

Budget

Talawanda City (046151) - Butler County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (325)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	61,250.00	622,000.00	0.00	683,250.00
Support Services		0.00	0.00	8,000.00	0.00	0.00	0.00	8,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	4,800.00	0.00	0.00	0.00	4,800.00
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	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	12,800.00	61,250.00	622,000.00	0.00	696,050.00
Adjusted Allocation								0.00
Remaining								-696,050.00

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: Talawanda's Tomorrow

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.

Talawanda's Tomorrow is a project that infuses more innovative ways of learning into our schools so that our students see school as a place to learn and provide future opportunities. This project will improve student achievement through high engagement in rigorous real world tasks that are rooted in the Ohio Learning Standards. By efficiently looking at alternate ways to educate students, resources can be brought into the classroom, reducing costs while providing enriching learning opportunities preparing our students for tomorrow's world.

1600 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Joan Stidham

Organizational name of lead applicant: Talawanda City Schools

Unique Identifier (IRN/Fed Tax ID): IRN: 046151

Address of lead applicant: 131 W Chestnut Street Oxford, Ohio 45056

Phone Number of lead applicant: 5132733111

Email Address of lead applicant: stidhamj@talawanda.org

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

First Name, last Name of contact for secondary applicant: NA

Organizational name of secondary applicant: NA

Unique Identifier (IRN/Fed Tax ID): NA

Address of secondary applicant: NA

Phone number of secondary applicant: NA

Email address of secondary applicant: NA

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.

NA

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.

Talawanda's Tomorrow is a team comprised of district and building administrators and teachers committed to providing our students with experiences beyond the traditional classroom pedagogy. This team is a subset of the district's 21st Century Task Force. This team includes the current superintendent, treasurer, a former superintendent and now high school principal, middle school principal, science curriculum leader, engineer turned teacher, guidance counselor, technology coordinators, and parent. The lead contact for this grant is Joan Stidham. Ms. Stidham currently manages the CCIP, curriculum budget, technology budget, special education budget for Talawanda and has also lead the district's successful implementation of Race to the Top grant. In a previous role, she has also been the ESC lead for a multi-year MSP grant between University of Cincinnati, Hamilton County ESC and Mt. Healthy City Schools. She lead an instructional group of consultants at HCESC that generated over two million dollars in revenue annually. She studied innovation and design as a part of a redesign process intended to change the work of educational service centers in Ohio. She has been the ESC liaison and partnered with districts for SIG grants, co-writing and supporting the service delivery of millions of dollars worth of services provided to school districts.

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.

Talawanda's Tomorrow is a vision of the design concept of what Talawanda Schools will look like to best meet the diverse future needs of our 3000 students. This concept centers around high student engagement, differentiated instruction, clear targets and real world experiences all connected with state of the art technology. This vision is rooted in research and recommendations of the Partnership for 21st Century Skills (p21.org). The required course sequence in grades 5 through 10 consists of the building blocks of skills our learners will need to meet the expectations awaiting them upon graduation. Technology will be the accelerator to the real world applications of learning expected. Fifth grade students will each be given a device (Chrome Book) to use as they move from elementary to middle school to high school. Fifth grade teachers will incorporate the use of the device in the current standards based curriculum, accessing resources, interventions and enrichments in a very individualized setting leveling the field for students who do not have easy computer access at home. This device will be used to help students begin a personal path portfolio housed in Google. This product will travel with the student as they begin middle school with the research, writing skills and reflections required for a successful transition. In sixth grade, these students will deepen their knowledge of technology integration through a required course that emphasizes ethical use of technology, research strategies, and current research applications embracing the standards across core subject areas. Seventh grade will have students focusing on communication through digital technology. This course will emphasize multiple modes of electronic communication and design. Students will increase their electronic publishing to connect their personal path portfolios to real world areas. Eighth grade will have the students deepening their math, science and engineering skills by participating in the Project Lead the Way Gateway to Technology course. This course focuses on Innovation design, problem solving, and modeling through robotics, electricity, flight, and energy. Ninth grade has students having the choice to take Introduction to Engineering Design or Advanced Digital Technologies. Introduction to Engineering Design will expose students to research and design process, research and analysis, teamwork, global and human impacts, engineering standards, and technical documentation through designing solutions to solve real world problems. Advanced Digital Media has students advancing their knowledge of a wide variety of digital forms of communication and collaboration such as Twitter, Google applications, wikis, blogs, along with other programs as the world's technology evolves. The culminating project for this phase of Talawanda's Tomorrow will be the Career and College Readiness course. This course put all of the previous academic and real world experiences into a plan for the steps after high school graduation. This is truly the culmination of the personal path portfolio that began in 5th grade. All through the high school component of this proposed project, students will be encouraged to open up their current schedule by taking advantage of other ways to earn high school credit. While these options have existed, this project would bring more opportunities to students and reasons to explore credit flex, PSEO,

