

Budget

Green Local (050559) - Wayne County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (266)

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	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		24,000.00	4,068.00	2,400.00	8,500.00	0.00	0.00	38,968.00
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		24,000.00	4,068.00	2,400.00	8,500.00	0.00	0.00	38,968.00
Adjusted Allocation								0.00
Remaining								-38,968.00

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: GLS - FIP for Success

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.

Student achievement will be positively impacted by the implementation of Formative Instructional Practices (FIP) in all Green Local Schools classrooms, grades K-12, with improved overall teacher quality. The grant funds would be utilized to decrease the overall general fund expenditures related to district professional development in year 2014 which allows the district to remain in a positive cash balance through Fiscal Year 2017, and stay out of a Fiscal Watch designation, otherwise not attainable. Increased instructional time by classroom teachers will be the greatest resource this grant will provide as teachers will spend more time with students and improving the learning process and less time in professional development training.

1183 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Judith A. Robinson

Organizational name of lead applicant: Green Local School District

Unique Identifier (IRN/Fed Tax ID): IRN 050559

Address of lead applicant: P.O. Box 438, Smithville, OH 44677

Phone Number of lead applicant: 330-669-3921

Email Address of lead applicant: gren_judy@tccsa.net

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

First Name, last Name of contact for secondary applicant: N/A

Organizational name of secondary applicant: N/A

Unique Identifier (IRN/Fed Tax ID): N/A

Address of secondary applicant: N/A

Phone number of secondary applicant: N/A

Email address of secondary applicant: N/A

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.

N/A

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

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

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

[UploadGrantApplicationAttachment.aspx](#)

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

The implementation team will consist of a formative instructional practices (FIP) coach, the Green Local Schools' District Leadership Team and Building Leadership Team members. The FIP coach will be a Battelle For Kids trained trainer who has proven success in leading districts to adapt Formative Instructional Practices throughout the state. Members of the Green Local Schools Building Leadership Team were successful in securing a Student Growth Measures grant in 2013 for the "train the trainer" model of Student Learning Objective (SLO) implementation to the district teaching staff. The implementation of the Student Growth Measures grant was very successful as measured by the quality of SLO's written for the student growth measure under the Ohio Teacher Evaluation System.

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

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Student achievement

Spending reductions in the five-year fiscal forecast

Utilization of a greater share of resources in the classroom

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

New - never before implemented

Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

Mixed Concept - incorporates new and existing elements

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

The "FIP for Success" grant will specifically target improving classroom instruction systemically and systematically through embedded professional development that results in having a district trained Formative Assessment Coach as a member of each teacher based team. This grant will specifically address the problem of how the district ensures intentional system-wide use of formative instructional practices, including formative assessments, where teachers have time to collaborate and learn from each other's experiences and expertise without losing instructional time with their students. The goal of the project is for administrators and teacher leaders from their respective teacher based teams (TBT's) to participate in phase 1, year 1 of a 2 year commitment that supports administrative facilitation and implementation of Formative Instructional Practices in a Teacher Based Team setting, consistent with the district's goals under the Ohio Improvement Process model. The project will create in-district Formative Assessment "Coaches" represented by each grade at the elementary and middle school level and within the academic content areas at the high school. The professional learning will focus on embedding formative assessment techniques within classroom instruction. The major activities provided by this project will be: 1) Creation of Facilitation Teams consisting of one grade level or content specific teacher and an administrator from each school building. Team members will be current members of the Building Leadership Teams and Teacher Based Teams as exist within the Ohio Improvement Process (OIP) framework; 2) One day of planning and three days of Formative Assessment training of above team with a state trained facilitator. This training will be held outside of the school day on either Saturdays or evenings. 3) Blended learning will be utilized with a combination of a book study using the Dylan William book "Embedded Formative Assessment" as well as "Using Formative Assessment in the RTI Framework" by Burke and Depka. 4) The final component of the training will be the use of FIP Your School training modules provided by Battelle for Kids in partnership with the Ohio Department of Education. 5) During the 2014-15 school year, FI Coaches will lead collegial discussions with their team members, based upon data collected regarding implementation and student learning progress, to assist team partner teachers in the successful design of formative assessment according to Ohio's New Learning Standards. 6) In June of 2014, the district will hold a district wide training for all teacher based teams (TBT's), which will be facilitated by the in-district FI Coaches. 7) Year 2 will start in August of 2014 and all training will then take place during the TBT grade level and content level team meetings embedded into the school day. No grant funds are allocated beyond June 2014. 8) The Formative Instructional Coaches will assist in new teacher orientation in August of each school year to assist with the training of newly hired teachers. 9) College credit (not included in the budget) is optional for the Formative Instructional Coaches and will be made available through an institution of higher learning in the Wayne County area.

