

Budget

Granville Exempted Village (045393) - Licking County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (522)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
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		40,000.00	6,100.00	92,567.80	0.00	1,574,689.50	0.00	1,713,357.30
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		40,000.00	6,100.00	92,567.80	0.00	1,574,689.50	0.00	1,713,357.30
Adjusted Allocation								0.00
Remaining								-1,713,357.30

Application

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

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Digital Efficiencies to improve student learning

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 Granville Exempted Village School District Digital Efficiency Project will fundamentally change the way we do business in the classroom. In this project we plan to accomplish all three goals outlined in this grant. Our Digital Efficiency Project will increase overall classroom effectiveness essentially improving student achievement, reduce supply cost improving our 5 year forecast, and allow for a redirection of assets increasing resources in the classroom.

1273 3. Total Students Impacted:

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

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

Organizational name of lead applicant: Granville Exempted Village Schools

Unique Identifier (IRN/Fed Tax ID): 045393

Address of lead applicant: 130 North Granger St, Granville, OH 43023

Phone Number of lead applicant: 7405878111

Email Address of lead applicant: jrbrown@granvilleschools.org

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

First Name, last Name of contact for secondary applicant: Rob Sexton

Organizational name of secondary applicant: Granville Exempted Village Schools

Unique Identifier (IRN/Fed Tax ID): 045393

Address of secondary applicant: 130 North Granger St, Granville, OH 43023

Phone number of secondary applicant: 7405878113

Email address of secondary applicant: rsexton@granvilleschools.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 Brown, Superintendent of Granville Schools, is a recognized trainer for Adaptive Schools. Adaptive Schools is a facilitation process framework utilized in professional development planning and implementation. Mr. Brown planned, implemented, and evaluated large-scale formative assessment training of staff over three years in a large high growth suburban district. Mr. Brown has led the development and implementation of Race to the Top grants in two districts. Mr. Brown has worked with teacher associations in two districts on revamping the teacher evaluation document and process. Finally, Mr. Brown has installed a job embedded professional development model that results in tangible changes in classroom practice in two different school districts. Robert Sexton, Director of Technology at Granville Schools, has over 17 years of experience in Information Technology including both corporate and educational environments. Over his career Mr. Sexton, has supervised the roll out of several large projects. These large projects include a 23 building WiFi deployment bundled with a 2 million dollar laptop cart project. In addition, other large scale projects include multiple infrastructure improvements involving gigabyte PoE+ switch upgrades and district wide VoIP phone system installations. Mr. Sexton has also lead district technology integration initiatives improving the use of technology in the classroom as well as cost reduction projects involving energy and consumable products. These projects have worked together to increase district wide efficiencies and increase the bottom line in regards to the 5 year forecast. Amy Palermo is the Executive Director of ITSCO and will serve on the leadership team in the development and implementation of the professional development program. In Amy's current position, she is responsible for the creation and roll out of professional development programs to the 30,000 + educators in ITSCO's service area. Amy has managed many large scale grant projects including projects from the Library Services and Technology Act, Martha Holden Jennings Foundation, eTech Ohio, and Ohio Department of Education. Quality Matters (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning. QM subscribers include community and technical colleges, colleges and universities, K-12 schools and systems, and other academic institutions.

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.

Granville Schools Digital Efficiency project will be essential in preparing Granville students to be able to collaborate, communicate, innovate, and critically think. Granville Schools will bring its high-quality instruction online in an effort to broaden opportunities for students to meet their potential and reduce long-term operating costs. Granville schools is a lighthouse district as noted by our historic high achievement and high student progress. This uniquely identifies us as a model district for creating high quality online courses aligned to Ohio's New Learning Standards. The problem is that content is typically delivered in a traditional manner. Our current instructional practice does not meet the digital environment that our students live in daily. Compounding this problem is the fact that many of our staff have not experienced learning in a digital environment. It is our obligation to build the capacity of our staff to deliver content in a digital manner. To build this capacity requires significant and continuous professional development balanced with the expectation from district and building leadership. This project will be implementing the following initiatives: a) Creating high-quality online courses of our curriculum. Creating these courses provides flexibility of content, addresses the issue with limitations of traditional textbooks (antiquated content, increasing costs, and lack of student engagement), the ability to capture institutional knowledge of master teachers before losing them to other districts or retirement, and it extends the classroom beyond the traditional school day and year. b) Build capacity of staff to utilize a learning management system (LMS) to improve to student learning. The training model will include all the tenets of high quality professional development (ODE, 2008). Initially, compliance from teachers is needed before we can get commitment (citation). We will monitor changes in classroom practice regularly through administrative walkthroughs and implementation of OTEs. c) Providing