dual enrollment, mentorships, and online learning course replacement. Since each student will have a device in grades 5-10, the existing netbooks and ChromeBooks will be used at the 11th and 12th grades. Purchasing an additional 10 concurrent licenses for the Edmentum online course work can impact up to 100 students by having them complete courses online. This increase in alternate methods could take students outside the walls of the traditional school to learn in other settings: community based businesses, agencies, or colleges.

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. We expect that the high levels of student engagement generated by these STEM initiatives will drive up our student achievement as we implement and measure the results of the adoption of the Ohio Learning Standards. The literacy skills, found not only in the Common Core standards for ELA, but also the literacy standards for science and technical subject areas will be reinforced at all grade levels of this proposed curricular innovation. The science standards and math standards will be introduced and reinforced in the logic of the design classes and in the engineering technology courses, building upon the inquiry based models of instruction already in place in the core. The rigor of these new courses will raise the bar for all of our students in tandem with the rigor of the Ohio Learning Standards. Through the alternate ways students can earn credits, we anticipate a reduction in staff. If significant numbers of students are earning credits, online or through credit flex, then there will be a reduction in the number of staff needed. For example, by making health an online requirement, the current number of health teachers could be reduced, thus producing a cost savings of a teacher salary to the district. We believe this will be just the first example. One or more of the technology classes could be put online in the form of modules that students take outside of class-again saving the cost of a salary. In this proposed project, current teachers would be utilized by repurposing their time or the content of the existing course. The only exception would be extending a part time teacher to full time to teach additional sections of Digital Media courses. If this is true, the cost savings of the one to two teachers would be a cost savings even if some of it was used annually to support and replace the requested technology within this proposal. Currently, Talawanda has a portion of a permanent improvement levy dedicated to textbook adoption and technology replacement. These funds could be repurposed. Instead of textbooks, purchasing of personal mobile devices (ChromeBooks) could be used on a rotating basis to keep the proposed purchase of devices current. Also, with the addition of these personal devices, technology funds would not support a classroom set of desktop computers as is done now. In the future, those funds could be used to maintain higher end lab machines needed for the specific STEM type course offerings. Finally, this proposed projects puts more technology and specialized curricular materials in the classroom and in the hands of students. None of the requested dollars are for personnel of any kind or for administration of costs. The dollars from this grant flow to the classroom.

