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Adjusted Allocation: 0.00
Remaining: -1,000,000.00
**A) APPLICANT INFORMATION - General Information**

1. **Project Title:**
   Building Independent Learners Through Innovation and Technology

2. **Executive summary:** Please limit your responses to no more than three sentences.

   Through the use of innovative scheduling in grades 7-12, a commitment to substantive business partnerships with major employers within Crawford County, and by implementing a 1:1 laptop (or similar device) program, the Wynford Local Schools will create independent learners and improve employment opportunities for Wynford graduates. Implementation of this program will result in improved student achievement, spending reductions, the utilization of a greater share of resources in the classroom, and increased career opportunities for Wynford High School graduates.

   *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:**
   1165

   *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**
     Steve Mohr

   - **Organizational name of lead applicant**
     Wynford Local Schools

   - **Address of lead applicant**
     3288 Holmes Center Road, Bucyrus, Ohio 44820

   - **Phone Number of lead applicant**
     419-562-7828, Extension 206

   - **Email Address of lead applicant**
     mohr.steve@wynford.k12.oh.us

6. **Are you submitting your application as a consortium?** - Select one checkbox below

   - [ ] Yes
   - [ ] No

   If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

   Add Consortium Members

7. **Are you partnering with anyone to plan, implement, or evaluate your project?** - Select one checkbox below

   - [ ] Yes
   - [ ] No
B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

The integration of technology, differentiation in instruction, intervention for at-risk students, enrichment activities, and exploring career opportunities are challenging, if not virtually impossible, in a traditional school schedule. Failure to complete these tasks on a daily basis does not serve our students immediate needs. More importantly, their ability to compete in a global economy is threatened if these components of a sound education are not addressed on a daily basis.

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

There are six key elements in this plan: the lengthened class period, the reduction in the number of times a class meets, the use of Fridays for non-traditional educational activities, a 1:1 laptop (or similar device) program, preparing our elementary students for this new system, and substantive business partnership with area businesses and industries. Meaningful instruction is often curtailed because of the limitations of a 44 minute period. By extending the instructional time to 65-80 minutes, the five previously identified key elements of instruction will be possible, and other innovative instructional techniques can be explored. The weekly offering of classes will also change drastically. Due to the fact that class periods will be extended significantly, classes will not meet every day. Classes will be scheduled similarly to a college arrangement, meeting 2 or 3 times a week. This will encourage independent learning as students will have less face to face time with their teachers and will be required to spend increased time working individually or in groups while working on assigned out of class work. The value of the 1:1 laptop device program to enable students to communicate with their teachers and fellow students 24/7 is vital to the success of this plan. The use of Fridays, whether it is every week, twice, or three times a month, has endless opportunities. It could be “Project Day”.

The Wynford Local Schools have been educational leaders in this area with the Senior Project class. Wynford is the first district in the county to make the Senior Project a graduation requirement. Projects can be undertaken at the lower levels, on an obviously smaller scale than Senior Project. The day could be used for community service, doing large scale projects with students not only participating in needed public service projects, but also planning and directing the activity. The day could also be designated as intervention or enrichment days with specific, targeted activities scheduled to intervene with at risk students or enrich talented students. Preparation for students to undertake this innovative change in delivery of instruction at the 7-12 level must begin in the elementary. Thus, the Leader in Me, which teaches the “soft skills” necessary for such a system would be implemented. Implementing a 1:1 laptop/device program would be essential. Learning constructively during independent time requires improved reading skills, thus improving reading skills has to be emphasized at the lower levels through a guided reading program. Career exploration and project days could also be a part of the 6th grade curriculum. Finally, over the last six years, Crawford County has experienced one of the highest unemployment rates in the state of Ohio, despite the documented fact that many of the major employers in the county are in need of workers. By entering into the business partnerships with three of the largest employers in Crawford County (Imasen USA/IB Tech, General Electric, Ohio Mutual Insurance Group) and establishing the Wynford Plus program, not only will students be able to benefit from the physical resources of these entities (STEM) but also become educated in the availability of job opportunities in Crawford County. The eventual goal of these partnerships is to provide gainful employment for graduating seniors. 65% of all Wynford students pursue post secondary education upon graduation. This means that approximately 35 students each year are entering the workforce. The Wynford Plus program will require students to take additional classes taught by business and industry personnel. These classes will be designed to prepare students to begin employment in the participating businesses/industries upon graduation, and will guarantee employment for students who successfully complete the course of study with those participating businesses/industries.

