

Budget

Clay Local (049601) - Scioto County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

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		150,000.00	80,000.00	0.00	0.00	781,150.00	0.00	1,011,150.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	52,000.00	0.00	0.00	0.00	52,000.00
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
<b>Total</b>		150,000.00	80,000.00	52,000.00	0.00	781,150.00	0.00	1,063,150.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-1,063,150.00

Application

Clay Local (049601) - Scioto County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

**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: C5 - Clay Classroom Computer Culture Change

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 C5 project will encompass three goals: to increase student achievement, to manage and control spending to show reductions in the five-year fiscal forecast, and to push resources to the student in the classroom. The project will provide a wireless, paperless learning environment that will not be constrained by the sticks and bricks of a school building. Students will be immersed in their learning experience, be an active participant in selecting their academic career path; and see success through increased interest in their own academics, as well as increased mandatory assessment outcomes and higher ACT/SAT scores.

663 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Jeff Hunter

Organizational name of lead applicant: Clay Local School District

Unique Identifier (IRN/Fed Tax ID): [REDACTED]

Address of lead applicant: 44 Clay High Street, Portsmouth, Ohio 45662

Phone Number of lead applicant: 740-354-6644

Email Address of lead applicant: hunterj@claylocalschools.org

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

First Name, last Name of contact for secondary applicant: Matthew Kuehne

Organizational name of secondary applicant: Clay Local School District

Unique Identifier (IRN/Fed Tax ID): [REDACTED]

Address of secondary applicant: 44 Clay High Street, Portsmouth, Ohio 45662

Phone number of secondary applicant: 740-354-6644

Email address of secondary applicant: kuehne@claylocalschools.org

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.

n/a

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.

Jeff Hunter is a teacher at Clay Local Schools. He teaches Integrated Science, Biology AP Biology and Anatomy and Physiology. He is completing a Ph.D. in Curriculum and Instruction at Ohio University. He is a district leader in the implementation of technology in the classroom and has presented on blended learning at the OETech conference. Hunter has certifications in online learning and online course development from Quality Matters. Matt Kuehne, IT and Facilities Director for Clay Local Schools, started at Clay in 2002 as Technology Coordinator. He has led many successful projects for the district, including a student and staff Bring Your Own Technology initiative that handles 600+ wifi devices every day. He led an energy audit and retro-commissioning project that has saved over 30% in usage and utility costs since 2011; designed and led a successful recycling project that has resulted in 22% of the district's monthly waste going to recycling rather than landfills.

**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 project will provide access to a tablet to each student in the CLS. The student's experience will transition from a traditional classroom to a technology-rich learning experience that is not space dependant and where learning is a two-way collaborative experience. The focus of the classroom will be in providing a highly individualized curricula. Inclusion of tablets (1:1) in grades 6-12 and classroom sets (K-5) enables all students to interact with this new vision of the classroom and take their course anywhere there is internet access. Students in K-3 will have in their hands the tools to assist in meeting their goals for the Third Grade Reading Guarantee. Students who need support will be encouraged to take the tablet home to work with applications to aid in meeting goals. CLS uses the Star Early Literacy assessment. By providing a tablet, they will be more comfortable with the assessment process. Students will receive additional support through applications they can play/learn with at home. Increasing the amount of digital texts available will increase interaction with the written word. Students who face challenges (modifications, child care, discipline issues, health issues) will have access to the same classroom. Students would maintain a presence in the school from 0 to 5 days per week (depending on challenge faced) while maintaining contact with teachers and meeting their goals. A tablet will be available for the student to use while in the alternative arrangement. The student/school will benefit by keeping the student a part of the social aspect and the student will be able to stay on pace with peers and get additional support in dealing with difficulties. Student access to computer/tablet labs will be expanded past the school day. Many students have time after school waiting for activities. The grant will provide a safe place for students to work. A computer lab will be open M-Tr after school, staffed by teachers or volunteers for student use. Students will be provided a secure, comfortable space to work on fully online courses. This will use existing space and transform it into an 'academic club'. The space will have furniture and work areas that have the feel of a university student success center, staffed with a teacher for direction/supervision; allowing and encouraging independence in their education. This environment will be designed to develop the skills needed for success in a university, such as time management, goal setting and academic achievement. Individualization and expansion of the curricula will be achieved through existing online course partners (SCOCA) and other rigorous developers. When a need is found, classes will either be purchased or developed inhouse. The range of academic topics available or developed via online classes allows a rural school to be academically competitive. Students will be able to craft their curricula, with staff guidance, based on future goals. To assist students with career choices and local employers in filling jobs with qualified employees, CLS will annually survey local employers and universities to examine trends in employment and careers. The data will be given to students to develop their learning plan to increase job prospects. The critical pedagogy shift will be transformative. In order for teachers to adapt teaching, they must become immersed in 21st Century skills. They need to be equipped with hardware, responsive internet, trained and supported by staff. Teachers will develop online text/resources rather than potentially outdated textbooks. Low cost resources such as CK-12 will be used to create texts that are responsive to State Standards and content

