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Adjusted Allocation | 0.00  
Remaining | -892,703.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
eCubed (E3) Academy-Tecumseh Middle School's Electronic Education Expedition

2. Executive summary: Please limit your responses to no more than three sentences.
Tecumseh Middle School's (TMS) professional technology learning community will develop the "eCubed (E3) Academy" -Tecumseh Middle School's Electronic Education Expedition for students, parents, and teachers. The Straight A opportunity will allow us to create an aligned, 21st century curriculum designed to educate and strengthen our community. The E3 Academy mission is to teach families and youth to make positive decisions, value education, commit to excellence, and acquire 21st century skills.

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:

- 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
Brad Martin, Superintendent
Organizational name of lead applicant
Tecumseh Local Schools
Address of lead applicant
9760 W. National Road, New Carlisle, Ohio 45344
Phone Number of lead applicant
937-845-3576
Email Address of lead applicant
brad.martin@tecumsehlsd.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
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

Tecumseh Middle School has a diverse community of learners, consisting of 5.2% ELL, 13.9% disabled, and 57.68% economically disadvantaged as reported by Ohio EMIS. Many of our families are struggling with unemployment, substance abuse, single parenting, or assimilating into a new culture. Research results show that children with involved parents are significantly more likely to do well in school. (Christenson, Rounds, & Gorney). Our staff is committed to helping students overcome these obstacles, but with a lack of parent involvement, learning becomes a struggle for some students. The 2013 OAA reading scores report 6th grade at 88.8%, 7th grade at 83.2% and 8th grade at 89%. Although these scores are above state passing rates, our students show extreme gaps in reading with 25.4% below the 25th percentile, 30% in the 25th to 49th percentile, 30.5% in the 50th to 75th percentile, and 14.2% at the 75% & above percentile as determined by the STAR reading diagnostic test. Students also have gaps in their math skills with proficiency ratings as determined by the OAA at 78.9% in 6th grade, 68.1% in 7th grade, and 82.6% in 8th grade. The Annual Measurable Objective report shows gaps in our economically disadvantaged, Hispanic, gifted students, and IEP subgroups in both reading and math. We have been unsuccessful passing any new operational monies since 1995. Our class time in math has been reduced from 90-minute blocks to 45-minute class periods as a result of district reductions in staffing. With only 30-unit workstations in two computer labs, serving 775 students, technology time is fractured and inconsistent. Our technology infrastructure has not been reliable resulting in teacher frustration with technology. We need intervention and enrichment time with our students, and without the hope of additional staffing, research shows online tutoring and instruction are effective delivery alternatives to closing gaps and enriching student learning (Christensen).