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.)

In regards to student achievement, the most notable shortcoming of the Wynford Local Schools is the achievement gap that exists with our subgroups, particularly our disabled and economically disadvantaged students. While the gap exists in grades 3-12, it is particularly troublesome in grades 7-12. As noted in question #8, a significant amount of time can now be set aside for targeted intervention for at risk students due to the lengthened class periods and the ability to be in communication with teachers 24/7 with the use of laptops or other devise provided for in this project will exist. Scores on OAT tests have been consistently low on OAT tests in grades 5 and 7. The ability to spend increased time on intervention and differentiation instructional strategies should result in improved scores in these areas. Scores on students who have taken the ACT have shown a gradual decline over the past 5 years. Enrichment activities that will now be more common due to the extended class times and independent study time should result in correcting this downward trend.

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.)

Spending reductions in the five-year forecast will occur in a number of areas. With the implementation of the 1:1 laptop program paper purchases will be greatly reduced as will copying costs. The cost of the purchase of textbooks will be reduced, if not completely eliminated as the district will purchase ebooks and the downloading of textbooks to laptops/personal devices will be pursued. Heating/cooling costs for facilities will be reduced as a result of the innovative weekly class schedule as the use of the building on Fridays will be reduced. Transportation costs will also be reduced as a result of the innovative scheduling. The elimination of two staff positions occurred as a result of the examination of all positions through the application of this grant.

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.)

In regards to utilizing a greater share of resources in the classroom, as a result of examining expenditures through this application process, over $197,000 in funds will be redirected into the classroom as 2 staffing positions (1 administrative and 1 instructional) will be eliminated. All of the cost savings in this application come from non-instructional expenditure categories and these monies will be re-directed to the classroom in the form of increased course offerings, and more time devoted to differentiation, intervention and enrichment activities, as well as professional development of instructional staff to improve instruction and increase student achievement.

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.)

The establishment of meaningful and substantive business partnerships will result in a unique shared services delivery model that is overlooked far too often in education. Educational entities often look no further than the field of education for opportunities to share services, either with other school districts, educational service centers or colleges and universities. The Wynford Local Schools will look to capitalize on the rigor, relevance and relationships that partnerships with business and industry will provide. These business partnerships will increase STEM educational opportunities for Wynford students through the use of on site instruction at these facilities and the use of qualified associates to assist Wynford teachers in traditional science and math classes. Additionally, associates from these businesses will provide instruction and guidance for Wynford students in the "soft skills" needed to be successful in todays world. In regards to the traditional definition of a shared service, the Wynford Plus program will be made available to students of all six schools in Crawford County. Unemployment, and a shortage of qualified labor is a county-wide issue, thus, such an innovative program to address such issues should be available to all students in Crawford County. Pooling the wide variety of resources in six school districts to develop and implement this part of the program will no doubt create a high quality and highly innovative program. Pioneer Career and Technology Center will also be a valuable resource for creating and implementing this program. The Wynford Local Schools has already implemented a shared services agreement with Tiffin University through a dual credit agreement for an innovative business class and will take further advantage of the resources of that institutions highly regarded business school to create and implement the Wynford Plus program.

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of
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.

