

Budget

North Royalton City (044545) - Cuyahoga County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (116)

U.S.A.S. Fund #: 466

Plus/Minus Sheet ([opens new window](#))

| Purpose Code | Object Code | Salaries 100 | Retirement Fringe Benefits 200 | Purchased Services 400 | Supplies 500 | Capital Outlay 600 | Other 800 | Total |
|------------------|-------------|--------------|--------------------------------|------------------------|--------------|--------------------|----------------------------|-------------|
| Instruction | | 0.00 | 0.00 | 0.00 | 747,013.50 | 0.00 | 0.00 | 747,013.50 |
| Support Services | | 22,800.00 | 15,500.00 | 0.00 | 0.00 | 0.00 | 0.00 | 38,300.00 |
| Governance/Admin | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Prof Development | | 9,000.00 | 0.00 | 8,500.00 | 0.00 | 0.00 | 0.00 | 17,500.00 |
| Family/Community | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Safety | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Facilities | | 0.00 | 0.00 | 0.00 | 82,388.32 | 0.00 | 0.00 | 82,388.32 |
| Transportation | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Indirect Cost | | | | | | | 0.00 | 0.00 |
| Total | | 31,800.00 | 15,500.00 | 8,500.00 | 829,401.82 | 0.00 | 0.00 | 885,201.82 |
| | | | | | | | Adjusted Allocation | 0.00 |
| | | | | | | | Remaining | -885,201.82 |

Application

North Royalton City (044545) - Cuyahoga County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (116)

Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Creation of Project Based Learning and Digital Literacy Centers

2. Project Tweet: Please limit your responses to 140 characters.
To provide PBL training and resources for flexible learning centers where teachers, students and community can effectively collaborate.
This is an ultra-concise introduction to the project.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

| Grant Year | | | | | |
|------------|---------------|---|--------|--------|-------|
| Education | Pre-K Special | K | 1 | 2 | 3 |
| 4 | 318 5 | | 312 6 | 325 7 | 351 8 |
| 383 9 | 383 10 | | 392 11 | 386 12 | |

| Year 1 | | | | | |
|-----------|---------------|---|--------|--------|-------|
| Education | Pre-K Special | K | 1 | 2 | 3 |
| 4 | 272 5 | | 318 6 | 312 7 | 325 8 |
| 351 9 | 383 10 | | 383 11 | 392 12 | |

| Year 2 | | | | | |
|-----------|---------------|---|--------|--------|-------|
| Education | Pre-K Special | K | 1 | 2 | 3 |
| 4 | 292 5 | | 272 6 | 318 7 | 312 8 |
| 325 9 | 351 10 | | 383 11 | 383 12 | |

| Year 3 | | | | | |
|-----------|---------------|---|--------|--------|-------|
| Education | Pre-K Special | K | 1 | 2 | 3 |
| 4 | 254 5 | | 292 6 | 272 7 | 318 8 |
| 312 9 | 325 10 | | 351 11 | 383 12 | |

| Year 4 | | | | | |
|-----------|---------------|---|--------|--------|-------|
| Education | Pre-K Special | K | 1 | 2 | 3 |
| 4 | 230 5 | | 254 6 | 292 7 | 272 8 |
| 318 9 | 312 10 | | 325 11 | 351 12 | |

| Year 5 | | | | | |
|-----------|---------------|---|-------|-------|-------|
| Education | Pre-K Special | K | 1 | 2 | 3 |
| 4 | 240 5 | | 230 6 | 254 7 | 292 8 |

4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

We expect that up to 600 additional elementary students could be impacted throughout the life of this project. As more teachers become trained in the strategies and delivery of Project/Problem Based Learning, the flexible learning centers at the each level can become field trip opportunities for our teachers to bring their students to enrich their learning experiences. In addition, parents would also be encouraged to bring their children after hours to creatively explore the resources available in these flexible learning communities.

