

Budget

Jonathan Alder Local (048264) - Madison County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (454)

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	182,750.00	70,000.00	0.00	0.00	252,750.00
Support Services		5,000.00	1,000.00	14,000.00	0.00	0.00	0.00	20,000.00
Governance/Admin		5,000.00	1,500.00	5,000.00	0.00	0.00	0.00	11,500.00
Prof Development		10,000.00	3,000.00	26,083.00	20,000.00	0.00	0.00	59,083.00
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	631,048.00	0.00	631,048.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		20,000.00	5,500.00	227,833.00	90,000.00	631,048.00	0.00	974,381.00
Adjusted Allocation								0.00
Remaining								-974,381.00

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: Jonathan Alder Digital Equity through Innovative Learning Spaces

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 Jonathan Alder Digital Equity through Innovative Learning Spaces project will provide the infrastructure and capacity necessary to fully implement Ohio's New Learning Standards and increase student achievement through an equitable distribution of innovative teaching and learning opportunities. By creating innovative learning spaces we will increase student achievement and utilize game based design curriculum and blended classrooms; these opportunities will improve the process of teaching and learning by using disruptive research based innovations. By building out the district's wide-area-network through the use of two new wireless point-to-point connections, we will be able to provide and deliver reliable high speed network access to all five of the district's buildings.

2300 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Gary Chapman

Organizational name of lead applicant: Jonathan Alder Local Schools

Unique Identifier (IRN/Fed Tax ID): 048264

Address of lead applicant: 9200 US Route 42

Phone Number of lead applicant: 6148735621

Email Address of lead applicant: gary.chapman@japioneers.org

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

First Name, last Name of contact for secondary applicant: Misty Swanger

Organizational name of secondary applicant: Jonathan Alder Local Schools

Unique Identifier (IRN/Fed Tax ID): 048264

Address of secondary applicant: 9200 US Route 42

Phone number of secondary applicant: 6148735621

Email address of secondary applicant: misty.swanger@japioneers.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.

Nicole Shrock PedEgogy 10105 Corona Lane Plain City, Ohio 43064 419-446-2484 John Trickey Skywirez 565 Metro Place South Suite 3429 Dublin, Ohio 43017 419-777-9770 Amy Polermo, Executive Director Itsco 4151 Executive Parkway Suite 300 Westerville, Ohio 43081 614-895-4738

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

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

The project is a collaboration between the Administrative team of Jonathan Alder Local Schools, the teaching staff of the school district, and local partners. The effort is being led by Dr. Misty Swanger, the Director of Curriculum and Instruction, Mr. Ron Castle, Director of Technology, Mr. Shawn Heimlich, Director of Student Services, and Mr. Gary Chapman, Superintendent of the Jonathan Alder Local Schools. Dr. Swanger has designed and implemented blended learning opportunities for high school classes and created the Virtual Reading Program, a blended class for gifted 3rd and 4th grade students in another school district. The local educational group PedEgogy, led by Mrs. Nicole Schrock, offer integrated educational solutions to empower teachers and engage students.

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 Jonathan Alder Digital Equity through Innovative Learning Spaces project will increase the available network capacity in order to create an innovative environment within the schools. The project will bring consistent high speed network access to all buildings in the Jonathan Alder Local School District and enable us to provide equitable services to students. The updated infrastructure will allow for the devotion of resources to classrooms and instruction rather than to maintenance and procurement of services from internet providers. Innovative learning spaces will include specialized teaching/learning labs that support the implementation of Ohio's New Learning Standards and allow for the remediation of skills for children not prepared for success in the Common Core. Further, students requiring more individualized, intensive instruction or alternative opportunities for accessing the curriculum will utilize learning labs throughout the school day or beyond school hours. The learning labs will embed game-based curriculum design with the use of research-supported programs like READ 180 and Math 180 from Scholastic Learning, CogMed from Pearson, FastForWord from Scientific Learning, and independent research-supported game-based curricula: Ko's Journey and DragonBox. The Jonathan Alder Digital Equity project will allow the design and implementation of digital textbooks to support students' attainment of Ohio's New Learning Standards. The creation of district-developed digital textbooks will end reliance on publisher-determined content and allow for materials to be upgraded and current throughout the school year. District-developed digital textbooks will decrease reliance on consumable clothbound materials, capitalizing on teacher ownership of district-created digital textbooks for implementation for instruction. Working with PedEgogy, the curriculum department and teachers will create a digital textbook template, which can be individualized by teacher, content, course or student need. Blended course offerings will be developed after professional development from PedEgogy, will follow a class design template, and will be offered through a common learning management system (LMS). The project will utilize blended learning not only for the children of the Jonathan Alder Local Schools, but for teachers as well. Blended professional development will enable teachers to learn pedagogical strategies in the same manner as they would be expected to deliver and utilize these blended strategies for instruction and assessment with students. Just as children have differing needs and entry points to access the curriculum, teachers have unique needs for professional growth. A blended professional development library will be created in a learning management system identical to what the students will experience and will allow for the personalization of teacher growth.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

