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A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: ITTS 21: Interactive Technology for Today's 21st Century Students

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.

Executive Summary: Interactive Technology for Today's 21st Century Students (ITTS 21) is Franklin Local School District's one-one-one iPad initiative that focuses on incorporating a blended learning environment in grades six through twelve impacting 1100 students. ITTS 21 will incorporate Schoology's Learning Management System and Apple's iBooks Author to raise student engagement and achievement through a blended learning approach. ITTS 21 will increase student achievement through a blended learning approach, reduce spending in the five-year fiscal forecast, and allow for utilization of a greater share of resources in the classroom.

1100. Total Students Impacted:

3. Total Students Impacted: 1100

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

First Name, last Name of contact for lead applicant: Shannon Fitz
Organizational name of lead applicant: Franklin Local School District
Unique Identifier (RN/Fed Tax ID): 048843
Address of lead applicant: 360 Cedar Street, Duncan Falls, OH 43734
Phone Number of lead applicant: 740-674-5203
Email Address of lead applicant: shannon.fitz@omeresa.net

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

Shannon Fitz, Franklin Local School District Director of Instruction has experience utilizing the distributed leadership model as a platform to accomplish the goals of the district and the collaborative. Nicholas Hansel - Technology Director of the Franklin Local School District. Nick is well versed in educational technology. With our current projects, Nick has provided our teachers with in depth training and knowledge. Nick is also an expert in iPad integration and enrollment into a MDM (Mobile Device Management), Cory Davis - Computer Technician and Network Manager at Franklin Local School District. Cory has worked in the Franklin Local School District for over twenty years. He is responsible for the care and maintenance of the district's technology. Cory is an expert in creating, managing, and troubleshooting the district's infrastructure. iPad Committee - This committee consists of five teachers and five administrators. The responsibility of this committee is to ensure proper implementation of iPads into the classroom.

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.

Shannon Fitz, Franklin Local School District Director of Instruction has experience managing all federal grants as the district's Title I Coordinator. She also chairs the Race to the Top Transformation Team in their innovative work to meet the goals of the Race to the Top Grant as well as the Teacher Incentive Fund Grant. Ms. Fitz, as a Collaborative Learning Practitioner partnering with Battelle for Kids and the Ohio Appalachian Collaborative, has experience utilizing the distributed leadership model as a platform to accomplish the goals of the district and the collaborative. Nicholas Hansel - Technology Director of the Franklin Local School District. Nick is well versed in educational technology. With our current projects, Nick has provided our teachers with in depth training and knowledge. Nick is also an expert in iPad integration and enrollment into a MDM (Mobile Device Management), Cory Davis - Computer Technician and Network Manager at Franklin Local School District. Cory has worked in the Franklin Local School District for over twenty years. He is responsible for the care and maintenance of the district's technology. Cory is an expert in creating, managing, and troubleshooting the district's infrastructure. iPad Committee - This committee consists of five teachers and five administrators. The responsibility of this committee is to ensure proper implementation of iPads into the classroom.

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 research-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.

Problem: The Franklin Local School District does not have the resources nor the technology available to incorporate a blended learning approach that will enhance and accelerate learning, leverage technology for personalized instruction, promote collaboration to increase student engagement, and strengthen the 21st century skills necessary for future success. Solving the problem: Due to the changing educational environment, today's students will require a different set of skills. Today's future graduates must be equipped with 21st century skills of problem solving, critical thinking, traditional and digital communication, and technological literacy. To be prepared for tomorrow's jobs, students must have the knowledge and resources available to quickly interpret and communicate information on a large scale. ITTS 21 aims to ensure students develop the skills and technological knowledge necessary to be successful in the modern world. Due to this, ITTS 21 will allow the Franklin Local School District to implement a one-to-one program in grades six through twelve (1100 students) using the Apple iPad to create an interactive and dynamic educational experience for students. This initiative also increases student and teacher access to digital curriculum, in place of traditional printed textbooks and assignments. Through the use of Schoology's Learning Management System, teachers will have access to tools that engage students more efficiently and improve the effectiveness of education. These tools allow teachers and students to collaborate digitally and create a blended learning environment without the use of a single sheet of paper. More specifically, Schoology will allow teachers to create an educational learning community that can adjust to today's changing student needs. ITTS 21 will also provide our educators the opportunity to gather and create their own classroom resources. With the use of Apple MacBook Pros and Apple's iBooks Author, teachers can create iPad friendly e-books that can easily be shared with students and colleagues. iBooks Author goes beyond creating the traditional textbook, the software provides teachers with the tools to create dynamic textbooks that include picture galleries, keynote presentations, videos, 3D graphics, interactive diagrams and much more. To ensure teachers are trained properly, Apple Certified Professional Development will be provided to teachers during the implementation process.

