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Adjusted Allocation: 0.00

Remaining: -368,107.85
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Streetsboro STEM

2. Executive summary: Please limit your responses to no more than three sentences.
   Our district plans to increase student achievement in all areas through an increased focus on STEM in grades K-12 and STEAM in grades 4-6.
   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:
   1000
   This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

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

5. Lead applicant primary contact: - Provide the following information:
   First Name, last Name of contact for lead applicant
   Aireane Curtis
   Organizational name of lead applicant
   Streetsboro City Schools
   Address of lead applicant
   9000 Kirby Lane Streetsboro, Ohio 44241
   Phone Number of lead applicant
   330-626-4900 x1040
   Email Address of lead applicant
   acurtis@rockets.sparcc.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
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 Streetsboro City Schools currently offers STEM (science, technology, engineering, mathematics) at our middle school and high school levels. We currently have over 100 students participating in STEM courses at our middle school and about 50 participating at our high school in only the second year. We see a huge need for more STEM education not only at our middle and high schools but also at our elementary buildings to strengthen the students skills and to prepare them for the classes they will take in the upper grades. Our community strongly supports STEM and we are even offering a STEM summer camp for students this summer for students just finishing grades 5 and 6. We have a need to enhance our current program but at this time, not the dollars to do it.

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

We propose training additional teachers at both our high school and middle school in order to offer more options to our students. We also propose to train grade level leads in kindergarten through sixth grade to pilot lessons with students and then act as the lead to the remainder of the grade level team. We plan to provide ongoing professional development to staff members on how to incorporate more STEM lessons into their everyday teaching. With the common core standards in math and language arts as well as the overall description of project and alignment with goals

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.)

Our district goals are to increase reading and mathematics skills of our students. By incorporating STEM into the everyday curriculum, students will see first hand how these areas are utilized in their everyday lives. Teachers will be provided professional development in multiple areas including content, the arts, technology usage, and differentiated instruction. This professional development will occur during June of 2013 as a summer academy for teachers in grades K-6. Teachers in our middle and high schools will be trained through a week long training as well in the summer of 2014 as set by PLTW. Through this professional development, surveys will be created and administered to all staff in pre and post training manners to gauge the growth of the teachers. Also, follow up surveys will be administered throughout the 2013-14 and 2014-15 academic years to show continued growth. In addition, principals will collect data through formal and informal observations as they follow the OTES (Ohio Teacher Evaluation System) rubric to determine usage of teaching strategies and methods the teachers are using. Enrollment numbers in our STEM courses at the middle and high school buildings will be tracked to show increased attendance in the courses.

- 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.)

- 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 consortium 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 centers, 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.

368,107.85 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

$42,744 will be set aside for professional development for staff members. This includes 26,250 for a summer academy on site for our teachers in grades K-6 and 16,494 for training our 6-12 teachers the summer of 2014. $5,000 will be set aside for a facilities upgrade to our STEM lab at our high school. We will use the value of the equipment we are requesting but also the need for our students to utilize it on a regular basis. For this reason, we will update our high school STEM lab with keyless entries on both doors so the lab can be locked down when classes are not in session to secure the equipment and resources. 72,005.85 will be set aside for supplies. This includes, but is not limited to, science supplies like wind and energy kits, storage units, art supplies like a silk screening kit and software. 248,358 will be utilized for capital outlay for items like a 3D printer for our middle and high schools, a laser engraver and milling machine for our high school lab, robotics kits for grades K-8 as well as iPads to utilize the software for the robots. A set of chrome books will also be purchased for use in the middle school classes.

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.

After June 30th there will be costs the district will take on. First, we will continue with professional development for our teachers. This will be ongoing for multiple years after the first year. This will include training additional staff members in STEM/STEAM and furthering their knowledge each year. We will not hire additional teachers, we will train the ones we have to teach the STEM classes based on their licensure/certification. This professional development will be paid for out of our CCIP funds through Title IIA. Any additional funds needed would come from our general fund account. We are allocating 5000 per year for additional professional development for this grant. The larger items we would be purchasing come with a three year warranty and upkeep plan. Therefore, we would not have any maintenance or supply costs with those machines until fiscal year 2019. At that time, we are looking at 2500 dollars in maintenance of that equipment each year. Also, for the technology we would be purchasing (iPads, chrome books) we would be looking at about 5000 dollars a year after fiscal year 2015 for the upkeep of those machines which could include replacing screens, updating software, and replacing charging cords.

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.

The district will save money due to this grant. With this grant, we plan to pay for all professional development through Title IIA funds, therefore not costing the district anything. In addition, with the purchase of technology, we will see a cost reduction in our copy costs. We also will see a cost reduction in our overall technology purchases due to us purchasing these items now and not in the future.

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.

