

Budget

Adams County/Ohio Valley Local (061903) - Adams County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (101)

U.S.A.S. Fund #:

[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	35,000.00	745,500.00	0.00	0.00	780,500.00
Support Services		0.00	0.00	700,000.00	0.00	0.00	0.00	700,000.00
Governance/Admin		0.00	0.00	43,500.00	0.00	0.00	0.00	43,500.00
Prof Development		0.00	0.00	175,000.00	0.00	0.00	0.00	175,000.00
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	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	953,500.00	745,500.00	0.00	0.00	1,699,000.00
Adjusted Allocation								0.00
Remaining								-1,699,000.00

Application

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

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title:Technology Integration at Every Level

2.Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

The vision of the Technology Integration At Every Level project is to open a door of opportunity for students by increasing technology resources, capability and capacity. Through the development of a one-to-one device program, making major upgrades to wireless infrastructure, starting online high school classes and sparking an upsurge in technology integration in the classroom; this unique proposal extends to all three Straight A Fund goals: - increasing student achievement through improvements in data-driven blended instruction, digital literacy, expanded course catalogue and improved graduation rates -allowing for a greater share of resources by increasing student access to technology -reducing spending and environmental impact through the transition to paperless classrooms.

3960 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Rodney Wallace

Organizational name of lead applicant: Adams County Ohio Valley School

Unique Identifier (IRN/Fed Tax ID): 061903

Address of lead applicant: 141 Lloyd Rd, West Union, OH 45693

Phone Number of lead applicant: 937-544-5586 ext 17100

Email Address of lead applicant: rodney.wallace@ovsd.us

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: Marketta Lawhorn

Organizational name of secondary applicant: Adams County Ohio Valley Schools

Unique Identifier (IRN/Fed Tax ID): 061903

Address of secondary applicant: 141 Lloyd Rd

Phone number of secondary applicant: 937-544-5586 ext 17600

Email address of secondary applicant: marketta.lawhorn@ovsd.us

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Brian Ruckel-Principal North Adams High School IRN-033944 2485 Moore's Road Seaman, Ohio 45679 (937) 386-2528 brian.ruckel@ovsd.us Marla Young-Principal North Adams Elementary School IRN-033936 2295 Moore's Road Seaman, Ohio 45679 (937) 386-2516 marla.young@ovsd.us Tim Davis-Principal Peebles High School IRN-029538 25719 St. Rt. 41 Peebles, Ohio 45660 (937) 587-2681 tim.davis@ovsd.us Amanda Lamb-Principal Peebles Elementary School IRN-029520 700 Peebles Indian Drive Peebles, Ohio 45660 (937) 587-2611 amanda.lamb@ovsd.us Benjamin King-Principal West Union High School IRN-038893 327 Lloyd Road West Union, Ohio 45693 (937) 544-5553 ben.king@ovsd.us Shay Pennington-Principal West Union Elementary School 555 Lloyd Road West Union, Ohio 45693 (937) 544-2951 shay.pennington@ovsd.us Tad Mitchell-Principal Ohio Valley Career Technical Center IRN-070425 175 Lloyd Road West Union, Ohio 45693 (937) 544-2336 tad.mitchell@ovsd.us Anthony Long-Superintendent Southern Ohio Education Service Center IRN-046375 3321 Airborne Rd. Wilmington, Ohio 45177 (937) 382-6921 so_tlong@mveca.org Suzie Rossman SOITA 150 E. Sixth St. Franklin, OH 45005 (937) 746-6333 suzie@soita.org Paul Braasch Adams-Clermont Solid Waste District 4400 Haskell Lane Batavia, OH 45103 (513) 732-7745 pbraasch@clermontcountyohio.gov Honorable Brett Spencer Adams County Common Pleas Judge 110 West Main Street West Union, OH 45693 (937) 544-2921 arichmond@adamscountycourts.com