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: By providing a blended learning environment, ITTS 21 will incorporate Schoology's Learning Management System and Apple's iBooks Author to raise student achievement. E-textbooks...
that meet the specific needs of the Franklin Local students, up-to-date standards-based resources and blended technology format will increase student engagement and participation in and out of the classroom. One-to-one iPads will give students the daily experience with the device they will use to take the Next Generation Assessments. Students will also have the necessary experience with technology-enhanced items in preparation for state assessments and future careers. Spending Reductions in the five-year fiscal forecast: ITTS 21 will allow the district to provide the blended learning environment necessary for today's students while cutting expenses in the areas of textbooks, copier needs, paper supplies and desktop computers. Apple's recycling program and the district's Technology Sustainability Fund will also allow the district to actually increase the fund balance as projected in the five-year forecast. Utilization of a greater share of resources in the classroom: ITTS 21 puts the technology in the hands of the students both in and out of the classroom with its one-to-one concept. The resources created by teachers through iBooks Author and Schoology's Learning Management System will be directly used with and by students in the classroom. The investment in teachers through professional development will help build one of the greatest resources within the classroom, a highly effective teacher. Advancement of Innovation Plan: ITTS 21 will give students access to custom e-textbooks, iPad features for differentiation and accommodations and collaborative tools to interact with their peers. These specific tools will help teachers properly direct instruction that exceeds the district's Annual Measurable Objectives goals as stated in the district's Ohio Improvement Process Plan. ITTS 21 incorporates tools related directly to the district's OIP strategies, including Formative Instructional Practices and Transitions to Ohio's New Learning Standards.

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

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

1,413,212.00 *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, RTT 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.).

Financial Impact Template attached.

Funding Year 14 - Straight A Fund Budget If awarded, ITTS 21 will be fully funded by the Straight A Fund. Purpose of the below listed budget item: Apple Volume Purchase Vouchers will be used to purchase necessary applications for iPads and MacBook Pros. Logitech Lighting Keyboards for iPad will meet the requirements of Ohio's Next Generation of Assessments and give students traditional keyboard experience. OtterBox Defender Series Cases for iPad are necessary for the protection and sustainability of the iPads. Supplemental Educational Materials will allow teachers to acquire paid materials for the purpose of building their e-textbooks. iPads will provide a one-to-one technological learning environment for students in grades 6-12. District Infrastructure Upgrades will allow for the increased amount of technological traffic on our system. Anthro Charge and Sync Carts will be used for applying upgrades and application addition to the iPads. Staff stipends for training will be provided to teachers to attend professional development outside of their contracted hours. Apple professional development is necessary to the proper implementation of the Apple products such as iPads, MacBook Pros and iBooks Author. Details of Cost: $5,000.00 - Instruction - Purchased Services: 5 Apple Volume Purchase Vouchers at $1,000 for $5,000 $21,787.50 - Instruction - Supplies: 1250 Logitech Lighting Keyboard for iPad @ $65.83 for $82,287.50 150 OtterBox Defender Series Case for iPad @ $100 for $15,000 Supplemental Educational Materials @ $500 for $1,000 $5,624.56 - Instruction - Capital Outlay 125 iPad Wi-Fi 32GB Black 10 Pack (Totaling 1250 iPads) (P5) @ $758.90 for $732,750 District Infrastructure Upgrades - Aerial Access Points and HP Switches - $250,000 15 13-inch MacBook Pro 2.5GHz pre-installed with Pages, and Numbers, and Keysnote @ $1,058.90 for $15,884.50 Apple Charge and Sync Cart @ $2,599 for $25,990 $92,800.00 - Professional Development - Salaries/Benefits Staff Stipend to attend training @ $150.00 $80,000.00 $5,000.00 - Professional Development - Purchased Services 4 classes / 20 members per class - Apple Professional Development - Foundations of Mac OS @ $2,900.00 for $11,600.00 3 classes / 20 members per class - Apple Professional Development - ELA @ $2,900.00 for $8,700.00 3 classes / 20 members per class - Apple Professional Development - Math @ $2,900.00 for $8,700.00 3 classes / 20 members per class - Apple Professional Development - Social Studies @ $2,900.00 for $8,700.00 3 classes / 20 members per class - Apple Professional Development - Science @ $2,900.00 for $8,700.00 4 classes / 20 members per class - Apple Professional Development - Book's Author @ $2,900.00 for $11,600.00 8 classes / 20 members per class - Apple Professional Development - Common Core @ $2,900.00 for $23,200.00 1 class / 20 members per class - Apple Professional Development - Language Development and Literacy @ $2,900.00 for $23,200.00 1 class / 20 members per class - Apple Professional Development - Reaching All Learners @ $2,900.00 for $5,800.00

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.

598,750.00 *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.

