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Adjusted Allocation: 0.00
Remaining: -1,898,367.00
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: Sylvania Schools Digital Learning 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.

The Digital Learning Initiative will enable Sylvania Schools to increase student achievement with Ohio’s New Learning Standards, reduce spending, and allow student access to a greater share of resources. Through the Initiative, Sylvania Schools will provide Chromebook devices for each student in grades 3-12 and robust professional development for all adult stakeholders. These two major steps will transform education in our district, leading to completion of each of the goals above.

5803 3. Total Students Impacted:

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

   First Name, last Name of contact for lead applicant: Adam Fineske

   Organizational name of lead applicant: Sylvania City Schools- Executive Director of Curriculum and Assessment

   Unique Identifier (RN/Fed Tax ID): 044875

   Address of lead applicant: 4747 N. Holland Sylvania Road, Sylvania, Ohio 43560

   Phone Number of lead applicant: 419-824-8533

   Email Address of lead applicant: AFineske@sylvaniaschools.org

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

   First Name, last Name of contact for secondary applicant: Laura Sauber

   Organizational name of secondary applicant: Sylvania City Schools- Treasurer/CFO

   Unique Identifier (RN/Fed Tax ID): 044875

   Address of secondary applicant: 4747 N. Holland Sylvania Road, Sylvania, Ohio 43560

   Phone number of secondary applicant: 419-824-8520

   Email address of secondary applicant: LSauber@sylvaniaschools.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.

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.

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.

Sylvania Schools, a district of 12 schools, approximately 7,700 students, and an operating budget of $80 million, has successfully overseen technology and curriculum re-design programs of the scope of the Digital Learning Initiative. These include Smartboard coverage for every classroom in the district, implementation of the student information system of PowerSchool, and curriculum realignment according to Ohio’s New Learning Standards. We have formed a Digital Learning Team composed of central office administration, building principals, and teacher leaders, grouped into two teams, a primary and a secondary. The primary team consists of administrators and teachers experienced with implementing new technology programs, developing collaborative teacher teams, and managing robust professional development programs. It consists of first of our Director of Technology Sheryl O’Shea. In her fifteen year tenure at Sylvania Schools, Dr. O’Shea oversaw the Smartboard implementation, an initiative that funded, installed, and maintains Smartboards in every classroom, and the implementation of three student information systems. She has also overseen the pilot Chromebook project leading to the Digital Learning Initiative. Assistant Director of Technology Darren Estelle has also partnered in the pilot Chromebook project, as well as implementation of our student information system. Executive Director of Curriculum and Instruction Adam Fineske has overseen the Professional Development Model Standards Leadership Team, along with Assistant Director of Curriculum Julie Sanford. Through this initiative, Mr. Fineske and Ms. Sanford have organized collaborative teacher teams to address the Sylvania Schools curriculum to prepare for Ohio’s New Learning Standards. District Treasurer and CFO Laura Sauber has overseen a successful levy campaign. She stays active with the Ohio Association of School Business Officials (OASBO) and is the President of the Northwest chapter of OASBO. Superintendent Bradley Rieger has overseen several technology and curriculum adoption programs, including the Smartboard roll-out, two student information system adoptions, and curriculum realignment. Finally, our team consists of two Junior high teachers. Alexander Clarkson, English language arts teacher, has run the pilot Chromebook project for nearly a year. He was also involved in the professional development programs for the district’s Smartboard roll-out and has run district development sessions on educational website building and web 2.0 practices. David Budas, social studies teacher, has also run the pilot Chromebook project in his classroom for nearly a year. Additionally, Mr. Budas has begun the professional development series for teachers on instruction through Chromebooks. Both Mr. Clarkson and Mr. Budas have also taught for over five years at the high school level. This primary team brings experience to the project in the key areas of technology, finance, curriculum, and professional development, ensuring expert guidance for the district throughout the initiative. In addition, we have established a secondary team of those who direct academic-based areas in our district. They will be advising and working on smaller logistics throughout the implementation process and helping to support the primary team along the way. This team includes Assistant Superintendent Jane Springer, Director of Disability Services Michael Sujarchan, Director of Student Services Bob Verhelst, Director of Communications Nancy Crandell, High School Principal Steve Swaggerty, Junior High Principal Keith Limes, and Elementary Principal Josh Tyburski. The relevant experience of all involved stretches from the financial and operational end of the district, to the heart of instruction and teaching through a technology focused initiative. We feel that the mix of those involved will be key to the overall success as the initiative takes shape.

