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<tr>
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<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
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<td>36,649.88</td>
<td>5,653.42</td>
<td>7,995.00</td>
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<td>31,995.00</td>
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<td>91,078.07</td>
</tr>
</tbody>
</table>

**Adjusted Allocation**: 0.00

**Remaining**: -91,078.07
**A) APPLICANT INFORMATION - General Information**

1. **Project Title:**
   Junior Researchers

2. **Executive summary:** Please limit your responses to no more than three sentences.
   You know, as an educator, you always DREAM... but there is never enough to support dreams. Students in third and fourth grades will be scheduled into science learning labs to dream and have experiences solving real world problems. Lessons created by teachers and a science coach, involving research through critical reading, manipulatives and a multidimensional perspectives, will require students to collaborate and come to consensus on solutions and building dreams.

   *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:**
   725

   *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**
   Pepper Bates
   **Organizational name of lead applicant**
   Wadsworth City Schools
   **Address of lead applicant**
   524 Broad Street
   **Phone Number of lead applicant**
   330-335-1321
   **Email Address of lead applicant**
   wadc_bates@wadsworthschools.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.*

<table>
<thead>
<tr>
<th>The current state or problem to be solved; and</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our goals relate to student achievement and utilizing a greater share of resources in the classroom. The problem is our concern about ramping up the engagement in more complex science and math related problem solving tasks. We see them in the new Ohio Science standards and the Math Common Core and feel frustrated by the inability to keep current manipulative technologies in the hands of our learners. We want to create and equip a Science lab in each elementary school, mirroring the design of labs in the secondary buildings using much of what we already have. This request builds a Science library of activities, lesson plans, provides for professional development, and puts new technology and manipulatives in students' hands.</td>
</tr>
</tbody>
</table>

| The proposal aims to increase learning connections for kids to improve their engagement, thus achievement in Science and Math. Currently students do some experimenting and have some basic tools work with. Text books support their learning with information. We don't want students to focus on content only. Technology is here and Google will have the answer faster and easier. Internet is already a cost of the district. We want them to move on with the tools to researching, thinking, and applying solutions. Learning through collaboration and play is still so necessary for deep engagement in a task. The William and Mary advanced curriculum teaching models will help teachers structure a deeper kind of thinking using a different, more curiosity based kind of research. |

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.*

<table>
<thead>
<tr>
<th>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.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Researchers aims to address both student achievement and the utilization of a greater share of resources in the classroom. We are looking to increase student ability to problem solve and improve critical reading skills in a lab with tools for research. We want to see them dive in and lose their reluctance to try difficult math and science tasks. We want their research to be collaborative, driven by curiosity and a challenge for them. We want students to use those brains and learn things that make sense in their world, try it, fix it, improve it. Encouraging trial and error and scraping something to start over is good investigative research. We see that it will build those responses into their capacity to learn. We are looking for more confidence with Science and opening minds to other ways of seeing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In terms of more resources in the classroom, we often find printed text or materials for science to be non-engaging and uninspiring. You cannot make progress in new ways if you don’t invest in resources differently. This is an attempt to get young minds engaging with math and science manipulatives. We are proposing a Promethean Activitable and two Lego Mindstorm EV3 robot kits for each Science lab rather than more worksheets. We will be purchasing some of the William and Mary advanced curriculum teaching models through Prufrock Press. We want to hire a part time Science coach for the first two years of the project to be involved in the professional development, lesson planning and coaching of students as the program takes root. Eventually, the Science teachers will have become familiar with the model and have a stocked library of resources to use, so that the coach position will no longer be needed. Support for classroom teachers in the beginning will increase successful integration efforts. The partners will support with a variety of resources like consultation time on real world issues from Luke Engineering, teacher and technology support and Professional development services from Promethean along with tips, activities and some lesson development. Each elementary will communicate and share what works and what doesn't so that we can deliver a consistent experience for kids.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

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

*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
### 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)
- 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.

Applications 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.

<table>
<thead>
<tr>
<th>TOTAL REQUEST</th>
<th>91,078.07 State the total project cost.</th>
</tr>
</thead>
</table>

Provide a brief narrative explanation of the overall budget.