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

The district's academic goals are to improve student achievement in reading and math by 5% each year and to close the performance gap (Annual Measurable Objective) by 50% within five years in the student subgroups of socio-economically disadvantaged and special education. The strategies to meet the growth targets are: the use of the Ohio's New Learning Standards and extended learning standards; research based common formative/summative assessments; and new instructional strategies. Over the last two years teachers have development curriculum maps tied to the new learning standards. The teachers are now ready to develop embedded common formative and summative assessments. The Battelle for Kids Formative Instructional Practices program lends itself to attainment of these district goals. It provides training that can be utilized by all staff members to make a greater impact on student learning. The learning modules, plus planned activities and specific readings from research based authors, will assist staff in developing assessments that provide evidence that is an accurate reflection of student learning. The major impact on student achievement will be the teachers' use of daily formative assessments and the data received from the assessments that will cause teachers to modify their instruction practices in the classroom each and every day. The implementation of the FIP program in Green Local Schools has the capacity to impact the achievement of 100% of the students in our school district. The goal of the project is that through the use of the Formative Instructional Coaches within the teacher bases teams, every teacher in the district will improve instructionally and will: 1) Understand and identify benefits of participating in and shaping a collaborative learning process. 2) Understand "Assessment for Learning" as a process and also gain experience with implementation of five key learning strategies: Sharing Learning Intentions; Questioning Feedback Self-Assessment and Peer Assessment 3) Use evidence of student learning to make timely and substantive instructional changes. 4) Implement and master a variety of techniques associated with each key learning strategy. The above professional development training coordinates with the School Improvement plan in the Greene Middle School as it will provide necessary training to teachers of 5th and 6th grade reading and math, areas that the district has struggled in achievement in the last three years. The improvement plan provides a tutor that assists students in reading and math at grades 5 and 6. The district has a goal of being "fiscally responsible" while offering innovative programs to students and expectations of high achievement. The FIP for Success grant provides embedded professional development and positively impacts the district's five year forecast by creating a reduction in the gap between revenues and expenditures in FY2014 and 2015 and creating a positive cash balance in FY2017. The goal of providing a greater share of resources in the classroom is addressed by increase time of direct delivery of instruction by the classroom teacher. In the past, the district has found it necessary to request "waiver" days for the implementation of an innovative program, which results in loss of instructional time for students. In other instances, teachers have professional development days where their classes are covered by a substitute teacher which also negatively impacts the learning environment of the classroom. This grant will provide delivery of the professional development through blended learning (online learning modules, book studies), and specific collaboration time for Teacher Based Teams in each school building.

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?

44,568.00 * 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 budget for the project is as follows: FI Coach Stipends for time spent in blended learning outside of the classroom instruction day: 20 staff members (15 teachers, 5 administrators) @ \$400 per day for 3 days, total of \$24,000; Formative Assessment Training Stipends for remaining teaching staff for blended learning through FIP modules, and assigned resources \$80 for 70 teachers, total of \$5,600; Retirement and Medicare costs associated with above professional development personnel costs: \$4,068; Supplies for reference textbooks \$8500 Purchases Services (room & equipment rental for training, mileage to/from training sessions for all participants,) \$2400

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.

0.00 * 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 is a "train the trainer" model. ALL training will be complete by June 2014. While professional development will continue, this will be provided in house by the Formative Instructional Coaches trained during FY2014. The FIP consultant provided by Battelle for Kids will return as a consultant with no expense to the district. Materials purchased through the grant will be utilized by all teachers.

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

32,806.00 * 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.)

