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Adjusted Allocation = 0.00
Remaining = -1,588,233.19
A) APPLICANT INFORMATION - General Information, Experience and Capacity

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.

For our program will increase student achievement, successfully reduce spending in the five-year fiscal forecast, and place a greater share of resources in the classroom. We will successfully move students from a 19th century classroom to a meaningful real world, self-directed learning models with to and through college and career readiness. Students will incorporate technology in every phase of their learning and graduate prepared to successfully enter the workforce or pursue higher education.

240 3. Total Students Impacted:

4. Lead applicant primary contact: - Please provide the following information:
   - First Name, Last name of contact for lead applicant: Lois Fuller
   - Organization name of lead applicant: L. Hollingworth School for Talented and Gifted
   - Unique Identifier (RN/Fed Tax ID): N/A
   - Address of lead applicant: 824 Sixth St. Toledo, OH 43605
   - Phone Number of lead applicant: 419-705-3411
   - Email Address of lead applicant: lfuller@lhstg.com

5. Secondary applicant contact - Provide the following information, if applicable:
   - First Name, Last name of contact for secondary applicant: N/A
   - Organization 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

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.

Lois Fuller is a successful grant writer and grant manager. From the University of Toledo, she holds a Bachelor's degree in Education and an Associate's degree in Engineering Technology. She has taken graduate courses in gifted education from Bowling Green State University. She co-authored the New School Start-Up Grant receiving $500,000 to fund the highly successful L. Hollingworth School for Talented and Gifted. She is a licensed K-8 teacher with over 40 years of teaching experience. She serves as a full-time administrator at L. Hollingworth School for Talented and Gifted. Terrence Franklin has 18 years' experience in school administration, academic counseling, business development, management and public relations. He's served as Regional Vice President, Chief Administrative Officer, Director of Business Development, and School Leader for various educational organizations in Michigan and Ohio. Currently, he serves as Co-Founder and Head of School for L. Hollingworth School. His schools have received state-wide recognition for student achievement and growth, including receiving Golden Apple Awards (Michigan) and Continuous Improvement designation. Under his guidance, L. Hollingworth School received the Auditor of the State Award (Ohio) for the last two years for managing a fiscally responsible school program. He holds a Master's degree in Communication from Wayne State University, a Bachelor of Science Degree in Media from Ferris State University and Administrative Certification from Central Michigan University. Lois Ritter has 24 years classroom teaching experience and is our sixth grade teacher. She holds Bachelor's and Master's Degrees in Education from Bowling Green State University. She mentors new teachers, is the coordinator of L. P.D.C.: is point person for professional development opportunities for staff. Alison Postl holds a Bachelor's degree in Education from Bowling Green State University and is our seventh and eighth grade science and math teacher. She embraces technology and is a technology leader at L. Hollingworth School for Talented and Gifted. Cassandra Reichow our second grade teacher holds a Bachelor's degree from the University of Toledo. She trains and advises staff members on PowerSchool and PowerTeacher. She is the point person for Study Island, uses Smartboard, laptops, and embraces technology. She is a technology leader at L. Hollingworth School. Alex Tuttle our fifth grade teacher holds a Bachelor's degree in Education from the University of Toledo and an Associate's degree from Owens Community College in Computer Programming Technology. He is the school's technology contact person, installs computer upgrades, trains students and staff on digital media and assists the staff with their computer needs. She uses the Smart Technologies Student Response System for short cycle assessments. He initiated an after school program to introduce students to computer coding. For 12 weeks, he set up a distance learning program that connected students with a programmer out in the workforce. Students each designed and built their own website via Weebly.com. He is in the process of "flipping" his classroom with the help of Khan Academy and Google Apps for Education. Erin Sartaino holds a K-12 intervention specialist endorsement from the University of Dayton, a gifted intervention specialist K-12 endorsement using Khan Academy, pod casts, google apps, how to create curriculum on line such as schoology and blackboard and how to create their e-textbooks. Teachers with advanced technical skills will serve in a resource capacity throughout this project and beyond. Our project includes classes for our parents and community members to learn marketable job skills such as Microsoft office and internet searches.

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
   - 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.

