camp topics will be available to students to evaluate interest. Monthly progress monitoring meeting will be held with all partners to monitor progress of the program.

* Anticipated barriers to successful completion of the implementation phase.

The short timeline from grants being awarded from and the professional development set for early August. We have already made preliminary contacts for professional development presenters and will continue to work with our partnerships during the spring and summer (2014) to create the professional development component in preparation for August. Notifying to students of potential August 2014 camps is a limited concern. The School Instant Alert System and website will be utilized to overcome this barrier. Scheduling partnership monthly meetings to accommodate schedules is a concern, but will be made available virtually to alleviate this issue. Milestones: The first big milestone will be the implementation resources: Chromebooks will be used to gather students' pre-assessment data. The implementation lessons using the STEM resources in the primary grades and middle school students investigating and exploring in the inquiry based resource room using the information within the first nine weeks will begin the transformation of our new approach to teaching. Benchmark evaluations during the pre-assessment, mid-year and end-of-year will be used to determine growth, issue to be resolved and future implementation.

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

* Date Range 9/1/15

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

Teachers Pre-assessment / Development, Benchmark Analysis (including Post/Summative in Sept. 2015) assessments. Student Pre-assessment, Benchmark Analysis (including Post/Summative in Sept. 2015) assessments and surveys (kids camps). After each session of professional development, teachers will be asked to complete an exit ticket. Site visits with observations and evaluations from NWO and NWOESC. All evaluations will be used to spark conversation in staff meetings and monthly partnership meetings with the emphasis of creating unique educational opportunities and interest from our students. We will use the project assessment data and parallel it with data provided through the Ohio Achievement Assessment, Student Learning Objectives, Local Report Cards, state diagnostic and summative progress monitoring to show student growth with specific interest in areas of Value Added, Performance Index, Subgroup growth/achievement. The project will show several milestones as each implementation will bring a change in the culture of our district. STEM curriculum, Inquiry Based Learning, technology purchase, classroom transformations, professional development, facilitator/ kids camps.

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

With each implementation there will be a feeling of success, need for review and renewal of excitement to remind the participants of the importance in completing the entire project. There will be small victories/successes, but we will need to keep focus on the final outcome.

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:

Our educational system at Pettisville and across the nation has discouraged the natural process of inquiry. We create individuals that are less prone to ask questions as they move through the grade levels. We have convinced our students to learn by not asking too many questions, instead to listen and repeat the expected answers. The 21st century in our nation will be driven by our students who have the ability to both generate ideas and translate them into innovative products and services. State leaders increasingly view science, technology, engineering, and mathematics (STEM) achievement as a critical component of success in college, career and life. Through this program, we would like to ensure that students are exposed at a higher level in this area during their primary grade level years. STEM education for students is linked to our nation's future prosperity, so we need to lay the basic building blocks for them to be successful in postsecondary and workforce pathways. As a district we are trying to provide these skills that young people need to creatively participate in a networked world and incorporate these skills in our lessons. We want our students to have a voice and choice during the learning process. The first step in achieving this change is with the professional development (through STEM) to provide our teachers with the resources to teach and create multi-disciplinary environments where students use problem solving skills along with data to solve real world problems. Our second approach is furnishing several classroom environments with resources to promote project based learning to mimic the world of industry and trade on a global platform. Student engagement, collaboration/problem solving skills, and test scores will increase due to a learning environment that better fits the needs of today's student while accessing different intelligences and learning styles. Additionally, the enhancement of students' technological skills will result in better preparation for future educational endeavors and employment. Our third approach is to bring professionals into our district. This will open the door for real world professionals locally and remotely to help provide students with cutting edge learning. The real world professionals will co-facilitate camps with our district staff, in person or virtual field trips, and professional experts to expose to real world scenarios. We as a district see education as an ecosystem, where the connections between school, home, community and the broader world are all equally important.

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.