This grant will provide the resources to implement this training during the current school year (2014) to a smaller group of "coaches" outside of the teaching day as opposed to holding the training in the 2014-15 school year during the teaching day. If the grant is not awarded, teachers would spend three days in professional development training requiring the following general fund expenditures. Substitute Teachers: \$19,125 (85 @ \$75 for 3 days) Associated Benefits 2781 (STRS and Medicare for Substitute teachers) Supplies & Materials 8500 (\$100 per teacher - books identified Purchased Service 2400 (room rental and associated equipment rental costs) Total \$32,806 (anticipated savings to the General Fund) Additional savings estimated at \$1,737 in FY2016 is anticipated. This cost is associated with the need to train new teachers as veteran teachers retire. This was only anticipated in FY2016 and not future years as a greater percentage of teachers take advantage of changes in STRS, thus creating greater quantities of teacher retirements. The savings to the general fund will result in creating a positive cash balance in fiscal year 2017 enabling the district to stay out of fiscal watch status.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The FIP for Success project is intentional embedded professional development meant to develop the district's own teacher as leaders. This means that teachers will be trained specifically as an instructional lead partner of their "Teacher Based Teams" so that the internal, district wide training of all teachers is provided by these lead teachers, known as Formative Instructional "Coaches". Because this is a one year, systemic training, the project is self-sustaining beyond 2014. Any new/recurring costs (FI Coaches retire/resign) will be absorbed through the "Improving Teacher Quality" grant in the CCIP.

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): 02/22/2014

* Narrative explanation

All members of the District leadership Team and Building Leadership Teams will be trained to by the FIP Coach, Kelli Wohlgamuth, in order to become district FIP Instructional Coaches. The three day training sessions will occur on three Saturdays during the months of February and March. The planning day will occur on a Saturday in April. Formative Instructional Coach Trainees: Beth Gaubatz, Coordinator of Special Education Kelly Dever, Coordinator of Achievement and Accountability Jason DeMassimo, Secondary Principal Nate Gaubatz Assistant Secondary Principal Christine Miller, Elementary Principal, Nancy Dravenstott, Teacher Michelle Sunberg, Teacher Cindy Madding, Teacher Sue Buchwalter, Teacher Sandy Workman, Teacher Susie Brookover, Teacher Stacey Slater, Teacher Greg DeRohdes, Teacher Sarah Dunlap, Guidance Counselor Kim Dannemiller, Teacher Kelly JoDon, Teacher Ben Mahas, Teacher Lori Ebert, Teacher Scott Meech, Teacher Danica Brunker, Teacher Derrick Hochstetler, Teacher Rachel Leach, Teacher Erin Baker, Teacher On June 6th the district will have a FIP roll-out. Teachers will be invited to attend this voluntary day training. Possible Barriers: 1. Building systems and structures are resistant to change. A comprehensive communication plan that provides district expectations and a timeline for completion will be given to the teachers. The timeline will have the teachers completing the training in phases. The program also provides coaches on each team that will be available to the teachers for guidance. 2. Another challenge that Green Local School faces is training attendance. In order to address this issue with the district will ask the FI Coach trainees to sign a contract stating that they are willing to complete all training and participate in the district planning in order to receive compensation for the completed work. The district will also record the face-to-face FI Coach training sessions to be posted along with the training materials in MOODLE so that any team member that is unexpectedly absent will be able to independently complete the session. The internal Ohio Improvement Process facilitators will monitor this and make sure that all of the trainees complete the necessary training to become Formative Instructional Coaches. 3. The other concern that we have is that the teachers will be unwilling to attend the voluntary training on June 6th. To address this issue the teachers will be compensated for their time.

Implement (MM/DD/YYYY): 08/21/2014

* Narrative explanation

During the 2014-15 school year, FI Coaches will lead collegial discussions with their team members, based upon data collected regarding implementation and student learning progress, to assist team partner teachers in the successful design of formative assessment according to Ohio's New Learning Standards. TBTs will share their minutes and data with the BLTs on a monthly basis to ensure that the assessments and progress monitoring is being completed with fidelity. The BLTs will share the building data and minutes with the DLT on a bi-monthly basis so that it can be reported in the CCIP. The reported data will allow the DLT to monitor student growth. Barriers to Overcome: 1. Ensuring that all work is being done with fidelity. In order to address this barrier principals will monitor TBT minutes, complete walk-throughs, and address concerns during the teacher pre/post observation components of the OTES process. If there are teachers that need additional training the district will provide professional development. 2. Data are treated as summative, rather than formative or benchmark. Formative Instructional Coaches will ensure that the TBTs evaluate the data correctly and utilize it to guide instruction.