In FY2017, we are projecting that we will replace the 1,250 iPads at a cost of $598,750. A three-year replacement schedule for iPads will keep up-to-date technology in the hands of students and allow for a high trade-in value using the Apple recycling program. In FY2017 we will trade in the 1,250 iPads to Apple and receive a credit for $197,500 against the cost of the new iPads.

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

92,668.58 * 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.).

Our current copier lease ends in August 2016. By FY2017, students and teachers will be proficient in maintaining files digitally. Assignments will be sent and completed digitally. Textbooks will be transitioning to digital. Teachers currently rely on copiers and paper to process educational materials. When we enter into a new copier lease at the beginning of FY2017, we expect copies to be cut in half and we expect to cut our copier maintenance in half or by $13,760.40 and reduce our copier lease by 25% or $12,255.44 annually. In FY2013, we spent $182,349.15 on textbooks. We are experiencing our first partial transition to an electronic textbook.

In FY2013, we are experiencing our first partial transition to an electronic textbook.

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.

In addition to the surplus that was built into the May 2013 baseline forecast, our fund balance is also increasing due to our reduced costs ($96,688.58 annually) and Technology Sustainability Fund revenue ($320,900 annually). In FY2015, the grant will cover 25% (P5) and in FY2017 $598,750, less $187,500 trade-in value. The Financial Impact Table shows that we can replace these iPads every three years and sustain this program in the future. Students will be exposed to the technology they will need to compete in the 21st century.

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 the describe the communication as occurred at the project was described.

Describe the ongoing implementation 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 entity.)

* Narrative explanation

Stakeholders: Board of Education, Superintendent, Assistant Superintendent, Treasurer, Assistant Treasurer, Director of Instruction, Technology Director, District Technician Plan Timeline: September: The stakeholders listed above began conversations in mid-September when information was released about the Straight A Fund. At that time these same stakeholders discussed developing a proposal that would be innovative, yet still tied to our current technology and curriculum plans. It was important to the group to enhance, not replace, our current vision for the school district. October: The above listed stakeholders settled on the idea of ITTS 21: Interactive Technology for Today's 21st Century Students. ITTS 21 is a one-to-one technology project in grades 6-12 that will enable students to use technology to access, study and learn the content of Ohio's New Learning Standards in preparation for Ohio's Next Generation Assessments. ITTS 21 will focus on supporting teachers in the creation of customized interactive textbooks for students based on the content of Ohio's New Learning Standards and will include picture galleries, videos, interactive diagrams, three-dimensional objects, mathematical expressions and other interactive elements all of which will provide students with a technology enhanced, blended learning environment. With the vision in place, the stakeholders worked to prepare the various details required by the Straight A Fund application due October 25. Tasks included research in the areas of technology and

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 09/16/2013

Narrative explanation

Plan (MM/DD/YYYY): 09/16/2013
curriculum as well as the pricing of items needed to implement the project. Budgetary work was done to ensure both cost savings and the district and sustainability of the project. Communication: The above stakeholders engaged through face to face meetings. Barriers: The greatest barrier during the planning phase was determining a practical timeline for the completion of such an innovative project.

Implement (MM/DD/YYYY): 12/18/2013

** Narrative Explanation **

Stakeholders: Superintendant, Assistant Superintendent, Accountant, Treasurer, Assistant Director, Director of Instruction, Technology Director, District Technicians, iPad Committee, District Leadership Team (OLAD Administrators/12 Teacher Leaders), Principals, Teachers. Students.

Students Implementation Timeline: Late-December - January

Processes: Testing, Professional Development, professional project implementation, and professional project implementation.

** 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 measured.**

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

** 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 forecast, our fund balance will increase due to our reduced costs ($92,668.58 annually) and Technology Sustainability Fund revenue ($30,000 annually) even with the replacement of all 1,250 iPads in the district.**

**E) SUBSTANTIAL IMPACT AND LASTING VALUE**

- **Instructional and Organizational Changes:** ITTS 21 will create substantial instructional and organizational changes across the Franklin Local School District. This on-one-to-one technology initiative will enhance and accelerate learning, leverage technology for individualizing instruction while increasing student engagement. ITTS 21 will promote collaboration and strengthen the 21st Century skills necessary for tomorrow's jobs.

- **Increased Student Engagement:** During the pilot project one-to-one/two-iPads they saw improved student and teacher productivity by participating in a digital learning environment, saving the district money and the teachers time. They saw that students would create higher quality projects and papers as well as use iPads as a research tool. Instructors began incorporating technology in their curriculum. Students learned to use the iPad as a research tool and learned to be more efficient in their classwork.