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

In an effort to close learning gaps and provide needed enrichment, we are proposing the E3 Academy- Tecumseh Middle School’s Electronic Educational Expedition (E3). The E3 system will enhance the lives of students, families and teachers, providing mentoring, tutoring, classes and resources. E3’s online environment centralizes around a web-based hub accessible from our school web page. The web hub will be divided into two priority areas, one menu will provide resources to students, teachers and families, the second will serve as a portal to “Gaggle” a safe online teaching and learning platform for teachers and students. Gaggle features built-in processes and classroom workflows designed to promote educator and student productivity in a safe and controlled environment. Teachers can create, assign, collect and correct assignments while teaching classroom collaboration and networking. Students can access resources that specifically address gaps and strengths in learning. Gaggle’s “Digital Locker Access” saves documents, eliminating the need for a student server, administers updates, provides safe online monitoring, promotes collaboration and allows us to recognize teacher and student excellence. We will develop classroom experiences that successfully incorporate the themes and student outcomes in the 21st Century Learning Framework and the Common Core State Standards. Teachers will document and promote projects or lessons that integrate the CCSS, and 21st Century Skills. Successful integration is achieved when the technology is routine, transparent, accessible, readily available, and helps students reach their instructional goals and build a deeper understanding of content. (National Educational Technology Standards For Students). Resources from this opportunity will provide iPads to TMS students, teachers and participating parents. The iPads will enable routine access to E3’s resources and individualized learning plans. The task of collaboratively creating and using E3 will bring a school-wide awareness to the differences we all face as learners. We will create a community of learners that feel safe acknowledging their skill deficits and confident about the skills that are necessary to succeed in an ever changing society. Our district leadership and professional learning communities will provide extensive support for teachers to be successful innovative educators. In an effort to educate families and strengthen our community, we will partner with Family and Youth Initiatives (FYI) to develop E3’s parent resources. The FYI mission is to strengthen families and communities in order to raise healthy children. FYI will offer evening and weekend classes in our school, and provide resources for our parent web page. FYI currently offers ‘The Latino Connection’, ‘Gardening for Health’, ‘ and ‘The Fatherhood Program’. Additional offerings include ‘Job Skills’, ‘Cole’s Warriors’, a drug awareness program, the ‘Real Life’, program, and ‘Kids Hope USA’. We will partner with FYI to promote these programs within our community and share our physical space and technology resources. Additionally, our staff will offer parenting workshops that focus on resources that help children succeed in school, offer advice and research about cyber-safety and social media, and discuss topics such as understanding ADHD, school bullying, college and career readiness, motivating kids to read, and raising adolescents. One of the obstacles to this plan is getting parents to classes. This partnership with FYI will allow us to offer classes and skills training. Parents will be given the opportunity to be awarded an iPad donated from local companies, by attending parent academy classes. Our first year of this program will be focused at the middle school before deciding on any type of expansion.

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 innovation directly relates to increasing student achievement and preparing students for college and career readiness. Today’s workplaces and communities hinge on collaborative relationships and networks. Our ability to compete as a nation is crucial to U.S. success.
We need to act accordingly and align our education delivery system to 21st century skills our students will need to compete in today's diverse workplaces and communities. E3 Academy and iPad technology will allow each student to work on personalized learning goals to be successful in mastery of the core subjects. These learning plans will be created collaboratively by interdisciplinary and intervention teams. Decisions will be based on assessment data gathered from the Northwest Evaluation Association (NWEA) and Measures Inc. (Meas.Inc) bank of questions available on our district IIS learning management system. In addition we will analyze OAA, PARCC, and STAR reading assessment results. With these diagnostic assessments, we will be able to group students with gaps into teacher lead intervention groups to work on similar learning plans. Working independently and at their own pace, students will also have coaching available during intervention sessions, group sessions, and individual study times. Tecumseh Middle School teachers will assist students in mastery of 21st century skills through learning experiences that cross over disciplines and integrate the common core standards. Exploratory classes will use 21st century objectives to provide enriching experiences in art, music, wellness, culinary arts, finance and technology. These learning experiences will be evaluated by the 21st Century Skills Standards Rubric designed by the P21 Framework Model. E3 will promote coaching and collaboration in the classroom. Lessons will advance critical and evaluative thinking while solving complex, multidisciplinary, open-ended problems.

**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.)**

Tecumseh Local Schools have faced budget cuts at the same time that The Ohio Department of Education has launched many new initiatives such as CCSS and PARCC testing. As the PARCC assessment development progresses, our district's technology infrastructure, resources and devices are lacking. Textbooks are taped together and out of date, prompting social studies and science teachers to write grants for etextbooks. We will need updated devices to deliver content and engage students with these resources as well as the resources in E3 Academy. The solution is to update all our devices allowing for seamless integration of technology and resources, and provide the district with spending reductions in the future. Any new Apple device now comes with iWorks, Apple's software package. This will include Pages for word processing, Keynote for presentations, Numbers for spreadsheets, as well as Apple's creation digital media software. Any new machines will save us from renewing our Microsoft software license. Tecumseh Middle School will be partnering with Gaggle. Gaggle solves the dilemma of shared devices by providing users with their own account while still keeping files, images, videos and email safe and secure. Gaggle's vision of student-centric schools serves as a good fit for our students and will eliminate the need for a student server giving us a savings of $5,000. Updates will be provided by Gaggle and will take the burden off of our tech department. We have one tech administrator and one assistant for our district of 3,100 students. Teachers and students become frustrated with not being able to use resources that need timely updates. Gaggle will lead us into a paperless building with their cloud-based learning platform. Our paper budget is $1,200.00 per month, which amounts to $10,800.00 per year. We estimate our paper budget to be cut in half with a savings of $5,400.00 per year. Laser jet ink cartridges cost approximately $7,000.00 per school year. We plan to eliminate student printing on ink jet printers and will encourage a building climate of electronic submissions of paperwork and communications. By partnering with Gaggle and using Apple iWorks new free suite of applications, we will not be renewing our Microsoft licensing which will save $4,050.00 per year.

