<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>318,085.00</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Governance/Admin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2,400.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>320,485.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation 0.00
Remaining -320,485.00
Application
Greenfield Exempted Village (045401) - Highland County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (171)

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/Project Title: BATT (Boosting Achievement Through Technology) Initiative

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.

3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   First Name, Last Name of contact for lead applicant: Brady Streitenberger
   Organizational name of lead applicant: Greenfield Exempted Village Schools
   Unique Identifier (RN/Fed Tax ID): 
   Address of lead applicant: 200 North 5th Street
   Phone Number of lead applicant: 9379812152
   Email Address of lead applicant: brady.streitenberger@greenfield.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:
   First Name, Last Name of contact for secondary applicant: Amy Kinslow
   Organizational name of secondary applicant: Greenfield Exempted Village Schools
   Unique Identifier (RN/Fed Tax ID): 
   Address of secondary applicant: 200 North 5th Street
   Phone number of secondary applicant: 9379812152
   Email address of secondary applicant: amy.kinslow@greenfield.k12.oh.us

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

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

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.

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.

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.

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

320,485.00 **Total project cost**

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

6,470.00 **Specific amount of new/recurrent cost (annual cost after project is implemented)**

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

48,220.49  *Specific amount of expected savings (annual)*

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

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): 10/01/2014

* Narrative explanation

Once funds are received at the District office, purchasing will get underway. The entire committee will meet to place orders with specified vendors. Due to the large amount of iPads being ordered and the purchase orders needed to be submitted and approved, we will expect to see a delay of 6 weeks to get the equipment at our school. We will have met with the school treasurer and the board to explain the process in order for it to be received within the required time. During this week, we will schedule professional development sessions with Apple, Filware, and other agencies. We know that there will be conflicts and wait time to hold these PDs. However, we will be having ongoing PD session throughout the rest of the school year and summer break. Brady Streitenberger and Howard Zody will be in charge of this phase. Once the equipment arrives on site, it will take approximately 3 to 4 weeks to ready the devices for distribution. Jesse Mitchell, District Technology Coordinator, will be in charge of this phase. We are expecting delays due to working around his and his staff's normal duties. We will hire a classified staff member to help with this roll out process from our district's Race to the Top funding supplied each year. Teacher's will be given their iPads first to become more acquainted with the technology. Document cameras will be distributed to math teachers as well. We will also contact the Highland County Press and WVNU to send out a press release to the community informing them of the BATT Initiative we are implementing. Amy Kinslow will be in charge of press releases and parent communication.

Implement (MM/DD/YYYY): 04/01/2014

* Narrative explanation

During the Spring Open House, we will hold Parent Meetings to inform the parents of the BATT program and have user agreements signed. Those parents who do not attend the meeting, will have a letter sent home explaining the process. We will have this announced at school, in the paper, and on the radio as well. We will give the parents one week to get the agreement signed. Amy Kinslow and Howard Zody will be in charge of this portion of the BATT Initiative. We will have a full distribution of the iPads the final six weeks of school, after OAA Testing. All committee members will be involved in this process. Teachers will have the final six weeks to begin implementing the iPads into their lesson planning. During the last week of school, we will conduct a survey of the teachers and students asking them what they liked and didn't like, as well as what they want to see more and less of with the program. Amy Kinslow, Howard Zody and Brady Streitenberger will be in charge of this phase. During the summer and into the next school year, PDs will be offered to help implement iPad use into the classroom. Howard Zody and Brady Streitenberger will be in charge of this phase.

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

* Narrative explanation

We will survey the teachers and students again at the end of the next school year as well. We will meet as a committee after the test scores have been released to discuss the impact the BATT Initiative has had on our school and what changes we need to make.