The cumulative amount requested is $91,078.07. In year one we anticipate costs of $31,995.00 to purchase the 5 Promethean Activtables @ $6399.00 each plus a total of $1,048.27 delivery & handling charges for a $33,043.27 total. We also are requesting fund of $ 7995.00 to purchase a 5 year warranty with onsite support for each table. We would like to start teachers professional resources with $ 239.70 for 6 William & Mary Science units from Prufrock Press at $39.95 each and spend the $ 3,499.50 for 10 Mindstorm EV3 robotics kits from Walmart at $349.95 each. After interviewing and selecting a qualified candidate for the coach we anticipate costs of $20,074 to pay STEM Coach salary. This includes hourly rate and costs to STRS & taxes of $17,388 + $2,686 = $20,074. During the planning and preparation year we see expenditures of $3,998 to pay for Professional Development contract from the Promethean staff. During the delivery of Professional Development of our teachers we anticipate $1,962.60 to pay substitute teacher costs which is for 10 regular teachers for 2 days each resulting in costs of $98.13 per sub per day totaling $1,962.60. This results in the first year costs of $70,807.37. In Year 2, a 1% pay increase is anticipated for the coach. This results in another $20,270.70 to pay STEM Coach salary is the only cost the following year. This is a two year total of $91,078.07 and we should be on our own after that! TOTAL REQUEST $91,078.07

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.
achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

Recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is 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 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.

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

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

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.

This grant is an investment in our staff and intends to build skills and knowledge in them. This project is just a reallocation of resources we would have been spending on Math and Science curriculum materials and supplies anyway. Many supplies already exist. Because those anticipated costs are built into a five year forecast, this project is no different than expenditures we would have been making anyway.

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 2014- June 2016
### Year 1 Planning
Sept. 2014 We will begin looking at our space and begin preliminary discussions with the math and science teachers. In Oct. 2014 Pull together a team to clarify and write the job description of the Science Coach. In the winter of 2014-15 teacher teams will review standards and identify their needs for designing and matching activities and simulations. Year 2 2015-2016 In August 2015 We will purchase the five Promethean Activtables, problem solving resources, William & Mary Math & Science units from Prufrock Press, ten Mindstorm EV3 robotics kits from Walmart and by Oct 2015 be ready to interview for the part time Science coach. (We have been working with the University of Akron Pre-service teacher candidate program in the areas of Problem Based Learning. (Several of the candidates working with our schools could be promising candidates.) By Nov. 2015 Conduct interviews, send recommendation to hire to the Board of Education and begin Professional Development for the teachers with Promethean staff. By mid November the Technology staff should have the tables installed and ready for teacher training. Continuing to develop curriculum and gain confidence in their familiarity with the new standards and Common Core will happen during spring of 2016. Finish set up of the labs. Develop a scheduling component.

* Anticipated barriers to successful completion of the planning phase

| Technology orders do not often deliver on time. We anticipate that there will be set up issues for the Technology Department. |

### 18. Implementation - Process to achieve project goals

* Date Range Sept. 2016 - June 2017 and beyond

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

The previous year has all the foundational planning so by Year 3 2016-2017 we look to “get out of the way and let the kids play!” By August 2016 the STEM Coach will begin with students and teachers will be tooled for technology. Grade level meetings in the district will have a standing agenda item to encourage sharing and a reporting of progress. The coach will develop a district blog to encourage photographs and anecdotes and sharing of success. Teachers will need to establish the structure (groupings, stations, etc.) for the environment to enable maximized use of the technology. One of the schools has extensive groundwork with the problem based learning and will share their knowledge to support the other buildings in the district to strengthen and allow us to sustain our goals as we build the program. Students will start with a survey about research and how it they conduct it. There will also be a pretest/post test designed assessment of math and science problem solving skill. Collection of data regarding student engagement and creative solutions will be routine in order to analyze comparative samples, school to school.