As a district, we realize that in order for this grant to be effective, we have to be committed to providing ongoing training to our teachers and not believing that our teachers will know it all after one year. That is why we are committing to providing funds for ongoing training for our teachers for several years after the grant dollars have run out. As our teachers are trained, we have the capability to continue the courses year after year. We feel strongly about providing the training for our teachers so they can be effective teaching the courses and content. By providing the training up front, we are laying the foundation for continuation of the grant many years after the grant dollars run out. Not only will the tools be provided to our staff but the training provided to see how the tools can be effectively utilized with our 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 coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range: September 2013-August 2014

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

When our district learned about the first round of Straight A funds, we put together a team to work on this. We currently have both teachers and...
18. Implementation - Process to achieve project goals

* Date Range Summer 2014 - Summer 2015

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

** Summer 2014: Current and additional HS staff members trained for STEM, K-6 grade level reps trained/provided professional development

** Summer 2014: District orders resources/ equipment needed to implement the grant. Once arrived (estimated August), all materials labeled and inventoried

** Summer 2014: District maintenance department starts work to install new doors to HS STEM lab in order to allow for entry by swipe card only during non-instructional times August 18th, 2014: First day of school for students. Teachers begin implementing strategies and resources into their classrooms. September 2014: Newly trained staff have first meeting to discuss how the first nine weeks of school are going. Also, at this time this group will work with the curriculum director to review the evaluation tool/expectations and makes adjustments if needed. Technology will also be a focus for this meeting to determine what we are using that works and what needs tweaking. Fall 2014: MS/HS teachers meet with admin and guidance to discuss scheduling changes for the 2015-16 school year in order to incorporate more 2nd semester course will administer evaluation tool February/March 2015: MS and HS students begin scheduling classes Spring 2015: Staff members who need additional training for courses offered in 2015-16 will sign up for classes to take during the summer. May 2015: Students, parents and staff will be surveyed and the final program evaluation will be administered Summer 2015: Additional PD will be provided to staff members. HS staff complete required courses

* Anticipated barriers to successful completion of the implementation phase.

The only barrier we see to the implementation phase are the materials that we need arriving in a timely manner. We realize that based on when the grant is awarded and the start of a new fiscal year, we are on a time crunch to get all the materials ordered and have them arrive in a timely manner.

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

* Date Range Summer 2015

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

Our summative evaluation will occur after the first full year of implementation. During the summer months, surveys will be conducted with teachers during the professional development opportunities and adjusted if needed to meet the needs of our teachers. Again when school starts, teachers will once again be surveyed to check their needs and PD provided. Student learning objectives (SLO’s) will be administered to students in the STEM classes in the fall as a baseline data point. Teachers (both lead at the elementary and STEM at the MS/HS) will meet quarterly with our consulting group (which also includes parents and community members) during the year to discuss successes and opportunities for improvement. Additional PD will be provided as needed. Guidance counselors will track students interested in STEM second semester during scheduling at our middle school and high school as well as keep record of students who sign up for those courses for the 15-16 school year. Students will be given their end of course SLO to determine growth and this information recorded. Teachers offering a semester course will administer evaluation tool February/March 2015: MS and HS students begin scheduling classes Spring 2015: Staff members who need additional training for courses offered in 2015-16 will sign up for classes to take during the summer. May 2015: Students, parents and staff will be surveyed and the final program evaluation will be administered Summer 2015: Additional PD will be provided to staff members. HS staff complete required courses

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

We do not anticipate any barriers to our summative evaluation phase.

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 plan to see a change in our teachers’ courses. We expect to see more teachers incorporating science, technology, engineering and mathematics in their everyday teaching. We also expect the norm to become teachers incorporating multiple content areas into lessons. With additional training and professional development, we expect that teachers will see how they can incorporate STEM ideas into all areas of the curriculum from history to Spanish to music. At our middle and high schools we expect to see more students taking STEM courses and pursuing STEM fields for post secondary work based on the foundation that our elementary buildings are creating by teaching these concepts earlier to students and allowing our students to see real world connections at a young age.

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:

We have seen first hand an increase of our students thinking and problem solving skills in our STEM courses. As a district we have a team that has been using the work of John Hattie’s “Visible Learning” books to look at what works in schools. From this research, we know there are some influences on achievement that can help students truly make learning visible. How our students process information and apply it depends on how they are taught the material. Based on Hattie’s research, we know the ‘hinge point’ that makes an influence statistically significant is when it hits .4. Based on this methodology, the ideas in STEM and STEAM truly support the idea of visible learning and having an impact on our students learning. Some of these influences include classroom discussion (.82), problem solving teaching (.61), and cooperative vs. competitive learning (.54) to name a few. As a district with student who are not on grade level, we know we must be selective in how we teacher our most struggling learners to close the achievement gap. By providing STEM/STREAM and incorporating these influences into our classrooms, we look to close the achievement gap for our students in these content areas.

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.

For professional development, pre and post surveys will be administered to teachers. District administrators will be collecting data through formal and informal observations using the OTES rubric to see the change in teaching strategies. Our guidance counselors will track students enrolled in STEM courses. In addition, we will survey students each year to determine the impact the courses are having on their learning and growth. Student learning objectives (SLO's) will be written and administered each year to track pre and post course content and knowledge gained. We are incorporating a consulting group this school year that will be utilized to help us keep our offerings focused not only on our students but also the STEM fields. This consulting group will be comprised of teachers, administrators, parents and community members working in the STEM fields. We will incorporate this group into our future planning as we expand our offerings at all grade levels. In addition, a team of teachers and administrators will meet quarterly to check the progress in our elementary grades and determine how to enhance the learning of teachers and students. The information gathered from this grant will be shared multiple ways. First, the district will create a page on our website for other districts, schools, and community members to utilize. This site will include our timeline, resources utilized, professional development offered to our staff and community members and helpful hints in order to carry this out in their own district.

