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Adjusted Allocation: 0.00

Remaining: -5,000,000.00
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: Celina City Schools: A Differentiated Education

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.

Celina City Schools will raise student achievement by moving our curriculum and learning opportunities into the 21st century, making these items available to students anywhere and at anytime. By reducing our use of paper, printing, copying, and textbooks, Celina City Schools will reduce its expenditures and will show these reductions in our five-year forecast. Celina City Schools will utilize a greater share of resources in the classroom by providing every student, K-12, a one-to-one technology device.

2879 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Jesse D. Steiner
Organizational name of lead applicant: Celina City Schools
Unique Identifier (RNI/Fed Tax ID): 043729
Address of lead applicant: 585 East Livingston St., Celina, Ohio 45822
Phone Number of lead applicant: 419-586-8300 Ext. 1002
Email Address of lead applicant: jesse.steiner@celinaschools.org

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

First Name, last Name of contact for secondary applicant: N/A
Organizational name of secondary applicant: N/A
Unique Identifier (RNI/Fed Tax ID): N/A
Address of secondary applicant: N/A
Phone number of secondary applicant: N/A
Email address of secondary applicant: N/A

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 (RNI/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Polly Muhlenkamp, Principal Immaculate Conception School IRN: 054411 200 W. Wayne Street Celina, Ohio 45822 419-586-2379 pollymuhlenkamp@celina-ic.noacsc.org

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 lead implementation team for our project proposal will include Jesse Steiner (Superintendent), Jason Luebke (Curriculum Coordinator), Sue Aukerman (Grant Administrator), Keith Gudorf (Technology Coordinator), Mick Davis (Treasurer) and Polly Muhlenkamp (Immaculate Conception School Principal). This team will work together and will rely on past experiences and knowledge of change initiatives to successfully implement this grant proposal. With a wide variety of experiences and knowledge base on the initiative, we feel confident this team can demonstrate success. Jesse Steiner co-authored and implemented the RttT Early College High School Grant for Hicksville Exempted Village Schools. Additionally, he brings experience as the superintendent of a one-to-one MacBook school district. Jason Luebke researched, introduced, and implemented the trimester scheduling system at Celina High School in order to focus on student achievement by allowing more time for teachers to deepen understanding. Additionally, he co-implemented the introduction of a one-to-one netbook initiative to Celina High School for grades 9 and 10. Sue Aukerman spearheaded a grade level structure realignment initiative for Celina East Elementary and West Elementary Schools, grouping together teachers and students by grade level and creating Celina Primary School and Celina Elementary School. This initiative allows for better planning and instruction for grade level teachers, ultimately raising student achievement. Keith Gudorf co-implemented a one-to-one netbook program for grades 7-10. Additionally, he helped facilitate the introduction of iPad carts in grades K-6 and was a key leader in the initiative to put a SmartBoard in every classroom in Celina City Schools. He also organized WiFi implementation in two buildings, covering more than 1,200 students. Polly Muhlenkamp has a proven track record for leading Immaculate Conception school staff in making gains in student achievement as evident in the ability and aptitude of their students that enter our district in the 7th grade. Additionally, Immaculate Conception staff will partner with our district during all committee work and professional development.

E) 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.