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 project that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Our students are graduating into a world that requires two areas of mastery: Internet technology and independent thinking. Traditional models of teaching are insufficient to help students master those skills. The Digital Learning Initiative is designed to address that problem. The Initiative addresses two areas of student need. The first is skills-based, teaching students how to use a variety of hardware and software to access, organize, and produce content. The second is approach-based, teaching students how to use the research, production, and collaboration opportunities of technology to answer...
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.

Throughout the District, the transformation will directly impact all students and teachers teach. This will lead to students enjoying an increased amount and diverse range of resources. Teachers will use that increase to develop student-centered teaching models that will increase student achievement in Ohio’s New Learning Standards. Finally, the program will result in spending reduction that will extend its longevity. This means that the initiative will be a permanent transformation of education in Sylvania Schools. We are moving at all levels and at all subject areas to Ohio’s New Learning Standards. The new computing infrastructure will result in increased spending to digital production that will lead to reduced expenses in paper spending. Our goal is to create a paperless environment.

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? 2,396,118.00 * Total project cost

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.

150,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

16. Are there expected savings that may result from the implementation of the innovative project? 290,000.00 * Specific amount of expected savings (annual)

17. Narrative explanation/rationale: Provide details on the cost 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 initiative will create recurring costs in future years to keep the program technologically relevant for our students. Those costs include additional technical support staff, professional development, and infrastructure maintenance. The current technical staff will be cross-trained to support the Digital Learning Initiative. Due to the increase in the number of devices the Initiative calls for, we have developed a technical support staff. The initiative will have a one-time cost to purchase software for supporting the additional devices. Each of those devices will need professional services to ensure that they are ready for service. The increased cost of software will be offset by the savings in the new Chromebook lab.

Due to the increase in devices, we anticipate a need for one additional technical staff member. The expected cost for wages and benefits for this additional technical support staff is $56,000. This increased cost is included in the financial impact table for each fiscal year post-requested Straight A Grant funds in lines 3.010 Personal Services ($40,000) and 3.010 Fringe Benefits ($25,000). As outlined throughout the application, professional development will be critical to the success of the Initiative. We will continue with the train-the-trainer model, using our District Digital Learning Leaders (DLL) to train our Building Digital Learning Leaders (BDLL). Once our BDLL’s have been trained, we will continue to provide training to all other staff members and utilize our BDLL’s as trainers and support the building level. The train-the-trainer model has previously been a cost effective and efficient way to provide professional development for our district. It has the added benefit of creating an element of ownership and accountability for our staff.

The combination of student access to a greater share of resources and adult focus on student-centered experiences. No longer will students rely on a limited range of resources and matching educational objectives through the multitude of resources. The new learning arrangement will open the door to an enhanced learning experience for students at all grade levels.

This means that the Initiative will be a permanent transformation of education in Sylvania Schools. We are moving at all levels and at all subject areas to Ohio’s New Learning Standards. The new computing infrastructure will result in increased spending to digital production that will lead to reduced expenses in paper spending. Our goal is to create a paperless environment.

The Straight A Grant fund, the blend of our five-year forecast to support this existing Initiative plan will be reduced, allowing the District to reallocate these funds for other needs and save overall.