The Jonathan Alder Local School District requires an upgrade to the technology infrastructure and capacity in order to be able to adequately deliver blended learning. The current infrastructure does not

support adequate access and wireless capability in all buildings. To increase student achievement, the learning labs will serve as opportunities for students to receive skill improvement and remediation in an engaging, interactive manner that best fits the needs of the learner. Curricular materials like Read 180, CogMed, and Ko's Journey require more bandwidth than is currently available in all buildings to allow for multiple students to access the programs at the same time. Each of the research-supported curricular programs have demonstrated effective growth for the participants currently utilizing the program; however, the opportunity to utilize these adaptive and innovative resources for larger groups of students is not an option given the current inadequacies of our technology infrastructure. The development and upgrade of the district's wide-area-network through the use of two new wireless point-to-point connections will reduce spending in the five year forecast. Currently, the district contracts with Time Warner for over \$18,000 per year to deliver substandard broadband internet to two buildings. The point-to-point connections will eliminate the need for the contract and provide more bandwidth. Spending reductions will be achieved through the use of classified staff and/or volunteers (in place of certified teachers) to monitor small groups of students learning labs. The learning spaces design will allow for enrichment and remediation in a more personalized and intensive manner and can be facilitated by classroom aids due to the instructional design and individualization of the computer-based curriculum. Once the infrastructure and internet capacity issues are remediated, a greater share of resources can be budgeted to classroom supplies, materials, and programs that are needed for the improvement and implementation of Ohio's New Learning Standards. Future monies that have been allocated for technological upgrades can be diverted to the electronic resources and professional development for the creation of digital textbooks and blended classes. Traditional district-wide textbook and instructional resource allocations can be repurposed for the student centered, tech-enabled, personalized, and competency based model of education. Transitioning funding, for both remediation through programs like FastForward that are personalized and Math 180 that emphasize a growth mindset, advances the district's missions and goals to have applied learning that allows all children to be engaged in his or her educational preparation and to be college and career ready.

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 budet has been uploaded as an attachment. Point to Point Towers \$125000 Wireless \$80000 Upgraded technology and equipment \$426048 Governance and Admin \$5000 Governance and Admin \$1500 Governance and Admin \$5000 Read 180, System 44, Math 180 \$175000 Digits Math Program \$55000 Teaching Subscriptions \$5000 Learning Lab subscriptions for individualized programs \$10000 Cost for LMS \$7750 Itsoo \$3083 Pedegogy \$23000 Prof Development \$10000 Prof Development \$3000 Technology incentives for teachers who participate in blended classes \$20000 CogMed \$4000 FastForWord \$10000 Stipend Hours for Tech Upgrades \$5000 Stipend Hours for Tech Upgrades \$1000

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

974,381.00 * 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.).

