## Budget

**Greenville City (044099) - Darke County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (32)**

**U.S.A.S. Fund #: 466**  
*Plus/Minus Sheet (opens new window)*

<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
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<tr>
<td>Instruction</td>
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<td>0.00</td>
<td>0.00</td>
<td>464,123.00</td>
<td>517,813.00</td>
<td>0.00</td>
<td>0.00</td>
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<td>464,123.00</td>
<td>517,813.00</td>
<td>0.00</td>
<td>0.00</td>
<td>981,936.00</td>
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**Adjusted Allocation** 0.00

**Remaining** -981,936.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Sparking Engagement and Innovation with Technology

2. Project Tweet: Please limit your responses to 140 characters.
With 1:1 iPads, eSpark, and joint PD at two districts, we’ll engage students through targeted, individualized instruction.

*This is an ultra-concise introduction to the project.*

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a direct result of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>60 Pre-K Special Education</th>
<th>140 K</th>
<th>125 1</th>
<th>343 2</th>
<th>198 3</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>184 4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
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<tr>
<td></td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
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| Year 2     | 203 4                     | 5     | 6     | 7     | 8     |
|            | 9                         | 10    | 11    | 12    |       |

| Year 3     | 201 4                     | 5     | 6     | 7     | 8     |
|            | 9                         | 10    | 11    | 12    |       |

| Year 4     | 198 4                     | 5     | 6     | 7     | 8     |
|            | 9                         | 10    | 11    | 12    |       |

| Year 5     | 200 4                     | 5     | 6     | 7     | 8     |
|            |                           |       |       |       |       |
4. Explanation of any additional students to be impacted throughout the life of the project. This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

All students Pre-K through eighth grade have the potential to be impacted by eSpark's personalized learning program. Additionally, students who begin using eSpark and iPads at an early age will learn the common core and 21st century skills they need for middle and high school success. Students receiving targeted instruction aligned to their academic needs will be set up for success in subsequent years, and fewer students will be involved in Tier 2 and 3 interventions. Additionally, success with 1:1 device rollout can impact technology decisions across all grades PreK-12 for future device rollouts.

5. Lead applicant primary contact:

First and last name of contact for lead applicant
Laura Bemus

Organizational name of lead applicant
Greenville City Schools

Address of lead applicant
215 West Fourth St. Greenville, OH 45331

Phone Number of lead applicant
937-548-3185 Ext. 763

Email Address of lead applicant
lbemus@greenville.k12.oh.us

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

6. Are you submitting your application as a consortium? - Select one checkbox below

☐ Yes
☐ No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

☐ Yes
☐ No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

Teachers are unable to meet the diverse academic needs of students at both Greenville and Oakwood. Analysis of Greenville's Northwest Evaluation Association - Measures of Academic Progress (NWEA MAP) and Oakwood's iReady scores indicates that our students aren't displaying the academic growth expected of their individual ability levels. Although we provide some in-class differentiation, we do not have the resources needed to tackle such a wide range of abilities and needs. Despite our best efforts, we've been unable to challenge our high-performing students or help our struggling students catch up to their peers. Districts and educators work in silos, so this project will encourage discussion across the region. The consortium of the two districts collaborating to build efficiencies in professional development and share success in engaging students will benefit all educators and impact student learning.

b. The proposed innovation and how it relates to solving the problem or improving on the current state.

Utilizing 1:1 iPad technology, eSpark's personalized learning plans, and professional collaboration between our two districts, we'll help our teachers meet their students' unique academic needs and improve student outcomes as measured by NWEA MAP and iReady.
9. Select which (up to four) of the goals your project will address. For each of the selected goals please provide the requested information to demonstrate your innovative process. - (Check all that apply)