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

The Adams County Ohio Valley School District (ACOVSD) is excited to be working with all seven school buildings in our district to create a consortium. A total of three elementary buildings (North Adams Elementary School, Peebles Elementary School and West Union Elementary School), three Junior High and High School buildings (North Adams High School, Peebles High School, and West Union High School) and the Ohio Valley Career & Technical Center are included in the consortium. Implementation of this project will be led by the technology and curriculum departments at ACOVSD. Team members Marketta Lawhorn (Director of Technology), Lisa Toole (Director of Curriculum), Robin Lucas (State and Federal Supervisor), Jason Vesey (E-Learning Coordinator), Eddie Butcher (Network Manager) and Jonathan Bowman (Field Technician) will work as the implementation agents involved with the project. The experienced team has worked successfully on many innovative projects including securing funding for Race to the Top, Enhancing Education Through Technology, Raising the Bar, Telecommunity Interactive Video Distance Learning, Virtual Middle School, Olweus Bully Prevention program and creation of innovative solar energy programs district-wide. In an effort to reduce the high school drop-out rate, ACOVSD will work in conjunction with the Adams County Juvenile Court system to place, enroll and monitor students who seek online instruction. Students who are facing expulsion charges, non-credit status or truancy issues will be referred to ACOVSD for enrollment in the Adams Virtual Academy where they can be monitored for participation and course completion. Students will be required to participate in computer lab sessions throughout the week in designated high school buildings in addition to completing work outside of school. A culture of innovation and energy stewardship exists at ACOVSD fuels the transition to a paperless environment as prescribed by the proposal. Bold energy conservation measures have long held a priority in the ACOVSD as evidenced by these facts: -ACOVSD buildings have received an Energy Star Award for six consecutive years -LEED ratings were attained for all three elementary buildings after construction -Winner of federal Green Ribbon Award for the district recycling program -robust solar energy production. Changes in technology across the district has led to reduced power usage by replacing many CRT monitors with LCD and LED monitors, power management policies reduce energy consumption and small form factor computers reduce environmental impact at end of life recycling. The Southern Ohio Education Service Center will act as a partner for this project by providing professional development and support. Staff members will receive training on integration of technology in their classrooms and on ways to optimize the technology's impact by instituting research-based blended learning strategies. The core team for the Technology Integration At Every Level proposal includes two Southern Ohio Education Service Center employees who will also work toward ensuring success and providing necessary resources for the project's success.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- Student achievement
- Spending reductions in the five-year fiscal forecast
- Utilization of a greater share of resources in the classroom

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

- New - never before implemented
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