This project consists of five phases with measurable student achievement and teacher buy-in. Phases one begins with extensive teacher training with a summer "flipped classroom academy" for teachers with limited technical knowledge. These classes will teach them how to flip their classroom, familiarize them with the tools they will need to implement this technology, teach them how to create lessons using Khan Academy, pod casts, google apps, how to create curriculum on line such as schoology and blackboard and how to create their e-textbooks. Teachers with advanced technical skills will serve in a resource capacity throughout this project and beyond. Our project includes classes for our parents and community members to learn marketable job skills such as Microsoft office and internet searches.
We will offer our older students the opportunity to take these classes (with supervision) thereby enhancing their applications to institutions of higher learning. Our project includes distance learning. As a small school with limited resources, we will offer our students the opportunity to take advanced classes for college credit as well as the opportunity to pursue their interests in science, technology, engineering and mathematics. The project will provide professional development for our students in their university classes which now require students to take many classes on line and use a flipped classroom design. Without prior experience in these fields our students would be at a disadvantage compared to affluent students. Our classrooms will look very different from a traditional classroom. We will utilize comfortable, innovative furnishings from sources in Toledo, Ohio so as Vanbus to design personal and collaborative spaces for students. We will give our students power over their own learning and break from the centuries old model of teachers feeding students information. We will utilize 21st century learning tools to engage, interest students and provide them with the tools necessary to facilitate their own learning. Each student, meeting them where they are and moving them forward at their own pace. Our goal is to create self-directed learners, active learners, giving each student the freedom to own their individual learning "according to their own personal rhythms". This learning model will eliminate boredom. Teachers will meet with each student individually to help students set goals and personal challenges. Students will advance to setting their own goals, when pursuing their own natural curiosity. Our program will promote collaboration among students preparing them for real-world experiences of team work and collaboration. It is imperative to get a baseline to identify learning gaps. We will use NWEA/MAP, Study Island, Khan Academy and ODE diagnostics. Students' familiarization with computer based technology is essential especially since Ohio is moving to PARCC assessments. Through implementation of this program, each student will have their own computer and learn advanced technology skills We will use data driven instruction and project based assessment. Program sustainability will be achieved through the substantial savings realized by not replacing textbooks and workbooks and eliminating costs. In order to enhance the quality and learning environment all classrooms will receive tablets with appropriate apps. Years ago young students practiced writing their letters with chalk, then with pencils, then on small white boards with markers, now with apps they can practice on-line using apps and games to learn letters, numbers and phonics. Young children are now entertained with their parents cell phones. They already know how to use technology, both knowledge and interest through tablets and apps. We must change the way we teach our students so our students have changed the way they learn. We will create the culture of innovation and excitement in our school.

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

Student Achievement: The standards are all about using technology to prepare our students for college and career readiness. Our program of teaching our students to use technology through blended learning and a "Flipped Classroom" will do just that. We need look no further than the ODE website for Common Core Standards to find support for our goals. "All students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-school lives. "Educators should make every effort to meet the needs of individual students." Use appropriate tools strategically; "Students know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital libraries or other websites. They are able to use technological tools to explore and deepen their understanding of concepts."

13. Financial Documentation - All applicants must either upload or provide documentation of the following information. Responses should refer to the 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 funding forecast resulting from the 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.

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

1,599,806.00 Total project cost

Technology Costs: 275 Chromebooks @$424 each total $68,475.00 Chromebook management consoles @$30 each total $8,250.00 9 Data Management DS-Mini-Chrome-32 Chromebook carts to store and charge Chromebooks $16,193.91 Belflight Mobility Cart 30:$92.00 Stores and Charges 30 Nabi 2 Tablets = $5,399.87 90 Nabi 2 Tablets @$71,010.00 75 Warranty Edge year 1 protection plan for Samsung Chromebooks @$49 each total $13,747.25 For 5 years = $34,368.00 99 year 1 accident damage warranty for Nabi 2 Tablets $39.99 each total $3,599.15 For 5 years = $17,997.75 120 hours service or project labor billed at actual work rates to deliver, unpack, configure, and install all mobile devices into their mobile charging carts. Set up and configuration of monitoring and support for all devices as well @ $75 per hour Year one = $56,000.00 Hours 2.0 to service and upgrade all technology devices 60 hours per year @ $75/hr = $4,500.00 Total cost for Technology $185,700.76 Professional Development Costs: Year One: $17,875.00 Year Two $6,675.00 Years Three-Five: $4,125 Total Cost over five years $28,675.00 New Position: Full time technology teacher/resource person Hours 10:00 a.m. – 6:30 p.m. to facilitate after school technology club Salary $40,000 Benefits $12,000 Year One cost: $52,000 Years Two-Five (with a modest 3% cost of living increases) Furniture: Total 5 years and chairs will be shared among all classrooms with ergonomic furniture added to all classrooms. Cost of furnishing for each classroom $40,000.00 Total Cost: 20 classrooms = $800,000 0.00 Total Student Response Systems to facilitate interactive learning @$1,312.50 each