- **Technology Sustainability Fund:** The largest barrier during the implementation phase will be the narrow timeline for completion. ITTS 21 is able to be replicated in other school districts in Ohio due to its simplicity. District stakeholders must be available and willing to help ITTS 21 implement their vision. Providing the necessary support for teachers and principals during the implementation phase will be imperative due to the large number of other state initiatives occurring at the same time. (i.e. preparation for Ohio's New Learning Standards and Next Generation Assessments, OTES and OPES, etc.)

**Summative evaluation (MM/DD/YYYY): 06/30/2013**

** Narrative Explanation **

Stakeholders: Board of Education, Superintendent, Assistant Superintendent, Treasurer, Assistant Treasurer, Director of Instruction, Technology Director, District Technician, Parents, Students.

Community development (Social and Cultural impact): June: The technology will be fully implemented in the classroom over a five-year period for completing the technology infrastructure in grades 6-12 in the 2014-2015 school year. This evaluation will include readiness of e-textbooks for use, teacher preparedness for use of the technology with students and roll out of student devices for use at the start of the 2014-2015 school year. FY15-FY19: The above stakeholders will monitor and evaluate the ITTS 21 project for its impact on meeting the three Straight A Fund goals.

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

- **ITTS 21 will support the goals of the Straight A Fund.** Below are examples of three school districts where a greater share of resources were pushed into the classroom, student achievement was positively affected and financial savings were a reality through implementing an innovative project similar to ITTS 21. Westlake High School in Texas reported that their pilot project with one-to-one iPads they saw improved student and teacher productivity by participating in a digital learning environment, saving the district money and the teachers time. They saw that students would create higher quality projects and papers as well as use iPads as a research tool. Instructors began incorporating technology in their curriculum. Students learned to use the iPad as a research tool and learned to be more efficient in their classwork.

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

** 22. If so, how?**

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

** 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 measured.**
Local Report Card measures will be used as the control data set to compare future performance in the five report card measures listed above. Benchmark data points will be gathered and evaluated at the release of the report cards annually. 2014 student disciplinary measures will be used as the control data set to compare future numbers of disciplinary infractions. A downward trend will be expected due to increased student engagement. Benchmark data points will be gathered and reported annually. Trend data will be provided to all stakeholders as a validation of the successful implementation of ITTS 21. Spending Reductions in the five-year fiscal forecast: ITTS 21 will allow the district to provide the blended learning environment necessary for today’s students while cutting expenses in the areas of textbooks, copier needs, paper supplies and desktop computers. Apple’s recycling program and the district’s Technology Sustainability Fund will also allow the district to actually increase the fund balance as projected in the five-year forecast. Quantifiable Measures: 1. Updated Five-Year Forecast 2. Financial Reports to the Board of Education Benchmark Data Points: An annual 5-Year Forecast will provide actual savings and reductions with updated projections during the implementation of ITTS 21. 2014 Monthly financial reports to the Board of Education will be used to measure cost savings and reductions in spending each month during the ITTS 21 project. Financial summaries of spending reductions in comparison to 2014 will be reported to stakeholders as a measure of the success of ITTS 21. Utilization of a greater share of resources in the classroom: ITTS 21 puts the technology in the hands of the students both in and out of the classroom with its one-to-one concept. The resources created by teachers through iBooks Author and Schoology’s Learning Management System will be directly used with and by students in the classroom. The investment in teachers through professional development will help build one of the greatest resources within the classroom, a highly effective teacher. Quantifiable Measures: 1. Parent and Student Surveys Benchmark Data Points: Semi-annual surveys will be used to gather quantitative data on how students used the iPads for collaboration, communication, organization and their learning experience as a whole. Survey data will be evaluated and reported annually to stakeholders as a measure of the success of ITTS 21.

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.

ITTS 21 Annual Evaluation: Each year, the impact of ITTS 21 on the three goals outlined in the Straight A Fund will be published for all stakeholders. Quantifiable data collected on increased achievement, spending reductions and ensured utilization of a greater share of resources in the classroom will be analyzed and reported as to the progress of ITTS 21 towards meeting the project goals. The measures used to collect the quantifiable data will be the District and Building Local Report Card data, Annual Five-Year Forecasts, Monthly Financial Reports to the Board of Education and student and parent surveys. This data will be measured annually against 2014 control data to determine if the district is on track to meeting the goals expected from the implementation of the ITTS 21 project. A final report on the goals of ITTS 21 will be published for all stakeholders in FY19 with final data representing the outcomes of the project. If the project should produce less than expected results per annual data reporting, a stakeholder team consisting of district leaders will closely examine the data for areas of improvement. Goals that are not on track to be met at the conclusion of the project will be analyzed for causes behind the slow progress. Dependent on the goal area found to be not on track, corrective actions will be planned and carried out. Monitoring of the goal area of concern will occur on a monthly basis rather than the original annual reporting.

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.

Accept Shannon Fitz, Director of Instruction, Franklin Local School District 10/25/2013