mobile devices for students in grades 7-12 to give access to digital content and classroom instruction. For students to effectively access and create digital content we need to remove barriers of access. By providing mobile devices we can ensure a universal platform that reduces support costs, improves compatibility, and sharing of content. This also improves the ability of students to collaborate. d) Reinforce infrastructure to support the initiative. The previous initiatives are contingent on a sufficient infrastructure. The staff will rely on the dependability and speed of the network to support the volume of users on the system. These four initiatives will be essential in preparing our students to be college and career ready. This will also prepare our teachers to go beyond the traditional classroom strategies empowering them to be more efficient with content delivery and using data to drive instruction. There is a synergistic relationship between the goals of the grant and the expected outcomes of the project.

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. Goal one addresses student achievement and is accomplished by several different initiatives. The first and second initiatives are the creation of online courses in a learning management system for grades 7 - 12. This project will allow the district to utilize the most effective teachers in the creation of the online courses. This practice will influence the quality of the content and instruction provided to students. These online courses will eventually replace our traditional textbooks reducing our annual costs. The online courses will be created in collaboration with teaching staff, curriculum experts, and Quality Matters(tm) quality-assurance for online education professionals. The project employs a blended approach joining quality online content together with our teachers for grades 7-12. In addition to online courses, mobile devices will be purchased for all students in grades 7-12 ensuring all students have equal access to the online environment. These mobile devices will allow for the extension of the school day and year. This increases instructional time for all students. For example, test, quizzes, and other assessments will be delivered electronically providing instant feedback to students and valuable data back to teachers to drive instruction. All 7-12 staff will receive high-quality professional development to utilize the LMS. The second goal of reducing spending over five years is accomplished by decreasing the amount of supplies and equipment used. These supplies and equipment include paper, toner, and printers that would no longer be needed at their current levels. We understand that replacing all paper in not a realistic goal; however a significant decrease is possible over a five year time span. With lower paper usage, a reduction in the number of printers and copiers will be implemented accompanied by the replacement of inefficient printers with more modern and cost effective models. The reduction in paper, toner, and printer/copier usage is accomplished by effectively implementing our online course creation and mobile device deployment. Further reductions in operational cost will be achieved by running fiber optic from our elementary building to our high school facility. This will eliminate our monthly cost for our current fiber contract. The creation of online courses in grades 7-12 will reduce the purchases of textbooks in the future. The 1:1 initiative will allow for the reallocation of over 200 laptops into the K-6 buildings, increasing their total computers to 800. Allowing for a greater utilization of technology. Goal three of utilization of a greater share of resources in the classroom is address by shifting funding otherwise used for device replacement in grades 7-12 to other grade levels or areas. This shift in funding will be used to provide greater access to a variety of technologies and training for other grade levels. The existing viable mobile labs in the grades 7-12 will be repurposed to the K-6 buildings. This increases the availability of technology for K-6 students and reduces the expenditure of permanent improvement funds. We will incorporate an annual \$50 fee for each mobile device in grades 7-12. This fee will create the additional revenue necessary for additional mobile devices beyond the scope of the grant. There are several aspects of the project that will allow for more spending toward students. MVNU's reimbursement of \$25 per semester hour taken, will allow the district to spend less money in tuition reimbursement and utilize those funds for students. This will also save the district funds because all staff need to earn credits for re-licensure. Many courses are of lower quality and cost significantly more. This option will eliminate the need for many of these courses just to obtain the necessary credits for the renewal process. After year one of the project, a stronger prediction can be made on the long term cost savings.