* Anticipated barriers to successful completion of the implementation phase.

| With implementation of next generation assessments, we worry about adding new things to teacher workloads and will have to make sure the coach holds the bulk of responsibility of activity development for successful implementation. A limited number of tables requires students to be patient for their turns, completely other parts of their projects on other technologies. |

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

* Date Range June 2015 - June 2016

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

We seek to answer the questions... What is the impact of an interactive learning environment on student engagement and academic achievement in math and science? What benefits to critical thinking and reading skills are realized through problem based learning as a pedagogical strategy? Do we see upward trends in math and science scores in our targeted groups? We will use surveys, observational data, self assessments, problem solving rubrics and content based tests to gather a multiple perspective of student progress. The five Wadsworth Elementary schools report lower than expected scores in Math (and Science) on the Ohio Achievement Assessments when compared to similar elementary schools. Several have been scoring below expected growth in our state Value Added metric for the past three years. With this keen awareness ever present, the principals have moved teachers, enriched learning experiences with after school clubs and groups and made concerted efforts to keep rigor high. We feel this is a next step. We want to answer these questions with positive results on student learning.

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

| There is often an unknown variable when measuring progress with students. We do not wish to risk equivalent experiences with our students by conducting research that leaves a control group without access to scheduled activities. Therefore measures will be observation, skill and attitudinal in nature, all the while making a dedicated attempt to accurately represent the progress made in these identified criteria. |

### 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:

First and foremost we anticipate a wide-eyed population of students asking to do more math and science and a greater frequency of them diving in a little deeper leading to a blossoming understanding and stronger skills in math and science topics. Expected changes include full implementation of the new Ohio science and Common Core Math standards. We would love to see carryover into the upper grade levels and be able to "fold" in new levels and uses of technology as students move up the grades into more difficult content and topics. Depending on available funding, our intent would be to establish the opportunity for these research team skills to continue through the upper grades. A robotics program currently exists in both middle school and high school. Sometimes thinking about impact as the absence of effort, helps me see the valuable experiences a student DOES get in school that may change a life. The intangibles for the future that can't be predicted or accurately measured when using humans can maybe be measured years from now. Hopefully some dreams in employment, recreation or contributions to society are realized from these Science experiences.
### 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.

Although you would love to design a quality research study of the impact, it is not an option to exclude children in our buildings from the opportunity to interact with the technologies that could be provided in this grant. A design that is second best is the pre-test post-test design that includes some observational data and some comparative student attitudinal results. Better yet get kids engaged in self-assessment, too. The substantial value and lasting impact of this program will be evident through trends of improving math and science scores for our targeted populations. The current research from the Promethean Company reports, "achievement gains that continue to show up through subsequent years as each new cohort group moves through the program." We believe this well designed math & science curriculum with supporting resources and teacher training, built on best educational practices is a great match to the Common Core standards. The comprehensive nature of the program provides teachers who teach math and science, confidence for implementing the state standards and requires them to make changes in their teaching practice. This is an update for their teaching skills that will carry over to future years of teaching, which we believe will improve student achievement by preparing students with the knowledge and skills they need to succeed in future endeavors.

Teacher effectiveness needs to be considered for how technology can help teachers in every aspect of their work. Teachers often report their top needs are more planning time to prepare materials/plan lessons, and quality professional development, of which this program addresses and provides for both. Shoring up our program will deliver dividends for years to come. What effect does a Promethean Activatable have on students’ achievement regarding the subject matter content taught by their teachers? One of the things about learners having a say and following their own path of researching is feeling like they have a choice which promotes engagement. Learner engagement can be a sustained connection a learner has to a topic, teacher, students, or process they're engaged in. It is hard to grade engagement and incentivize it through high grades, but encouraging and supporting learners to develop expectations of themselves may glean results. A student self assessment chart will be implemented to engage them in tracking their own confidence levels. This can act as a powerful influence in enhancing student achievement and is a form of evaluation consistent with learning experiences that are collaborative and learner-directed. This project offers the structure to facilitate personalized learning experiences, which caters to diverse learning styles helping students follow their own learning path toward a common goal. It will foster curiosity and spark involvement with problem-based learning models and working collaboratively with others to answer questions (ideally) based on real-life situations. Ideas based on comments made while reading research studies of the following: *Friere, Paulo. Pedagogy of the Oppressed. New York: The Continuum International Publishing Group, Ltd., 1993.* *Jagersma, John and Jim Parsons. Empowering Students as Active Participants in Curriculum Design and Implementation. New Zealand Journal of Teachers' Work, Volume 8, No. 2, 2011.* *Promethean Education Strategy Group, Research_B_EDU 12/12 V1.5, Brief: Promethean THERE IS SO MUCH GOOD RESEARCH ON TECHNOLOGY AND SCIENCE LEARNING. I have learned so much preparing this grant. I may be the MOST excited to lead this!*