5. Lead applicant primary contact: - Provide the following information:

First and last name of contact for lead applicant

Melissa Vojta

Organizational name of lead applicant

Director of Curriculum and Instruction

Address of lead applicant

6579 ROYALTON RD

Phone Number of lead applicant

4405829038

Email Address of lead applicant

MELISSA.VOJTA@NORTHROYALTONSD.ORG

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

North Royalton City Schools currently has a problem of not being able to fully support project/problem based learning opportunities for students due to a lack of quality professional development for teachers, creative work space, and innovative technology and devices for teachers and students. Our teachers have never received professional development on how to develop and implement a PBL into their curriculum. Some teachers are eager to enrich their students' learning through PBL, but they are not confident in this method of instruction. Integrating PBL requires flexible workspaces, which our current classrooms do not permit. Our current outdated classrooms and furniture do not allow for easy collaboration. Teachers currently have outdated desktop computer stations that hinder the ability to work in flexible spaces; collaborate with colleagues, students, and parents; and, include inquiry-based learning in classroom instruction and curriculum.

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

Our proposed innovation plan is to redesign existing media center space in our high school and middle school to create collaborative, flexible learning centers where students and teachers can benefit from access to a variety of innovative, technological resources that will allow learning to take place outside of the traditional classroom setting across all content areas. Technology such as filmmaking devices,

necessary computer software, a green screen, Chromebooks, as well as 3D printers are what we envision for our students. Functional and flexible furniture will promote open and welcoming collaboration using whiteboard topped tables, stools, standing desks, couches, and plexiglass boards on the walls. Not only will the new flexible learning spaces welcome our school community, but we will also open the spaces after school hours to allow for members of the greater community to benefit from this collaborative workspace. North Royalton's Project Based and Digital Literacy Centers will empower our school curriculum and make us ready to educate the 21st Century Learner more effectively. Quality Professional Development will become a key element in our plan to achieve these goals. Over the next five years North Royalton City Schools will train our staff in the areas of PBL and Digital Literacy. This will be done with the Ohio Stem/Akron Hub as our Professional Development leaders. Ohio STEM/Akron Hub will also serve as our outside Evaluator. We will train up to 30 teachers per year in both PBL and Digital Literacy. Once teachers are trained, our goal is to have these teachers move their instruction towards a student centered, inquiry based model. Students will become self-directed learners and develop higher order thinking skills. Students within the North Royalton District will begin this type of learning in the Middle School and it will be reinforced at the High School. We will engage our lower achieving students through Project Based Learning, increasing their intrinsic motivation for learning by taking the philosophy that PBL and Digital Literacy is for all not just those who excel. Our Flexible Learning Centers will also serve as "hub" for students to access during regular school hours as well as outside of school hours to complete projects or simply to gain access to the internet and technology to engage in the greater world around them. Recently, a North Royalton High School senior, Ryan Chester, became the first recipient of the international Junior Breakthrough Challenge competition (funded by Mark Zuckerberg and wife Dr. Priscilla Chen) that required applicants to create short videos that creatively communicated big ideas in the life sciences, physics and math. Ryan, a high achieving student with a personal interest filmmaking, chose to engage in this competition on his own with success, earning a \$250,000 scholarship. Ryan had access at home to the necessary innovative technology to allow him to be successful with that competition. Most students his age within our schools do not. We would like to make these types of opportunities available to all students to support the creative talents we know they have. We believe that, like Ryan Chester, every student has a passion that they may discover by having access to many forms of digital media.

9. Select which (up to four) of the goals your project will address. For each of the selected goals please provide the requested information to demonstrate your innovative process. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

Increase PBL at the high school and middle school levels and increase in standardized test scores, due to the increase in technology and the increase of problem solving skills via PBL. Goals for 21st century learning emphasize mastery of significant academic content, which also is the foundation of any well-designed project. Comparisons of learning outcomes in PBL versus more traditional, textbook-and-lecture driven instruction show that: Students learning through PBL retain content longer and have a deeper understanding of what they are learning. (Penuel & Means, 2000; Stepien, Gallagher & Workman, 1993). In specific content areas, PBL has been shown to be more effective than traditional methods or teaching math, economics, language, science, and other disciplines. (Beckett & Miller, 2006; Boaler, 2002; Finkelstein et al., 2010; Greier et al., 2008; Mergendoller, Maxwell, & Bellisimo, 2006).