* 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).

For professional development, pre and post surveys will be administered to teachers. District administrators will be collecting data through formal and informal observations using the OTES rubric to see the change in teaching strategies. Our guidance counselors will track students enrolled in STEM courses. In addition, we will survey students each year to determine the impact the courses are having on their learning and growth. Student learning objectives (SLO's) will be written and administered each year to track pre and post course content and knowledge gained. We are incorporating a consulting group this school year that will be utilized to help us keep our offerings focused not only on our students but also the STEM fields. This consulting group will be comprised of teachers, administrators, parents and community members working in the STEM fields. We will incorporate this group into our future planning as we expand our offerings at all grade levels. In addition, a team of teachers and administrators will meet quarterly to check the progress in our elementary grades and determine how to enhance the learning of teachers and students. The information gathered from this grant will be shared multiple ways. First, the district will create a page on our website for other districts, schools, and community members to utilize. This site will include our timeline, resources utilized, professional development offered to our staff and community members and helpful hints in order to carry this out in their own district.
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 hope to have more students every year that enter post secondary institutions in the areas of STEM. In order to do this, we have to incorporate students at an early age to all areas of STEM/STEAM. By getting students hooked on these areas of study early, we build a foundation that is intentionally set to prepare our students for life beyond our four walls. Also, by laying this foundation at an early age, we allow for our students to experience many fields of study they may not be exposed to if not within our buildings, based on their home experiences. Because we are training our teachers first, we are putting the pieces into place to keep this program for years to come. Consumable items will need to be replaced from time to time but the meat of the process will be in place and be able to be used from year to year. As a district, we commit to providing professional development every year to our teachers and this will be one area we show a strong commitment to in order to keep our teachers current and up to date on the latest in STEM.

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

We plan to increase student achievement. This is a goal we strive for everyday in our district. As a district, we realize that the world is ever changing and we need to prepare our students for this. Our students must be able to be creative, develop leadership skills, cultivate creative thinking, work collaboratively and engage with others. We feel this can be done effectively through STEM/STEAM. We plan to use the grant dollars to expand our current offerings so more of our students can enroll in these courses and experience the areas of science, technology, engineering and mathematics. As a district, we will track the number of students enrolled each year in STEM courses in our high school and middle school. Also, administrators will track the amount of lessons observed using STEM/STEAM methodologies and connections. Teachers will complete pre and post assessments for professional development when it is offered and PD adjusted to meet the needs of our teachers based on their survey responses. Finally, teachers will be provided collaboration time with both grade level/department teams as well as vertical teams to align our work K-12 and confirm there are no gaps in the teaching.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

25. Is this project able to be replicated in other districts in Ohio?

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

This project can be replicated in other districts given that district has a plan in place and a team willing towards meeting the goals of the plan. A district cannot just jump into this process and purchase a lot of 'stuff.' There has to be a clear beginning with multiple stakeholders involved.
from the school, community and businesses. Also, the school has to be willing to provide ongoing support to the classroom teachers and provide professional development up front before starting the project. Teachers must be part of the project along the way and the community kept in the loop of where you are in the process. As parts of the plan are accomplished, publicity through the school website and the local newspaper is a must. This provides a visual to the community about just what is happening along the way. As a district, we've made it a point to reflect on each part of our journey so far and ways it could be improved to make it better the next school year or in this case, if another district carried it out. From this reflection, we have been able to get feedback from administration, teachers, parents, students and community members. This has been extremely helpful along the way to keep everyone in the know.

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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” Aireane Curtis
Director of Curriculum
Streetsboro City Schools
April 15th, 2014
<table>
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<th>Consortium Contacts</th>
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<tr>
<td>Partnerships</td>
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<th>Responsibilities</th>
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<th>Prior Relevant Experience</th>
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<tbody>
<tr>
<td>Aireane</td>
<td>Curtis</td>
<td>Director of Curriculum</td>
<td>Aireane Curtis will serve as the lead on this project. She will oversee all aspects of the grant including conducting team meetings, placing orders, overseeing the technology department with the addition of the new devices, and writing the evaluation. She will observe classroom teachers carrying out the work of this grant and plan professional development.</td>
<td>Aireane Curtis is the CCIP contact currently for the Streetsboro City Schools. Prior to this, she served as the CCIP coordinator for the Southeast Local Schools in Portage County for four years. Aireane oversees all the federal grants in her current position for the district. As a classroom teacher, Aireane was awarded over fourteen thousand dollars in grant money while working for the Cleveland Municipal Schools. She was responsible for all aspects of those grants including ordering, inventory and writing the evaluation.</td>
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