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Adjusted Allocation | 0.00
Remaining | -998,900.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   The West Geauga Cooperative ThinkTank Project (WGCT)

2. Executive summary: Please limit your responses to no more than three sentences.
   The "West G Cooperative ThinkTank Project" will foster curricular differentiation and project-based learning to support the needs of every student. ThinkTank responds to our statewide report card data weaknesses while pushing our District forward in our current District wide 1:1 technology implementation plan. This Project stands to create a "disruptive innovation" within our Public School District by ascribing funding to instrumental instructional change to impart immediate innovation in our classrooms. 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.

2160 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:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Pre-K Special Education</th>
<th>Kindergarten</th>
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<tr>
<td>6</td>
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<td>12</td>
</tr>
</tbody>
</table>

5. Lead applicant primary contact: - Provide the following information:
   First Name, last Name of contact for lead applicant
   Geoff Palmer
   Organizational name of lead applicant
   Superintendent
   Address of lead applicant
   8165 Cedar Road, Chesterland, OH 44026
   Phone Number of lead applicant
   440-729-6810
   Email Address of lead applicant
   geoff.palmer@westg.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

Current statewide report card data shows areas for improvement within two divergent populations, our gifted learners as well as our students who the state has designated fall within our lowest 20%. The West Geauga Cooperative ThinkTank Project will create a building ThinkTank where innovation and differentiated learning is at its instructional core. Select teachers will come together through Professional Development to create a "heavyweight team" within our school district in order to create a "disruptive innovation". The ThinkTank coupled with the professional development will offer the impetus to change. Within these parameters, West Geauga will be able to continue their current 1:1 technology initiative while embedding an agent for change within the professional development offered to its selected "heavyweight team".

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

The ThinkTank project will allow us to systematically support and change the way we teach in West Geauga Schools. No longer will we rely upon paper pencil activities and outdated textbooks. No longer will our teachers and students need to wait to provide effective feedback or analyze individual or group data. ThinkTank will be at the core of each of our four schools and provide the hands-on, visual, concrete model for all levels of teaching staff and learners. The premise of ThinkTank is threefold. First, ThinkTank will provide the tools for our tech-savvy teachers to transform their teacher-directed ways into learner-centered environments. Second, ThinkTank will build the expectation and also support and build confidence within the rest of the teaching staff by helping transition them into 'Blenders'. This will be accomplished by providing each student and staff member with an individual tech tool that will be used daily for formative assessments that will bring about data to enhance instruction. This will also provide immediate feedback, which research tells us is critical for quality learning. Third, ThinkTank will provide methodical professional development based upon assessments of teacher/student needs in August, November, February and June. The ThinkTank will be a media-intensive learning environment at the core of each school. Microsoft Surface tabletop/soft-screen computers, walltalkers, mobile carts of tablet PCs, data acquisition equipment, video projectors and 3D projectors will be ready for our core group of tech-savvy teachers – the 'heavyweight team'. Simultaneously, the additional teaching staff will have their classrooms equipped with individual student devices that will be used daily for web-based skills remediation, formative assessments that drive classroom instruction, and immediate student feedback during skill development. The expectation and monitoring of this daily practice will assist staff in the analysis of data and the merit of using technology to move from teacher-directed to learner-centered lessons. The new Common Core requirements and assessments to measure student achievement are driving change in our instructional practices to move away from the teacher-dominated classrooms to student-centered learning environments. The ThinkTank approach will include personalization and integrating the skills of communication, collaboration and critical thinking. Our students will engage in active learning experiences to process concepts instead of just learning facts. The highest levels of Bloom's taxonomy will become the standard within all teaching strategies. The overriding critical need for success is systematic professional development to change the thinking and practices of our teachers. This premise is based upon the research of Clayton M. Christensen's 'Disruptive Innovation' best practice. West Geauga currently provides technology support at each school through supplemental technology teaching contracts These include a webmaster, audio-visual interventionist and a technology support teacher. ThinkTank will bring these support people together by training them to support the growth of each staff member as we roll out the map and transform learning and teaching. These positions will become a part of the 'heavyweight team' and therefore be a cost reduction. It is also anticipated that each teacher will master these basic technology skills as the technology consultant works with us during our first year of implementation.

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.)