As Benjamin Franklin once said, "Tell me and I forget. Teach me and I remember. Involve me and I learn." The last part of this statement is the heart of inquiry-based learning. Students in today's world needs to involved in their learning in order for the concepts to be remembered/understood for a lifetime. Here at Pettisville, we are aware that a focus on developing a world-class STEM workforce is needed, but we need to make a whole transition with teacher, classroom and students starting with Kindergarten. As President Obama stated, "One of the things that I've been focused on as President is how we create an all-hands-on-deck approach to science, technology, engineering, and math... We need to make this a priority to train an army of new teachers in these subject areas, and to make sure that all of us as a country are lifting up these subjects for the respect that they deserve." We need to make sure the teachers have the proper training, connections with professionals in the real world and classroom resources in order to successfully teach STEM and 21st Century skills. We also need to create an inquiry based classroom where students can be given a problem and with time come up with possible solutions. After talking to a 4th grade teacher in an Atlanta, Georgia based school who has implemented an inquiry based learning environment, we have no doubt through his communication of test results that a program of STEM based learning with an inquiry focus will produce more productive and engaged students thus resulting in greater academic achievement. Nearly 70% of Students increased scores in science and math from one year to the next on state standardized tests in this Atlanta, Georgia area classroom This leads to a shift that needs to be made according to Steelcases' research "The majority of classrooms in use today were built for traditional, "chalk-n-talk" pedagogies and passive learners, not for today's active learning approaches. Inflexible layouts and furniture with limited mobility hamper interaction among students, instructors and content. Technology access is highly variable from classroom to classroom and often poorly integrated. Instructors and students cannot easily leverage technology-either built-in or portable-to support problem-based pedagogies and hands-on learning. Many schools are reconsidering how space, technology and pedagogies can be better integrated for a greater impact on teaching and learning." Pettisville Schools is ready to make this jump and bring a greater share of resources to the classroom to further student achievement all doing so in a 21st century learning environment. Student achievement at Pettisville has been an issue in terms of kids showing growth from year to year on the local report card. We feel that we can drive student achievement through an active learning system with an inquiry based teaching method utilizing some additional resources to engage students at a level that will boost a years growth.

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.

Dr. W. Robert Midden, a faculty member in the BGSU Chemistry Department and the Director of the Northwest Ohio Center for Excellence in STEM Education (NWO) with the mission of advancing STEM education for people of all ages will lead an evaluation team including: Jennifer Ripke (NWOESC), Donna Meller (H.S. Science Teacher), Marla Miller (H.S. Mathematics Teacher) and additional staff members from the Northwest Ohio Center for Excellence in STEM Education to evaluate the concept, strategy and approaches used within our project. Dr. W. Robert Midden: midden.bgsu@gmail.com Donna Meller: dmeller@pettisvilleschools.org Marla Miller: mmiller@pettisvilleschools.org Jennifer Ripke: jripke@nwoesc.org

* 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).

The team will review all summative data from Teacher and Student Pre-assessment/development, Benchmark Analysis and surveys while also conducting site visits during professional development, camps and school year classroom lessons.

* 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.

Measured progress, insufficient progress, observations and suggestions will be shared with the school during mid-year and end-of-year meeting. The evaluation team and district will plan particular methods of change and enhancement to be introduced for the remainder of the program.

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

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

Please enter your response below.

Our expectation is to engage our primary to middle school students in an inquiry based learning environment through the vehicle of STEM that will stimulate and maintain interest in all groups and subgroups students. We want an essential understanding that every student has an opportunity to explore all areas of Science-Technology-Engineering-Math to make the connection to further education and careers. At this time, students are losing interest at an early age across the nation. Our educational platforms do not focus on this at an early enough age before partial or full interest is lost. The increased awareness of our community/partners, teachers and students will help our proposal to grow in our district and our region. The classroom can be transformed where the teacher can become a facilitator of resources and allowing students to take control of their own learning. Our world in a place of greater demands with resources that are not available or go untapped. We want to give our students the skills of collaboration, cooperation and critical thinking to advance as individuals and as a nation. We believe our success in this program will be share through teacher/peer success stories and professional development/awareness opportunities we can hold through our NWOESC that reaches out to a four county area. The NWOESC can then reach out to other education service centers across the state.

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

A STEM/ Inquiry Based Learning model is active and expanding in the educational environment today. In the next few years, it will multiply in expansion due to the fact that districts like ours will be opening their doors to the outside world and allowing them to become part of the process, rather than hoping we produce the product they are looking for. 1) Students will increase critical thinking skills by 10% per pre- /post-assessments and a year's worth of growth on the OAA's. 2) Students will develop become proficient in working in groups to complete projects which will transfer to the real-world 3) Students and teachers will develop and start new STEM opportunities 4) Student and teacher use and integration of technology in all aspects of learning 5) Teachers will create Student Learning Objectives that are Inquiry Based, but open ended for unlimited growth potential 6) Students exposure to science, technology, engineering and math opportunities will attract new potential students to the district (36% open enrollment currently) Spending reduction will include: 1) Move closer to paperless environment 2) Professional development offered in-district, rather than out of 3) Out-of-district teachers seeking training from our district 4) Attracting potential open enrollment student with additional unique programs. Greater share of resources include: 1) STEM resources to be shared vertical in the district 2) Inquiry based classrooms shared by all classes allowing students to work with other grade levels. 3) The inquiry based classrooms are open to allow outside professionals a chance to work with Pettisville students without interrupting the regular classroom. 4) Students will be able to work global with others without leaving the walls of Pettisville.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