changes. Worksheets or handouts will be replaced by easily differentiated e-documents. Blackboard will be expanded as the primary K-12 LMS. Integration of online and interactive tools such as Accelerated Reader, Study Island, CK-12, will become the norm.

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 - The move to digital/mobile curriculum increases accessibility for each student. The addition of online communication may increase instructor accessibility outside of traditional hours. Students will receive immediate feedback on assessments (formative, summative). Deficiencies will be identified and the student will be directed toward specific material designed for mastery. Teachers will use the same feedback for analysis of progress and to develop scaffolding when needed. Scaffolding may include immediate differentiation for advanced or remedial learning. Such support isn't readily available in a paper based classroom where there is a lag between assessment-score-student receipt. Students will be empowered to participate more fully in their own academic path. By having an increased variety of courses available, student's interest, engagement and achievement will increase. Students will see information from local employers regarding future demand and skills needed. This will encourage students to see the connection between their academic career and job career. Achievement may be directly measured by shifts in state mandated assessments, college remediation rates, ACT/SAT scores and through data gathered through the SLO. Student engagement may also be captured through annual student surveys. Spending reductions in the five-year fiscal forecast - The CLS will see immediate reduction in annual expenses for textbooks, paper, copier and copier related costs. The CLS will eliminate the cost of paper books through the use of organizations such as CK-12 and teacher developed open texts that are focused on the Common Core, State Standards or the NGSS (Next Generation Science Standards) and are responsive to changes in the key content knowledge. Providing student access to rigorous online classes reduces the faculty cost burden for CLS. The cost for the CLS to add staff to provide academic diversity would be insurmountable. The purchase and internal development of asynchronous classes reduces the FTE burden while expanding academic courses. Achievement of spending reductions will be measured by a reduction in direct costs associated with the purchase or lease of copier and related expenses, textbooks and other paper workbooks. Utilization of a greater share of resources in the classroom. The focus of the grant is to provide student access and support in the classroom or learning areas. All students will have daily access to a tablet. At present time, the students have access to technology only when a lab is scheduled. Educational software and applications will be used at each grade level. The school facility becomes a classroom with all space equally useable for teaching and collaborative student activities. The teacher is the key participant-leader in the successful classroom. In order to ensure successful student outcomes, into each teacher must be an investment. The investment includes hardware and professional development. Equipping teachers with technology enables them to develop/manage their courses from any location, at any time. It will also increase teacher proficiency and capabilities in the use of technology as an educational tool. Providing teachers with intensive PD and increased support will enhance their ability to drive more resources into courses and classrooms. As the teacher becomes more comfortable with the use of technology, they will add depth of rigor on the class platform they develop.

### 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.

a.)project budget attached and uploaded.b.)project financial impact template attached and uploaded.

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

1,063,150.00 \* 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).