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

The Straight A Grant request to fully implement the Digital Learning Initiative is $1,898,367. This is composed of hardware with management software, professional development, infrastructure, and technical support personnel. Here is the breakdown of the budget grid: Instruction (1000) Salaries ($4,500) - Wage payment to substitute teachers allowing District and Building Digital Learning Leaders to attend the Ohio Education Technology Conference (OETC) (1000) Instruction (1000) Supplies ($1,552,005) - Purchase of Chromebooks, covers, charging carts, and the Chromebook Management Console which allows for tracking devices, policy setting, user management, and mass deployment of applications across the entire district Support Services (2200) Support Services (2200) Fringe Benefits ($17,267) - Additional hours and technical support staff for the installation and implementation of the Digital Learning Initiative ($9,527) and stipends and substitute costs for instructional staff (Digital Learning Leaders) professional development ($7,740) Support Services (2000) Purchases of Technology (2000) Purchases of Technology (2000) Fringe Benefits ($5,415) - Fringe Benefits for the wage payments to substitute teachers Pensions (3000) Professional Services (3000) Professional Services (3000) Fringe Benefits ($5,400) - Fringe Benefits for the wage payments to substitute teachers Pensions (3000) Professional Services (2900-3100) Supplies ($127,500) - Expansion of district's wireless infrastructure Currently, the Digital Learning Initiative is a five year phased-in plan. The district has committed $497,751 of the funds from local sources to purchase the first round of Chromebooks and charging carts, bringing the project total to $2,396,118. Those devices are in the district's possession and once the professional development has started, the devices will be in classrooms. This current plan will implement 1:1 coverage over too long a time span, decreasing our district's ability to maintain student achievement during this vital planning process. This will allow the Digital Learning Initiative to become a reality immediately greatly increasing the probability of success.
smartboards and projectors. An additional reduction in spending will come from a reduced level of paper consumption during the initiative. Teachers will be doing more online instead of copying worksheets and tests for their classes. Copying counts from the classrooms piloting the Digital Learning Initiative show a large decrease in paper consumption, a reduction of 95% for one pilot teacher. The district’s annual paper expense in fiscal year 2013 was slightly over $100,000. Thus, we are anticipating that the district will conservatively purchase 10% less ($10,000) in fiscal year 2015 and that the savings will increase by an additional 5% each year after more classrooms fully integrate the Initiative. This yearly savings is reflected in the financial impact table in the post-requested Straight A Grant line in years 3, 4, and 5. The district will also see savings from reduced purchases of curriculum materials. In the past, textbooks were the main purchase for supporting standards and providing a resource for teachers. The initiative will allow us to change that outdated approach. Many of the resources needed in the classrooms will be available online, thereby reducing textbook adoption costs. This change will bring about a new way of looking at purchasing curriculum and support materials which will dramatically save on costs. We know some costs will be associated with curriculum purchases moving forward, but focusing on online resources, site licenses, and Internet-based text resources will reduce those costs. Leadership teams throughout the district are currently evaluating curriculum options that incorporate Ohio’s New Learning Standards. The district has already adopted digital curriculum options, such as Brainchild, Reading A to Z, and BrainPop. We will continue this adoption of more cost-effective digital curriculum options. We can see these savings with the math curriculum recently purchased for the district’s 6th, 7th, and 8th grade students. That curriculum cost is approximately $3.50 per student more than the digital version of the same curriculum materials. The total savings for the district’s 1,729 students in 6th, 7th, and 8th grade would be approximately $6,000. No savings in the financial impact table have been factored in at this point because the curriculum decisions are still being developed, but we anticipate these savings to materialize and increase through the implementation of the Initiative. Any savings from digital curriculum purchases will create further savings for the district’s overall financial picture.

17. Provide an 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.

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.