Our approach is to bring professionals into our district. This will open the door for real world professionals locally and remotely to help provide students with cutting edge learning. The real world professionals will co-facilitate camps with our district staff, in person or virtual field trips, and professional experts to expose to real world scenarios. We as a district see education as an ecosystem, where the connections between school, home, community and the broader world are all equally important. Dr. W. Midden, Director of The Northwest Center for Excellence in STEM Education states, "We are the STEM Hub for Northwest Ohio in the Ohio STEM Learning Network, so we would connect expertise in STEM education in our region and throughout the State to assist with curriculum selection, adaptation, and with the professional

development needed to help your teachers best use this curriculum."

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

Our district would like to be on the cutting edge of STEM education and become a lead school under the hub of the Northwest Ohio Center of Excellence in STEM education in our region to expand across the state. Our teachers will develop knowledge in STEM education to become innovative and confident as a 21st century teacher. With the confidence obtained by our teachers they will become facilitators in training other area teachers in early STEM education for grades PK-8.

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 could be replicated in other districts. Our district contacted a district in Georgia and gained valuable information in creating our model. Nick Boyers, a teacher from this school actually visited our school to help us brainstorm, develop and modify our plans. Our district would invite other schools to visit and observe our program. There are possibilities for our students to engage in inquiry based projects with students from other districts through technology that would be gained through this project. Professional development activities are planned to be opened to neighboring districts through the NWOESC which will reach out the the four county area. The NWOESC can extend invitations to other ESC's across the state. Our district will continue to plan teacher meeting times for the development of STEM activities. Kids' camps in the future will be open to not only our district's students, but other districts as well.

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 Accept. Dr. Stephen Switzer; Superintendent, Pettisville Local Schools

Consortium

Pettisville Local (047076) - Fulton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts

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

Partnerships

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Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Dr. W. Robert	Midden	4193722718	midden.bgsu@gmail.com	Northwest Ohio Center for Excellence in STEM Education		241 Math Science Building, Bowling Green State University, Bowling Green , Ohio, 43403	
Lynn	Miller	4193351280	lynn@solanapro.com	Solana Pro		122 South Fulton St., , Wauseon, Ohio, 43502	

Implementation Team

Pettisville Local (047076) - Fulton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Dr. W. Robert	Midden	Director of the Northwest Ohio Center for Excellence in STEM Education (NWO)	He will serve as a consultant and evaluator.	W. Robert Midden, a faculty member in the BGSU Chemistry Department and Director of the Northwest Ohio Center for Excellence in STEM Education (NWO) with the mission of advancing STEM education for people of all ages. NWO serves the 29 counties of the northwest quadrant of Ohio and involves partnerships with most of the higher education institutions, many K-12 school districts, as well as numerous businesses and non-profit organizations throughout the region. NWO provides a variety of services to the region including K-12 and college faculty professional development, hosting annual symposia and student STEM competitions, administering multiple STEM college student scholarship programs, fostering the development of a new Learning Sciences doctoral program, and sponsoring other events aimed at promoting interest and success in STEM disciplines.	As director of the Chapman Community, the first comprehensive residential learning community at BGSU, Dr. Midden was a driving force in developing alternative learning experiences and actively engaging students with projects serving the surrounding communities. He spearheaded an initiative to integrate service learning into the undergraduate curriculum and to document the many ways in which faculty create such opportunities for their students.	
Mike	Zimmerman	Technology Director	Co-director of proposal.	Technology Director who brings a wealth of knowledge from the private sector serving roles as network and database administrator and data/marketing analyzer.	He successfully implemented a laptop initiative for all district teachers as well as implemented a district wide learning management system. He has also decreased costs and improved support efforts by going to a volume licensing structure for school systems	
Jennifer	Ripke	General Education Consultant	Support expert for professional development.	Educational Consultant from the Northwest Ohio Educational Service Center has also served as teacher, Dean of Students and Middle School Principal with experience administrating various grants.	Fourteen years of experience as Dean of Students and Middle School Principal with experience administrating various grants.	
Jason	Waldvogel	Principal	Co-director of proposal.	Principal with twenty-one years of experience at the district.	During his tenure he has secured many private grants while also administering Pettisville Schools' Comprehensive Continuous Improvement Plan (CCIP) for 13 years. He was part of an administrative team that helped design and construct a new K12 school through the Ohio Schools Facilities Commission. He is the director of the Pettisville Schools Food Pantry and chairperson of the elementary school fundraiser	