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

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

a. Enter a project budget

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

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

N/A

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

1,713,357.30 * 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).

The primary amount of this grant will be used to supply all students in grades 7-12 with a mobile device, software, and accessories. Grant funding will go toward the training of teachers and support staff in our learning management system. These mobile devices along with this change in classroom practice will provide significant saving in supply cost for the long term. We estimate a 25% reduction in paper and toner usage in year one with future saving between 5-10% in subsequent years. Classroom printers will be eliminated and a zone model of printing will be established in both the high and middle schools (see attached document). Over the course of the project we will work to remove 100 classroom printers and create zones for high efficient network printers. We will be able to monitor this network printing with existing software. Grant funds will go toward the purchasing of these new highly efficient zone printers. For these mobile devices to work effectively in this new one-to-one environment our current wireless network will be upgraded and expanded to account for density. Our older access points will be replaced with new 802.11AC access points which account for higher data rates and client connections. Since this will become a critical part of our classroom environment, redundancy will be added to our wireless controller along with additional wiring cost for access points and network zone printers. To account for the additional switch ports for the access points and printers new network models will be purchased with grant funds. Lastly, grant funds will be used to eliminate the recurring monthly cost of our leased fiber connection. Our two buildings are in close enough proximity that fiber can be ran between them eliminating this long term cost. In addition to the reduction in long term cost this fiber upgrade will remove an existing network bottleneck between these two buildings. This current 100mbs connection frequently becomes saturated and reduces classroom options during this time. Salaries: 10 stipends at a cost of \$4000 per or total cost of \$40000. Benefits: 10 teacher stipends benefit expenses are \$610 per or total cost of \$6100. Purchased Services: ITSCO will provide training for 54 total days at a total cost of \$90,108; support cost of redundant controller at \$2,459.80. Capital: 1520 mobile devices at \$850 per for total cost of \$1,292000; High-efficiency zone printer purchase of 17 at \$900 for a total of \$15,300; 60 additional CAT6 wiring for total cost of \$15,000; additional electrical wiring costs of \$6,000; 200 additional access points at \$906.5 per for a total of \$181,300; Fiber optic purchase of \$40,000; Core switches purchase of \$3050; 4-24 port modules for a total of \$7,200; 3 switch power supplies for a total of \$1,725; wireless controller cost of \$13,114.50.

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.

50,000.00 * 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.

The addition of the new network zone printers will create recurring toner costs. The saving from the elimination of inefficient classroom printers is estimated to far outweigh this new recurring cost resulting in a net savings. This project will purchase 17 high efficiency network zone printers at a cost of \$900 each. Total cost \$15,300. The creation of a one-to-one program in grades 7-12 will create a new recurring cost. This new cost will be sustained through the creation of a lease agreement for mobile devices. Incoming seventh graders will receive a new mobile device through this lease program and will be paid for with permanent improvement funds instead of the general fund. Incoming 7th graders will receive a mobile device when they enter the middle school and keep the device for four years before it is replaced for their remaining two years. This is sustainable since the cost of the 200 7th grade devices is spread across a four year lease. This cost will occur again when the 7th graders are in 11th grade as their now four year old devices are refreshed. This source of funding will come from our existing permanent improvement funds. In regards to staff training, no recurring cost has been identified due to train-the-trainer model we will be implementing. Trainers will train other staff members in proper learning management system techniques and skills along with effective elements of an online classroom. These new trainers will mentor and training new staff during existing professional development time. In addition, once these new online classes are created, these classes will become the core class for the subject it is created for. No recurring cost will be used to create courses year after year as any new teacher to the district will get the core online course for the subject they are teaching. This project becomes self-sustaining after the initial mobile device purchase. There are recurring costs annually, but they are sustainable with a fraction of the current permanent improvement allocation (not general operating funds) for technology. The expected savings exceeds the amount we are expending annually.

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

62,375.00 * 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.)