Celina City Schools has been involved in the Ohio Improvement Process for several years. Our schools have struggled in meeting the needs of our students with disabilities and economically disadvantaged students. We are failing to actively engage our lowest achieving students in the learning process and to successfully meet their academic needs. We are challenged to cross the digital divide with our low income students. Ultimately, we are not closing the gap. We will achieve all three of the Straight A Fund goals and close the achievement gap between our general population and our students with disabilities and economically disadvantaged students with our Differentiated Education Project. The first phase of our project, which meets the third goal of the Straight A Fund grant, is to implement a one-to-one technology device program in grades K-12. This will place a learning device in the hands of ALL students. Students in grades K-2 will use an iPad mini, grades 3-6 will be issued an iPad, and grades 7-12 will receive a MacBook Air. All staff members will receive a device equipping them with the tools, resources, and experience required to meet the needs of the digital learner. Ultimately, we will be utilizing a greater share of resources in the classrooms. The second phase of the project will meet the first goal of the Straight A Fund grant. We will form curriculum committees to develop online learning resources and choose a vehicle by which all students can access those resources. The committees will also test the newly created curriculum maps in conjunction with teachers to take the resources they are using in the classroom and convert them to an electronic format. The committees and teachers will work to create new online learning resources. The goal for this phase of the project is for students to have access to the resources necessary for learning at all times. This will be an ongoing project after the grant period ends. We will start with Mathematics and English Language Arts and plan to have those subjects completely online by the start of school in August 2014. We plan to increase student achievement by giving students the freedom and ability to learn anywhere and at anytime. The third phase of the project will require a district wide commitment that will address the sustainability goal of the Straight A Fund grant. As we put the classroom resources online and continue to develop online course
content, we will work to go paperless. While this will not be an immediate conversion and will not completely eliminate the use of paper, we plan to take measures to drastically reduce our paper usage. The plan includes every aspect of doing business, from the treasurer’s office to the classroom—all departments will develop a plan and implement resources to reduce their use of paper. As we make the shift to paperless, we will also work to cut your costs for printing. Also, because the savings will come from buying less paper, the costs for paper, toner, and printing will decrease. As we move to the digital realm, students will have access to the online learning resources. Our choice to go with Apple products has many positive effects on this project. By replacing all of the technology in the district, we hope to see a reduction in energy usage by eliminating old, high energy consuming technology. Apple’s low cost of ownership will save the district money as we plan to use the technology for four years before it is needed again.

The initial price tag for Apple products is high, but they keep their value longer. Schools that use Apple products are able to sell their aging machines for competitive prices. Although we may realize enough savings in our budget from reduced printing, purchase, and textbook purchases to finance a refresh, the district will generate revenue from selling outdated machines that will also help finance the refresh.

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.

The Differentiated Education Project has ongoing expenditures after the grant expires. The largest of those expenditures will occur in FY18 when the district will need to refresh the technology. The amount of the refresh that we have added to the impact data sheet is $2,500,000. This amount is actually less than the original outlay in the grant budget. The district treasurer has accounted for inflation in this amount. This amount would come from the district’s current annual technology replacement budget of $250,000. With new equipment every four years, the replacement insurance on each device and extra devices on hand that were built into the grant, there would no longer be a need to purchase new technology annually using general fund dollars. This is shown on column 3, row 5 for all five years on the document. The district would save $364,500 ($45,107 of salary and $319,393 of overhead). The Differentiated Education Project Proposals are budgeted and listed as such in the District’s budget and are not part of the school district’s regular budget. We have chosen the combination of iPads and MacBooks as the vehicle by which to access the online learning opportunities. This is an important aspect of our plan as we are using it as insurance while our teachers are writing curriculum. This amount will be used by various entities on the budget and is our anticipation that enough of the district’s standardized curriculum will be created that we will not need to renew these licenses after six years. $327,000 is budgeted for purchases in supply tech. The $270,000 budgeted for instruction is a conversion of PC software to Mac friendly software. The $57,000 budgeted for professional development includes $17,000 for two 4-day workshops from Apple, $20,000 for workshops performed by NWOET and $20,000 for professional development workshops in Atlantic, Georgia. This $270,000 budget for professional development includes $364,500 annually by becoming a near paperless environment. The treasurer has placed this savings on lines 3.03 (copier lease) and 3.04 (paper) in $50,000 on each line. This would save the district $500,000 annually by becoming a near paperless environment. The treasurer has placed this savings on lines 3.03 (copier lease) and 3.04 (paper) in $50,000 on each line. This would save the district $500,000 annually by becoming a near paperless environment. The treasurer has placed this savings on lines 3.03 (copier lease) and 3.04 (paper) in $50,000 on each line. This would save the district $500,000 annually by becoming a near paperless environment.

13. Enter a project budget and direct instruction no longer provides the engagement levels or the resources necessary to meet the needs of the 21st century learner. Celina City Schools will change how and when students learn through the Straight A Fund and our Differentiated Education Project. The first phase of our plan to Differentiate Education is to utilize a greater share of resources in the classroom by providing every student, K-12, a one-to-one technology device. The only exception will be in grades Pre-K and K. In addition, paperless based curriculum for the 21st Century. Celina City Schools will combine the use of the technology with the needs of the students. The third phase of our plan to Differentiate Education is to make the program sustainable. Technology ages and must be refreshed on a regular schedule. Celina City Schools will implement a program to go paperless. We will systematically target and reduce the use of paper, all students, anywhere and at any. And our paradigm shift will allow teachers to choose and create online resources for students to utilize. Replacing old technology with new, energy efficient Apple products also adds to our savings. We will be able to reduce energy consumption by eliminating old computers and computer labs. In addition to energy savings, the cost of ownership for Apple products is much lower than other brands of technology. When we combine the savings from the reduction in paper usage and the savings we will attain from purchasing Apple products, we will be able to save the money required to refresh our technology when necessary. The Differentiated Education Project is not only sustainable, it will also reduce our expenditures in the five-year forecast.