**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.

**Things we have in our focus are Curriculum Development and the way the face of learning is changing, especially in critical areas such as science, technology and mathematics. Improving teacher effectiveness and developing a high level of skill with delivery of the program will make a greater impact, Technology and how it best facilitates personalisation and collaboration in student/student interactions will be on the radar. Lastly, of course we are concerned with finding ways to keep the highest of expectations for student achievement at the forefront.**

* Again, while seeking to answer the following questions, we will use student surveys, self assessments, observational data collection, problem solving rubrics, some comparative student attitudinal results and pre-test/post-test design for content based tests to gather a multi-dimensional perspective of student progress. What is the impact of an interactive learning environment on student engagement and academic achievement in math and science? What benefits to critical thinking and reading skills are realized through problem based learning as a pedagogical strategy? Do we see upward trends in math and science scores in our targeted groups? Goals will be set to realize positive gains and correlations based on pre assessment results and baseline conditions as reported at the beginning of the measurement time frame compared to post-test administrations of similar subject matter and themes. Data collection will occur throughout and comparative data will be compiled for closing evidence. Pepper Bates, Gifted/Instructional Assessment Coordinator, 524 Broad Street, Wadsworth, OH 44281, wadc_bates@wadsworthschools.org, 330-335-1321*

* 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).

**Short term goals: Offer a rigorous integrated science/math curriculum with a problem based learning focus. Inspire the use of technology and engineering principals to achieve enhanced learning in math and science curriculum. To deliver an elementary experience rich in science,**
math, engineering and technology layered atop a problem based approach. By 2017, Wadsworth elementary school’s 3rd and 4th grade Math scores will reflect amongst the strongest performance (top 8) in the similar district comparisons. By 2017, the students of Wadsworth elementary school’s will be recognized by improving trend data, in the upper grades, as students excelling in Science and Math scores. Research Skills - asking & answering a question about a real life problem Evaluative measure - Pre & post If you want to solve a problem, what do you do? Critical reading- Read and reflect on a problem and it's solution. Be able to solve the problem in more than one way and explain. Evaluative measure - Pre/post test design Graded by rubrics designed to look for advanced detail and expanded explanations and viewpoints, as rated by the same rubric.

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives. Midterm benchmarks will be used to review early data to consider need to modify or intervene for adjustments.

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.

Students will be better prepared for strategies for the rigor of the Common Core standards. We expect to see an increase in student achievement long after the initial grant year ends. The wealth of knowledge gained from professional development of these individuals remains within our districts for years to come. Students have new confidence and skill in collaborative problem solving.

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

Short term goals: Offer a rigorous integrated science/math curriculum with a problem based learning focus. Inspire the use of technology and engineering principals to achieve enhanced learning in math and science curriculum. To deliver an elementary experience rich in science, math, engineering and technology layered atop a problem based approach. Hard data will be collected through Ohio Achievement scores along with student progress reports (trimesters). We will collect soft data through student surveys and student engagement with math and science content. Students will be required to complete a research project meeting a quality standards rubric, with an option for competition in a program like Exploravision.

* Spending Reduction in the five-year fiscal forecast

N/a

* Utilization of a greater share of resources in the classroom

The budget reflects that expenditures in Math and Science classrooms remains the same, but their is a shift in the nature of materials purchased for these classrooms.