**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 board in the box below.)**

Because of spending reductions and levy issues, we haven't updated textbooks in our district since the late 1990’s. Many of our other classroom resources are not up to 21st century standards. As a result of this innovative opportunity, TMS will be able to use 21st century resources, applications and lessons, which have been proven effective in closing gaps and enriching students. We have also been hesitant to open up are library and technology labs to the community because the infrastructure is not always reliable. With the iPad technology and the 21st Century Framework Model, we plan to use free applications such as iBooks, iTunes U, Khan Academy, Ten Marks, Nearpod, and other proven resources to create our individualized learning plans and 21st century projects. We will also have the opportunity to share resources with our parents and community by upgrading our infrastructure. Student instruction in Gaggle management will be presented in TMS informational technology classes as part of the ELA rotations. Students will then be able to email and submit work electronically within these applications. Our district leadership team is adopting Thinkgate’s Instructional Improvement System (IIS) as a part of our Raise to the Top initiative. This will provide us with diagnostic tests to provide our students and parents with immediate feedback regarding baseline data and progress. This opportunity will provide us with devices to readily access these tests. Teachers will have immediate feedback and will be able to adjust learning plans to meet student's needs. With resources and devices in the classroom, teachers will have a greater share of resources to create these individual learning plans. We intend to be a model of 21st century learning in our district, county and state as we share our culture of innovation as our project progresses. Our success with this endeavor will foster policy changes in system software, paper usage and printing. Our success will facilitate continuous improvement in operational and teaching methods.

**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.

892,703.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

800 iPads x 499=$399,200.00 Apple care for iPads=$79,200.00 Apple care for iMacs =$12,168.00 Apple care for laptops=$8,450.00 Applications for individualized learning on iPads=$26,000 30 iPad mini's for parent academy=399x30=$11,970 Sync Bradford ipad carts in each homeroom 33 x2700=$89,100 Network upgrade for access points in each classroom=$44,000 Trident Kraken Protective Cases 800 x 30=$24,200 +$15 for shipping 300 IPad portable keyboards x 70=$24,900 Replace Library and Labs computers=72x1200=$86,400 Replace teacher laptops to upgrade to free iWorks 50x1200=$60,000 Gaggle quote: $3,400 email service for 800 students, $1,000 storage services for 800 students, these cost will be yearly. Gaggle other one time costs: $495.00 professional development webinars and active account provision $700.00 Upgrade to 35 new Epson projectors:$22,750.00

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.

TMS is anticipating replacing and upgrading 20 iPads a year after 3 years of the apple iCare advantage program. This would be an ongoing expense of $10,000 per year. The spending reductions will also allow us to replace iMacs or teacher laptops from 2018-2020. Our past records show iMacs and laptops lasting as long as 7 years. We don't see this as a sustainability problem. Gaggle will be a yearly cost of $4,400. Our spending reductions would allow for this as well as any additional applications needed.

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.