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

$5,000,000.00 Total project cost

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

506,000.00 Specific amount of new/recurring cost (annual cost after project is implemented)

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

$610,000.00 Specific amount of expected savings (annual)

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 Differentiated Education Project has ongoing expenditures after the grant expires. The largest of those expenditures will occur in FY18 when the district will need to refresh the technology. The amount of the refresh that we have added to the impact data sheet is $2,500,000. This amount is actually less than the original outlay in the grant budget. The district treasurer has accounted for inflation in this amount. This amount would come from the district’s current annual technology replacement budget of $250,000. With new equipment every four years, the replacement insurance on each device and extra devices on hand that were built into the grant, there would no longer be a need to purchase new technology annually using general fund dollars. This is shown on column 3, row 5 for all five years on the document. The district would save $364,500 ($45,107 of salary and $319,393 of overhead). The Differentiated Education Project Proposals are budgeted and listed as such in the District’s budget and are not part of the school district’s regular budget. We have chosen the combination of iPads and MacBooks as the vehicle by which to access the online learning opportunities. This is an important aspect of our plan as we are using it as insurance while our teachers are writing curriculum. This amount will be used by various entities on the budget and is our anticipation that enough of the district’s standardized curriculum will be created that we will not need to renew these licenses after six years. $327,000 is budgeted for purchases in supply tech. The $270,000 budgeted for instruction is a conversion of PC software to Mac friendly software. The $57,000 budgeted for professional development includes $17,000 for two 4-day workshops from Apple, $20,000 for workshops performed by NWOET and $20,000 for professional development workshops in Atlantic, Georgia. This $270,000 budget for professional development includes $364,500 annually by becoming a near paperless environment. The treasurer has placed this savings on lines 3.03 (copier lease) and 3.04 (paper) in $50,000 on each line. This would save the district $500,000 annually by becoming a near paperless environment. The treasurer has placed this savings on lines 3.03 (copier lease) and 3.04 (paper) in $50,000 on each line. This would save the district $500,000 annually by becoming a near paperless environment. The treasurer has placed this savings on lines 3.03 (copier lease) and 3.04 (paper) in $50,000 on each line. This would save the district $500,000 annually by becoming a near paperless environment.
D) IMPLEMENTATION - Time line, 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 strategies and plans.

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)       | 10/15/2013 - 06/15/2014 |

* Narrative explanation

The Celina City Schools: A Differentiated Education Project is bold and will take careful planning and implementation. The timetable of the grant creates barriers right out of the gate. To help solve some of the stated barriers, planning has already begun. October 2013: Implementing a one-to-one program throughout the district will require a major upgrade of the district’s network and WiFi systems. A company has been identified and changes have been secured for the upgrades. In addition, a plan for the purchase of the one-to-one devices is being created. Apple has evaluated the technology needs of the district and we have discussed our needs, created a technology implementation plan, and were given a quote for the necessary technology. Regardless of the Straight A Fund grant, our district is in need of an evaluation of curricular resources in English Language Arts and Mathematics from a K-12 perspective. The ground work for developing Curriculum Committees to evaluate and inspect these needs has been started by the Curriculum Coordinator through the recruitment of teacher participants. November 2013: A committee will be created to look at the process of going paperless in the district. This committee will look at each department in the district and determine the appropriate software and tools necessary for that department to go paperless. Textbook adoption and pricing as well as contracts for paper, printing, and copies will be made where possible. Curriculum committee will also begin looking at Learning Management Systems that will serve as the learning hub for our online curriculum K-12 and student data collection methods. Immaculate Conception School staff will have representation on these various committees as they will be involved with professional development that is offered to Celina City Schools employees through this project. December 2013: After the grant is awarded, the district will need to move quickly in the upgrades to the professional and the new technology and the purchasing of the new technology. Most importantly, the company that will upgrade our network and WiFi will need to begin immediately as the new technology will not work without the appropriate infrastructure. The order for the new devices will need to be placed as soon as the money is available. Because this is a complete replacement of the technology in the district, extra personnel will be added to prepare the new devices for distribution. Traditionally, we hire additional summer technology positions – we will need to bring in help as soon as the devices arrive. January 2014: The curriculum committee will choose the Learning Management System and the data collection methods. The committee will then begin working on setting the curriculum for English Language Arts and Mathematics. The paperless committee should also begin selecting different software options to aid in the reduction of paper usage and plan a deployment for implementation with staff and students. In addition, a core professional development team will be created. This team of teachers and administrators will set the course for the necessary professional development to aid in the implementation of the one-to-one initiative, 21st Century skills, and the paperless initiative. March 2014: The English Language Arts and Mathematics curriculum resources and online components will be chosen by the end of March. June 2014: The last part of planning will happen in July. The administration and technology staff will develop a plan to train parents and students for the distribution and appropriate use of technology in the one-to-one program.