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

On high-stakes tests, PBL students perform as well or better than traditionally taught students. (Parker et al., 2011) In PBL classrooms, students demonstrate improved attitudes toward learning. They exhibit more engagement, are more self-reliant, and have better attendance than in more traditional settings. PBL shows promise as a strategy for closing the achievement gap by engaging lower-achieving students. (Boaler, 2002; Penuel & Means, 2000) The use of projects that focus on content that is central to the curriculum. These projects become the primary vehicle for content learning, and often, assessment. Projects are based on questions of importance or driving questions (Blumenfeld et al., 1991). Driving questions must be germane to the content, and crafted both to engender optimal student engagement and foster active intellectual pursuit of solutions.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

One of our middle school science teachers, Sarah Franko, was invited to partake in a prestigious fellowship through the Lowell Milken Center for Unsung Heroes. In 2013, Sarah won the Milken Educator award for the state of Ohio which made her a candidate for the Milken Fellowship program. The Lowell Milken Center for Unsung Heroes works with students and educators across diverse academic disciplines to develop history projects that highlight role models who demonstrate courage, compassion and respect. Students use a unique project-based learning approach, where they discover, develop and communicate the stories of Unsung Heroes who have made a profound and positive impact on the course of history. By championing these Unsung Heroes, students, educators and communities discover their own power and responsibility to effect positive change in the world. Students conduct primary research and interviews to discover and develop an Unsung Hero's story through an interactive learning process that cultivates critical-thinking, problem-solving and leadership skills. They then create ways to share the story, including student-driven plays, documentary films, websites, museum exhibits and more. Ultimately, Unsung Heroes projects help create lasting change in attitudes and behaviors within classrooms, schools and communities across the U.S. and throughout the world. Now in its eighth year, the Lowell Milken Center has reached over 1,103,332 students in 8,667 schools in all 50 states, with growing global reach. All 100 of Franko's fifth grade students are immersed in project based learning through the Unsung Hero project during allocated social studies/science class times. However, the lack of individual student devices make it difficult to implement flexible scheduling among her team of teachers. Currently, they hold "Genius Hour" once per month, which is time dedicated to project based learning through the Unsung Hero project. Genius hour stems from the Google Corporation's 20% time, where employees are encouraged to explore what they think will most benefit the company. Many schools across America are implementing their own versions of the Google 20% time and have coined the term Genius Hour. Research has proven that such inquiry-based teaching and learning is not so much about seeking the right answer but about developing inquiring minds, and it can yield significant benefits. Franko is piloting Genius Hour for the middle school, and has come to an early conclusion the lack of technology makes it increasingly more difficult to schedule, implement, and assess. In 2014, two middle school teachers, Jessica Connelly and Sarah Franko were invited to be a part of the "The Teacher Showcase Project", a collaboration between ODE and ITIP Ohio, highlighting teams of educators integrating technology into their classroom as they implement Ohio's New Learning Standards delivered through project-based

learning activities. Franko redesigned her owl pellet unit to showcase the use of technology and project based learning. Connelly's students researched cars and their production, allowing them to design their own "mousetrap car". Both teachers the SAMR (Substitution, Augmentation, Modification, and Redefinition) model as a guide to assist in using technology and project based learning to elevate student achievement and create a student-centered learning environment. Franko brought in an expert from the field, a scientist from Arizona, and allowed students to communicate with him via Google Hangouts. Franko and Connelly were astounded with the high achievement and engagement, and believe this is a direct reflection of student immersion through project based learning. Despite the success of the end product of each project, both teachers experienced much frustration with the lack of available technology. The projects were required to be completed during PARCC testing and neither teacher had constant access to technology in their classrooms.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

Teachers trained in PBL strategies will be required to implement at least one project utilizing the newly designed flexible learning center in their respective buildings. Trainers will train at least one additional group of teachers from their respective building. Logs of individuals or groups utilizing the new Flexible learning centers will be reviewed quarterly to measure rate of use. Use of Ohio STEM/Akron Hub as outside evaluator for PBL content and dissemination. TBT/Department time will be designated for internal professional development and follow-through.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