The majority of the budget (\$651,048) is devoted to the replacement and redesign of the outdated or non-existent technology infrastructure at Jonathan Alder. An updated infrastructure will provide opportunities for teachers to design, develop and implement instruction and assessment that addresses the unique, individual needs of learners. Outdated and insufficient technology in the district and lack of high-speed connectivity to and among buildings is a significant obstacle to teachers' abilities to utilize technology on a regular and routine basis for instruction, intervention and enrichment. New and updated infrastructure will support the purchase of new/updated devices or the implementation of a BYOD program for students. Digital programs providing enrichment and remediation will be introduced into the learning environment for students at all grade levels, at a cost of \$266,750. Further, teachers will require personalized professional development embedded into the project at the cost of \$39,083. The remaining monies (\$17,500) will be allocated for the administration, review, and management of the project.

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.

10,000.00 * 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 majority of the budget (\$651,048) is devoted to the replacement and redesign of the outdated or non-existent technology infrastructure at Jonathan Alder. An updated infrastructure will provide opportunities for teachers to design, develop and implement instruction and assessment that addresses the unique, individual needs of learners. Outdated and insufficient technology in the district and lack of high-speed connectivity to and among buildings is a significant obstacle to teachers' abilities to utilize technology on a regular and routine basis for instruction, intervention and enrichment. New and updated infrastructure will support the purchase of new/updated devices or the implementation of a BYOD program for students. Digital programs providing enrichment and remediation will be introduced into the learning environment for students at all grade levels, at a cost of \$266,750. Further, teachers will require personalized professional development embedded into the project at the cost of \$39,083. The remaining monies (\$17,500) will be allocated for the administration, review, and management of the project. Approximately \$10,000 in maintenance and subscription fees will result from the implementation of the Digital Equity grant. These fees will come from other areas of the general budget and be offset by the reduction of costs for consumable and textbooks.

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

23,000.00 * 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.).

The JA Digital Equity through Innovative Learning Spaces/Environments project is self-sustaining in that it begins with the technology infrastructure that is currently lacking in the school district. The wide-area-network (WAN) services we are able to purchase are incapable of supporting the needs of our teachers and students. By equipping the schools that are lacking reliable high speed WAN bandwidth, the infrastructure will be in place to allow for the opportunity and design of innovative learning spaces, digital textbooks, blended learning opportunities, and professional development. The project will be self-sustaining in that the district will build and own the infrastructure enabling us to save the expenses currently being paid to 3rd party vendors. This will be a cost reduction in purchased services while increasing WAN bandwidth. Another cost reduction will be in the purchase of updated textbooks and teaching materials. With the creation of digital textbooks, the district will save on the price of replacement books and lost or damaged books. Further, the innovative learning labs can be staffed by classroom aides at a significant savings over classroom teachers who can be better utilized teaching classes while the remediation can be facilitated in the learning labs. Teaching personnel should be maximized to teach the majority of his or her daily schedule rather than staffing remediation labs. The program will be self-sustaining in that it begins to change the paradigm of learning and teaching design. The embedded professional development will be delivered in an ongoing basis via a blended approach. As professional development is blended, the stakeholder's learning will replicate the expectations for the delivery of classroom instruction. This type of professional development should facilitate a seamless transition into the curriculum.

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 Jonathan Alder Digital Equity through Innovative Learning Spaces project is self-sustaining - it creates a technology infrastructure that is currently lacking in the school district. The wide-area-network (WAN) services we are currently purchasing are incapable of supporting the learning needs of our teachers and students. The project will be self-sustaining in that the district will build and own the infrastructure that will enable us to eliminate fees currently being paid to third-party vendors. The one-time cost of the point-to-point wireless towers will allow the district to realize a reduction of expenses for purchased services while increasing WAN bandwidth. Equipping all schools in the district with reliable, high-speed WAN bandwidth - most importantly, those currently without this bandwidth - will provide the district the opportunity to design of innovative learning spaces, digital textbooks, blended learning, and professional development. Another cost reduction will be in the purchase of updated textbooks and teaching materials. With the creation of digital textbooks, the district will save on the price of replacement books and lost or damaged books. Further, the innovative learning labs can be staffed by classroom aides at a significant savings over classroom teachers who can be better utilized teaching classes while the remediation can be facilitated in the learning labs. Teaching personnel should be maximized to teach the majority of his or her daily schedule rather than staffing remediation labs. The program will be self-sustaining in that it begins to change the paradigm of learning and teaching design. The embedded professional development will be delivered in an ongoing basis via a blended approach. As professional development is blended, the stakeholder's learning will replicate the expectations for the delivery of classroom instruction. This type of professional development should facilitate a seamless transition into the curriculum.