The ThinkTank project will provide our teaching staff with the tools and professional development to move away from teacher-directed instruction toward learner-centered environments. ThinkTank will also cultivate the consistent use of formative assessment practices, analyzing data to form instruction and the ability to provide immediate feedback and individualized instruction for each student. Instructional Design K-12: * these practices will include project based learning * flipped classrooms * tinkering * individualized instruction with an emphasis on collaborative, cooperative learning Communication * online lesson plans and assignments* collaborative content repositories * data-student self-assessment * data analysis that informs instruction * cooperative conversation around learning with parents * community members will have access to innovative practices * online lessons * web pages * grading. Collaboration: " work in this area can grow to include on-line university collaboration for PSED courses * local business collaborations. Student achievement will increase in K-12 in our students not meeting the basic state requirements (20%) because these students will have individual learning plans developed for them and monitored using technology as a tool. They will be exposed to the specific skills that they are lacking until mastery is obtained. This will also provide practice and reinforcement to this group of students in the power of metacognition. Achievement scores for students identified as gifted learners will increase in reading, writing, math and the sciences based upon this innovation. The entire Program Gifted will be individual learner based and match the learning styles of each student as they work toward stretching their thinking processes. The
12. What is the total cost for implementing the innovative project?

Responses should provide 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.
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 brief narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

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

The current five-year forecast includes $140,000 yearly for technology expenses. This will be used to service and replace equipment as needed. The current textbook funds will be used for digital resources and these costs are already included in the forecast. The district currently provides for the technology repair personnel at the district level out of the general fund. Therefore, the maintenance of the project is provided for within the five year forecast. Professional development costs are being front-loaded into the first year of the project through the purchased service of a technology consultant. This will also provide the creation and training of a district-wide ‘heavyweight team’ to provide ongoing in-house professional development through the next four years. Heavyweight team members will use this activity toward evidence of accomplished level professional work on their individual OTES plans.

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.

408,264.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain.

Spending reductions in the five-year fiscal forecast total $408,264. Personnel reductions include 1.0 FTE tutor/intervention specialist reduced in FY 17; an additional 1.0 FTE tutor/intervention specialist reduced in FY 18; 1.0 FTE tutor/intervention specialist reduced in FY 19; and an 1.0 FTE tutor/intervention specialist reduced in FY 20. Reduction of three webmaster, four technology specialists, and four academic coach supplemental positions beginning in FY 16 will occur. Reduced use of leased photocopiers for instructional purposes begins in FY 16.

Beginning in FY 15, there will be an annual (decreasing) reduction of $100,000 for traditional textbooks; an annual reduction of $10,000 for classroom instructional supplies; and $4,533 for reduced photocopy paper (adjusted annually for inflation). Annual reductions of $25,000 for previously planned instructional computer replacements will begin in FY 15. The significant savings in the personnel category begins in FY 16 and increases each of the four years following. This is reflective of the transition to decrease the reliance upon tutoring services for student reinforcement and practice. In FY 16, total reductions will be $180,447 covering reduced use of leased photocopiers for instructional purposes, reduction in traditional textbook purchases and reduction in planned instructional technology replacement. FY 17 savings total $233,107 reflecting the decrease of one additional tutor position. FY 18-20 continue with one additional tutoring position being decreased.

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...
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 timeframe.

17. Planning - Activities prior to the grant implementation

* Date Range July - September, 2014

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

The hiring of the technology consultant will be the first order of business once Straight A Grant approval has been received. Mr. Johanson will conduct a follow-up technology needs assessment in August to confirm the specific technology upgrades needed in each facility as well as final count of individual student devices needed. District maintenance personnel will be able to complete physical structure needs accepted for the technology equipment and facility upgrades to accommodate the ThinkTank project. Ordering will be done in consultation with Apple and the technology consultant with a delivery timeline of September, 2014. The strategic plan for professional development will be collaboratively refined with the technology consultant and district level administrators in early August. The comprehensive professional development timeline will be given to building administrators by 09/15/14.

* Anticipated barriers to successful completion of the planning phase

Anticipated barriers to successful completion of the planning phase would potentially include unforeseen technology issues. While we believe we have addressed all current connectivity and wiring issues as a result of the infrastructure trials completed during field testing, this remains an unknown variable.