The ACOVSD Technology Integration At Every Level project will allow every student in every classroom unprecedented access to technology and will provide opportunities to take advantage of educational technology resources. By upgrading an antiquated wireless infrastructure and implementing a one-to-one ratio of students to devices will allow our students to excel. One device for each student in the district's three High School buildings and the Career & Technical Center will create a learning culture conducive to boosting digital literacy and 21st century college and career readiness skills. The relocation of existing devices from these buildings to the elementary schools will also equip the early grades for full technology integration. The modifications and improvements to wireless infrastructure will allow for more student and teacher access to vital blended learning opportunities as well as testing readiness for online assessments including NWEA MAP and PARCC. The project will support digital literacy by aligning with Common Core standards focusing on computer-based research, exposure to multi-media rich information on different mediums, development of familiarity with digital texts and formats, and the establishment of a culture of digital citizenship. As a district already vested in Google Apps for Education, the Technology Integration At Every Level proposal also creates the opportunity for expansion of staff capabilities. New opportunities for professional development will be made available through electronic resources in coordination with OTES/OPES models including extending virtual online enrichment opportunities to teachers and administrators through innovative applications available via Thinkgate and OLAC. The Technology Integration At Every Level project also allows for the creation of virtual labs within each of the three high schools to support the creation of the Adams Virtual Academy. This innovative addition to the educational opportunities being offered at ACOVSD will benefit all students. Students in the middle and high schools will be afforded the opportunity to take courses never before available to them due to staffing restrictions and building space. ACOVSD students will be challenged to enrich their course load by enrolling in courses like French, Chinese, Web Development, Graphic Design, Anthropology and a full catalog of Advanced Placement courses. This non-traditional option will also help to reduce the drop-out rate by offering students another viable option for earning credits. Through the software students can be monitored for course completion and seat time which allows for cooperation and partnership with Adams County Juvenile Court truancy tracking. The Adams Virtual Academy will diversify student opportunities through technology immediately but the long-term goal is for all students in the ACOVSD to enroll in an online course before graduation. Paramount to the development of the Adams Virtual Academy will be the district's ability to compete with commercial-based community schools and home school curriculum providers. With well over a million dollars of funding lost to these commercial entities, the Technology Integration At Every Level proposal will place the ACOVSD in a position to offer technology-rich curriculum to students seeking non-traditional options. Proper utilization of these applications will also open the door to paperless classrooms reducing paper costs to the district while supporting the creation of a culture of good stewardship by conserving natural resources.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Student achievement will improve by affording students the opportunity to work with integrated technology in the classroom on a daily basis, providing for engaging, dynamic blended learning instruction. Students will also improve digital literacy skills enabling greater familiarity and operational abilities with regard to online testing, research and digital comprehension. The utilization of technology for online credit recovery courses, establishment of the Adams Virtual Academy and more diverse elective course offerings will help to raise graduation rates and enable credit deficient students to rejoin their graduating class cohort. Students also facing non-credit status and truancy charges will be afforded the opportunity to enroll in virtual courses to increase credit completion and allow for more accurate monitoring of student progress. Sustainable reductions in spending will result from a variety of innovative changes consistent with the proposal's vision. ACOVSD spends over \$20,000 per year on paper in addition to costs involving copier toner, overage charges on copier service agreements and energy expenses associated with the operation of these machines. Transformation to paperless classrooms in seven district buildings not only permanently reduces or eliminates these costs; it also promotes a culture of conscience toward the environment. Systemic changes from traditional textbooks to electronic textbooks also reduce environmental impact while decreasing district needs for inefficient copy machines, storage space and clerical organization. Low consumption, low waste school buildings model the advantages made possible through Technology Integration At Every Level. Transformation of credit recovery classroom instruction to online-based courses and the addition of electives and AP courses on a more cost-efficient platform present long-term systemic changes for both student and teacher. Reductions in staffing for home instruction and students with alternative school placement based on new technology driven online courses also works to diminish costs for the district. Resource utilization will stem from an increase in new technology availability, capacity and capability. Technology resources currently underused and spread thinly across the district can be focused onto classrooms and teachers in addition to the new devices. District-wide improvements to wireless density and coverage will be improved by adding wifi access points at a ratio of one per classroom. Common areas will see multiple access points installed including upgrading to newer more up-to-date software. Students in grades 7-12 will work one-to-one with Google Chrome laptop computers allowing for a greater use of Google Apps for Education which is already in place in the district. Students and staff alike will be afforded full access to computers for research, data collection, internet access and state-sponsored programs like InfoOhio, Blackboard, Progress Book, AIMSweb, Renaissance Place, BrainPOP, Study Island, NWEA MAP, ETPEs, and Thinkgate.

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

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

N/A

14. What is the total cost for implementing the innovative project?

1,699,000.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

One of the largest budget expenditures (\$700,000) in the proposal is for the upgrade to the wireless network. The upgrade is necessary to support new devices for students. A robust wireless network will allow for seamless use of wireless devices anywhere in our buildings. This will be important as our district transitions to a "bring your own device" policy. The wireless network will be used by students using Chromebooks for access to Google Apps for Education and online curriculum. The Chromebooks are also a large amount (\$745,500) of the budget request but project success requires substantial professional development for teachers before, during and after implementation of a one-to-one plan. Online classes and professional development (\$253,500) complete the budget request so that teachers will be prepared to teach and learn using digital resources and wireless technology.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

0.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

The recurring costs will be offset by savings and reallocation of current budget items. The current staff will maintain the technology after implementation of Technology Integration at Every Level. With management software, re-allocation of duties and online support there should not be a need for additional support staff. Equipment costs are being offset by the decrease in purchasing of desktop computers since the cost of a Chromebook is one quarter the cost of a new desktop. The current technology budget will sustain the ongoing purchase of Chromebooks and online curriculum.