We will be examining our student achievement data annually from the Ohio Department of Education based on research that supports implementing PBL strategies in the classroom results in an increase of student achievement. Current data is as follows (numbers indicate percent of students proficient or higher): ELA: grade 4-89, grade 5-85.6, grade 6-88, grade 7-85.5, grade 8-83.1, grade 9-90.7. Math: grade 3-88.7, grade 4-89.7, grade 5-86.4, grade 6-89.4, grade 7-82.9, grade 8-87.9, Algebra I-85.2, Geometry-98.6. Science: grade 5-83.5, grade 8-83.3. Social Studies: grade 4-91.7, grade 6-85.4, American Government-51.3, American History-76.7.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

If outcomes are not realized as expected, our team will reconvene to identify where plans fell short to intervene appropriately. If necessary, additional professional development will be provided to teachers on how to utilize the technology tools, how to implement Project-Based Learning strategies, or even how implement the individual devices in the classroom setting.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available. *These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.*

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

These should be measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

a. New - Never before implemented

b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

c. Replication - Expansion or new implementation of a previous Straight A Project

d. Mixed Concept - Incorporates new and existing elements

e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial

Impact Tables.

885,201.82 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a 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.

Teacher Laptops: quantity for MS and HS teachers - 200 \$139,998.00 Much like the students, a true PBL environment requires teachers to be mobile and flexible. This requires the mobility of a laptop while having robust memory for installation of software such as SMART, and processor speed to cloud compute using web based tools like Google Apps for Education. The laptops should also provide communication tools such as webcams, connectivity to projectors, and internet access. Student Chromebooks: Quantity needed for MS/HS - 2985 \$577,597.50 The internet can be an inexhaustible resource for students in information, creation, and collaboration. To take advantage of these tools, student must have access. The recent adoption of chromebooks into schools has allowed a fiscally sound choice for student to access, collaborate, participate and create in their learning in a number of environments outside of the traditional school setting and computer lab confines. Professional Development for Teachers/Evaluation of Project: \$17,500.00 Just providing the students and teachers the tools for Project Based Learning is not enough. PBL is a change in established teacher practice. Such a change is difficult to realize without any formal professional development. Cost of Aide for HS Makerspace:\$38,300 Staff will be a critical resource in our makerspace. The high school's Discovery Den will be open after hours and we will hire an aide to oversee the space after school hours. Film Equipment/Green Screens/Other Technology:\$29,418.00 The goal of any makerspace is to have students create. Our Passion Playground and Discovery Den will be no different. Film equipment, high powered computers, green screens and 3D printers will allow our students to create, rather than consume. Furniture:\$82,388.32 The idea of a 21st century learning space must have furniture that supports this collaboration allowing for flexibility of learning spaces in order to fit the needs of each visitor.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

90,932.00 a. Sustainability Year 1

94,802.00 b. Sustainability Year 2

87,449.00 c. Sustainability Year 3

82,805.00 d. Sustainability Year 4

84,740.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

To sustain the project, the cost of the personnel to oversee the after-hours in the High School makerspace will be necessary. This is a cost of approximately \$38,300 per year. Additionally, with each new fifth grade class that enters North Royalton Middle School, individual chromebooks will need to be purchased. After June 2017, for the next five years, the total expenditure will be approximately \$249,228.

41.00 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

Currently there are two paraprofessionals in place to monitor desktop computer labs at our middle school. Once individual devices are issued to all students and staff members there, the need for general labs will no longer exist. One of these individuals will be reassigned to the HS makerspace lab and one position will not be replaced. We also anticipate to recoup costs of students who choose to leave the district to enroll in a private online learning program. We have a partnership with the Educational Service Center of Cuyahoga County that provides an online learning module funded through our per pupil costs. We anticipate that we will be able to maintain at least 8 students each year (and potentially more) through our online learning module and can provide the opportunity for them to utilize the makerspace to complete their courses. This will generate a cost savings for the district as the per pupil costs will not have to be sent away to other private, online options. For supplies and materials, we have planned to add at least 10 chromebook carts (with 30 chromebooks on each cart) each year to work towards making instruction more mobile and collaborative. If we are able to accomplish this through the initial grant funding, we will no longer need to plan for that purchase each year (\$68,449 each year). During the first sustainability year, we will reallocate 10 existing chromebook carts to our elementary buildings. This will allow us to eliminate two computer labs and computers in the media centers that are outdated and in need of replacement resulting in a savings of \$135,000.