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.

71,544.14 "Specific amount of new/recurring cost (annual cost after project is implemented)

Technology Costs: 275 Warranty Edge 1 year protection plan for Samsung Chromebooks $6,873.63 91 1 year accidental damage warranties for Nabi 2 Tablets $1,795.55 Contract to service and upgrade all technology devices 60 hours per year @ $75/hr = $4,500.00 Technology teaching/resource position (year 6) $46,370.96 Benefit package $12,000.00 Because we will continue to purchase replacement warranties on the Nabi 2 Tablets and the Chromebooks along with upgrades and servicing, we do not anticipate replacement costs for Chromebooks or Nabi 2 Tablets.

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

651,829.00 "Specific amount of expected savings (annual"

Expected savings will be achieved through the implementation of technology at a total cost savings of $651,829.00 over the course of five years. By creating in-house professional development plans and using the train the trainer model, we will save $24,548.00 over the next five years on professional development services (year one savings total $15,197.00, year two savings total $5,845.00 and years three-five savings totaling $1,169 each year). By eliminating paper based curriculum, we will save $29,880.00 over five years on paper less printing and by using digital electronic text books and workbooks which will save $4,000.00 each year in 11 classrooms for $44,000.00 per year or $220,000.00 over the course of five years. Utilization of a greater share of resources in the classroom: We disassembled our existing computer lab and distributed the components and resources to all classrooms. This eliminated the cost of scheduling equipment and more completely utilized the technology for each student and teacher. "Every Student Learns" will continue to place technology in each classroom rather than centrally locating it in a computer lab. Each student in grades 2-12 will receive a laptop/Chromebook for his/her use to facilitate blended learning, flipped classroom, technology blended learning (Study Island/Kahn Academy, Google Apps for Education, NWEA/MAP) and 21st century learning tools. By not buying traditional textbooks and workbooks at an average cost of $22,000 for each of 11 classrooms to be added over the next five years, we will experience an overall cost reduction of $242,000.00. Additionally, we will be able to reduce the allotment for replacement costs of current text books and workbooks which will save $4,000.00 each in year 11 classrooms for $40,000.00 per year or $200,000.00 over the course of five years.

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 through the program and present an explanation of how the project will provide additional funding that will sustain it past the grant.

Additional Students: We are moving to a new much larger location in September of 2014 and based upon passed experience, parent and community interest, and a waiting list, we anticipate an increase of 275 students over the next five years with accompanying state and federal funding for each student. We will continue to purchase the warranty protection plans for all technology devices. Because we will continue to purchase replacement warranties on the Nabi 2 Tablets and the Chromebooks along with upgrades and servicing, we do not anticipate paying to have or replace technology devices. We will keep the technology personnel resource person and continue to use the train the trainer method along with maintaining the "just in time" teacher resource to save on professional development costs. Whenever possible, we will have in house webinars and trainings to keep up with the latest technology and educational concepts. This will save us thousands of dollars each year on premises conferences. Going paperless will continue to save us $33,056.00 on the cost of copier leases, paper, and ink plus $80,000 per year on textbook and workbook replacement costs for a savings of $113,056 each year after the grant is over.