**Implemen**

**t (MM/DD/YYYY): 12/18/2013 - 9/30/2014**

* Narrative explanation

Our implementation timeline is also very aggressive. December 2013: A community newsletter will be sent out to inform the public about the grant and project proposal. The network and WiFi upgrades will begin over Christmas break. January 2014: We will hire additional technology staff to help prepare for technology distribution. Because our network and devices will not be ready immediately, we will use a gradual distribution of technology over a 5 month period. The first group to receive their devices will be the curriculum and professional development committees so that they can begin investigating Learning Management Systems and other curricular resources. These committees will also be the first group to receive professional development. Because we want the transition to the new devices and platform to be seamless and flawless, we will not give all of the teachers their devices until the network is ready and we are able to begin offering quality professional development. September 2014: The completion of the network and WiFi upgrade will be complete. Further distribution of teacher computers will be implemented along with a second round of technology professional development. Professional development will begin with the implementation of the paperless project. A data recording software will be identified and purchased. March 2014: The next community newsletter updating the public will be sent out. Professional development for the Learning Management System will begin. Teachers should be able to begin placing curricula in the Learning Management System and setting up grading. The English Language Arts and Mathematics curriculum resources will be completed. Data recording software training available. May 2014: Teacher professional development continues. One of our biggest barriers in the implementation of this project will be ensuring that teachers still have access to all of their necessary computer programs, software, and grades. Before teachers leave for the summer, we will ensure we have a plan in place to secure these resources should one device fail or not be available online. June 2014: All staff members will receive their new devices and all staff will be trained on the network and the Learning Management System. All funds will be encumbered by June 30. Staff member will continue to place curriculum resources online. Data recording software training available. July 2014: All curriculum resources will be online and accessible through the Learning Management System. August 2014: Student and parent training and device distribution will occur throughout the month. September 2014: One of our biggest barriers in the implementation of this project will be ensuring that students still have access to all of their necessary computer programs, software, and grades. Before students leave for the summer, we will ensure we have a plan in place to secure these resources should one device fail or not be available online. September 2014: All funds will be encumbered. All staff members will have technology training and will have received their one-to-one device. All parents will have had training on acceptable use of technology. All staff members will have curriculum resources online. All staff members will use the Learning Management System to provide online learning opportunities. All staff members will use data recording methods/scores to monitor student growth. All staff members will use the appropriate software to reduce the use of paper, printing, copying, and textbooks. All staff members will use technology to enhance student learning.

**Summative evaluation (MM/DD/YYYY): 09/01/2014 - 6/30/2014**

* Narrative explanation

Summative evaluation will take place in several areas and times. A large part of the children’s success will happen by the end of the grant period. Getting paperless will be ongoing process and it is important that our district will need to work on and improve upon each year. Raising student achievement will be monitored throughout the year with final evaluation occurring in the summer of 2015. September 2014: The evaluation process of getting resources in the hands of the students begins in September of 2014 when the one-to-one program begins. A successful start to the program will help every child and every student trained and using a one-to-one device at the start of the school year. June 2015: The full impact of going paperless will not be realized until the end of the summer. The Purchase Order process should be completely paperless and most classroom and curricular resources should be online. Celina City Schools has its own print shop. The measure of effectiveness for the paperless program could also be reflected in the operating expenses of the print shop as we should see a reduction in the cost to run the shop and allow the school to reduce staff in the print shop. Academic achievement will also take a full year to evaluate and will be an ongoing process. Formative assessment will occur throughout the year. For this project, we do not plan to use the traditional ‘test’ for the delivery of our curriculum. To do so, we plan to offer a robust and varied professional development program for our teachers that will sustain this initiative long after the money has been used. We will gear our professional development award the implementation of 21st Century Skills into the classroom. We intend to recreate our approach to teaching and learning, therefore, our approach to professional development will be reflective of this goal. A blended approach to Professional Development will be implemented, allowing teachers to learn at their own pace, on their own time, and in their specific area of need, all the while offering very specific and common face-to-face Professional Development. Ultimately, these changes and resources will have a lasting institutional impact.