* Implementation of a shared services delivery model

N/A

* Other Anticipated Outcomes

Learning Science and Math content will remain "playful" for students. Student team collaboration will result from these Junior Researchers, maybe a better appreciation of what "you" bring to the table... literally! Staff collaboration and a call to share and spread the news can be exciting for them too. Our goals include moving Math scores forward with a rigorous integrated science/math curriculum, in an upward trend improving to at expected growth on value added reports within a two year span. We want spark some curiosity and creativity while encouraging problem solving and critical thinking with technology and engineering embedded in their research. Staff reports being delighted to be a part of this and look forward to moving our elementary schools along the continuum of problem based learning collaboration. We have talked about the phrase "Get out of the way and let kids play" as our adult reminder that there is much learning to come from exploration and fun, not throwing all things aside for STEM but certainly as a part of a child's day!

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

Absolutely yes. Excluding any discussion of funding or should this kind of funding be available to others, the process would be much the same in any public school equipped with technology infrastructure to support the Activitables. A planning phase to address the specific needs of the district would take place much the same way ours has and implementation would also proceed through the same stages of readiness.
Progress measures could be tweaked depending on the profile of each district. If our results prove positive and show expected growth that we anticipate, we would be delighted to share our project. All teacher trainings will include an evaluation instrument and results of those evaluations will be used to adjust to the needs of the individual teachers in the project.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree as do our partners. Signed, Pepper Bates, Gifted and Instructional Assessment Coordinator for Wadsworth City Schools.
<table>
<thead>
<tr>
<th>Consortium Contacts</th>
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</thead>
<tbody>
<tr>
<td>No consortium contacts added yet. Please add a new consortium contact using the form below.</td>
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## Partnerships