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): December 17, 2013 - June 30, 2014

* Narrative explanation

The proposal timeline will begin with the bidding of the project that includes the infrastructure components. The planning will also include the education of stakeholders (parents, teachers, grant partners, students, and administrators) for the concept of the Digital Equity project and the design of the future of education for the boys and girls who attend Jonathan Alder Local Schools. Planning

and preparation for the design of the future of teaching and learning once the infrastructure is no longer impeding the progress and ability to transform education. A group of stakeholders will decide on the LMS to be used, and dates for professional development will be set.

Implement (MM/DD/YYYY): February 15, 2014

* Narrative explanation

A formative check will be implemented to discern the level of engagement from the teaching personnel. The professional development opportunities will begin with personalized learning opportunities embedded via the LMS and face to face sessions will be set for groups of teachers ready to begin the work of designing blended classes and digital textbook resources. As buildings are completing master schedules and class registrations, the learning labs will be integrated into the master schedules. The technological infrastructure work will begin. However, a contingency plan will be in place if the infrastructure work is not completed in time for the professional development to occur within our facilities. The face to face portion of the blended learning can be held in a neighboring school district that has wireless access or a community center.

Summative evaluation (MM/DD/YYYY): August 2014- August 2016

* Narrative explanation

Summative evaluations, progress monitoring, and program implementation will continue for at least three full school years. The professional development opportunities will continue and embedded opportunities will be available for supporting the teachers who create blended classes and digital textbooks. This type of transformative structure will take time to impact the ecosystem of the district.

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

The Jonathan Alder Digital Equity through Innovative Learning Spaces project will provide the necessary infrastructure that will drive the changes and organizational practices needed for making sure every graduate of the Jonathan Alder Local Schools is college and career ready. An organizational change is the elimination of many study halls or tutoring classes and replaced with learning labs that are research based and allow for integrating a gaming model for essential skill enhancement. This instructional change will embrace the use of gaming technology for learning which is common for the digital native students. Another organizational change will be an opportunity to implement a bring your own device (BYOD) policy for the school district. The current infrastructure does not have the capacity to allow for outside devices the access the district's network. By stabilizing the infrastructure, students can bring technology devices into the school, and these can be incorporated and integrated into a blended learning that mirrors what many students are utilizing outside of the school. The BYOD concept will have instructional changes in that the students will have access to the digital resources and textbooks at any time during the school day. Less reliance on printed materials will change the instructional practices as teachers will become facilitators of learning as well as designers of learning opportunities for the students.

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.

The What Works Clearinghouse is a part of the US Department of Education that discerns the educational research to assist schools in understanding what works in the classroom from a programmatic implementation. Read 180 has positive effectiveness ratings for both reading comprehension and reading achievement for and demonstrates medium to large effectiveness ratings. This program is one of the few research based solutions for the improvement of adolescent literacy for grades 4 to 9. By implementing the Read 180 program as a blended opportunity, this will reduce the need for remedial classes at the high school level and allow for a wider range of opportunities for students and teachers. The Fast ForWord program is also rated as effective and positive intervention solution for younger children with positive results in reading fluency, reading comprehension, and alphabets. Utilizing Fast ForWord in learning labs at the elementary schools will provide opportunities for individual skills-based intervention. CogMed has not been reviewed by the What Works Clearinghouse, but a plethora of research is available on the Pearson website with over 90 studies that purport the use of Cogmed as an intervention to increase the working memory and effortful control of children. Working memory is paramount to school success, and CogMed is an adaptive game that strengthens working memory and sustained attention for children with deficits. Educational entrepreneurial organizations are designing and creating interactive gaming programs for mathematics classes. The documentary "The Biggest Story Problem: Why America's Students are Failing at Math" directed by Scott Laidlaw & Jennifer Lightwood highlights the need for more interactive game based interventions such as Ko's Journey to teach algebra and basic math skills in a context of the mathematical practices required in the Common Core math standards. According to educational researcher James Gee (2013) gaming can be used in classroom settings for situated learning (remediation of specific, targeted skills) that includes problem solving; establishment of clear performance goals; copious feedback; use of smart tools; mentoring; high levels of performance prior to competence; the use of "failure" as a learning opportunity; formative cycles for pre-assessment, practice and post-assessment; experience before words and texts; "just in time" information; innovation; collaborative, distributed and collective intelligence; and frequent assessment. Research is also showing that the use of games can build attention, teach empathy, and build other non cognitive skills. The gaming for life skills movement is growing within schools and the research community to engage students in schools and improve literacy through the use of gaming. The use of these programs in the education labs will provide greater use of resources in the regular classroom as teachers can focus on the skills and content of the coursework in the classroom and utilize services for remediation in the learning labs.