<table>
<thead>
<tr>
<th>a. Student achievement</th>
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<tbody>
<tr>
<td>i. List the desired outcomes.</td>
</tr>
<tr>
<td><strong>Examples:</strong> fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.</td>
</tr>
<tr>
<td>1. Improvement in end-of-year achievement, proficiency rate and progress data for math and ELA, measured by NWEA MAP, iReady assessments and State tests. 2. Fewer retentions at 3rd grade 3. At least one year of growth for every student, including both high achieving and special education students 4. Reduction in the number of students in the &quot;red zone&quot; in the RTI tier system 5. Reduction in the number of Reading Improvement Monitoring Plans (RIMPS) in grades K - 3</td>
</tr>
</tbody>
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| ii. What assumptions must be true for this outcome to be realized? |
| **Examples:** early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc. |
| To obtain dramatic gains in academic achievement, eSpark, Greenville, and Oakwood have several key assumptions. -Greenville students will complete math and ELA NWEA tests in the fall, winter, and spring of each year. Oakwood students will complete math and ELA iReady tests in the fall, winter, and spring of each year. -Accurate, timely data allows the measurement of students' progress relative to nationally normed expectations for growth between fall, winter, and spring. -The data provided by NWEA and iReady is an accurate representation of a student's learning level. -Teachers will be using eSpark in classrooms at least 3 days per week, 30 minutes per day, per subject or 5 days per week, 20 minutes per day. -Administrators will be involved in the enforcement of eSpark and iPad usage, as well as part of annual data conversations. -Students receiving personalized learning plans will be growing faster than they would without those plans. -Early diagnosis and intervention are important |

| iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature. |
| In a study across 29 eSpark partners, days logged into eSpark per week and decision maker involvement both had statistically significant relationships with academic growth of students. Decision makers from Greenville and Oakwood have worked significantly with eSpark to ensure positive and distinctive implementation of iPads and eSpark. Greenville is also piloting eSpark with 1st grade classrooms. Initial results have shown teachers using eSpark an average of 6.1 days/week with students. The early success of the pilot is encouraging towards a full fidelity implementation with extended impact further down the year and in subsequent grades. While it is still too early to look at academic gains made by Greenville through eSpark and iPad usage, early indicators suggest that factors highly associated with growth acceleration are being met. |

| iv. List the specific indicators that you will use to measure progress toward your desired outcome. |
| These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change) |
| 1. Students who use eSpark significantly outpace the growth rate of their peers nationally on NWEA and iReady assessments. 2. Reduction of percentage of students in Tier 1, 2, and 3 of RTI (Response to Intervention) 3. Increased number of students achieving proficiency level on state ELA and Math tests. 4. Reduction in number of RIMPS for students in grades k - 3 |

<table>
<thead>
<tr>
<th>v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future</th>
</tr>
</thead>
</table>
vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

Data scientists at eSpark will analyze Greenville and Oakwood's data three times a year for the duration of the partnership. The cycle of up-to-date data can inform the course of the project in several ways. First, students that grow can receive new goals more appropriate to their levels, so they will continue to be challenged and engaged. Second, if teachers disagree with levels that have been set based on data, they have the power to set a new, more accurate goal for students. Third, if less than desirable growth is seen, teachers and eSpark Partner Managers can adjust student goals and eventually student content. eSpark is routinely improving the curriculum, so any lack of growth associated with Common Core domains may show change reflected in restructuring eSpark content. In the case of low usage or participation from teachers and administrators, eSpark will provide specifically-aimed data and professional development to match the needs of those affected. Any hesitations in implementation can be addressed through provided professional supports regarding the use of the technology in classrooms, as well as the appropriate use of eSpark.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

*Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.*

1. Reduce textbook/curriculum materials costs 2. Lower the number of intervention tutors needed 3. Cost savings due to number of classroom computers and their replacement costs 4. Decrease in printing/consumable and copier costs

ii. What assumptions must be true for this outcome to be realized?

*Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.*

Teachers will use iPads and digital resources instead of printing worksheets. Digital curriculum resources will reduce the need for physical textbooks. eSpark will replace some of the current apps the district is buying, eliminate the cost of an additional mobile device management solution (included with eSpark), and through individualized learning plans, reduce the need for intervention teachers and RTI resources. eSpark’s professional development will replace some of the district's current professional development. The iPads will reduce the need for computer labs.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

In the pilot implementation at Greenville, we have begun to test these assumptions by implementing 1:1 iPads in first grade. Qualitatively, teachers seem to be benefitting from the professional development (so it is likely that it can replace some other district professional developments) and staff has positive things to say about the ability of eSpark’s personalized learning plans to meet the wide needs of students. Greenville literacy specialists have been pleased with the results they have seen after the first year of implementation, so we feel we are on-track to meet our RTI goals, but we will be able to quantitatively measure this after end-of-year data analysis. Though it is too early to determine the pilot’s financial impact and it will be on a smaller scale than this proposed project, we will be able to see the impact of printing/consumable costs at the end of the year as well. As shown in the Apple Feature, Philadelphia Performing Arts: A String Theory Charter School, has been able to save $100,000 in textbook costs (with textbooks that would have quickly become obsolete) by implementing iPads.

1102360

iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

We plan to measure data points from the budget against previous years to measure cost savings in these areas: 1. Personal services (salaries and wages) 2. Fringe benefits 3. Supplies and materials 4. Capital outlay costs. We will measure these data points annually from fiscal year 2016 through fiscal year 2022, using FY 2016 as our baseline data.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

If we aren’t seeing the projected decrease in need for intervention tutors, we can work with teachers through professional development and eSpark's support to help better address needs of RTI students. We can also work with teachers to set better goals to make sure that the personalized learning is effective. If the teachers are meeting expectations in use of eSpark and it doesn't seem to be working for RTI students, eSpark can review its app and video curriculum and make necessary changes. If eSpark’s professional development isn’t satisfactory to teachers (and we have assumed we can replace some current PDs with this), we will work with eSpark to improve and get teachers what they need to be effective. If we are not seeing the projected cost decreases from printing and curriculum materials, we can work with teachers to help them use the iPads to more effectively to replace and transform current material consumption. We can set expectations around using digital resources and decreasing printing costs. This can be done through professional development, digital resource distribution, and district decisions about textbook purchases and communication of expectations.

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

*Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.*

1. Increase the time available for teachers to analyze data, create flexible learning groups, work with students to set learning goals, and
prescribe best practices based on testing data for students. 2. Greater student engagement in learning. 3. Lower rates of tardiness, absences and suspension due to student engagement. 4. Through dashboard data provided, teachers will have the tools, time, and data necessary to redefine their role and their students' roles in learning.

   ii. What assumptions must be true for this outcome to be realized?
   Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.
   Students are working independently on eSpark and are actively engaged with the curriculum, and teachers are using the time that students are working on eSpark to work with individual students and small groups. Teachers are using this time effectively to examine teaching practices and design meaningful activities for students. Teachers will be using and understanding the dashboards and data to make classroom decisions. The technology is working as expected and innovative, engaging learning is occurring.

   iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.
   In the first year of the Greenville pilot, we have found that teachers have been able to successfully implement eSpark into the classroom and have begun to use that time to pull small groups and work with the students. Students seem to enjoy eSpark (as shown by 98% engagement). There have been few technology issues and teachers are actively using their dashboards; the robust professional development was a big contributor to this success. We expect these trends to continue as we expand the initiative at Greenville and begin at Oakwood. To evaluate eSpark's effectiveness, MIT researchers compared the impact of eSpark on both academic and behavioral outcomes among students in the same school. Students who used eSpark had significantly lower rates of tardiness and in school suspension compared to their peers. If teachers and administrators are spending less time dealing with disciplinary issues, they will have more time to dedicate to student learning. As the differentiated iPad programming will allow our teachers to dedicate more time to targeted small-group instruction and new 21st century lesson plans, we expect this to positively influence growth in non-goal domains as well. In other eSpark implementations across the country, thousands of students in school districts, such as Beavercreek City Schools, have met or exceeded non-goal annual growth targets due to excellent teaching practices and the utilization of teacher time.

   iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.
   Note: this is the preferred indicator for this goal.
   72.6% of Greenville's funds and 74.6% of Oakwood's funds are spent on classroom instruction. Greenville's operating spending per pupil is $8,116, with $5,890 spent on classroom instruction. Greenville City is not among the 20% of public districts with the lowest operating expenditures per pupil and is also not among the 20% of public districts with the highest academic performance index scores. Oakwood's operating spending per pupil is $12,186, lower than the average of similar districts $15,104 but higher than the state average of $10,913.
   Greenville Oakwood State Total Local 39% 67% 40% State 47% 33% 45% Federal 9% .1% 8%

   v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.
   These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.
   1. Improved student achievement scores 2. Fewer instances of suspension, absence and tardiness 3. Increase of proficiency in all tested subgroups

   vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?
   If students are not engaged with the curriculum, eSpark's learning design team will evaluate the apps and videos and make any necessary changes to increase student engagement. Professional development could help address classroom management issues and help teachers use data more effectively. Collaboration and professional learning communities between teachers will allow them to brainstorm solutions to classroom issues and share best practices to make sure they are getting the time they need with students and using it effectively. If technology is not working as expected, eSpark's Implementation Manager will provide extra technology support and will meet with technology teams to improve infrastructure.

   d. Implementing a shared services delivery model

   i. List the desired outcomes.
   Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.
   1. Greater efficiency in the delivery of of professional development. 2. Increased collaboration, both in-person and in virtual sessions with eSpark

   ii. What assumptions must be true for this outcome to be realized?
   Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.
   The basic assumptions are that Greenville and Oakwood will continue to work together with a strong, collaborative relationship. We also assume that professional development scheduling will align closely to ensure collaborative opportunities and that our overlapping needs in professional development can be combined to create efficiencies. Last, we assume that teachers in both school districts will be experiencing similar types of challenges and successes while implementing both iPads and eSpark.

   iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.
   Currently, Kimbe Lange (Oakwood) and Laura Bemus (Greenville) have a strong working relationship. In the past, Greenville has worked closely with Beavercreek City Schools during the implementation of 1:1 iPads and eSpark in first grade. Greenville observed and worked with Beavercreek to begin on a very small scale. Oakwood Schools saw Greenville’s success and have visited, along with several school districts, as Greenville shared their implementation and progress in first grade. Oakwood and Greenville have a plan to share PD resources and also to include other districts, so that they can share the cost of PD, and ultimately be more efficient and collaborative. Planning has begun in terms of timing and locations of collaborative professional development.

   iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.
   These should be measurable changes, not the accomplishment of tasks.
Responses should provide a rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should

10. Which of the following best describes the proposed project? - (Select one)

a. New - Never before implemented
b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
c. Replication - Expansion or new implementation of a previous Straight A Project
d. Mixed Concept - Incorporates new and existing elements
e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

a. Enter a project budget in CCIP (by clicking the link below)

Enter Budget

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

Upload Documents

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

981,936.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

Greenville and Oakwood will be using $981,936 to fund technology and personalized learning plans. Greenville will spend $240,953 on iPads and $23,400 on cases. Oakwood will spend $268,853 on iPads with AppleCare protection and $1,160 on cases. Devices will be used throughout the grant and sustainability years. These funds will provide 1:1 devices in the classroom, allowing students to personalize their learning experience and opening doors for teachers to create engaging academic experiences with classroom-implementation fidelity. The remaining $427,758 will be spent on eSpark Learning services for both districts. The grant will cover a multi-year contract for software licenses, data analysis, and professional development. The breakdown of costs to serve both districts are as follows: eSpark Software and Services: $269,914 ($53,983/year), eSpark’s team analyzes students’ standardized test scores (NWEA MAP at Greenville and iReady at Oakwood) to diagnose learning needs and create a personalized learning profile for each student. eSpark’s experts have thoroughly unpacked state standards and continually scour the App Store for the most rigorous and engaging learning apps. The curriculum changes annually in response to data. The vast library, custom diagnostics, and teacher-selected goals are combined to create a personalized learning plan for each student. - Professional Development and Ongoing Support: $67,726 ($18,542 for the first year, $13,244/year following). *iPad Setup with Orchard MDM: $14,960 ($4,400 for the first year, $2,640/year following). *App Library payable to Apple (Math and ELA): $56,160 ($31,200 for the first year, $18,542 for the second year, $13,244/year following).
replaced in order to ensure the life of the innovative project. Costs, etc. Spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment.