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

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

a. Enter a project budget

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

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

N/A

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

696,050.00 * 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 project proposal has two key funded pieces: personal devices (ChromeBooks) for each student in grades 5-10 and instructional material support for revamping and expanding 21st Century Skills-based courses in those grade levels. There will be a purchase of 1600 devices at \$310 each for total of \$496,000. This will allow all students and teachers in that grade band to have a Google based device for a 5 year period. In addition, two computer labs will be set up each with 30 Lenovo K450 PCs for a total expenditure of \$78,000 (60@1300.00). These will be used to turn our existing Engineering Tech class into a Project Lead the Way (PLTW) classroom at the middle school and expand this program to the high school level. Internet upgrades including a switch and a fiber network connection will need to be added to each lab for a total cost of \$8000. Thirty 21" iMacs with i7 processor will be purchased to update the lab for the revamped Digital Media course at the high school for a cost of \$48,000 (30@ \$1600.00). In order to implement the two PLTW classrooms purchases will need to be made for software (\$3750 at middle school and \$15000 at high school). In additional VEX kits (manipulatives) for building and designing robotics must be purchased for a total \$23,000 for 23 kits. In order to teach these new courses, the existing engineering tech teacher must go for two summer institutes for a cost of \$4800 in professional development funds. Existing devices will be used for 11th and 12th graders to access additional advanced course work not available at the high school. These courses will be taught through Edmentum online learning. The licenses for online learning will be \$4500 per year. The grant will fund the first year until the cost savings for the staff reduction is actualized in 2015. Finally, in order to update the current digital media course, Adobe software will need to be purchased for \$15,000 (30 licenses @\$500). Existing staff will be used in almost all cases to teach the courses in grades 5-10. The exception is an increase in staff to make the part time digital media instructor full time. This will increase will be felt the first year of the grant with an increase of 35,880 for salary and benefits. After the staff reduction in FY15 the savings in salaries/benefits will be 27,030 annually. The permanent improvement funds (from a permanent levy) which are earmarked for textbooks and technology will be used to support the ongoing curricular needs through these and future course revisions. Currently these funds are nearly \$600,000 per year. With the focus away from traditional texts and toward online resources, the majority of that annual allotment will be technology focused. These PI funds will go to replenishing the devices requested in this grant by purchasing a set number each year. Currently we use a five year cycle for all device replacement in the district.

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.

4,500.00 * 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 only reoccurring cost will be the license renewal for the Edmentum online learning courses. This cost will be \$4500 (10@\$450) for FY 16-19 for a total of \$18,000. This cost will be paid for by the savings due to staff reduction in FY15 due to more online courses being taken by students.

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

10,854.00 * 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 total cost savings cross the five year projection is \$54270. This was determined by taking the reduction in deficit spending for years FY 16-19 and subtracting the increase in spending for FY15 as demonstrated on the Five Year Forecast. This averages out to \$10,854 per year across the five year projection.

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.

This project can easily be sustaining because the scope of the project fits within existing structures. As the use of technology becomes more prevalent, Talawanda believes students will begin to use online learning in a greater capacity to master required courses (like health and career and college readiness) and thus freeing up their schedule for elective and advanced courses which could also be taken online (like additional AP courses). Less teaching staff may be required if this trend accelerates. The funds acquired by a reduction in staff costs could be used to sustain and expand this project. This could include device and computer replacement and course expansion for technology and PLTW. More students will seek out additional opportunities in PSEO, dual enrollment and industrial credentialing because they have greater experiences with technology and will have a plan of career and college readiness (personal pathway portfolio) that began in 5th grade. Not only is this plan self sustaining, it can grow and sustain itself.

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): 01/06/14

* Narrative explanation

The announcement of the award of a Straight A Fund grant will be the perfect way to kick off the winter break. When we return from break in January, key internal stakeholders (21st Century Task force) can gather on the first day back(a planned inservice day) to begin the planning process. The challenge will be establishing a plan set in phases so that the materials can be ordered, installed and piloted without disruption to learning. The first job will be to develop a communication action plan. This project will be lead by the internal communications director who will outline the significant events and key stakeholders. This process will begin with an announcement from the Superintendent announcing the implementation of the plan. This message can go out in a video on the district web page and other social media venues. The counselors at the middle school and high school will need to be included immediately so that the new courses and course descriptions can be included in the guides for the 14-15 school year. Parents and students will need the information so they can make informed decisions about course planning for exciting future at Talawanda. The teachers of these courses and the technology coordinators will need to decide how to transition the new equipment in the labs so that classes are not disrupted. Baseline data will need to be

collected concerning current student attitudes towards STEM topics, STEM careers, and technology use. The teachers will also be meeting during regularly scheduled early release to revise the course content and curriculum documents. The internet upgrades will happen over the spring break so when the computers arrive, all is ready and working. The action plan will take steps from January through May involving students, parents, teachers, counselors, building administrators and the project lead to ensure that everything has been acquired, installed, uploaded and organized for the beginning of the 2014-15 school year. The communication plan to multiple stakeholders will continue through the use of building and district modes including website updates, newsletters, parent groups, classroom presentations and social media sharing.