68,953.40 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 $68,953.40 is an average of the annual expected savings from 2016-2020 Personal Services= FY16 (45,494); FY17 (45,949); FY18 (46,50); FY19 (46,750); FY20 (47,000) Fringe Benefits= FY16 (22,057); FY17 (22,057); FY18 (22,440); FY19 (22,500); FY20 (23,000) With the upgrade to Epson wireless projectors we will be able to eliminate overtime for our district tech installers savings=Salary .25 FTE Elimination of assistant to the treasurer 1.0 FTE Supplies and Materials= FY16 (12,400); FY17 (12,400); FY18 (12,400); FY19 (12,400); FY20 (12,400) details as follows (paper savings=$5,400.00 per year; Ink cartridges=$7,000.00 per year)

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.

Many of our spending initiatives are a onetime cost. Once the program has completed year three, we will only have the cost of replacing any damaged equipment once our Apple iCare insurance contract is finished. We estimate 20 ipads needing replaced per year. With an annual expected savings of $68,953.40 we will be able to replace these ipads through spending reductions. Our labs have had no problems with iMacs lasting sometimes 7-8 years so we are not anticipating any replacements in teacher laptops or iMac computers within the 5 years of the grant. Our Gaggle contract will be an ongoing cost of $4,400 per year and will be sustained through spending reductions. With our savings in paper, ink, maintenance, and elimination of server and software licensing we will be able to sustain these replacements if needed.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

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

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

17. Planning - Activities prior to the grant implementation

* Date Range: September, 2013 to present

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

Tecumseh Middle School has been planning for the implementation of Common Core Standards since the fall of 2012 by beginning the work of alignment, integration, and implementation. We have adopted the P21 Framework as a model to incorporate the CCSS with 21st century skills. TMS has formed a professional technology learning community (PLC). We feel this is crucial to making educated, experiential decisions before planning for additional resources and technology. Our PLC consists of 5 classroom teachers from the main core subject areas as well as our library/media specialist. This group is attending workshops and conferences, while continually researching best practices in the use of applications and online learning. Our PLC is meeting once a week as a support group and collaborative think tank. We have been sharing with our staff as we learn of new resources and technology to help our learners. We have also attended the Ohio Educational Technology Conference as well as ETech workshops. The professional learning community is researching recommended
resources that have been successful in other schools and working with these resources to develop blended lessons. We have initiated dialogue with our administration and community members. Mrs. Lisa Minna, TMS library/media specialist met with district administrators at an initial meeting to discuss goals of the Straight A Grant. Our principal and library/media specialist have contacted FYI and other local agencies to build strong family resources for our community. Tecumseh Local School's Tech Administrator, Veronica Cassidy and Lisa Minna are currently collaborating with several schools, which have implemented ipads technology. Mrs. Lisa Minna, our library/media specialist, is networking with Keith Masden of East Allen County Schools (EACS) in Indiana. Mr. Masden was able to provide us with extensive documentation, management policies, and implementation advice.

* Anticipated barriers to successful completion of the planning phase

Veronica Cassidy, our tech administrator, is currently networking with tech administrators to prepare for the infrastructure needed for this project. She is also working with MVECA to prepare the building's bandwidth capacity. All staff members were asked to take the 21st Century Skills- Mile Guide Self Assessment Survey. Survey data stated that we were in the Early Stages of Continuous Improvement toward 21st century skills. Currently our 21st century skills related projects tend to be pilot projects that occur in special circumstances. We were advised to use the findings to initiate a dialogue with our school and district leaders, colleagues and other stakeholders, with the goal of further defining the institution's priorities around continuous improvement and 21st century skills. We are continuing that dialogue and seeking ways to improve and become competitive.