1,000,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Instruction Supplies: $729,000.00. This involves the purchases of 1,200 devices (630 laptops, 270 Nobis, 270 Kindle Fires and 24 mobile carts). General fund monies will be used to operate the staffing and supplying of a Help Desk that will be necessary for the use of 1200 devices. Monies that were previously used for the salary and benefits of an administrative position (building principal) will be re-allocated to this area. Support Services/SALARIES/Fringe Benefits: $38,000.00. Establishing a Help Desk for the maintenance of 1,200 digital devices is necessary. Professional Development/ Purchased Services: $20,000.00 As indicated previously, intensive professional development must occur to prepare teachers for this new delivery of instruction. This professional development will focus on teaching in an extended time period (going from 44 minutes to 80 minutes) as well as the integration of technology in instruction. Professional Development/ Supplies: $1,000.00. General supplies for 1 year of professional development for 88 teachers. Family/Community/Supplies: $1,500.00. General supplies for community engagement activities. Grants from the Wynford Education Foundation, Bucyrus Community Foundation and the Wynford Academic Boosters will complement this effort and be the source of funds for supplies for future professional development once grant funds have been expended. Facilities/Capital Outlay: $210,000.00. This expenditure will cover the costs of renovating and updating the technology infrastructure of the two buildings. This will include the purchase of switches, access points for improved wireless connectivity, installation services, wiring, servers 2, a back up solution, and the conversion of classrooms to science labs.

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.

As indicated earlier in this application, a Help Desk/Maintenance Dept. must be established to service and repair digital devices. However, this cost will be supported by re-allocating monies used for the salary and benefits of an administrative position. Thus, there are no recurring costs that will negatively impact the financial condition of the district. Becoming a Google School will help sustain this effort due to the number of free applications and programs that are associated with the Google School Program. Monies that were previously used for the salary and benefits of an administrative position (building principal) will be re-allocated to this area. The use of personnel from North Central Educational Service Center and North Central Computer Consortium at no cost (part of our service agreements with these entities) will complement this effort and will play a large part in sustaining necessary professional development on an ongoing basis once grant funds have been expended. Grants from the Wynford Education Foundation, Bucyrus Community Foundation and the Wynford Academic Boosters will complement this effort and be the source of funds for supplies for future professional development once grant funds have been expended. General fund maintenance monies will be used to service and maintain improvements where needed.

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

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

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond “No” if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

227,429.00 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.
15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

As indicated earlier in this application, a Help Desk/Maintenance Dept. must be established to service and repair digital devices. However, this cost will be supported by re-allocating monies used for the salary and benefits of an administrative position. Thus, there are no recurring costs that will negatively impact the financial condition of the district. Monies generated from the cost savings of the project will be earmarked specifically for sustaining the project. Monies from the general fund will be dedicated to sustaining the project as needed. Becoming a Google School will help sustain this effort to integrate technology in the classroom due to the number of free applications and programs that are associated with the Google School Program. The use of personnel from North Central Educational Service Center and North Central Computer Consortium at no cost (part of our service agreements with these entities) will complement this effort and will play a large part in sustaining necessary professional development on an ongoing basis once grant funds have been expended. Grants from the Wynford Education Foundation, Bucyrus Community Foundation and the Wynford Academic Boosters will complement this effort and be the source of funds for supplies for future professional development once grant funds have been expended. General fund maintenance monies will be used to service and maintain these improvements. The use of associates from business/industry will guarantee that additional courses that will be offered in the Wynford Plus program will be cost neutral.

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

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

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

Enter Implementation Team information by clicking the link below:

Add Implementation Team

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

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

17. Planning - Activities prior to the grant implementation

* Date Range 7/25/14 - 12/15/14

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

Convening of Planning/Implementation Committees: 7/15/14 - 12/15/14 Technology Committee: made up of the superintendent, technology director, technology technician, the technology integration teacher, as well as instructional staff members who are licensed instructors in technology is already in place and played a significant role in the grant application as it was developed. It will be responsible for determining the final selection of devices for the 1:1 program, constructing a final professional development program for technology integration, and having a purchase order processed for the purchase of 1:1 devices as well as infrastructure improvement by 10/1/15. Business Partnership Committee: made up of administrators, the participating business entities, teachers, business leaders, and residents will begin the process of defining the specific tasks, responsibilities, and programs of the participating business entities. These tasks will be completed by 9/30/14. Personal discussions have occurred with business partners who have already committed to the plan. The Curriculum Committee: made up of administrators, teachers, counselors, and residents will begin the task of defining the length of class periods, the daily schedule, possible new courses that could be added, as well as the use of Fridays. See question #11 which is designated in the plan for multiple innovative uses. The Curriculum Committee will complete this task by 9/30/14. The Focus Group: made up of administrators, teachers and counselors, parents, and a broad cross section of residents, will begin the task of engaging community stakeholders in the innovative changes that will occur as a result of the implementation of this plan. This group will meet on an ongoing basis.

