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Adjusted Allocation: 0.00

Remaining: -57,500.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
Math Equity for 7th & 8th Grade Middle School Students

2. Executive summary:
We propose to replace 7th/8th grade study halls with math labs that will increase both the quantity and quality of the math instruction each student receives affording time for needed intervention, flipped classroom instruction and collaborative project-based activities. The historical trend of the average math achievement score for the 5th and 6th grades at PV Middle School has been well above the state average; last year alone the difference was 23 and 17 points higher than the state average in the 5th and 6th grade respectively despite 67% of the student body being economically disadvantaged. The 7th and 8th grade achievement scores historically trend closer to the state average where in those grades students receive one period or 40 minutes of math instruction per day compared to two periods or 80 minutes of instruction in the 5th and 6th grades.

3. Total Students Impacted:
200

4. Please indicate which of the following grade levels will be impacted:
- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

5. Lead applicant primary contact:
First Name, last Name of contact for lead applicant
Michael Candela
Organizational name of lead applicant
Pymatuning Valley Local School District
Address of lead applicant
5571 State Route 6 West
Phone Number of lead applicant
4402936488
Email Address of lead applicant
mike.candela@neomin.org

6. Are you submitting your application as a consortium? - Select one checkbox below
- Yes
- No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.
Add Consortium Members
7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

- 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

The historical trend of the average math achievement score for the 5th and 6th grades at PV Middle School has been well above the state average; last year alone the difference was 23 and 17 points higher than the state average in the 5th and 6th grade respectively despite 67% of the student body being economically disadvantaged. The 7th and 8th grade achievement scores historically trend closer to the state average where in those grades students receive one period or 40 minutes of math instruction per day compared to two periods or 80 minutes of instruction in the 5th and 6th grades. The difference in instruction time between the 5th/6th grades and the 7th/8th grades is not a scheduling issue; it is a cost and man power issue. We would need to hire at least one additional full time math instructor and do some creative scheduling to be able to offer double period math instruction for every 7th and 8th grade student.

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

We do not view this as a simple drop off of overall math achievement nor do we place blame on teachers with antiquated pedagogical techniques or inadequate math skills; just the opposite, the instructors are highly qualified and as part of the state's F.A.M. project they have been very open to self-reflection, experimentation and formative assessment techniques. We see this as an equity issue not only within the confines of K-12 education but one that will have huge community significance; students from a moderately high economically disadvantaged rural community will be well on their way of having the math skills to compete with their more advantaged peers when entering high school. This can be solved with a lot of staff cooperation and collaboration, some coaching guidance and the appropriate hardware and software tools. We can do this for less than the total cost of a new teacher coming in at step zero with a bachelors degree. We need your help! There are three components to our proposed innovation: 1. The first component is staff collaboration and cooperation. The math faculty needs time to plan and organize three types of activities: flipped classroom activities, project-based stretch activities and individual intervention activities. The cost of this would be reflected in summer stipends and occasional collaborative reflection and in-service throughout the year where subs would be needed. Please note, we have a long standing culture of collaboration and cooperation amongst staff. 2. The second component is the need for a math coach. We believe that the coach is needed to guide all of the areas in the first component and in addition to help guide the staff who will be instructing the math labs. The third component is the need for new hard ware and software. We need two mobile computer labs (one per grade level) for daily instruction and student work in the labs. We also need software for project-based instruction to help with stretch, for individually tailored interventions and for students to use the lab as a flipped classroom.

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.)

This proposal aims to impact student achievement in math for grades 7 and 8. As a result of this innovation, we expect to see the same comparative levels of achievement that we see in the 5th and 6th grades.

- 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.)

This proposal aims to impact spending reductions in the five-year forecast because the five-year forecast will not have to reflect the need to hire an additional teacher.

- 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.)

This proposal aims to give a greater share of resources directly to students in the classroom. Over half of the proposed budget reflects the one time cost of hardware and software to be used directly by students.

- 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.

57,500.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total budget cost is $57,500 dollars. We need two wireless labs and various hardware items, one per grade level so that we can serve a 7th and 8th grade math lab simultaneously $31,000. This would also cut down on ware and tear of the lab. Students will need a one on one device to take advantage of a flipped classroom concept, work on individual interventions or stretch projects. The $12,000 cost of the math coach reflects a need to have him in the building frequently and throughout the year. Finally stipends for summer planning and purchased services throughout the year comes to $4,500 and needed software, $10,000.

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.

We anticipate a sustainability cost, but a very low one. We believe that we will have to occasionally replace one of the computers in the two mobile labs. If we offer planning stipends in the future, we see that cost not being more than $500.00 because the length of time after the initial year needed for planning will be much less. We do not anticipate needing the services of our math coach after the grant year but we do anticipate for continued in-service so the $2000.00 of purchased services per year is anticipated beyond the grant year. In the final analysis,
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.

If yes, specify the amount of annual expected savings. If no, enter 0.

This will shave the district 58,000 each year as we will not have to hire a teacher. Over the 5-year period it will be a total saving of more than $290,000.

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.