18. Implementation - Process to achieve project goals

* Date Range Summer 2014 to Summer 2015

| 8/14 The technology infrastructure will be completed. The BLT and PLC will form a committee partnering with FYI to begin parent classes. 8/14 PLC will meet weekly to design the E3 framework and assessments. A parent meeting will held to inform parents of E3 resources, Gaggle accounts, and iPad expectations. TMSTechExpedition- The PLC will be offering monthly work sessions focusing on resources that will enable staff to gather instant data and feedback, as well as integrate CCSS and 21st century skills. Tech Tuesday Lunch- The iPad pilot community will be presenting individual apps and resources for teachers. 9/19/14: TMS will hold staff development to align the 21st Century Skills and Common Core State Standards (CCSS). Emphasis will be on cross-disciplinary opportunities and the rigorous anchor standards in the CCSS. Baseline data will be gathered using diagnostic and summative measures. Teams will use standardized test results as well as IIS data to form intervention groups and plan individual learning plans. 9/14: Staff webinars will cover the implementation and functionality of Gaggle's teaching and learning platform. The PLC will begin to create video tutorials for teachers and post them on the teacher section of E3 Academy. 2 Hour Delay Inservice: Teams will have 5 planned 2 hours delays to evaluate and analyze IIS assessment data and continue to adjust intervention groups, learning plans and the resources needed to close gaps. 3/13/14: Teachers will meet in interdisciplinary teams to self-assess, evaluate projects and research resources or applications needed to plan on continually integrating 21st century skills with the Common Core. Teachers will also meet in grade levels and departments to study measures and progress on student individual learning plans. 5/15/16: Staff will take The Mile Guide Self-Assessment tool to plot where we are on the 21st Century Skills spectrum and chart a course towards continual improvement into our systems of learning. |

* Anticipated barriers to successful completion of the implementation phase.

The main barrier with the implementation process will be time and the amount of new learning for our teachers. Once the school year starts there will be many district and state initiatives that need to be addressed. We feel this opportunity will help pull those initiatives together, but we realize these changes will take time and patience. We anticipate a mentoring partnership to help teachers who are not comfortable with technology.

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

* Date Range April 2015 through May 2015

| Our summative evaluation will occur at the end of the first year of implementation. This will allow us to see the initial impact of the grant on student achievement and to identify any necessary adjustments needed. All building staff will take the Mile Guide Assessment Survey to evaluate our progress towards 21st century skills. We will survey all stakeholders in order to collect both qualitative and quantitative data about the implementation, process, and experience of this project. FYI will assist us with data collection by surveying families who participated in our parent academy. We will also do a financial evaluation at the end of the year and look for trends and decreases in paper and ink usage. As state standardized test results are released in the fall we will conduct a thorough analysis of all student achievement and Value Added data. We will analyze this data, PARCC, and IIS (Instructional Information System by Thinkgate) assessments to identify changes in the college and career readiness levels of our students. Summative evaluations will continue to occur on an annual basis throughout year 5 of the grant’s sustainability period, to ensure we are continuing to meet the project goals. |

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

One of our main concerns is training teachers as well as students to break the habit of paper usage. We see this decreasing over time as our staff becomes more comfortable with electronic submission and collaboration.

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:

Tecumseh Middle School expects this project to succeed and flourish. We have strong support and a solid framework in place to boost
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.