Implement (MM/DD/YYYY): 06/01/14

* Narrative explanation

The summer implementation of the project will begin with students being able to access the new technology and devices. In conjunction with summer school in June, high school students will be able to take additional online classes. The engineering technology teacher will be spending two weeks in the summer at a training for each of the new PLTW courses. Full implementation will begin with the school year in August. At this time all students in grades 5-10 will receive training on the care and operation of the new ChromeBooks. These will become their latest learning tool for all of their classes. The responsibility for the device training will fall to the teachers of the core technology class (5th grade homeroom, Computer Skills, Digital Media, Gateway to Engineering, Introduction to Engineering Design/Advanced Digital Media, and College & Career Readiness) under the direction of the technology coordinator. The beginning of the 2014-15 school year will be an exciting time for Talawanda. Instead of sharing sets of ChromeBooks, all students in grades 5-10 will walk into class ready to go with a device. Instead of waiting until it is the class' s turn to go to the lab for research, students will arrive with ideas, research already located and ready to collaborate. Teachers will again use regularly scheduled weekly early release time to collaborate and fine tune the revised courses. The biggest challenge will be seeing that the technology infusion has the largest possible impact on pedagogy, instruction and learning that it possibly can. The expectation is that this is a transformative process concluding with students taking great ownership of their learning in a way not seen before at Talawanda. Talawanda students will end the 2014-15 school year with more skills, deeper knowledge, and more opportunities than ever before.

Summative evaluation (MM/DD/YYYY): 06/01/15

* Narrative explanation

The evaluation of this project will occur during the Spring of the first full year of implementation and be threefold: how has this project impacted teacher practice, student skills and knowledge, and financial accountability. The biggest challenge will be making sure we have the baseline data necessary to make comparisons not just after one year, but after multiple years of implementation. We will not truly completely know about the impact of this multi-year project until students have gone from 5th grade through high school. Walkthrough data, OTES rubric information and survey can all be used to inform the impact this grant has had on teacher practice in the district. All of these data sources have specific information concerning technology integration, instruction and pedagogy. The expectation is that there would be an increase in evidence of these teacher practices occurring during instruction. Student information would be harder to capture because it is perceptual in nature. However, sources could include: survey data concerning comfort and use of technology, interest in taking additional STEM classes or interest in STEM careers, and knowledge and application of technology skills. A consistent increase in mathematics, science, and ELA scores over time would also indicate the technology infusion embedded in this project is a tool that increases student achievement. Finally, watching expenditures over time, should show a decrease in the deficit spending for years FY16-19 if all other assumptions are held the same.

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

The implementation of this proposed project will touch every building in our district. The infusion of technology sets the stage that this is how we learn at Talawanda Schools. We have made significant progress in the last two years, but this immediate increase in technology for students should be followed by an immediate change in teacher practice. There should be less teacher directed instruction and more student lead learning. Many of the teachers have been frustrated by the fact that the lack of devices has limited what they can do in the classroom. Teachers are sharing carts of devices and waiting their turn in order to be able to teach the way that they would like everyday. This frustration was accelerated this year when we fully implemented Google Apps K-12. All students now have Google accounts that can be used not only to access Google Drive and Calendar, but can be used to authenticate additional resources like Khan Academy. A device in each student's hands means the device becomes the tool used for processing, communicating and most of all learning. The portability of the device means learning can happen all the time. This will go a long way to close the technology gap for students who do not have easy access to technology at home.

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 overarching research that supports this project is the Partnership for 21st Century Skills (P21 or p21.org). The familiar rainbow representation includes: life and career skills, 4 C's (critical thinking, creativity, communication, collaboration), information, Media and Tech skills all supported by the core subjects. The sequence of courses all build specific skills centered around the 21st Century themes. "When a school or district builds on this foundation, combining the entire Framework with the necessary support systems-standards, assessments, curriculum and instruction, professional development and learning environments-students are more engaged in the learning process and better prepared to thrive in today's global economy" as stated in a P21 foundational document. This framework strengthens student engagement and increases student achievement. While doing this, spending is not increased and may be decreased over time due to reduction in staff. The focus of this project is classroom and student centered. The essential outcomes are focused on what will best prepare our students for Talawanda's Tomorrow.