* Anticipated barriers to successful completion of the planning phase

The only barrier to completing tasks in the planning phase of this project would be the fact that much of the planning would be undertaken...
during the months of June, July and August, months when school employees, as well as those in the private sector are on summer vacation. This can be overcome by identifying individuals who will serve on these planning committees prior to submitting the grant application and by constructing an action plan for these committees to pursue once the grants are secured.

18. Implementation - Process to achieve project goals

- **Date Range**: 8/1/14 - 8/24/15
- **List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination)**:
  - 8/1/14 Order 1:1 devices
  - 8/1/14 Hiring Help Desk Personnel
  - 8/20 - 2/24/14 Professional development for instructional staff - 1:1 devices
  - 9/1/14 - 9/30/14 Finalization of daily schedule, course of studies
  - 10/1/14 - 10/30/14 Community engagement
  - 12/1/14-12/30/14 Infrastructure improvements completed

- **Anticipated barriers to successful completion of the implementation phase**:
The only anticipated barriers to successful implementation of this model would be the late delivery of the 1:1 devices or delays in infrastructure improvements.

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

- **Date Range**: 8/1/14 - 8/24/16
- **List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones)**:
  - A Review Committee will be created and will be charged with the final evaluation of the program and making recommendations for change. This committee will meet semi-annually to review benchmark success, relevant data and recommendations from the Planning and Implementation Committees and Focus Group Committee. The Planning and Implementation Committees will meet quarterly to review benchmark success, relevant data and make recommendations to the Review Committee for necessary changes and improvements in the program. A Focus Group Committee, made up of community stakeholders, will meet quarterly to provide input on the success of the program. All instructional and administrative staff will be involved in the regular review of all available data in regards to student achievement to determine the short term and long term success of the program.

- **Anticipated barriers to successful completion of the summative evaluation phase**:
  - None anticipated

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:

An 80 minute period will require a wholesale change in instructional techniques for our staff. The practices of lecturing, reading an assignment and doing a worksheet cannot remain the common, accepted instructional strategy in grades 7-12. Intensive professional development must occur to prepare teachers for this new delivery of instruction. This is not block scheduling - classes that are year long classes will remain so and classes that are semester classes will remain semester classes. For teachers in grade 7-12, not meeting with them on a daily basis will be a complete departure from the norm and will require staff to become proficient in technology that will enable them to communicate with students beyond the normal school day. In addition, they will be required to incorporate independent learning strategies for delivering content to their students. Project based learning will require our staff to take an entirely new outlook on instruction, focusing on the value of independent and group learning strategies. Working with business and industry personnel in the Wynford Plus program will create a new sense of rigor, relevance, and relationship within our educational system.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The **response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.**

Please enter your response below:

The success of 1:1 devices program are well documented. A modified daily schedule that involves lengthening class periods has proven an effective method of providing time for differentiation, intervention, and enrichment. Many districts have experienced this by implementing block scheduling which is a similar model. The Leader in Me program success is well documented in schools that have implemented it. The
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.

A Review Committee will be created and will be charged with the final evaluation of the program and making recommendations for change. This committee will meet semi annually to review benchmark success, relevant data and recommendations from the Planning and Implementation Committees and Focus Group Committee. The Planning and Implementation Committees will meet quarterly to review benchmark success, relevant data and make recommendations to the Review Committee for necessary changes and improvements in the program. A Focus Group Committee, made up of community stakeholders, will meet quarterly to provide input on the success of the program. All instructional and administrative staff will be involved in regular reviewing all available data in regards to student achievement to determine the short term and long term success of the program. Steve Mohr, Superintendent, Wynford Local Schools, 419-562-7828, Ext. 206, mohr.steve@wynford.k12.oh.us

* 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).