61.67% or \$655,650.00 of the cost of this project will go directly to student held devices, equipment, furniture, software, online course module purchases, and development of the C5 Learning Center. 33.44% or \$355,500.00 of the cost of this project will go for equipping our classrooms to aid teachers to teach in this online and hybrid classroom environment. 4.89% or \$52,000.00 of the project will be used as a PD investment in our teachers to assist them to fully utilize their digital classrooms and engage their 1:1 equipped students. Local funding will pay for regular staff salaries and support costs as well as electrical utilization during the project. CLS will use High Schools That Work funds for continuing PD needs as they arise over the life of the project. CLS anticipates utility savings due to more efficient devices being used and shows this in the cost reduction section. This project will directly impact every student of the district in grades P-12 (Currently 663 students). It will also directly impact all 50 full time classroom teachers in the district as well as administrative workflows and processes. Breakdown of Costs Student Impact - Student Devices added 400 iPad Airs with cases (grades 6-12 1:1), headphones, and stylus. K-5 iPads Airs with cases (180 grades), headphones, and stylus with classroom carts. Upgrade of 315 old student computers with energy saving thin client stations in classrooms and labs and upgrade of 30 high power workstations in the district's PLTW CADD Engineering Center. C5 Learning Center - (C5LC) The C5 Learning Center is a 2800 square foot room in our facility that was previously used for storage. The district has already upgraded the lighting, HVAC, electrical, and surface finished. The C5 LC will create a space for our students who are taking fully online courses to use. The C5LC will be staffed before and after school and available for all grades K-12. The project will provide for furniture and be designed like a university Student Success Center. The C5 LC will include installation of 30 high power workstations, IWBs and sound enhancements, and the employment of an Aide so that the C5 LC is staffed all day and available for students. Teacher Impact- The teacher costs in this project will equip each teacher with a high powered macbook laptop computer with protective case and bag. It will also equip them with a tablet like their students to be fully immersed in what students are viewing. Each classroom will have an iPevo document/microscope camera so teachers can show material or experiments in the classroom and post to the LMS without delay. Each classroom will be equipped with a Swivl camera stand to assist with lecture capture and student projects. Swivl combined with an iPad enables the teacher to record her/his classroom instruction so it can be uploaded to their LMS portal and shared with all students regardless of attendance.

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.

190,000.00 \* 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.

Implementation of the C5 program will result in some recurring costs. The teaching staff will continue to require professional development (PD) dealing with changes in software/hardware. However, in house technology experts will be developed, be used as peer trainers and share ideas in monthly department meetings. Staff turnover will create demands on PD. New staff will need to receive PD investment in order to be proficient with the classroom tools implemented by CLS. CLS anticipates a student equipment rotation schedule of 6 years. In the past several years enrollment has been increasing and the cost of equipment decreasing. When the project begins all student devices and all teaching devices start at year 0 on the life expectancy, effectively giving CLS a jump start on a normal equipment replacement schedule. CLS also anticipates considerable savings from moving toward tablet, mobile and thin client devices compared to desktops and laptops. A standard student desktop or laptop can total \$1,200 or more to replace. Moving toward mobile and thin clients brings that replacement cost down to approximately \$500 per device, producing more than 58% in savings. A yearly cost of \$74,300 will enable CLS to keep the C5 project on a 6 year replacement cycle for all equipment. CLS will also have the cost of employing the C5 Program Coordinator and C5 Learning Center Aide in year 3 of the project. These costs will be approximately \$115,000 annually. CLS will expect to cover these recurring costs with funds from attrition/retirement savings of staff. The cost savings section expands on how CLS expects to cover recurring costs.

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

204,889.00 \* 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.)

We anticipate a reduction in copier, printer, and toner costs of \$15,438 per year. A reduction in paper costs of \$6,000 per year. Reduction in textbook purchase and replacement costs due to the open online texts of \$84,000 per. A reduction in electrical utility costs from converting standard PCs to thin clients and teachers to more efficient laptops of \$18,000 per year. A reduction in HVAC cooling costs due to standard computers being upgraded to thin clients of \$57,645 per year or 32,000 BTUs per replaced device. Finally a reduction in IT man-hours spent on trouble tickets resulting in \$26,816 per year due to newer hardware and software. Total reductions due to project impact are expected to total \$204,889 per year.