Through our partnership with Mount Vernon Nazarene University (MVNU) we will be able to provide staff opportunities to obtain graduate credit for the work related to the training for the LMS and course content creation. This will create savings in two ways. First, we will receive a reimbursement of \$25 per credit hour from MVNU. This should equate to at least \$1000 per year that can be returned to the general operating fund. Second, are savings in tuition reimbursement. Our district provides tuition reimbursement to all staff for the purposes of relicensure. Several staff take lower quality graduate credit because of the time commitment. By offering graduate credit through MVNU we ensure high-quality professional development and provide staff with the ability to earn graduate credit that is job-embedded and focused on our continuous improvement plan. The savings comes from the fact that many of the lower quality graduate credit options are expensive; as much as \$1000 per credit hour. MVNU maintains an extremely low cost option at \$175 per credit hour (while still giving \$25 back to the district). See the attached MVNU agreement for details. In the 2012-13 school year we used 467 cases of white paper (over 2 million pieces of paper). With the incorporation of the online courses with the zone printer adoption we expect to see a 25% reduction in the usage of paper. This results in over 116 case reduction of paper, or over \$4075 decrease in white paper costs annually. We will also expect additional savings with usage of color paper. Currently, we are using 410 cases of color paper equaling over \$20,000. We expect to save an additional \$5000 annually. We expect to save \$32,300 annually with the replacement of the current fiber optic lease from Time Warner. We also expect to save an additional \$20,000 from the general operating fund in textbook costs with the creation of the online courses. Currently, we have 14 STAR students at the 7 -12 grade levels. These students provide technology support to students and staff. This reduces the need for additional technology staff. If we can continue to increase the number of viable STAR students it will help mitigate concerns from the increase in mobile devices in the district. We currently are building the STAR program at the lower grade levels and have 44 fourth grade students in the STAR program. We hope at least 20 students persist through their senior year of high school.

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 self-sustainability of this project is a direct reflection on the goals outlined. Through the breakdown of each section of this grant, we will outline how these sections will be sustainable. Moving to a zone

printer model will pay for itself through the elimination of classroom printers and the paper and supply costs that go along with those printers. (Add specific numbers) The fiber project will completely eliminate the recurring leased fiber between our two buildings. Currently, the funds used to fund this lease come from the general fund. (Add Specific Savings) (Add computer lease sustainability details)

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): 12/18/2013

* Narrative explanation

Planning: Dec - Feb. Communication of grant scope of work to internal and external stakeholders Survey staff, parents, and students to gather data to drive decision making on purchases and products. Finalize Bids and Quotes for purchasing in May Plan the professional development or training cycle for staff for implementation in early June. Work with consultant to create the implementation and training for staff and student.

Implement (MM/DD/YYYY): 02/01/2014

* Narrative explanation

Feb: Begin LMS training for select staff. Begin Quality Matters training for creation of online course content. Mar - Jun 2013: Begin online course creation. May: Purchasing and lease agreements signed for product delivery in July. June 2013: Teachers begin to populate the learning management system with content and course structure. Teachers will follow the proposed best practices delivered in the Quality Matters professional development. July 2013: Mobile devices in district and imaged to support the learning management system. August 2013: Student training aligned with pick up of schedule and payment of fee. Additional training scheduled for English classes in the first week of school.

Summative evaluation (MM/DD/YYYY): 09/30/2014

* Narrative explanation

This three-year project will have several key evaluation points. The first evaluation will occur in August of 2014. At that time, we will have trained all staff on the LMS and have much of the content created and loaded for the ten online courses. We will use exit slips at the end of each professional development session to determine next steps and identify potential obstacles to meeting the goals of our project. The creation of the online courses will be evaluated using the Quality Matters rubric ensuring that each course meets the rigorous requirements of their nationally recognized rubrics. This will ensure the quality of every course created. We will not upload any of the course content to the state's Instructional Improvement System (IIS) for others to review until they are approved by the peer review process of the Quality Matters team.

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

With the creation of online courses, there will be more engagement with students in the digital environment which they live in daily. There will be an organizational shift from the traditional printing of worksheets and other documents for students to more collaboration in an online environment. This will increase engagement and reduce the expense associated with printing (including paper and toner costs). This will also allow the district to leverage its most effective teachers using the highest teaching qualities to create the courses. This provides a means for the district to capture institutional knowledge before these master teachers leave or retire. As new teachers are inducted into the organization this provides a strong foundation of the course. These courses will provide the district with more assurances that regardless of the teacher the exposure to content for each student will be the same.