16. Are there expected savings that may result from the implementation of the innovative project?

31,100.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Costs savings includes the following: Paper - By implementing the project the district will move toward paperless or paper-reduced classrooms, Teachers and students will share electronic documents rather than sharing paper documents. Expected savings of \$5,000 per year on paper purchases will continue through the five year projected period and savings will probably increase as teachers and students become more familiar with electronic document sharing. Electricity - Replacing old desktop computers and CRT monitors with energy efficient Chromebooks will reduce the overall use of electricity by at least \$5,000 per year. Computer purchasing - The cost of a Chromebook is one quarter of the cost of a new computer and will allow for a large cost savings during the first two years following the grant year. The large purchase made by the grant will allow for two years of small purchases followed by several years of less costly purchases. The average cost savings will be \$5,000 per year. Textbook purchases - Initially, purchases of elective course textbooks will be eliminated by moving to online textbooks and resources followed by moving to online textbooks and electronic resources for core classes. The initial savings will be approximately \$10,000 per year and will probably increase as teachers and students become more comfortable with digital resources. Home Instruction costs - Home instruction will continue but will be supported using online curriculum and student devices. The teacher will be able to more efficiently deliver instruction to students when needed. Cost savings of \$6,500 per year will be realized by increased efficiency.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The ongoing costs for the project will be the purchase of Chromebooks or devices for students who do not have a device of their own to bring in the future. The implementation of a "bring your own device" plan will reduce the strain on the ACOVSD budget. The technology department employees will be able to maintain the devices and network while the replacement cost of devices will be using current budget which is used to purchase desktop computers since the Chromebook cost is much less than desktop computers.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 12/17/2013

* Narrative explanation

Planning has obviously started with the grant application. Upon notification of grant approval, the district will create a specific timeline for training and purchases. Initial purchase orders will be entered as soon as grant money and budget line items become available. Winter break will allow the technology department time to prepare for device distribution and training locations for winter and spring. The first order of devices will take place during the last weeks of December 2013. Installation of the wireless network will begin as soon as purchase orders can be entered and distributed to vendors.

Implement (MM/DD/YYYY): 01/06/2014

* Narrative explanation

Following winter break the district will train teachers so that they will be able to efficiently use Chromebooks in the classroom. SOITA and SOESC will provide training classes and resources for teachers. Online classes provided by Adams Virtual Academy will be available for students at the beginning of the second semester which begins on January 11, 2014. As teacher training continues, devices will be rolled out beginning with Junior High Students followed by distributing devices to high school students for full implementation and access during the final nine weeks of the school year which starts on March 18, 2014. The short timeline will provide challenges, training dates during winter months are always subject to change so flexibility will be absolutely necessary as we implement our plan.

Summative evaluation (MM/DD/YYYY): 05/23/2014

* Narrative explanation

The school year will end May 23, 2014, the summative evaluation will begin at the end of school and continue into June as data is collected. NWEA MAP scores and Ohio Achievement Assessment scores will be available for evaluation in June. The technology team will meet to analyze data, explore challenges and opportunities for improvement in planning for continuing through the 2014-2015 school year and beyond. Exploring obstacles met during plan implementation will be extremely important in order to be better prepared for the next school year. Surveys will also be collected throughout the process to evaluate in June. A stakeholder roundtable will be held the last day of school so that students, teachers, parents, administrators and community members can offer feedback on the project.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

The availability of devices for students will transform the educational process by allowing for differentiated instruction in every classroom. Beginning with online classes and continuing with teacher modified curriculum, students will be more engaged and in charge of their learning environment. Because Common Core necessitates changes in instructional practices, teachers will need to engage quickly to meet the challenges of the future. Teachers throughout the district will be able to easily share successful lessons and ideas by using Google hangout, Google Apps, Chat and email on their own devices or on Chromebooks. Equal access to devices and Internet connections will level the field for many of our students who are economically disadvantaged or have disabilities. Modified curriculum will be easier to use when each student has a device. For teachers, the process of changing curriculum maps, aligning curriculum and analyzing data becomes much easier with mobile devices connected to a wireless network.

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

20. 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.