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 main costs to the CLS district are start-up costs. It is anticipated that recurring costs, replacement and repair costs, and on-going professional development costs will be offset by the cost savings identified in item 16. Student council will volunteer to staff the open computer lab after school hours. The C5 Project Coordinator position is budgeted for a two year period. At the end of the two year period the position will be eliminated if funds are not sufficient to support the position. We anticipate savings in staff retirement/attrition that will allow the C5 Project Coordinator position to easily be absorbed by local funds. Once the project is started, the ongoing costs (repair, maintenance, training) are manageable within the existing budget assuming no reductions in funding. The project is \$1,603 per student affected by the grant.

### 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): 12/20/2013

\* Narrative explanation

Planning will be integral to the successful implementation of the project. Key stakeholders including students, teachers, parents, administration and board members will be encouraged to participate in the planning for this change. The planning committee will include identified stakeholders (students, parents, staff, board). Focus groups will short term (time limited) and will be disbanded when their stated goals are met. Planning will encompass the preparation for training (identifying training needs of students and staff, developing and researching trainers, developing the training plan), training of both students and staff and course development. Focus groups will report biweekly to the planning committee. The planning phase will include identifying the types of software or apps that teachers will use in the class. This process will be moved to grade band specific focus groups of stakeholders who will be given a timeline to make recommendations. A focus group of students will be gathered with the task of developing the training plan for the students. Student leaders will be identified and trained to assist with student orientation. An orientation document for students will be developed. An implementation plan will be developed and drafted within 30 days of receipt of notification of the program being accepted. Discussion will include any foreseen barriers and challenges to implementation. The largest challenge faced will be training and preparing staff for working through apprehension of a new approach to their familiar pedagogy. In order to minimize the apprehension, weekly communication of progress and time frames will be shared with stakeholders.

Implement (MM/DD/YYYY): 01/20/2014

\* Narrative explanation

Implementation will include following the competitive bidding requirements for the purchase of the material needed for the program. This will create challenges in getting the materials to students and staff in time for training. Focus groups will continue their service until their stated mission is completed. Students are digital natives, yet in many instances are uncertain of how to use their technology as an educational tool. Orientation for students will include the tablet and software along with proper etiquette and 'netiquette' along with internet safety information. If the tablets are available during the 2013-14 school year, the orientation for students will begin spring (April-May). Each student will sign off on the orientation document as they receive training. Open computer lab time will be available after school to provide additional support. Teachers will need to be trained on the hands on use of the equipment. They will also be trained on how to use the hard/software to develop an electronic classroom presence. Training on the classroom presence on the LMS will begin in February after notification of approval. Teachers will be required to develop their presence over the spring and summer with classes prepared for student use by August of 2014.

Summative evaluation (MM/DD/YYYY): 06/01/2015

\* Narrative explanation

A new set of focus groups (students, staff, other stakeholders) will be incorporated with the mission to create surveys to identify areas of success and concern. Students will be surveyed to seek additional feedback about the change to their learning environment. Teachers and staff will be surveyed to understand their stressors and successes. Information will be used to pinpoint PD in areas that result in greater success for students and staff. At the end of the 2014-15 school year, results of summative assessments will be gathered for analysis. Student growth should be supported by the increase in access and engagement with the technology. Expenditures will be tracked and monitored. The expenditures will be audited by the CLS auditor annually for grant compliance.

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

The project will create transformative change for the teaching staff at CLS. The accepted pedagogy will become that of guiding the student to experience learning through interacting with content instead of being passive receivers. The students (and teachers) will become well versed in 21st Century Skills that the student will take to their future employers. Classes will be more focused on the individual student. Since the student will be connected at all times, they will be encouraged to find information for themselves instead of waiting for a teacher to tell them. The classroom will become a place of discourse where students and teachers will examine ideas and come to understandings. Academic content will be organic and responsive to the greater changes in the knowledge base and the culture at large. The learning environment will also reflect the world in which students live, not a relic of past educational successes. By annually connecting with employers and universities; the students, school and community will become integrated in ways that will provide for new access to jobs as they are created. The students will be able to respond to the skills that business needs and where the universities see future job growth. Students will drive their own academic success with a focus on their employability or college track.