59.00 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

*Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%*

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be

replaced in order to ensure the life of the innovative project.

Once the implementation of the project takes place with the distribution of individual devices to students, two existing computer labs at the middle school that are staffed full time will no longer be needed. One of the employees will be reassigned to staff the newly created high school makerspace so that the afterschool course can be established. Additionally, 10 existing chromebook carts complete with 30 chromebooks each will be reallocated to our elementary buildings to replace existing, outdated computer labs and outdated desktop computers in our elementary media centers.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

[Add Implementation Team](#)

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range June 2016 - August 2016

b. Scope of activities - include all specific completion benchmarks.

June 2016 - Establish an implementation team with key stakeholders, including administrators, teachers, media center specialist, students and parent representatives. Members will be selected based on the following: -knowledge of implementation (or willingness to learn) -time to devote to implementation -commitment to implementation -willingness to promote implementation throughout district - Meet with implementation team to finalize purchases to be made. - The implementation team will visit local schools to gain ideas on how to recreate the media center space, examining layout of furniture and technology. - Select up to 30 teachers who will attend the fall PBL training July 2016 - Prepare for the implementation of personnel in the high school makerspace (roles, responsibilities, hours of employment). - Create blueprints for placement of furniture and technology within the newly designed makerspaces. - Work with Ohio STEM/Akron Hub to arrange for PBL training for up to 30 teachers. - Develop an in-district Professional Development Plan for teachers with regards to integrating the use of Chromebooks into their instruction. - Develop an in-district Professional Development Plan for middle school and high school paraprofessionals with regards to Chromebook support. August 2016 - Establish a plan for distribution of laptops to teachers and chromebooks to students including communication with all stakeholders involved. - Evaluate the technology infrastructure in the high school and middle school to ensure that the increase in devices will be supported. - Familiarize high school makerspace personnel with the technology that will be used in high school makerspace. - Prepare and process all necessary purchase orders to fund elements of the grant.

22. Implementation (grant funded start-up activities)

a. Date Range August 2016 - June 2017

b. Scope of activities - include all specific completion benchmarks

August 2016 - Conduct PBL training for up to 30 teachers. - Receive and inventory all new grant-funded items - Provide technology training to any personnel who will be staffed in the Flexible learning center September 2016 - maintenance department reworks existing space to pull out outdated computers and some furniture - maintenance department will move in newly purchased items in the media centers of both the middle and high school, according to the blueprint designs. - Distribute computer devices to staff and students - Reallocate existing Chromebook carts to our elementary schools - Invite district staff to attend an Open House at the Flexible learning centers. - Invite parents and students to attend an Open House at the Flexible Learning Center prior to beginning the school year. October 2016 - Promote communication about the after-school hours to families. - Organize the meeting structure of the Computer Science Club, following the model stated by Google's CS First. - Promote the Computer Science Club to the Middle School students. - Collect baseline data with regards to teachers and students using the renovated spaces. October 2016 - June 2017 - members of the implementation team and trained PBL teachers will visit staff meetings and TBT meetings to showcase ways to utilize the makerspace. - Elementary teachers with a desire to implement PBL will be permitted to bring their class to the Passion Playground or Discovery Den as an in-district field trip. - Organize the meeting structure of the Computer Science Club, following the model stated by Google's CS First. - Promote the Computer Science Club to the Middle School students. - Offer staff professional development monthly per building to continue supporting teachers as they integrate Chromebooks into their instruction.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range June 2017 - June 2022