17. Please explain how these cost savings will be derived from the program.

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

The costs to sustain a fully implemented eSpark/iPad program will begin in FY22, as described above. $43,752 for Greenville and $42,276 for Oakwood is the amount to sustain the eSpark part of the budget: eSpark's software and services, professional development, tech support, and app curriculum. After the fifth year, the only additional anticipated sustainability costs would revolve around refreshing the technology bought through the grant. iPads do age, but since Greenville and Oakwood are buying devices rather than leases, both districts will be able to sell any and all devices to fund further refreshes. Both Greenville and Oakwood will implement a (BYOD) practice, and integrate that over the next 5 years, which will sustain the replacement cost of the iPads. We anticipate a high number of participation with a BYOD practice, but expect to refresh several iPads for those families who are unable to supply one, through the revenue from selling the old devices. Additionally, the investment in iPad cases at Greenville and AppleCare at Oakwood will help ensure the longevity of the devices and the potential for high resale values when the time comes. The high resale and the intended longevity of the iPads, replacement and repair costs should not require excessive reallocation of funds. As new technology is continually developing, when and if the devices need to be replaced in the near-term, the decision will be made based on contemporary best practices.

100. 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

The cost of eSpark licenses and services in the 2021-2022 school year ($43,752 at Greenville and $35,396 at Oakwood) will be paid for through cost savings from reduced printing and curriculum resources, textbooks, computers, iPads, RIMPS and reduction in RTI tutors through adoption of this project. Anticipating a BYOD practice at Greenville and Oakwood will see significant cost savings for replacing devices over the next 5 years. As technology costs continue to decrease, it will be more affordable for families to purchase a device for their child. With this decrease in technology replacement costs for the schools, we can allocate that money toward the yearly student license cost for eSpark. Reading Improvement Monitoring Plans are written for 350 students per year with intervention services for Greenville and Oakwood in grades K - 3 in 2016. The RIMPS have extra costs associated with implementation of each plan for every student not on grade level. The number of RIMPS and associated costs would greatly decrease with the use of eSpark, as the program has been shown to significantly increase the assessment scores for all students. For example, from Fall 2014 to Spring 2015, K-8 Beavercreek City (OH) students using eSpark grew an average of five percentile points in the NWEA MAP with typical yearly percentile growth is expected to be zero. In the same year, Elizabeth Forward (PA), saw a 14 percentile point boost after introducing eSpark. Nekoosa (WI), in just half a year of using eSpark (Fall 2015-Winter 2015), saw a 12 point jump in their percentiles as measured by STAR. All of these data are collected through third party, nationally normed assessments and are statistically analyzed to ensure significance.

0. 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table

Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

N/A

D) IMPLEMENTATION

20. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. If the
application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team Key Personnel information by clicking the link below:

Add Implementation Team

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning
   a. Date Range April 22, 2016 - Sept. 30, 2016
   b. Scope of activities - include all specific completion benchmarks.

May, 2016: Consortium to collaborate in setting goals, creating fiscal budgets, planning, grant writing and grant submission. July, 2016: Greenville and Oakwood purchase and receive iPads. August, 2016: Administrators and eSpark complete kickoff call to set measurable goals for the program. Districts set iPads up on MDM, enroll in Apple Programs (VPP, DEP). August/September, 2016: eSpark will upload student rosters and student achievement data from eSpark and iReady upon test completion. September, 2016: iPads will be rolled out to all applicable students. *Ongoing 24/7 support.