18. Implementation - Process to achieve project goals

* Date Range October, 2014–June, 2015

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

Implementation of the ThinkTank project will begin with the emersion of West Geauga Instructional Leadership Team, which is comprised of the Superintendent, Directors and Coordinators, Principals and Assistant Principals. The ThinkTank project's vision and goals will be embedded into our daily work. We will calibrate our communication and understanding of the stages involved and support needed to transform teaching practices as we move forward. Monitoring and feedback of each of the schools will take place weekly. In late September, the 'heavyweight team' will be immersed in the transformational strategies and assist in the planning/mapping based upon their individual school needs. Our outside consultant will train, model and demonstrate the most effective ways to support both the 'heavyweight' staff as well as the development of our 'blenders' teaching staff. October-May will bring sessions offered through West Geauga University's professional development training that will be conducted by administrators and current school technology staff. These sessions will be offered to all teaching staff members on a voluntary basis. Parents, community members and students will be provided detailed information as well at open-houses in August to communicate the transformation that will be occurring with the schools. The District Professional Development Day in August will be dedicated to an overview and vision of the transformation of teacher-directed instruction to learner-centered environments. Weekly professional development will take place at each school led by our outside consultant and based upon the data provided by progress.
Anticipated barriers to successful completion of the summative evaluation phase.

* The anticipated barriers in the implementation phase revolve around 'human' perceptions and needs. Staff pushback, reticence and fear will be closely monitored. One forward thinking action was to provide each teacher with a laptop that will be given to them on our first day during the convocation ceremony. The research supports positive growth when adults are able to play with technology in their own comfort zones. Additionally, the ease of carrying the laptop will encourage teachers to practice/plan at home and on weekends. Finally, the members of the 'heavyweight team' will be hand selected based upon their influence and respect levels amongst their colleagues. Trust will be a crucial need.

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

* Date Range: November, 2014 January, May, and final July, 2015

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

The ThinkTank project will provide individual students with individual educational plans based upon their skill levels that teachers will be able to manage using technology. Teachers will become experts in the ability to teach students using the most current 21st Century practices. The ThinkTank project will increase student achievement with all students being able to make at least a year's worth of progress each academic year. The August baseline data will be compared to the June data to determine the level of success through the district as well as each school. The three goals of increased student achievement, spending reductions in the five-year fiscal forecast and utilization of a greater share of resources in the classroom will be assessed. In addition, the level of ThinkTank usage and movement of teaching Common Core in a technology rich, higher level learning-centered environment will be reviewed based upon the 360 Walk-Through data. 'Blender' comfort levels and technology development will be assessed through the use of an online survey. Successes will be celebrated and areas of need identified. Individual student data and growth will be studied by both the grade level PLCs and the district level 'heavyweight team'.

Anticipated barriers to successful completion of the summative evaluation phase. The responses 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:

West Geauga Local Schools supported with funding from the Straight A Grant will implement a new method of professional development coupled with technology in order to embed a system of continuous improvement and dialogue around best instructional classroom practices. Historically, our district has looked at professional development and technology initiatives in a segmented fashion. Through the West Geauga Cooperative ThinkTank, staff will have the opportunity for intensive professional development utilizing and embedding technology. Additionally, the ThinkTank offers us the opportunity to break down divisions in our district and within buildings. This has been our initial year of district-wide Professional Learning Community instruction. Building Thinktanks will offer video conferencing options for district-wide grade level PLC meetings and discussion. These technology hotspots will additionally offer professional development opportunities district wide through our on-going West Geauga Academy. (West Geauga Academy began this year as an after-school voluntary hour-long learning opportunities for staff members.) Finally, most importantly, the ThinkTanks offer us the opportunity to introduce a "disruptive innovation" to an already existing framework of instruction. The selection and training of a district "heavyweight team" will introduce technology as an implementation of sound instruction through project based learning. This professional development will be both an embedding of cutting edge technology into instruction as well as a new way of implementing a curriculum for every learner. These curricular and instructional innovations will be aligned to common core and eventually rolled out to entire PLCs so that our entire student population can gain from these new instructional strategies.

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:

Research shows that the most successful Fortune 500 companies as well as numerous highly respected colleges such as Purdue, Harvard, Clemson utilize the ThinkTank concept. The concept of supporting collaboration, communication and critical thinking skills in a technology, media-rich environment has produced significant positive results in both the financial and academic arenas. The transformation of schools is necessary for students to compete in the global arena and, therefore, we need to systematically provide both the tools and the support for our
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.