Knowing that "You achieve what you measure" the vast array of data from diagnostic and achievement tests that are available to educators in Ohio will be used. That list of tests will include, but will not be limited to: PLAN, Explore, ACT, SAT, OAA, Star, DRE, The Ohio Diagnostic Test, OGT, PARC, End of Course Exams, and Student Learning Objectives from OTES. Trends in the following post secondary education of Wynford graduates will be tracked: 1. Enrollment in 2 and 4 year schools. 2. Remediation rates for freshman in 2 and 4 year schools. 3. Drop out rate in 2 and 4 year schools. Employment rates for students who enter directly into the workforce upon graduation form high school will be tracked. Stakeholder surveys will be conducted regularly. A Review Committee will be established that will be comprised of stakeholders that will meet quarterly and will be charged with interpreting data and performance and recommending solutions to shortcomings.

* 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.

In the event that measured progress is insufficient to meet the project objectives, a process has been established to modify or change the project plan. This was identified in question #19. The Planning and Implementation teams will meet on a quarterly basis to review data and benchmarks of the project. It is the responsibility of these committees to make recommendations to the Review Committee. Based on these recommendations, the Review Committee, working with the administrative team can make timely modifications to the project that will enable it to meet measured progress.

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.

The substantial value and lasting impact this project aims to achieve is identified in the title of the project, "Building Independent Learners Through Innovation and Technology". The emphasis in daily instruction, especially in the grades 7-12 will move from a traditional "sit and get" delivery model to one where the students will have a significant amount of time to independently acquire knowledge. Answers to previous questions have documented how quantifiable results can be measured, necessary changes made, and how the project will be sustained beyond the funding period. The Wynford Plus program will have an impact that goes beyond the halls of the Wynford Local Schools. Unemployment and societal issues that stem from unemployment threaten the very fabric and quality of life in Crawford County. By supplying quality workers for business and industry, this problem can be overcome and the revitalization of Crawford County can begin.

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

Benchmark #1: Reduction of the achievement gaps by 5% annually through 2018. Benchmark #2: Increase graduation rate 2% through 2018 or until 100% graduation rate is accomplished. Benchmark #3: Meet 100% of indicators in OAT and OGT tests. Benchmark #4: Increase number of students who achieve Advanced and Accelerated status on OAT and OGT test by 2% annually through 2018. Benchmark #5: Reach score of 100 on Performance Index of district report card. Benchmark #6: Increase number of students who reach state average score in ACT scores.

* Spending Reduction in the five-year fiscal forecast

In question #9 significant annual savings are projected. This will be the targeted benchmark for savings on an annual basis over the five year forecast time period. Using the True Days Cash Value as a primary measure of fiscal health will be another benchmark used to measure success. This statistic does an effective job of evaluating a district’s year-end balance in terms of its current cost of operation as it realizes
that a district that maintains a consistent year-end balance is actually regressing in terms of its fiscal health. True Days Cash Ratio is calculated by dividing the total expenditure of a district by 365 and then dividing the unencumbered year-end balance by that figure.

* Utilization of a greater share of resources in the classroom

A benchmark that will be aimed for will be annually increasing the percentage of the district total expenditures that are spent on direct classroom expenses. Additionally, monies saved (see question #9) will be applied directly to classroom and the amount redirected to classroom expenditures must always equal the amount saved through this innovative program.

* Implementation of a shared services delivery model

The success of this innovative program will be determined by student enrollment in the program and by the number of districts that have students participating in the program. This program will be deemed successful if additional business partners are needed to meet the student demand. Employment data for students enrolled in the program will be the ultimate measurement of success of the program.

* 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

1:1 devices program are easily replicable in other districts with the only barrier for such a program being the lack of funds to support such an expenditure or insufficient infrastructure to deal with the use of so many devices. A modified daily schedule is not a difficult task to undertake. Many districts have implemented block scheduling which is a similar model. The Leader in Me programs' success is well documented in schools that have implemented it. Establishing the Wynford Plus program can also be easily replicated in other schools as well. Perhaps the biggest obstacle in doing this elsewhere is finding those businesses/industries who are willing to devote the resources to such a new model of education. The Wynford Local Schools have already shared their plans for this innovative educational model with surrounding school districts and our educational service center. We would welcome any opportunity to share our project with others.

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).

Steve Mohr Superintendent Wynford Local Schools
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