Implement (MM/DD/YYYY): 01/2014 to 06/2015
* Narrative explanation

September 2013 to August 2014: Team Development and Planning Meetings A leadership team has been formed at the district level to manage the Initiative. This team of administrators and teachers is working to define the detailed implementation plan. This team will meet weekly from October 2013: Announces the launch of the Initiative to all stakeholders: the Board of Education, Sylvania Schools Parent Organization, Academic Excellence Foundation, Sylvania Education Association, and Sylvania Schools teachers. Presentations included discussion of the Initiative’s rationale, goals, and implementation. October to November: Digital Learning Leader Training. In anticipation of our perceived largest barrier, gaining buy-in from teachers, we are developing a teacher-led support system for each school. This system includes building-level Digital Learning Leaders chosen and compensated to support this initiative across the board. Leaders will receive a set of Chromebooks, host training sessions, and serve as liaisons in the buildings. In October, teachers will apply for this position. In November, the primary leadership team will train them for their leadership role. November 2013 to February 2014: Short-Term Professional Development Short-term professional development will focus on teaching hardware basics for teachers, including the use of a Chromebook and its abilities and limitations. Teachers will also be introduced to Google Classroom. District-wide professional administrators will lead these sessions for any teacher that wishes to use Chromebooks in their classroom. Sessions will be scheduled after school from the beginning of November to the middle of February. Enough sessions have been scheduled to train all district teachers in basic use of the hardware. Teachers will be required to attend these sessions before using Chromebooks in their classes. February 2014: Ohio Educational Technology Conference Members of the primary leadership team as well as building-level Digital Learning Leaders will attend the OCTE conference to research best practices on 1:1 initiatives and discipline-specific instructional strategies. This will provide us with the opportunity to learn from the successes of other schools and districts that have experienced the implementation of similar initiatives. March to July 2014: Long-Term Professional Development Long-term professional development will be led by teacher teams, district-level support staff, and NWOCA, our information technology center. Teachers that have gone through short-term professional development will be encouraged to lead advanced principles of technology integration. This development will focus on creating a student-centered classroom around the technology. These sessions will be open for all teachers and required for Digital Learning Leaders. Trainers will focus on the instructional benefit of the topics. The topics will include adopting traditional methods to digital implementation, digital resource development, differentiation, discipline-specific best practices, and student-centered classroom development.

Summative evaluation (MM/DD/YYYY): 08/2014 to 08/2016
* Narrative explanation

August to September 2014: Roll-Out Monitoring The primary and secondary leadership teams will meet to discuss successes and challenges with the full roll-out. Meetings will happen on a bi-weekly basis to assess feedback and modify policy and practice as necessary. The feedback will come from Building Leadership Teams, which will collect data on implementation, but not limited to, connectivity problems, account problems, maintenance and breakage issues, and consistency of use. August 2014-August 2015: Financial Review The primary leadership team, directed by Laura Sauber, will track the financial impact of the Initiative and provide the data to the Board of Education. August 2014: Ohio Educational Technology Conference Collection Data Surveys will be administered to students, teachers, and parents to assess the successes and challenges of the roll-out. The primary leadership team will review these results during initiative monitoring meetings. October 2014 to May 2015: Initiative Monitoring The primary and secondary leadership teams will meet to assess the Initiative’s progress monthly with the same approach at the roll-out monitoring. June 2015 to November 2015: State Results Review The primary and secondary leadership teams will meet on a monthly to bi-weekly basis to review results from state assessments. This will include review of the state report card and PARCC assessments. Again, these meetings will assess needed changes to the Initiative’s professional development. August 2015-August 2016: Initiative Monitoring The primary and secondary leadership teams will meet quarterly to review the Initiative.
innovative initiatives will have to be leveraged. In this age of constant change, we will also have to learn how to educate with a set of initial foundations in place to track the program's progress. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the progress of the project."

i. Include the method by which progress toward short-term objectives will be measured. Explain the approach and expected results. Include the training plan for data collection and analysis, and methods for ensuring the quality and integrity of the data. This plan should also include the procedures for ensuring confidentiality and privacy of student data.

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 intend that the Digital Learning Initiative will increase student achievement both in state and district measures by leveling the playing field and increasing academic growth for all students. This includes: (a) increased achievement in state and local tests; (b) improved performance on state assessments; and (c) increased participation in and completion of dual enrollment programs. In addition, we expect that the Initiative will increase student engagement in their own learning and increase their ability to access and use technology to support their learning.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

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 initiative.

An evaluation of the Digital Learning Initiative will impact educators and stakeholders on multiple levels. As it changes, we will change, and the Digital Learning Initiative will have established a foundation for accessing and utilizing that change. This means that Sylvania schools will buy into an enduring technology, not one that will change itself out of utility.

21. Is this project able to be replicated in other districts in Ohio? *(Yes) *(No)

22. If so, how, now?

As districts are looking for ways to bring more technology to their classrooms and increase the instruction in new ways by utilizing this technology, our Initiative can easily be replicated to match any district in Ohio. Our Initiative can be replicated and adapted to fit the needs of any district to address the lack of technology resources, as well as expanding its use for real world settings. Teachers will evolve past the teacher centered classroom our students need to develop as mature, independent adults.