22. Implementation (grant funded start-up activities)
   a. Date Range September 2016 - June 2021
   b. Scope of activities - include all specific completion benchmarks.

2016: - September: Teachers complete onsite full day professional development. - Mid-October: All students will have logged into eSpark to complete launch quest. - Late October: Administrators complete 4 week check-in after launch with eSpark. - November/December: Teachers complete collaborative virtual training based on needs. Teachers have the option for classroom visits. 2017: - January: Administrators complete mid-year data review with eSpark. - January: eSpark Partner Manager work with teachers to update student goals using recent data. - March/April: Teachers complete collaborative virtual training based on needs. Teachers have the option for classroom visits. - May/June: Administrators meet with eSpark Partner Managers to review end-of-year data and revisit goals set at the beginning of the school year. *Ongoing 24/7 support. Cycle continues through the end of the 2020-2021 school year.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)
   a. Date Range September 2021 - ongoing
   b. Scope of activities - include all specific completion benchmarks.

The implementation cycle will continue repeat every year after the 5 year project plan, with the same benchmarks, but at this point will be sustaining the implemented program in the specified grades past the first cohort of students. The same outcomes will continued to be measured (budgetary, teacher feedback, student achievement data), and we may add more measures of success for the sustainability years as we learn more about the outcomes of the project. At this point, we will have data for multiple years by which to make comparisons across groups of students.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The Straight A grant will allow Greenville and Oakwood to implement significant instructional change. A 1:1 iPad initiative will facilitate the switch to student-centered learning and allow teachers to work closely with individuals and small groups rather than presenting one-size-fits-all lessons to the entire class. We expect that this face-to-face targeted support will decrease the number of students that enter into our RTI programs and will help ensure that high performing students are challenged and engaged. iPads in the classroom mean that our educators will have the resources they need to efficiently teach our students essential 21st century skills such as media and digital literacy, critical thinking, creativity, and collaboration. Implementing a joint professional development program between our two districts will result in lasting organizational change. With eSpark, teachers will have access to 24/7 tech support and intensive PD sessions. iPad deployment can be an overwhelming process, and we hope that by committing to high-quality professional instruction, we will empower our teachers to incorporate more technology into the classroom. Collaborating across district boundaries, teachers will be able to learn from each other's success and challenges and share a set of blended learning best practices. Additionally, instating joint PDs will allow both Greenville and...
25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Jennifer McGill, eSpark Learning, Senior Partner Associate 513-567-2250

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project’s progress, success or shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

Academically, evaluation will be completed using assessment data. Greenville will use the NWEA MAP assessment and Oakwood will be using iReady. Students will take the respective assessment in reading and math three times a year: fall, winter, spring. Taking assessments multiple times a year allows for more accurate growth data. Interventions can take place if students are not improving at the rate desire by the winter. The schools will take the assessment and securely send the data to eSpark Learning for analysis. Two-sample t-tests will be used to evaluate whether mean differences in scores are statistically significant. eSpark’s team of data scientists will be able to report on the findings thus far and work with the Partner Support team to ensure proper goal setting. Regarding spending reductions in the 5-year forecast, highlighted budget line items will be compared in planning and usage. Greenville will make comparisons of resources used, money spent on curriculum and textbooks, intervention resources and salaries, and classroom computers. Oakwood plans to compared RTI resource reduction, printing and copier costs, professional development savings, and Mobile Device Management system savings. Both districts will implement a BYOD practice, which will reduce the replacement cost of devices. To measure utilization a greater share of resources in the classroom, we will rely on two factors. The first is looking at substantial non-eSpark-goal growth academically on NWEA and iReady. According to several case studies completed by eSpark, students using eSpark have also shown growth in non-targeted areas. School districts have attributed this to the amount of time teachers have been able to spend on small group and individual instruction while other students focus on eSpark. Additionally, we will use teacher surveys to measure changes in perceived time spent on individualized instruction and data analysis. To evaluate the shared services delivery model, we will measure the amount of collaborative professional developments. Currently, Greenville and Oakwood are not attending any collaborative professional developments catered to their districts specifically. We will measure the success by the number of PDs attended by both districts in a collaborative space, be it in person or virtually. We will also be using teacher and administrator surveys. These surveys will be completed anonymously and digitally so eSpark Partner Success team members can track the data between schools and over time. Traditionally, the eSpark survey is used to gauge satisfaction with a product. Part of these measures will be focused specifically on the perceived use and effectiveness of the collaboration experienced by teachers and administrators. The survey will be analyzed after every professional development, so several times a year throughout the 5-year timeline. Gap areas will be addressed for future professional development.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