b. Scope of activities - include all specific completion benchmarks

2017-18 -30 PBL trained teachers train additional teachers on PBL strategies. -Purchase Chromebooks for Grade 5 students. -Continue staff professional development monthly per building to continue supporting teachers as they integrate Chromebooks into their instruction. -Collect data usage logs for the renovated spaces. -Collect and analyze middle school and high school teacher, student and parent feedback surveys with regards to the renovated space. -Analyze state testing data. 2018-19 -Train additional teachers on PBL. -Purchase Chromebooks for Grade 5 students. -Continue staff professional development monthly per building for continued teacher support. -Collect data usage logs for the renovated spaces. -Based on feedback surveys from the 17-18 school year, make additional purchases or changes to continue providing an optimal creative and collaborative learning space. -Analyze state testing data 2019-2020 -Train additional teachers on PBL. -Purchase Chromebooks for Grade 5 students. -Continue staff professional development monthly per building for continued teacher support. -Collect data usage logs for the renovated spaces. -Analyze state testing data -Collect and analyze middle school and high school teacher, student and parent feedback surveys with regards to the renovated space. 2020-21 -Train additional teachers on PBL. -Purchase Chromebooks for Grade 5 students. Continue staff professional development monthly per building for continued teacher support. -Collect data usage logs for the renovated spaces. -Based on feedback surveys from the 19-20 school year, make additional purchases or changes to continue providing an optimal creative and collaborative learning space. -Analyze state testing data 2021-22 -Integrate PBL at the elementary level -Purchase Chromebooks for Grade 5 students. -Continue staff professional development monthly per building for continued teacher support. -Collect data usage logs for the renovated spaces. -Analyze state testing data.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

We have great confidence that the awarding of this grant will ensure sustainable, organizational change in our daily instructional practices at North Royalton City Schools. The availability of the devices in the teachers' and students' hands on a regular basis will change expectations in the classrooms and open the doors for expanding learning opportunities. Currently, our media centers function as traditional "libraries" with little classroom use because of the physical layout and lack of updated technology. Straight-A Grant dollars can fund the opportunity for mobile collaboration, where lessons can begin in a teacher's classroom and continue in the makerspace where students can work together on projects and have access to more resources to enhance their research, or presentation of a final project. Modifying the layout of the high school media center to create a makerspace, and providing individual student devices, will completely change the current processes and procedures in place. One example of this is with our study hall structure where students are currently not permitted to utilize electronic devices. Once all students have the devices issued to them with the expectation to utilize them regularly, the general rules and procedures must adjust to allow students access at all times. For our staff members, this will be a cultural change, yet one that is able to be accomplished and sustained. Additionally, the students who will utilize the makerspace during open class periods (i.e. study hall) will have an environment that promotes collaboration and energy as opposed to quiet, paper-pencil activities. The plan to have the high school makerspace open after school hours will be a brand new process in our district. This goal behind this idea is to engage our parents in the learning process more and make technology resources available to families who may not have access at home.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Funding has been incorporated into the grant to contract an evaluative facilitator through Ohio STEM/Akron Hub. Melissa Vojta, Director of Curriculum and Instruction, will work collaboratively with the facilitator. Contact information: Annie Hanson - Ohio STEM/Akron Hub 330.761.3195 Melissa Vojta - North Royalton City Schools 440.582.9038

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

Throughout the implementation of the project, the following data will be collected and analyzed by the District Leadership Team led by the Director of Curriculum and Instruction: - documented use of the makerspace areas by individual students, classrooms, community at-large - professional development opportunities that have taken place in the makerspaces - student achievement data from state assessments - number of courses able to be provided in the makerspace via distance learning for college credit

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

If successful, this project could be replicated at the elementary level. According to research, inquiry-based, student-centered learning connects middle and low achieving students to the subject matter through real world focus and driving questions. If introduced at the elementary level, our students could begin learning critical 21st century skills at the onset of their school career. Critical thinking, communication, collaboration and creativity will be embedded into our youngest students' curriculum. As they progress into Middle School and High School, PBL will be the most natural way for them to learn. Potentially, students' creativity may lead to improvements in our community. And, our graduates will be better prepared for college, careers and citizenship. If our project is successful, we are willing to serve as a resource to Ohio districts who would like to reinvent both their high school and middle school media centers. We would be willing to present at state conferences, such as OETC, OSBA, AMLE and any other local conference. A portion of our project also relies on the success of our Computer Club at the Middle School. Google CS First Platform is designed for students in grades four through eight. If our Middle School computer science is successful, our district computer science offerings could expand to both the high school and the elementary school. At the elementary level, we could begin a lunchtime Computer Club and focus on computer programming. We could use iPad apps such as Tynker, Scratch Jr, Kodable, The Foos and Hopscotch. At the high school level, we could expand the Computer Science Curriculum. As students become more interested in computer programming and understand how computer programming applies to the real world, our enrollment in computer science courses may increase.