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

Since the Digital Learning Initiative has been completed, it will transform education in Sylvania Schools in four ways. First, students will experience a consistent educational experience powered by technology. Rather than occasional trips to a computer lab, or the sporadic and discriminatory experience of a "bring your own device" policy, all students will use technology as a learning tool every day.

This constant reinforcement of modern Internet use will lead to mastery of technology skills. Our students will leave Sylvania Schools understanding not only the basic mechanism of Internet use, but the practical skills used to create that learning environment, and they will transform their classrooms into student-centered environments, and that change will become lasting. As students grow in their comfort with learning accountability, enabled by the skills discussed above, teachers will become partners with them in the learning process.

The Internet provides a wealth of high quality resources for professional development and communication. The core of our software strategy, Google Drive, is free and effective. Tutorial material that will help all stakeholders master the technology is also freely available. Any material that does not directly address the needs of the district can be cheaply produced, as the Digital Learning Initiative plans. Again, competent teacher leaders and administrators can build a library of useful resources for next to no cost. Every district can do it. Fourth, Chromebooks are not the only way to go. The Initiative depends on students buy-in, professional development for stakeholders, and judicious selection of online resources. All of that depends on a device, but not necessarily on the Chromebook. We stand behind the selection of the Chromebook because of the continued growth in the market adoption rate and the durability of the design. If it is not the right fit, our strategy can be changed. But with a "digital device" approach, this Initiative would still serve as a model for professional development and organization leading to student achievement. Again, the heart of the Initiative lies in the teaching and learning infrastructure, not the specific hardware selection. Any district interested in transforming their education to meet 21st century needs of student achievement can look to the Digital Learning Initiative as a model.
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.

Several methods of evaluating the impact of our strategy according to the benchmarks of the previous answer are already in place, including state report card information, OAA and OGT results, graduation rates, and PARCC assessments. We will use the local report card as a performance indicator for value added and annual measurable objectives for the next five years. And that report card will assess the results of standardized tests. Our goal of earning A’s in all areas across the twelve buildings in our district will be monitored and plans adjusted to meet goals. In addition, the new STAR Enterprise assessment will provide us with valuable data regarding student achievement through new instructional practices. Gap closing and student growth will remain our constant driving force through the use of digital resources. In the case that the district does not meet the student achievement benchmarks measured by the state report card, the district will appeal to the five-step Ohio Improvement Process and include each Building Leadership Team. BLT’s are already in place to address student achievement issues. Following the Initiative’s implementation, BLT professional development plans will focus on the integration of technology as a priority. To evaluate the success of the program in terms of reduction of spending, the district will use its regular re-assessment of the five year forecast. This address is ongoing, involving administration team meetings to examine and address assumptions, programs, and revenue streams. During this process, the team will examine the forecasted savings due to the Initiative. If that examination reveals less savings than forecasted, the team will modify the plan, whether that modification involves fund allocation, professional development, or hardware maintenance changes. To evaluate the success of the program in achieving a greater share of resources for every student, our district will use qualitative and quantitative surveys to measure collected data and track our progress. We will develop separate survey for elementary, junior, and senior students. All students will take the initial surveys before the end of this calendar year, before the implementation of the Initiative. Surveys will then be administered bi-yearly, for the next five years, to track our progress. Surveys will provide data on students’ use of technology. It will give us an idea on the type of technology used, its frequency, reason for use, and comfort levels of the user. This survey approach will address teachers, classified staff, and parents in the same way and with the same timeline. These stakeholders will answer similar questions to generate similar data. The report card and survey data will help us understand how to modify the implementation program in several ways. First, it will help us identify areas of hardware installation and maintenance that require attention. Second, it will provide specific feedback to teachers in how best to use technology to serve student learning. Third, it will help administrators and teacher leaders develop responsive professional development sessions. Those sessions will then address the real needs of teachers, classified staff, and parents. Finally, the teams mentioned in question #8, building level teams, and Digital Learning Leaders will meet first bi-weekly, then monthly, and eventually quarterly to review student progress and make Initiative adjustments. This will join administrators and teachers to work collaboratively to monitor progress.

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, Laura K. Sauber, Treasurer/CFO Sylvania Schools 10/22/13