Nancy Benincasa, nancy.benincasa@westg.org, 440-729-6805, will be the internal contact person.

* 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).

Phase I: Technology implementation Year 1
Technology timelines of buying, inventory, distribution, and functionality are met. Sean Whelan, Nancy Benincasa.... District systems have been put in place this year. Currently, weekly district technology meetings have been an opportunity to discuss the procurement, planning and need for technology within our district. These weekly meetings will take on the additional role of the supervising body of this initiatives Phase I. Phase II: Heavyweight Team PD Implementation Year 1 Short term goals: The short term goals of the heavy weight team include the team's selection and initial professional development. There will be curriculum and instructional redesign that occurs as a part of the professional development for the district. Curriculum and instructional delivery will begin to change within these classrooms with some immediacy. Building principals, the Director of Curriculum, the Director of Data and Testing as well as the Technology Coordinator will be a part of the monitoring and evaluation of these short term goals. Timeline: Year 1 The evaluators will take part in the district professional development. Curricular changes will be monitored through district wide grade level and content specific pacing guides. These changes can be monitored in real time, online. Classroom implementation will be assessed through walk-throughs, OTES and observation. Timeline: Year 1 There will be several data points that we will use to monitor student progress grades K-12. AIMSwEB data has been an on-going method of student progress that we will continue. Additionally, student progress on common assessment data will be measured as it pertains to specific grade level and content areas. Timeline: Years 1-5 Qualitative data will also be collected by using Google Forms. A "heavyweight team" survey will be distributed to identify implementation strengths and weaknesses with several audiences includin

Phase II: Heavyweight Team PD Implementation Year 1
Teaching stipends eliminated/reconfigured

Phase III: PLC Curricular Embedding & Implementation Year 2-5
As success practice is identified, the "heavyweight team" will work toward the goal of shared best practices. There are many opportunities available to West Geauga Local Schools for the development of Phase III. We have 2 Professional Development days in the school calendar, one in August and the other in January. Also, we have weekly PLC team meetings where "heavyweight team" members can sit down with PLCs and discuss specifics with content and grade level groups. Finally, we have a West Geauga Academy in place where teachers can add up to 10 hours of district provided professional development in order to attain a stipend at the year's end. The evaluation of this phase will take place through several ways. Walk through data, OTES evaluation data and building visitations will be an initial approach to evaluating whether or not the instructional practices are taking hold. Additionally, staff and students will be given period surveys to collect qualitative results. PLCs will also continue to identify student progress on common assessments, AIMsWEB data, statewide testing data, and SLOs. Phase IV: Review & Reorganization

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.

This project will increase student achievement by tackling a number of district concerns head on. First, our "heavyweight team" will be able to study district curriculum and identify areas to embed technology and project based learning to allow for our struggling learners to access our curriculum as well as provide stretch for those that need additional rigor. Secondly, it will allow our district to embed our usage of technology into researched based instructional practices. Technology will become the best method for the job not simply stuck into the classroom as a gaming system. This Phase I implementation will set up for a district wide "disruptive innovation". When we learn the best ways to put students in a room filled with cutting edge technology, a CORE aligned curriculum and a professionally developed staff, this will change the nature of our instructional delivery across the district.

24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

Student Achievement: * CORE aligned district wide curriculum with embedded technology usage via project based instruction * Teacher training and professional development successfully delivered * Best practices sharing via PD and PLC opportunities * Common assessment scores increase * State test scores increase

* Spending Reduction in the five-year fiscal forecast

Spending reduction in the 5 year forecast: textbook spending; teaching stipend spending; random PD spending * Textbook spending reduced * Teaching stipends eliminated/reconfigured * PD spending reduced and streamlined
* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

- [ ] Yes
- [ ] No

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

* Explain your response

The two key components to replicate the ThinkTank project are the ability to equip each school with ALL of the necessary technology that is ready for teacher usage and the second is to embed expectations and professional development into each teacher's daily work.

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).