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

Yes

No

22. If so, how?

This proposal contains elements that can be easily duplicated across Ohio and beyond. The foundation of this project is a scope and sequence of key required courses that will build the 21st Century Skills of students over time. A district must commit resources and turn elective courses into required so that all students build a repertoire of 21st Century Skills that are forward thinking. The courses can be customized for local needs. The important factor to remember is the consistent scope and sequence of these required courses and the technology dedicated to them so that all student get the most out of the course work. This kind of focus and dedicated resources can change the culture of a district and the future of its learners.

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

The implementation of this proposed project will directly touch every building in our district and half of our students. The infusion of technology sets the stage that this is how we learn at Talawanda Schools. We have made significant progress in the last two years, but this immediate increase in technology for students should be followed by an immediate change in teacher practice. There should be less teacher directed instruction and more student led learning. A device in each student's hands means the device becomes the tool used for processing, communicating and most of all learning. The portability of the device means learning can happen all the time. This change in practice for teachers will result in increased student engagement and higher achievement for this group of students and future groups.

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.

The first outcome measured will be increased student achievement. Since the OAAs are changing after this year, using state data for that purpose will not be possible in the first few years. Using internal data from other sources will be needed to track immediate progress. These sources will include STAR Reading and STAR Math data to demonstrate consistent increases in student learning. Teachers of the required courses will have data from common assessments that may be used to note increases in student readiness for and knowledge of 21st Century Skills. Any expenditures related to this project will be closely monitored so that there remains an overall savings across the next five years. While this project could result in increasing savings, as long as there is no increase in spending the project will be a success. A harder measure to define is the increase in resources to the classroom. This will be described through the project parameters which describe the vast majority of dollars requested are directed at the classroom.

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.

The evaluation of this project will occur during the Spring of the first full year of implementation and be threefold: how has this project impacted teacher practice, student skills and knowledge, and financial accountability. The biggest challenge will be making sure we have the baseline data necessary to make comparisons not just after one year, but after multiple years of implementation. We will not completely know about the impact of this multi-year project until students have gone from 5th grade through high school. Walkthrough data, OTES rubric information and survey can all be used to inform the impact this grant has had on teacher practice in the district. All of these data sources have specific information concerning technology integration, instruction and pedagogy. The expectation is that there would be an increase in evidence of these teacher practices occurring during instruction. This would mean in the subscore for instruction, more teachers are reaching accomplished on the OTES rubric, teachers are reporting greater use of technology in surveys and administrators are seeing increases in student lead classrooms from walkthrough data. Student information would be harder to capture because it is perceptual in nature. However, sources could include: survey data concerning comfort and use of technology, interest in taking additional STEM classes or interest in STEM careers, and knowledge and application of technology skills. A consistent increase in mathematics, science, and ELA scores over time would also indicate the technology infusion embedded in this project is a tool that increases student achievement. Since the OAAs are changing after this year, using state data for that purpose will not be possible in the first few years. Using internal data from other sources will be needed to track immediate progress. These sources will include STAR Reading and STAR Math data to demonstrate consistent increases in student learning. Teachers of the required courses will have data from common assessments that may be used to note increases in student readiness for and knowledge of 21st Century Skills. If we are not seeing the increases we expect to see, an analysis of practices would occur. Most likely additional professional development would need to be done with teachers around technology integration. The key to the increased student achievement is directly tied to a change in teacher practices that promote 21st Century Skills like problem solving, critical thinking, creativity. These skills are not fostered in a teacher lead classroom environment. Finally, watching expenditures over time, should show a decrease in the deficit spending for years FY16-19 if all other assumptions are held the same.

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. Joan Stidham Director of Curriculum Talawanda Schools 131 W Chestnut St Oxford, Ohio 45056 513-273-3111 Talawanda Schools 10-25-13