If successful, this project is one that can be replicated at other school districts. As this is a collaborative iteration of Beavercreek’s spast project, other districts and consortia can continue to learn from each other and incorporate new elements as incorporating personalized learning into the classroom. We would encourage districts to employ the basic tenants of the project, like authentic differentiation and technology innovation, and continue to tweak other aspects, always determining outcomes by which they will measure success, the most important being student achievement. If this project can show significant achievement growth and continuing growth for students, as others like it in the past have, it is likely that other districts will want to replicate the integration of innovative technology, personalized learning plans to differentiate to individual student needs in Math and ELA, and a cross-district collaborative environment of professional development by administration and teachers. We chose to start this project with 1:1 iPads because we have the goal of students eventually bringing home the technology (once we have the highest percentage of students staying in the classroom in place), and giving students the opportunity to take personal responsibility for their iPads. They will also be used as learning tools which will take the place of some of our current curriculum materials. We chose to implement with a few grade levels at each district rather than rolling out the project for all K-6 students at once, because we think the project will be more manageable for each district from a technology and teaching standpoint to start smaller and scale up. We also wanted to test and make improvements on our collaborative professional development model. If other districts would like to implement a similar project, they may decide that they have different technology needs, would like to start on a different scale, or that they would like to do the project in partnership with more districts or independently, and a variety of other.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances.
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<tbody>
<tr>
<td>Kimbe</td>
<td>Lange</td>
<td>937-297-7801</td>
<td><a href="mailto:lange.kimbe@oakwoodschools.org">lange.kimbe@oakwoodschools.org</a></td>
<td>Oakwood City</td>
<td>044586</td>
<td>20 Rubicon Rd, Dayton, OH, 45409-2239</td>
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<tr>
<td>Laura</td>
<td>Bemus</td>
<td>937-548-3185</td>
<td><a href="mailto:lbemus@greenville.k12.oh.us">lbemus@greenville.k12.oh.us</a></td>
<td>Greenville City</td>
<td>044099</td>
<td>215 W 4th St, Greenville, OH, 45331-1423</td>
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## Partnerships