D) IMPLEMENTATION - Timeline, communication and contingency planning
Describe the substantial value and lasting impact that the project hopes to achieve. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Narrative explanation

January-March 2014 Contact vendors, place orders, schedule training April-June 2014 Hire full time technology teacher/resource person, load technology with software, install new technology, August 2014 5 Day Flipped/Blended Learning Academy for teachers. The 5 day academy is designed to empower teachers to implement the new teaching and learning model providing training on the tools necessary for building high quality instruction. Teachers begin to build technology based curriculum using common core standards; supplementing existing Pearson Curriculum Hold Stakeholder meetings for parents/students/community partners. Secure student/parent agreement in a “responsible use policy”. September - May 2015 Begin implementation of technology, student training on devices, use of new technology. Teacher/student’s write classroom management policies. Gradually phase out text books and workbooks in favor of using technology as we move to blended learning. September-November utilize a paper based curriculum & monthly Professional Development. Technology Mentoring Meetings coverings topics related to Flipped/Blended model. Weekly grade level team meetings to construct and review curriculum delivery as needed as monthly Need created as an online training course designed to provide “just in time” support for teachers. Hold monthly staff meetings to compare student data (gains) to ascertain needs need to be made. If no, continue with program. If yes, grant team/technology trainers help teachers ascertain problem areas and implement changes.

Implement (MM/DD/YYYY): 6/1/2015

* Narrative explanation

June 2015 Evaluate program success utilizing NWEA/MAP scores, OAA scores and successful completion of OGT at the high school. “Every Student Learns” anticipates at least one year’s student growth per year. If this goal has not been met, gather team/leaders to ascertain what changes in program need to be made for our students to achieve success, if we continue to phase out paperless curriculum, or consider phasing out program in favor of another research based program. July 2015 All technology devices serviced and upgraded August 2015 One Day Refresh Training for teachers Continue to build and expand technology based curriculum using common core standards; gradually phase out existing Pearson curriculum. September-May hold stakeholder meeting to gather feedback on “Every Students Learn” program. Utilize feedback to improve program. Share adjustments that have been made. Continue implementation, student training, and monthly staff meetings to evaluate success of program. Make adjustments as necessary.

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

Online learning versus traditional instruction: In 2010, the USDOE researched and analyzed extensive published studies comparing online learning with traditional instruction. Their results are: self-paced instruction exposure, on line information is instantaneous, easily searchable and up to date. Our classrooms will reflect the way our students learn in today’s society. Our students use Twitter and Facebook and have completely integrated technology into their daily lives. Our students will collaborate, research topics of interest to them on line, submit their work to their teachers and peers on line, create their own websites, take part in distance learning: Blended learning, flipped classrooms, m-learning, personalized learning, peer collaboration, and peer tutoring will be used in our classrooms.

20. 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 implementation and your plan to proactively mitigate such barriers. In addition, after the narrative list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Plan (MM/DD/YYYY): 1/1/2014

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, after the narrative 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.)

Narrative explanation

Online learning versus traditional instruction: In 2010, the USDOE researched and analyzed extensive published studies comparing online learning with traditional instruction. Their results are: self-paced instruction exposure, on line information is instantaneous, easily searchable and up to date. Our classrooms will reflect the way our students learn in today’s society. Our students use Twitter and Facebook and have completely integrated technology into their daily lives. Our students will collaborate, research topics of interest to them on line, submit their work to their teachers and peers on line, create their own websites, take part in distance learning: Blended learning, flipped classrooms, m-learning, personalized learning, peer collaboration, and peer tutoring will be used in our classrooms.

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

[ ] Yes  [ ] No

Hold all staff meetings. Schools wishing to implement technology based curriculum must have teacher buy-in. If staff agrees continue; if staff does not agree, lobby staff leaders until school has staff buy-in. 2. Complete a cost analysis of the necessary hardware, internet capabilities, software, staff/student training, and maintenance costs for each building. Compare that to the cost of traditional textbooks, workbooks, copier, printer, ink, replacement costs and service contract costs for paper based curriculum. 3. Take cost savings and research supporting technology based learning to school board for approval. 4. Invite the technology leader to present at future board meetings to include parents, students, and community partners. Cite research Carolvallo of neuro-education backing the technology based learning and how it benefits student learning plus to and through college and career readiness. 5. Front load teacher training to prepare teachers for utilization; include monitoring student progress and adjustments when necessary to insure student’s needs are met. 6. Create and maintain an online training course designed to provide “just in time” support for teachers.