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

19. 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 learn when they are engaged in the content. Letting the traditional classroom structure no longer serve our students and are not best practice. Schools must find ways to meet the need of their diverse populations. Taking cues from Mooresville Graded School District in North Carolina, Celina City Schools wants to offer students a 21st Century education. Mark Edwards, Superintendent of Mooresville, was named AASA’s Superintendent of the year and led his district through a digital revolution. Under his leadership, Mooresville implemented a district wide one-to-one MacBook program. Now our district offers dozens of interactive learning platforms instead of textbooks. Students work in groups and teachers act more as facilitators of learning rather than lecturers spouting the fountain of knowledge.

Students take more ownership over their own learning. Student achievement is up in Mooresville and it is considered one of the top schools in the nation.
21. Is this project able to be replicated in other districts in Ohio?


Yes
No

22. If so, how?

This project would be easily replicated in other districts. Districts would be able to model a change in technology and curriculum based upon our plan. The greatest barrier to implementing a program of this magnitude for another district would be the sizable financial burden up front. However, if a district were willing and able to spend the money on the technology and professional development up front, our model is easily replicable and certainly sustainable. By creating curriculum and professional development committees to support the efforts of the district, we give ownership to the teachers. Sustaining the initiative for another district that wanted to implement a similar project would be similar to our sustainability model. Reducing paper costs and eliminating the need for textbook purchases is a major component of our sustainability initiative and falls in line with our educational objectives.

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

The true test of successfully utilizing a transformative approach would have the child listen with headphones and then record themselves with the camera reading something back, working on pronouncing key words correctly. This immediately qualifies as "redifferentiation" in changing the way we teach and kids learn. We will benchmark this goal of changing the teaching and learning landscape through principal observations, walkthroughs, and teacher reports. The third benchmark will be for increasing student achievement. We will use value added data and student growth measures to ensure that students are learning and growing academically.

Celina City Schools will use several methods to measure student achievement. The first way of measuring success in student achievement is using data recording techniques and student growth measures to track student academic growth. All of our teachers have created Student Learning Objectives (SLOs) and have pretested their students. Additionally, all of our teachers currently monitoring the progress of their students. We will continue to track the data and the SLOs to determine student academic growth. For this evaluation tool, we will monitor growth throughout the year and at the end of the school year. We will use our Closing the Gap reporting scores as a summative evaluation tool. Using progress monitoring and SLO data, we will look for students to make growth in all academic areas. For the summative evaluation, our goal is to be monitoring the growth needed in each targeted area. The gap ranges from 2.3% to as high as 27.6% depending on the content area and subgroup identified. Each building will focus on their specific areas of need. Utilizing a greater share of the resources is more easily quantified in regards to simple implementation. The summative evaluation consists of a completion of training for students, staff, and parents. 100% of the students, staff and parents will need to be trained on acceptable use of the technology along with how the equipment operates. We would also look at the number of staff and students who have the devices. 100% of the students and staff should have access to the new technology. The true test of successfully utilizing a greater share of resources would measure how many students and how many staff use the technology in the classroom. It is our goal to have 100% of the students and teachers using technology in some way during the learning process on a daily basis. Summative evaluation on sustainability is controlled by effective budgeting and purchasing. We will build into our budget the appropriate reductions in spending so that we can reallocate the money to refresh the technology. We plan to cut our paper consumption, printing, and copying in half and save $100,000. We will not be purchasing traditional textbooks, saving our district $300,000 annually. We will also take the money that we have previously allocated for the purchase of new technology, $250,000, and put it in the fund to refresh the technology. Our annual savings will be more than enough to sustain the grant. The challenges in this area will be planning for and implementing the paper reduction plan. The summative evaluation of savings and sustainability will be the savings reflected in the year-end budget reported.

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 Jesse D. Steiner
Superintendent
Celina City Schools

Friday, October 25, 2013