Students who have access to online, blended and other forms of technology enriched instruction are more successful. Rationale with regard to the benefit of online learning and technology integration has been well documented by the U.S. Department of Education. In the meta-analysis and review of online learning and evidence-based practices (2010), evidence showed that on average students in online learning conditions performed modestly better than those receiving only face-to-face instruction. Technology-based instruction can reduce the time students take to reach a learning objective by 30-80 percent, according to the U.S. Department of Education and recent studies by the National Training and Simulation Association. Creation of the one-to-one element of the project will enable teachers and students to engage in these innovative mediums of instruction. Reductions in paper consumption, technology maintenance, supplemental personnel and purchase agreement coverage will stimulate district savings and increase each consecutive year extending long-term gains beyond the five-year forecast. The elimination of costly alternative placements and antiquated correspondence school contracts will work to complement district savings as well. Transition to Bring Your Own Device policies will also help complete the bridge made possible through initial supplementation of resources by way of the Technology Integration At Every Level project.

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

Yes

No

22. If so, how?

Ohio schools can look to the examples built in to this proposal to find similar savings measures and reductions within their own district for funding. The savings measures include but are not limited to: re-allocation of technology resources, reduction of purchased services for home instruction, reductions in paper consumption, lower textbook expenditures, reduction in shipping and organizational costs and potential energy savings.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

Encompassing nearly 500 square miles of rolling farmland and boasting a poverty level nearly twice the national average, the Adams County Ohio Valley School District faces unique challenges for keeping pace with the demands of technology and digital literacy. The value associated with this innovative proposal surrounds providing capability for both students and staff in the ACOVSD to realize the benefits and advantages of technology. As a district chosen for piloting the new PARCC assessments, this project aides in the technology readiness necessary for participation and allows ACOVSD to meet technology challenges for years to come. Students and staff members will increase digital literacy as well as become measurably more prepared for instruction and assessments. Systemic changes will take place as a result of this proposal that will result in lasting cost savings in the long term coupled with complimentary measures to low environmental impact through the transition to paperless classrooms.

24. What are the specific benchmarks related to the fund goals identified in question 9 that 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.

Each of the Straight A Fund goals can be measured in such a way as to demonstrate marked gains. The following benchmarks will be used to gauge success with regard to the Technology Integration At Every Level project: -In accordance with evidenced-based research, student passing rates on Ohio Achievement Assessments/PARCC and Ohio Graduation Tests will increase by a margin of 2% district-wide for the next five years. -ACOVSD graduation rate will increase by a margin of 2% a year for the next five years. -Wireless capacity and density will more than double as a result of additional access points throughout the district as well as software upgrades and improvements. Buildings currently equipped with an average of 30 wireless access points will be upgraded to 60 access points per building. -The number of student accessible devices will increase from a one-to-six ratio to a one-to-one ratio in grades 7-12. -ACOVSD paper consumption will decrease by a margin of 25% in the first year and an additional 5% in each of the next consecutive 4 years.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* 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 program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

Evaluation of the Technology Integration At Every Level project will be completed on many levels. The purchase and installation of network access points and software along with the purchase and delivery of student devices will constitute the initial checkpoint for project roll out. As the second semester of the 2013-2014 school year begins, staff professional development will be provided to adequately equip staff members to utilize devices. Partnering with SOITA and the Southern Ohio Education Service Center, teachers will be trained to utilize technology for blended learning activities and classroom data collection from formative assessments to drive instruction. These measures will be evaluated through OTES walk-thru and formal evaluations. Student drop-out rate will be monitored in conjunction with the Adams County Common Pleas Court. Data will be collected through the Adams Virtual Academy and made available to local judges for rendering decisions with regard to truancy and student course/credit completion. Harnessing the power of the technology, student log-ins, seat time and keystroke count will be tracked and reported to Adams County Common Pleas Court. Formative assessments, including NWEA MAP, Ohio Achievement Assessments, Ohio Graduation Tests and Thinkgate custom assessments, will continue to provide data concerning initial improvements in student achievement. Assessments will also be used periodically throughout the year to gauge student progress. The partnership with Adams-Clermont Solid Waste District will provide assistance in the evaluation of reduction of paper and building waste. Paper consumption savings will be tracked through ACOVSD Central Office staff using comparison data to evidence reductions throughout the district. Modification and staff training will be completed throughout the year as shown necessary by the data collection.

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I Accept Rodney Wallace Superintendent Adams County Ohio Valley School District 061903 10/24/2013