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

Yes

No

22. If so, how?

While other school districts may have the technology infrastructure in place to incorporate the concepts of this design, sharing resources and having a collective mindset about the need to change schools for personalized learning can be implemented in any district. Further the use of a consistent LMS will allow for the sharing of materials that can be embedded into any blended class and the possibility of utilizing a repository for shared materials could allow for collaboration and foster more creativity within school districts. The concept of using educational gaming for increased skill enhancement is new and can be disruptive to many educators. By collecting data, sharing successes and failures this could be replicated and improved upon by other school districts.

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

The intent of the project is to improve the technological infrastructure of the Jonathan Alder Local Schools in order to transform education and allow for the personalization of the curriculum. To quantify the results, formative surveys will tell us how many teachers are currently utilizing digital content, blended learning, and skill enhancement gaming in the classroom. It is the intention that this numbers will rise substantially once the infrastructure supports such opportunities. Also, the use of formative and diagnostic data prior to students having the blended opportunities and skills labs will be collected and quantified throughout the project and beyond. Ultimately the shift in the teacher paradigm should transform once the reliable infrastructure can support the 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.

Bridging the Knowing and Doing gap in the development of blended resources, the creation of digital texts, and creation of learning labs for the schools. The first benchmark will be in a partnership to deliver the technological infrastructure needed to implement and sustain the project. The bidding of the towers and contract to build the infrastructure is an integral step necessary to impact the 5 year forecast. The next benchmark will be the design and implementation of the Learning Management System (LMS) to provide a blended learning environment and professional development. By designing blended learning opportunities and implementing these into the routine of a normal school day will set the stage for understanding that learning can be anywhere and anytime. Ultimately the blended design can transform the structure of the student and the adult school day. This will not be easily benchmarked in the timeframe of the Straight A grant funds, but the design and foreshadowing of this type of transformation can begin once the structures are in place to support this transformative activity.

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.

Working with doctoral students and faculty from Ashland University, we will utilize progress and success metrics to discern if the successful implementation of the project is being fulfilled. This will be determined not only by levels of progress made toward the project goals, but also how employees within the Jonathan Alder Local Schools have internalized the goals and how invested the employees are in accomplishing the goals. To integrate short and long term goals into the Jonathan Alder culture, and track progress toward them, we will adopt a performance management process that empowers employees to understand, use, monitor, and communicate around student data. Personalized educational opportunities will arise from the analysis of student data and communication surrounding the use of such data. Formative data will be collected via a district survey of the teaching staff to determine the current implementation of blended learning and professional development opportunities. A needs assessment will be initiated to begin the individualized professional development opportunities. Mid review check points and collecting quantitative and qualitative data will guide the progress of the program. A SWOT analysis will be utilized to modify the program and makes the necessary changes if insufficient progress is occurring to meeting the goals of the program.

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, Misty Swanger, Director of Curriculum and Instruction, Jonathan Alder Local Schools, October 25, 2013 I accept, Gary Chapman, Superintendent, Jonathan Alder Local Schools, October 25, 2013 I accept, Aaron Johnson, Treasurer, Jonathan Alder Local Schools, October 25, 2013