**Wadsworth City (044974) - Medina County - 2015 - Straight A Fund - Rev 0 - Straight A Fund**

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<tr>
<th>First Name</th>
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<th>Telephone Number</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Fred</td>
<td>Hayduk</td>
<td>330-335-1501</td>
<td><a href="mailto:fhayduk@lukeeng.net">fhayduk@lukeeng.net</a></td>
<td>Luke Engineering &amp; Manufacturing, Inc.</td>
<td></td>
<td>456 South Blvd., Wadsworth, OH, 44281</td>
<td></td>
</tr>
<tr>
<td>Beth</td>
<td>Petrosian</td>
<td>678-336-8050</td>
<td><a href="mailto:beth.petrosian@prometheanworld.com">beth.petrosian@prometheanworld.com</a></td>
<td>Promethean</td>
<td></td>
<td>1164 Sanctuary Parkway, Suite 400, Alpharetta, GA, 30009</td>
<td></td>
</tr>
<tr>
<td>Roger</td>
<td>Havens</td>
<td>330-335-1470</td>
<td><a href="mailto:wadc_havens@wadsworthschools.org">wadc_havens@wadsworthschools.org</a></td>
<td>Franklin Elementary School</td>
<td>012286</td>
<td>200 Takacs Dr, Wadsworth, OH, 44281-1394</td>
<td></td>
</tr>
<tr>
<td>Nance</td>
<td>Watts</td>
<td>330-335-1440</td>
<td><a href="mailto:wadc_watts@wadsworthschools.org">wadc_watts@wadsworthschools.org</a></td>
<td>Isham Memorial Elementary School</td>
<td>017533</td>
<td>325 Sunset Blvd, Wadsworth, OH, 44281-1166</td>
<td></td>
</tr>
<tr>
<td>Steve</td>
<td>Brady</td>
<td>330-335-1460</td>
<td><a href="mailto:wadc_brady@wadsworthschools.org">wadc_brady@wadsworthschools.org</a></td>
<td>Lincoln Elementary School</td>
<td>020784</td>
<td>268 N Lyman St, Wadsworth, OH, 44281-1818</td>
<td></td>
</tr>
<tr>
<td>Erin</td>
<td>Simpson</td>
<td>330-335-1420</td>
<td><a href="mailto:wadc_simpson@wadsworthschools.org">wadc_simpson@wadsworthschools.org</a></td>
<td>Overlook Elementary School</td>
<td>028969</td>
<td>650 Broad St, Wadsworth, OH, 44281-2318</td>
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<tr>
<td>Paula</td>
<td>Trenta</td>
<td>330-335-1430</td>
<td><a href="mailto:wadc_trenta@wadsworthschools.org">wadc_trenta@wadsworthschools.org</a></td>
<td>Valley View Elementary School</td>
<td>038158</td>
<td>625 Orchard St, Wadsworth, OH, 44281</td>
<td></td>
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<tr>
<td>First Name</td>
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<td>Title</td>
<td>Responsibilities</td>
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<tr>
<td>Nance</td>
<td>Watts</td>
<td>Principal, Isham School</td>
<td>Nance will be responsible for securing a science lab location for materials and technology, preparing teachers for implementation, making sure their classes are covered for professional development days, and a member of the professional conversations with the teachers, coach and other principals about what works and what may need revisited. I see the principals as key to leading the effort to strengthen science curriculum.</td>
<td>Principal and Former Elementary teacher. Nance as an artist, has always had a focus on hands on activities, recognizes the need to challenge the gifted population, managed grants and sought out resources for strong science instruction.</td>
<td>Former Elementary Teacher</td>
<td>N/A</td>
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<tr>
<td>Steve</td>
<td>Brady</td>
<td>Principal, Lincoln School</td>
<td>Steve will be responsible for securing a science lab location for materials and technology, preparing teachers for implementation, making sure their classes are covered for professional development days, and a member of the professional conversations with the teachers, coach and other principals about what works and what may need revisited. I see the principals as key to leading the effort to strengthen science curriculum.</td>
<td>Elementary Teacher Taught 5th grade science for two years in Alliance City Schools. Has written Science curriculum on a district wide committee. Principal-Interest in adding a STEM component to his building.</td>
<td>See above</td>
<td>N/A</td>
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<tr>
<td>Currently</td>
<td>Unassigned</td>
<td>Promethean Educational Consultants</td>
<td>Training for teachers on the Promethean products, assistance with the development of activities, and support for teachers throughout the project.</td>
<td>Promethean's teacher learning consultants are highly qualified. One - all former teachers with varying backgrounds. Two - most have master degrees. Three - they have been through extensive training with Promethean and can support all products. Four - they are coordinated by a former teacher and have extensive training from manufacturers on products, and they often go to training there as well as an internal Promethean source. They all have to become certified trainers.</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Pepper</td>
<td>Bates</td>
<td>Gifted Coordinator</td>
<td>Oversight, purchaser, scheduler Pepper will be responsible for managing the grant, interviewing for the new science coach position, purchasing all materials, contact for all partners and</td>
<td>Grant writer, dreamkeeper and holds a central office position.</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Name</td>
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<td>Title, School</td>
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<tr>
<td>Roger</td>
<td>Havens</td>
<td>Principal, Franklin School</td>
<td>Will do all the scheduling of professional development, teachers and subs. She will keep the data and measures of student achievement that are employed.</td>
<td>Principal and Former Science teacher. Roger has always had a focus on Science, managed grants and sought out resources for strong science instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paula</td>
<td>Trenta</td>
<td>Principal, Valley View School</td>
<td>Paula will be responsible for securing a science lab location for materials and technology, preparing teachers for implementation, making sure their classes are covered for professional development days, and a member of the professional conversations with the teachers, coach and other principals about what works and what may need revisited. I see the principals as key to leading the effort to strengthen science curriculum.</td>
<td>Paula has been both a teacher and Principal with years of experience. Her voice rises particularly above, for her Special Education students. Paula has always had a focus on Science, managed grants and sought out resources for strong science instruction.</td>
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<td></td>
</tr>
<tr>
<td>Erin</td>
<td>Simpson</td>
<td>Principal, Overlook School</td>
<td>Erin will be responsible for securing a science lab location for materials and technology, preparing teachers for implementation, making sure their classes are covered for professional development days, and a member of the professional conversations with the teachers, coach and other principals about what works and what may need revisited. I see the principals as key to leading the effort to strengthen science curriculum.</td>
<td>Erin taught 4th grade (3 years) and 6th grade (5 years) in math. She has a strong background in elementary learners being a principal for 8 years as well. Being 2012's Ohio Distinguished Principal gave her many rich experiences in leadership. She has long been a science and math advocate for her students.</td>
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