**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.

Cilesiz (2010) suggested that "experiences with technology generally, and with teaching and learning with technology specifically, are phenomena distinct from experiences with traditional forms of teaching and learning" (p.488). In addition, Sharples, Taylor and Vavoula (2007) shared that "52 per cent of everyday learning episodes involved one or more pieces of electronic technology: mobile and fixed phones, laptop and desktop computers, televisions and video-recorders" (p. 231). Use of technology offers flexibility for learning based on the student consumer. This flexibility can be woven into a traditional classroom in similar ways as it is being used in blended or online classes. Students may attend class at any location they choose, at any time they choose and receive feedback that is prompt and directed to their needs. "Hybrid or blended models most frequently emerge as the most effective learning strategy", suggested Skill and Young (2002), and "the creation of new learning environments should embrace both virtual and real spaces" (p. 24). Hoadley (2007) suggested that the goals of e-learning include "producing and evaluating interventions using technology that lead to student learning outcomes" (p. 139). The computer is used as a tool that can automate the repetitive functions of both students and teachers and for moving the conversation out of the classroom. The central aim of 1 to 1 one technology is to integrate the tools and methods for personalized learning into the learning environment. The project moves beyond the simple 1 to 1 concept and provides for a learning environment that is both technology and content rich. The content richness includes access to classes that the student may never have thought of as being able to take in a rural school.

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

Yes

No

22. If so, how?

Replication is possible by having a strong desire to provide the best learning environment possible to the students. The steps to follow include: Re-vision your classroom with an eye to the future and communicate the vision. Equip the classroom teacher with technology and train the teacher on how to use the technology. Invest in the classroom teacher and communicate classroom successes. Move the existing classroom online. Encourage the transparency an open class provides to parents and guardians and communicate with parents and guardians. Equip your students to interact in the 21st century learning environment and communicate the new skill sets the students gain. Expand your course offerings, develop in house or find consortia and partners to share courses with and communicate expansion with the community. Gather data. Evaluate/adjust your methods as the project moves forward and communicate what is found.

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

It is expected that student academic growth will increase in each course. Students who attend CLS will benefit from increase access to and use of technology as a learning tool. The use of computers and technology will not stop. Schools need to react so that their students can be successful after graduation. It is hoped that this will result in graduates being ready for a changing work force or a university setting that is increasingly global. The school will change to reflect the changes in the country and by doing so better prepare our students. The CLS feels that it can be a leader in developing this new approach to education in the public school.

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.

CLS should see students increase scores on high stakes course and proficiency exams. Paper waste will be greatly diminished. The use of e-documents can allow for the creation of portfolios that the student can take with them through their public school career. Teachers will find new ways to use technology as devices or applications come to the market. The internal development of online rigorous courses will result in a catalog of classes that will benefit future students. CLS expects to see decreases in waste, spending on consumables and elimination of paper textbooks.

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.

The evaluation method will include the existing methods. Students will be taking state mandated assessments. Data will be compared for students prior to and after the implementation of the program. SLO data will be used to analyze student growth. CLS will develop and implement a survey for students to be given at the mid points and end of the first year to identify what has worked and what needs adjustment. Parents and guardians will be surveyed to seek out their perception of the change impact on their students educational experience. Teachers will be surveyed before, during and after the first round of training. Additional training will be offered as shortcomings are identified. Each teacher's LMS (online) classroom presence will be evaluated using the Quality Matters Grade 6-12 rubric. It is expected that it will take teachers at least 2 years to fully develop their class.

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 - Anthony Mantell, Superintendent, Clay Local School District - 10/25/2013 | Accept - Brandi Dillow, Treasurer, Clay Local School District - 10/25/2013 | Accept - Jeff Hunter, Teacher, Clay Local School District - 10/25/2013 | Accept - Matt Kuehne, IT and Facilities Director, Clay Local School District - 10/25/2013