22. If so, how?

Include bi-monthly training for teachers to collaborate and assist in implementing technology based learning. Teachers are using savings realized from phasing out paper curriculum. 10. Phase out textbook replacement; move toward paperless. 11. Hold monthly staff meetings to evaluate success of program, make adjustments as necessary. 12. After first year, hold once per year training sessions for teachers and hold a stakeholder meeting to gather feedback; utilize feedback to improve program.

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

We know through increasing student dropout rates and poor test results that we are not reaching our students. The way students learn has changed. However, we are still trying to engage our students in
Student Achievement will increase over the five year course of this grant. Every student will achieve at least one year's academic growth as measured by OAA, NWEA/MAP tests, successfully passing the DGT, on line tests such as Study Island/Kahn Academy, and DSE diagnostic tests as the overall goal for each student. Another outcome which we anticipate is the gradual elimination of homework, requiring rote memorization and worksheets. Gradually replacing that type of outdated education with meaningful, active learning experiences through the use of technology will create a deeper, more comprehensive educational experience for our students. Spending reductions will be achieved through the implementation of technology at a total cost savings of $551,829.00 over the course of five years. By creating in-house professional development plans and using the train the trainer model, we will save $224,948.00 over the next five years on professional development services (year one savings total $15,197.00, year two savings total $5,845.00 and years three-five savings totaling $1,169 each year). By eliminating paper based curriculum, we will save $29,880.00 over five years on copier lease payments alone plus a total of $105,400.00 on paper and an additional $30,000.00 on ink. By not buying traditional textbooks and workbooks at an average cost of $22,000.00 for each of 11 classrooms to be added over the next five years, we will experience an overall cost reduction of $242,000.00. Additionally, we will be able to reduce the allotment for replacement costs of current textbooks and workbooks which will save $4,000.00 each year in 11 classrooms for $44,000.00 per year or $220,000.00 over the course of five years. Utilization of a greater share of resources in the classroom will be realized by placing technology in every classroom rather than centrally locating it in a computer lab. This will increase the availability of technology for our students, eliminate scheduling/sharing of computer labs, and maximize teacher interaction time with students. Scheduling our technology teacher’s day from 10:00 a.m. to 6:30 p.m. allows us to add a drop-in “Technology Club” from 3:30-6:30 p.m. M-F. This will effectively increase our school day by three hours giving all interested students extra time to pursue their interests, finish projects, collaborate with their peers and receive additional technical guidance from our technology teacher. Benchmarks of success in this area will be indicated by greater percentage of time spent engaged in active technology enhanced learning tasks as demonstrated in teacher lesson plans. Visits to the “Technology Club” will be tracked to provide data regarding percentage of student body attending and utilization of the lab.

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).

Sharing of student test data to ascertain if students are making satisfactory academic gains and will be successful in making one year's academic progress) will take place at our monthly staff meetings. The teaching staff will collaborate on necessary adjustments to ensure our students success. Students’ voluntary attendance at “Technology Club” will be used as an indicator of student buy-in and satisfaction with the program. Types of tasks will also be recorded to look for trends in usage and complexity of learning taking place. Short term objectives will be measured through the continuous increase of student test scores, formative assessments and by high quality lesson plans which utilize an increase in technology to teach the common core standards and decrease or eliminate the use of paper based curriculum. Long term objectives will be measured by on line testing to ensure that each student is achieving one year’s academic growth. Teacher satisfaction and buy-in will be measured by decreased staff turnover. Parent satisfaction and buy-in will be measured subjectively at parent teacher conferences as well as casual conversations, a parent survey and at yearly stakeholder meetings. Another long term objective will be realized when our staff, through collaborative effort, completes a comprehensive on line curriculum and compiles a base of technology rich activities and resources housed on the teachers’ web-based learning platform. The gradual reduction of copy machine use along with the reduction of textbook and workbook use will indicate the successful implementation and acceptance of a technology based curriculum.

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. Lois Fuller, L. Hollingworth School for Talented and Gifted. 10/25/2013