- [ ] Yes. The program assurances have been read and will be abided by as written.
No consortium contacts added yet. Please add a new consortium contact using the form below.
No partners added yet. Please add a new partner by using the form below.
# Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Delete Contact</th>
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<tbody>
<tr>
<td>Geoff</td>
<td>Palmer</td>
<td>Superintendent</td>
<td>District Instructional Leader Public Relations to all Stakeholders Monitoring of Implementation Team timelines and commitments</td>
<td>Superintendent Geoff Palmer's entire educational career has been involved with utilizing technology as a tool to bring academic success. His first-hand experiences also included the position of a district technology coordinator. Geoff's expectations of educators is to utilize technology to reform teaching and is modeled regularly at administrative, board and community meetings. The shift already taking place in pockets within the district include a movement to student 1:1, districtwide Google drive curriculum work between educators, homebound students socially participating via Skype, Apple tvs taking our students learning outside of textbooks, Khan Academy and West Geauga Academy of technology usage to engage students.</td>
<td>His first-hand experiences also included the position of a district technology coordinator</td>
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<tr>
<td>Dan</td>
<td>Wilson</td>
<td>Interim Treasurer</td>
<td>Financial monitoring</td>
<td>Dan is currently serving as an Interim Treasurer for our District.</td>
<td>West Geauga is currently conducting a treasurer's search with the Finding Leaders association. The qualifications have required prior experience in grant funding as well as school treasurer experience.</td>
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<tr>
<td>Sean</td>
<td>Whelan</td>
<td>Instructional Technology Coach</td>
<td>Negotiating classroom based obstacles/software and instruction training liaison with technology consultant</td>
<td>Master of Education Curriculum and Instruction with Instructional Technology Focus Instructional Technology Endorsement Additional Post Master Course work on Instructional Technology through Walden University towards Doctorate 10 years of experience in technology support as an AV/Tech and then Instructional Tech</td>
<td>Worked with staff on hardware and software issues to support adoption of regularly changing technologies Whole group sessions, individual and small group meetings held with staff to provide support to a variety of technology backgrounds 16 years as an Elementary Teacher serving grades 3 and 4 I had opportunities to work with students using interactive technology such as SmartBoards, iPads and 1:1 computer lab sessions. This included: using web quests for interactive lessons developing student leaders who would be technology helpers to the class choosing resources that allowed for individualized student practice such as RAZ Kids, Moby Max, Dragon Dictation and more Used for teacher and student led activities that were whole class, independent and small group with regular student report and</td>
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<tr>
<td>Nancy</td>
<td>Benincasa</td>
<td>Curriculum Director</td>
<td></td>
<td>Director of Curriculum and Technology, Nancy Benincasa has embedded technology into our daily work at West Geauga. Current Core work is being created 100% online. Teachers are mapping, pacing and developing SLOs in a collegial manner while remaining within their respective schools or from home. Monitoring and support allow for immediate feedback as grade levels work together to dialogue over individual philosophies. Technology: Promotion of the 1:1 district-wide initiative already underway, PD support for technological instructional implementation, Teaching: 10 years of classroom teaching experience, PLC Team Leader for 9th and 12th grade teams at SHS Innovative Ideas: Senior Capstone project at SHS (Students select individual current news topic to research over the course of 4 months of individualized study, senior present capstone to an audience of peers, staff, community members in &quot;TED Talks&quot; model); Full Inclusion Model @ Parma; Child-centered Programs: RtI; PBIS District wide committee member for Parma City Schools Individualized Instruction: Taught in a full inclusion/co-teaching model, Implemented Reading Workshop model, Instituted Full Inclusion Model at Normandy High School (Brutal)</td>
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<td>Brenda</td>
<td>Harriss</td>
<td>Coordinator of Testing, Grants &amp; Special Projects</td>
<td>Evaluations of short and long term goals Data analysis of student achievement Data analysis of staff transitional teaching practices</td>
<td>Coordinator of Testing, Grants and Special Projects, Brenda Harriss brings thirty-two years of highly successful educational expertise in the areas of developmental brain-based learning, strategic development of special education programming at the building level, curriculum reform and needed to be addressed. 1996-Present Systems Technician West Geauga Schools Computer maintenance, hardware &amp; software support Server maintenance and support Network</td>
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<tr>
<td>Ed</td>
<td>Chandler</td>
<td>Technology Director</td>
<td>Technology hardware purchases, preparation and set-up.</td>
<td>needed to be addressed. 1996-Present Systems Technician West Geauga Schools Computer maintenance, hardware &amp; software support Server maintenance and support Network</td>
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