We believe that the project will be self-sustaining for at least five years because the software/hardware will be expected to remain adequate to the project needs, the services of the math coach will no longer be needed to work with both the math and the lab teachers because of the intensity of the coaching given in the first year of the grant and finally, the collaborative and cooperative nature of the building will ensure that math and lab teachers plan and work together for the benefit of our 7th/8th grade math students.

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 the math 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 June-August 2014

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

- math teachers/coach selecting software, principal/coach selecting hardware, establishing summer planning sessions for intervention lessons, flipped classroom lessons and procedures, stretch and project-based lessons. Planning between math teachers and lab teachers.
for all of the above and ways to establish daily communication between the math and lab teachers to effectively work as a unit.

* Anticipated barriers to successful completion of the planning phase
  - anticipated barriers are merely those of working through the newness of the lab concept.

18. Implementation - Process to achieve project goals

* Date Range Late August - June 2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).
  - making sure all hardware and software is tested and ready for student use by the first day of school - communicating with students and parents about how the math lab concept will work and expectations for student participation - continued communication between math and lab staff and guidance throughout the first year provided by the math coach.

* Anticipated barriers to successful completion of the implementation phase.
  - we anticipate that most barriers in the implementation phase will be hardware/software glitches and usage.

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

* Date Range Sept. - June, 2015

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).
  - the first evaluative benchmark would be after each grading period. We would make a rough correlation between projected VA, student's math grade and quality of his/her stretch project - the next benchmark would be the math SLO in May...again, making the same type of correlation - finally, we would look at VA in August or whenever the data is available to see if there is an increase and how if so how significant. We would also look at average score trend data between the school and state comparison in that regard.

* Anticipated barriers to successful completion of the summative evaluation phase.
  - we do not anticipate any barriers in the summative evaluation process.

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:

We expect several changes in pedagogical practice: more subject area teachers will want to experiment with flipped classroom concept, with the ubiquitous use of technology there will be more individually and small group tailored stretch projects not just intervention ones, finally more individual teacher/student collaboration.

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:

The rationale for this project is simply trying to combine the best that new technology has to offer math pedagogy with the realities of a limited district budget for staffing.

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.

Andrew Kuthy, building principal will be responsible for conducting an internal evaluation of the project.
**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.

We want to see the same kinds of math achievement gains in the 5th and 6th grade sustained in the 7th and 8th grades. The need for this is much larger than what simply happens in the building. We believe that sustained math achievement gains will position our students for success in high school math and ultimately open up opportunities for them in college and career readiness and rise above the barriers of their economically disadvantaged circumstances.

**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**

  Student Achievement - we expect to see the same kind of trend data in a school to state comparison of average math score in the 7th and 8th grade as we have seen in the 5th and 6th grade. We also expect that the VA measure will be sustained in grades 7 and 8. We do not expect an immediate spike in average scores or the value-added measure after the first year of the project but we expect a steady rise over the next 5 years.

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

  We believe that this model can be as effective as the more traditional model of hiring an additional teacher. The cost of a math teach for five years would be over $300,000 to the district as opposed to $57,500 as asked for in this grant application.

* **Utilization of a greater share of resources in the classroom**

  All of the proposed grant would utilize a greater share of resources in the classroom; $41,000 would be in the direct hands of students while the remaining money would support existing staff.

* **Implementation of a shared services delivery model**

* **Other Anticipated Outcomes**

  We believe that some of the more intangible benefits of the grant request would be the building of a more participatory and collaborative pedagogy that will ultimately translate into higher achievement but will also tap the hidden math and science potential in many of our students who would otherwise be turned off to the subject matter by the exclusive use of more traditional pedagogy.

**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 any other district throughout the state. The most important element in the success implementation is the human element. Any school or district that has a staff who is deeply committed to cooperation and collaboration and sees their work as vital can do this.
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).

Michael A. Candela
### Consortium

**Pymatuning Valley Local (045880) - Ashtabula 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

No partners added yet. Please add a new partner by using the form below.
<table>
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<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Rick</td>
<td>Havens</td>
<td>Math Coach</td>
<td>Rick Havens - math coach; work with staff at the planning stages and throughout the year in implementing best practices in the math lab. He will also assist in purchasing of software that will meet all the math lab needs.</td>
<td>Rick is a retired math teacher and has served as math coach in the district for 5 years, the last two of which he has led the entire middle school math team in the state's F.A.M. project.</td>
<td>35 Yars of teaching math with accomplished ratings every year. He was also named teacher of the year for Ashtabula County.</td>
</tr>
<tr>
<td>Andrew</td>
<td>Kuthy</td>
<td>Principal</td>
<td>Mr. Kuthy will organize and schedule math labs in the master schedule, lead in purchasing hardware and software, presenting staff and coach with scope of work sequence including planning and implementation phase</td>
<td>30 year educational experience. over 15 year educational administrative experience.</td>
<td>Mr. Kuthy established summer planning sessions for intervention lessons, flipped classroom lessons and procedures, stretch and project-based lessons. Planning between math teachers and lab teachers for all of the above and ways to establish daily communication between the math and lab teachers to effectively work as a unit.</td>
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