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.

Research is clear that when creating online course content there must be clear integration between the face-to-face and online components (Aycok, Garnham, & Kaleta, 2002). To ensure this integration occurs we are using the Quality Matters framework and rubrics to train staff and evaluate the courses. All courses will be evaluated against the Quality Matters rubric. Welker & Bernadino (2005), found it was important to have the course "fully developed" prior to sharing it with students. Otherwise you run the risk of creating confusion. This is why we will begin course creation in the 13-14 school year with plans to begin using them in 14-15. Brooks (2010) found that blended learning is a viable model. The integration of the online course content into our learning management system provides the ability for student interaction. This online interaction is important because it is an environment that students prefer and have experience while providing numerous opportunities for feedback (Gaytan & McEwen, 2007). These courses provide the opportunity to create learning objects that are well connected, interactive, and help make the abstract more concrete (Kay & Knaack, 2007). Add to this the fact that 89% of parents want their child in such a course (SpeakUp Data, 2013).

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

Yes

No

22. If so, how?

Our process will show the steps necessary to replicate our project for ensuring the quality of the online courses created by our highly-effective staff. These courses can then be used in a blended model to improve the instruction in any Ohio school district. The Quality Matters organization will certify our courses ensuring the design meets their nationally recognized benchmarks for course design quality. Our deployment process for the 1:1 initiative

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

Granville Schools has a long tradition of academic excellence. For fourteen years Granville Schools has received the highest rating from the state and hopes to continue this practice in the future. Though the traditional approaches have been successful, our students have lacked the digital and/or 21st century skills necessary to be successful in college or in the global market place. This project will be critical for Granville Schools to bring our students and staff into this digital world. By putting a device in the hands of every 7-12 student, the creation of online courses, coupled with the high quality professional development allows us to expand our traditional success into the digital world. This 7-12 initiative will give greater access to resources like computers, tablets, and software to students in grades K-6. These K-6 students will be exposed to new technologies and create digital content at an earlier age. This exposure will better prepare these younger students for 1-to-1 in the middle and high school. The professional development our staff will receive will prepare them to create quality online courses for years to come. Core courses of each subject will eventually be created capturing the instructional knowledge of our most effective teachers. This will provide a foundation for newer or inexperienced teachers.

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.

Increase student achievement by creating online courses and providing students with a mobile device to interact in the online environment. Short term outcomes: 100% of 7 -12 students will have access to online courses with a personal mobile device. Creation of 10 online courses by the 2014-15 school year. 50% of teachers trained in use of learning management system by the end of the 13-14 school year. Long Term outcomes: 100% of teachers trained in the use of the learning management system by the end of the 14-15 school year. Reduce spending in 5 year forecast: Short Term: Reduce paper usage by 25% in the 14-15 school year. Remove cost of fiber optic lease through the purchase of our own fiber optic line by the beginning of the 2014-15 school year. Long Term: Reduce paper usage by 25% consistently over 3 year period. Drive resources to the classroom Short Term: 50% of teachers will utilize the learning management system in their traditional courses. Utilize STAR students to assist with technology support to prevent the need for additional technology staff. Long Term: Reduce the expenditure of textbooks by \$20,000 through the creation of online courses by the 2014-15 school year and beyond. Increase the number of STAR students (currently 14 in grades 7 -12) to 20 providing technology support to students and staff.

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.

To evaluate the impact of the program we will use both formal and informal methods. Exit slips will be used at the end of each professional development session to determine next steps and help address obstacles that arise. We will also use our current student and staff surveys to obtain perception data of the continual impact of the project over the next three years. We will also track the percentage of staff who successfully complete professional development on our LMS. The number of online courses created will be monitored. Enrollment of students in the STAR (Student & Teacher Assistance & Resources) program will also help monitor the progress of our project.

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, Jeff Brown, Superintendent, Granville Exempted Village Schools, 10/25/2013