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<td>Lange</td>
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<td>044586</td>
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<tr>
<td>Sam</td>
<td>Sherwood</td>
<td>207-755-5295</td>
<td><a href="mailto:sam@esparklearning.com">sam@esparklearning.com</a></td>
<td>eSpark Learning</td>
<td></td>
<td>833 W. Jackson Blvd., Suite 700, Chicago, IL, 60607</td>
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<td>Prior Relevant Experience</td>
<td>Education</td>
<td>% FTE on Project</td>
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<tr>
<td>Colleen</td>
<td>Loftus</td>
<td>Partnership Support Lead</td>
<td>Address all issues or questions from teachers, technology staff, and school leaders via email or phone within 2 hours, resolve or escalate bugs or student blocking issues</td>
<td>Taught for 4 years as a reading specialist, spent the last 4.5 years at eSpark</td>
<td>Address all issues or questions from teachers, technology staff, and school leaders via email or phone within 2 hours, resolve or escalate bugs or student blocking issues Taught for 4 years as a reading specialist, spent the last 4.5 years at eSpark</td>
<td>M.Ed from Benedictine University</td>
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<tr>
<td>Stanley</td>
<td>Hughes</td>
<td>Technology Coordinator</td>
<td>Purchasing technology</td>
<td>Assistant Principal, District Test Coordinator Technology Supervisor, Principal License (4-12)</td>
<td>Assistant Principal, District Test Coordinator Technology Supervisor, Principal License (4-12)</td>
<td>BA Biology, Kenyon College: MA Secondary Education, Urbana University</td>
<td>23</td>
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<tr>
<td>Jennifer</td>
<td>McGill</td>
<td>Senior Partner Associate</td>
<td>Responsible for training, monitoring, and coaching teachers to ensure a successful implementation of eSpark in the classroom</td>
<td>2 years of teaching experience</td>
<td>2 years of teaching experience</td>
<td>Bachelor's Degree + Alternative Teaching Certificate</td>
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<tr>
<td>Gilbert</td>
<td>Vega</td>
<td>Implementation Manager</td>
<td>Overseeing deployment of eSpark and Orchard (mobile device manager), understand the technical requirements of eSpark and Apple deployment programs, hardware, and software, act as a technical liaison to Oakwood and Greenville’s IT teams, support in troubleshooting issues</td>
<td>Lead Apple Tech at Loyola University Medical Center (Maywood, IL), Learning &amp; Development Trainer at Apple Inc (Cupertino, CA), Family Room Specialist at Apple Retail (Orland Park, IL)</td>
<td>Lead Apple Tech at Loyola University Medical Center (Maywood, IL), Learning &amp; Development Trainer at Apple Inc (Cupertino, CA), Family Room Specialist at Apple Retail (Orland Park, IL)</td>
<td>B.A. in Psychology from DePaul University (Chicago, IL), M.S. in Industrial/Organizational Psychology from DePaul University (Chicago, IL)</td>
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<tr>
<td>Sam</td>
<td>Sherwood</td>
<td>Associate - New Partners</td>
<td>Planning the project with Greenville and</td>
<td>B.A. from University of</td>
<td>1.5 years experience</td>
<td>B.A. from University of Chicago in Public Policy</td>
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<tr>
<td>Laura</td>
<td>Bemus, Assistant Superintendent</td>
<td>Oakwood, facilitating early conversations between eSpark, Apple, Greenville and Oakwood. Ongoing support on grant project.</td>
<td>Chicago in Public Policy and Psychology 1.5 years experience helping districts across the country plan personalized learning programs</td>
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<tr>
<td>Bob</td>
<td>Warner, District Network Specialist</td>
<td>Purchasing programs, budget management, oversee project at Greenville</td>
<td>District Network Specialist, CCNA, Adjunct at Edison and Sinclair Colleges, 1 District Network and IT, 8 years CIS instructor, business owner, curriculum development for state team IT works (ODE and Board of Regents), CIS approval of a CTAG program Current set up eSpark and iPads for use in first grade</td>
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<tr>
<td>Kimbe</td>
<td>Lange, Director of Curriculum, Instruction, and Assessment</td>
<td>Grant Management for Oakwood City Schools. Chief of implementation of project for Oakwood City Schools.</td>
<td>Assistant Superintendent, Superintendent License Curriculum Director, Principal</td>
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<tr>
<td>Matt</td>
<td>Sproat, Technology Director</td>
<td>Management of purchasing technology, management of technology professional development, management of deployment,</td>
<td>Technology Director Teacher</td>
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<tr>
<td>Bill</td>
<td>Onsite Engineer</td>
<td>Planning/Deployment of devices, MDM and wireless administration, technology support, hardware repair</td>
<td>Onsite Engineer Certification: Apple ACMT, ACTC: Google Apps Certified Administrator</td>
<td>Associate Degree in Computer Electronic Engineering Technology, ITT Technical Institute: Certification: Apple ACMT, ACTC: Google Apps</td>
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