* 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
20. When looking at what we wanted to do with this project, we first researched schools that used iPads in the classroom, as well as speaking with local area schools that were either working towards a 1:1 initiative, or were using iPads in the classroom spring. In speaking with a neighboring district principal, he told us of the many positive changes in the classroom instructional techniques and strategies that eventually trickled down to the students. He spoke of the excitement the kids had in working with the iPads and how it has grown exponentially. We personally believe this excitement will translate into a deeper understanding of the subject matter and also better scores for their students. That is what we want for our building. We want to be a building that people come look at to see how to do things right. We want to be in a building that is on the leading track for technology use in the classroom. Our staff wants to change from what we are comfortable doing and get uncomfortable with new strategies to improve what we do. As a community that struggles with job shortage and low incomes, we want our students to be able to take pride in their educational experience and we believe getting new technology into the classroom is the best way to start heading that direction. Our 5 year forecast does not have the extra money to provide this opportunity for our building. However, a grant of this nature would allow us to advance our technology in our building to places we cannot go on our own. We also did research on studies such as the Pearson Foundation’s survey showing more than six in ten college students and high school seniors agree that tablets help students to study more efficiently and help students to perform better in classes. http://www.pearsonfoundation.org/downloads/PF_Tablet_Survey_Summary_2012.pdf We also looked at another article that studied reading comprehension, knowledge of content, and analysis skills of boys ages 11-13 that showed a significant increase in all three areas. (http://www.minnisjournals.com.au/articles/ipads%20et%20t3%2011.pdf) We shared this article with our teachers as well because of the common fear with using technology to accomplish familiar tasks in the classroom.

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

1. Yes
2. No

22. If so, how?

With the available funds, districts can easily follow our timeline for planning and implementing this initiative. They will need to devote at least 18 months to plan and implement this program. A committee of at least 5 people including teachers, administrators, technology staff, and central office workers will need to be formed by people willing to devote extra time into this project. The members will need to meet and communicate on a regular basis in order for the program to be successful.

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

Due to the fact many of our students have little interest in school, we expect great gains in achievement. We believe that students will become actively engaged in school through the use of the iPads. We expect to see a growth rate from 80% to 85% and mathematics 74.5% to 80% by the Spring of 2015 as measured by the annual state assessments.

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.

We will be able to look at student data to analyze growth from our MAP testing that occurs in the Fall, Winter, and Spring. We will look closely at our growth from fall to winter, keeping in mind the students projected growth (most of our students are below grade level. We are hoping to see great gains in this area.) Next, our percentage of students scoring proficient or higher in reading will increase from 80% to 85% and mathematics 74.5% to 80% by the Spring of 2015 as measured by the annual state assessments. This would be a long term goal for our project. Although difficult to measure, a short term goal would be improved student involvement and engagement in daily classroom activities. Spending reductions in the five-year forecast include a savings of $12,046.98 in paper reductions and a savings of $229,055.55 in textbook savings over a five year period. That is a total of $241,102.53 over a five year period. The utilization of a greater share of resources in the classroom means that each student would expect to see a growth rate from 80% to 85% and mathematics 74.5% to 80% by the Spring of 2015 as measured by the annual state assessments.

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.

We will begin to evaluate our program’s progress towards our short term goals by reviewing our survey results and our MAP data. By looking at this data, we will be able to tell whether or not our students and teachers have made sufficient progress. After examination of data, if we see our students and teachers are not hitting their benchmarks, we will meet as a committee to discuss professional development to help fill needs. This will need to be done on a teacher by teacher basis. We will measure our long term objectives by analyzing the data collected through the evaluation process for teachers. Part of the teacher’s evaluation deals with their use of technology to enhance student learning. We will analyze students growth in the areas of reading and math by looking at their OAA test scores. If growth isn’t met, or benchmarks are not met for teachers, we will again offer more professional development opportunities or pair them with a teacher who has met success in the same subject area. If students are not showing acceptable growth, we will analyze all of the factors that could contribute to the lack of growth (i.e. attendance, motivation, family situations) and develop a plan to meet those students individual needs. Students should show at least a 5% growth in reading and at least a 5.5% growth in mathematics by Spring of 2015. Also teachers should have utilized the iPads and document cameras in at least 75% of their instructional time for the program to be considered successful.

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 Jan Wilson
Greenfield Exempted Village Schools 10/25/2013