In the book Disruptive Class by Clayton Christian, Mr. Christian states, “Schools need to move from the monolithic instruction of batches of students toward a modular, student centric approach using software as an important delivery vehicle.” “Disruption is a positive force. It is the process by which an innovation transforms a market whose services or products are complicated and expensive into one where simplicity, convenience, accessibility, and affordability characterize the industry.” We believe the positive force of disruption is our E3 Academy model and community partnership with FYI. Early adolescence and entry into middle school reflect change on multiple levels. The middle school years coincide with key changes in adolescent development, including biological and cognitive growth, social development, and renegotiations of family relationships, especially the parent-adolescent relationship (Adams & Berzonsky, 2003; Grolnick, Price, Beiswenger, & Sauck, 2007; Keating, 2004; Lerner & Steinberg, 2004; Smetana, Campione-Barr, & Daddis, 2004; Steinberg & Silk, 2002). In the context of such changes and development, adolescents’ academic performance often declines (Barber & Olsen, 2004; Eccles, 2004; Gutman & Midgley, 2000), while at the same time, the long-term implications of achievement for educational and occupational attainment increase (Eccles & Harold, 1993). We see a great need in our middle school to help our students and families through these changes. We have extensively researched different online learning models and applications and have found the following principles to be proven effective. Learning should be mastery-based to build a strong foundation, personalized to meet the unique needs of each learner, and interactive and exploratory to encourage creative and applied learning. Our learning community has also adopted the Framework for 21st Century Learning as our model for integrating 21st century skills into the teaching of core academic subjects. Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them. The Partnership has identified five critical support systems to ensure student mastery of 21st century skills: 21st century standards, assessments of 21st century skills, 21st century curriculum and instruction, 21st century professional development and 21st century learning environments. We have incorporated all these support systems into our innovative design. Our professional learning community looked at several case studies of schools that built safe collaborative learning communities with Gaggle and other online collaboration tools. We found Gaggle to be the perfect fit for our needs plus the safety features needed in today’s society. The Human Monitoring System put the monitoring in Gaggle’s hands eliminating the need for teachers to review questionable communications so they can concentrate on classroom instruction. Director of Instructional Technology, Cleon Franklin, of Memphis City Schools which currently uses the services, states the additional safety features offers peace of mind and a safe collaborative environment for all learners. Gaggle, founded in 1999, is the leading provider of safe online tools for schools. Gaggle host more than 3 million users in the U.S and 23 countries. Gaggle’s collaboration tools have won numerous education industry awards, including a prestigious CODIETM award in 2011 and Tech & Learning Awards of Excellence in 2009, 2010 and 2011.

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.

Brian Dixon Tecumseh Middle School Principal brian.dixon@tecumsehlsd.org 937-845-4465 Paula Crew Tecumseh Local Assistant Superintendent paula.crew@tecumsehlsd.org 937-845-3576

* 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).

Our district is currently partnering with Thinkgate, Instructional Improvement System (IIS). The IIS program allows access to the NWEA question bank, which will allow for accessible and timely data results from criterion-referenced tests. The data collected from the IIS will provide performance on standards, progress and growth by student/class/grade level. Using this data we will be able to determine growth of students’ personal learning expectations in E3. We can also estimate each student’s growth relative to their personalized expectations and
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 expect to demonstrate statistically significant growth in individual student achievement in math, ELA, and science by meeting the needs of students on their individual level. This will be evidenced by results from IIS diagnostics in the fall, winter and spring of each year as well as ODE Value Added results. Ohio-Value-Added results will be analyzed yearly for NCE and percentile gains. Through this project we will measure student, teacher and parent satisfaction through surveys and observations. We feel our partnership with FYI will be ongoing and sustainable because of their current commitment to our community and their vision to grow. This data will provide us quantifiable evidence of lasting changes in instructional design and delivery. We will continue the financial and educational investment in this project beyond the 5-year sustainability because research states that meeting the needs of individual student achievement is the best instructional methodology. We understand as new educational delivery methods emerge through technology innovation, we will need to continually reevaluate E3 Academy’s resources and management. We expect this to be an ever-changing evolving model to insure the success of students and teachers.

* Spending Reduction in the five-year fiscal forecast

Our school secretary and district treasurer will track our spending reductions. We will track paper and ink usage and will expect significant decreases as students and teachers adapt to online tests, homework submissions and Gaggle storage.

* Utilization of a greater share of resources in the classroom

In five years we foresee our classroom resources as being an example of a 21st century school. Applications, etextbooks, and online resources will align with the skills students need to be successful in a modern work place. The practice of electronic submission of assignments and collaboration with peers will prepare our students for the college and careers.

* 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

Our plan for integration and our E3 Academy concept can be fully replicated by other districts. Our parent academy will be open to visitors and community organizations. The P21 Framework resources are all available online. They provide rubrics, resources and a detailed implementation guide and toolkit. Research on award winning applications can be found in District Administration Magazine and School Library Journal, and we will provide interested schools with experiential data. We will provide access to our building for visits, working documents, and grant proposal research and data. Our project implementation timeline would provide districts with the necessary framework to adapt the process to the scale of any building or district.

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).

Bradley A. Martin
Superintendent
Tecumseh Local Schools
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