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 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.

Consortium

North Royalton City (044545) - Cuyahoga County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

North Royalton City (044545) - Cuyahoga County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

| First Name | Last Name | Telephone Number | Email Address | Organization Name | IRN | Address | Delete Contact |
|-------------------|------------------|-------------------------|--------------------------|---|------------|--|-----------------------|
| Eugene | Linton | 4192895921 | elinton@ashland.edu | Ashland University | | 121 W. Main Street, , Ashland, Ohio, 44805 | |
| Annie | Hanson | 3307613195 | ahanson@apslearns.org | Ohio STEM Akron Hub | | 199 South Broadway, , Akron, OH, 44308 | |
| Paula | Kucinic | 2169014244 | paula.kucinic@esc-cc.org | Educational Service Center of Cuyahoga County | | 6393 Oak Tree Boulevard, , Independence, OH, 44131 | |

Implementation Team

North Royalton City (044545) - Cuyahoga County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

| Implementation Team | | | | | | | | |
|---------------------|-----------|--|---|---|--|---|------------------|----------------|
| First Name | Last Name | Title | Responsibilities | Qualifications | Prior Relevant Experience | Education | % FTE on Project | Delete Contact |
| Ann Marie | Radefeld | Curriculum Facilitator | Ann will assist the Director of Curriculum and Instruction with all essential implementation elements of the project. Additionally, she is the liaison to the teaching staff and the main source of support with district-wide initiatives. Ann will provide input to the design and set-up of the makerspaces and assist with training building technology teams, media center personnel, and administrators with all aspects involved in the project. Ann will provide presentations on the progress of the project (with Melissa) to parent groups, community groups, at staff meetings, and to the North Royalton Board of Education. | Ann currently works regularly with the teaching staff to implement instructional technology practices in the classroom. She holds certifications for Google for Education Chrome and Google Trainer Essentials. Ann is also an adjunct professor for Ashland University. | Teacher of French and German for 9 years District Curriculum Facilitator for 3 years | Bachelor of Art-Allegheny College Masters Degree-John Carroll University College studies in Paris, France | 100 | |
| Melissa | Vojta | Director of Curriculum and Instruction | Oversee planning of grant project Coordinate the purchasing of items related to the grant Coordinate professional development of PBL training for teachers Monitor the evaluation of the implementation Collect and analyze the data of effectiveness | As the Director of Curriculum and Instruction for the district, Melissa is currently responsible for analyzing district data to determine where professional development needs are. Melissa oversees the District Leadership Team to facilitate this process. Melissa is also an adjunct professor at Ashland University and can underwrite and teach courses for credit for staff members. | Elementary and Middle school principal for 12 years Taught Language Arts and Math at the seventh and eighth grade levels | Bachelor of Education - University of Toledo Masters Degree - Cleveland State University Valid Superintendent's License | 100 | |
| Mike | McGinnis | Director of Instructional Technology | Oversee entire technology operation of the implementation of this project, including planning, developing, and executing processes for the purchase and distribution of devices to staff and students. Coordinate removal of existing equipment no longer needed Training for the media center staff | Mike currently supervises the technology department and handles decisions related to purchasing for this area. As a former high school administrator in North Royalton, he has a solid working | High School Assistant Principal for 6 years Early Childhood Principal - 3 years Physical Education Teacher - 15 years Various coaching | Bachelor of Education - Muskingham University Masters Degree - Ashland University Valid Superintendent's License | 100 | |

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| | | | members at both schools Ensure wireless infrastructure is viable for the project Assist with professional development | knowledge of the staff and facility needs. | positions | | | |
|--|--|--|---|--|-----------|--|--|--|