Summative evaluation (MM/DD/YYYY): 05/15/2015

* Narrative explanation

The BLTs will prepare an internal audit of the TBTs to determine the effectiveness of the FIP for Success program. They will review the data generated by state assessments, SLOs, and the STAR Reading/Math vendor assessment. They will use the information to determine student progress and achievement. This report will be shared at the May 15, 2015 DLT meeting. Areas of strengths and weaknesses will be identified in order to share what is working with other teams and to create professional development for the areas of weakness.

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

In order to prepare for the implementation of this program and to support the OIP process the administration has developed schedules in grades K-12 that allow for teacher based team collaboration. At the completion of this training, teachers will implement instructional practices that align with the Ohio's New Learning Standards and the Ohio Teacher Evaluation System. Teachers will use Formative Instructional Practices to advance educator effectiveness through the implementation of the following teaching standards: Teachers will understand student learning and development and respect for the diversity of the students they teach; Teachers will know and understand the content area for which they have instructional responsibility Teachers will understand and use varied assessments to inform instruction, evaluate, and ensure student learning; Teachers will plan and deliver effective instruction that advances the learning of each individual student; Teachers will create learning environments that promote high levels of learning and achievement for all students; Teachers will collaborate and communicate with parents, students, peers, administrators and the community to support student learning; Teachers will assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community. With the inclusion of instructional leaders in the training, administrators/principals will be able to support the advancement of the teaching and learning process by supporting teachers with the following: Principals will support the implementation of high quality standards-based instruction that results in higher levels of achievement for all students; Principals will allocate resources and manage school operations in order to ensure a safe and productive learning environment; Principals will create a shared vision and clear goals of their schools and ensure continuous progress toward achieving the goals.

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.

Based on the research of Popham, Wiliam, Marzano, Brookhart, Black and William it can be determined that the use of formative instructional practices has a positive impact on student learning. Training our teachers in the FIP program would provide them with the skills to assess student knowledge while learning is in progress and make adjustments to their instruction quickly in order to meet the needs of the students. This program is in direct alignment with our district achievement goal which states that by June 2015, students in grades K-12 will meet the yearly AMO Reading and Math targets as measured by the identified National, State, and Local assessments. Other characteristics of this project and its impact will include: 1. Teachers progress monitor in a more systematic manner that allows for immediate change to instruction 2. Students receive immediate on-going feedback from their teachers 3. Feedback is descriptive information about the work, product, or performance relative to the intended learning goals while the student is still in the learning process 4. Students are given specific learning targets that are aligned with the New Ohio Standards to monitor progress 5. Students use learning targets to self-monitor their learning and the set achievement goals 6. Increased student ownership of learning 7. Decreased professional development spending 8. Increased spending on classroom materials and resources that are aligned with the New Ohio Standards 9. With regard to assessment, research shows that when teachers provide quality, formative feedback to students it has a profound effect on their learning (Black & William, 1998). 10. In measuring the variance between students when academic growth was considered (Sanders in 2004) research shows that the quality of instruction by the teacher explained the most variance (65%). Resources: 1. Black, P., & William, D. (1998). Inside the black box. Phi Delta Kappan, 80(2), 139-148. 2. Brookhart, S. M., & Nitko, A. J. (2008). Assessment and grading in classrooms. Upper Saddle River, N.J.: Pearson Merrill Prentice Hall. 3. Chappuis, J. (2009). Seven strategies of assessment for learning. Portland, OR: ETS 4. Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: research-based strategies for increasing student achievement. Alexandria, Va. 5. Popham, W. James.(2011). Transformative assessment in action an inside look at applying the process. Alexandria, 6. Wiliam, D. (2011). Embedded formative assessment. Bloomington, IN: Solution Tree Press.

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

Yes

No

22. If so, how?

Ohio school districts can send their teachers and administrators to the three day FIP training that is offered through many Educational Service Centers throughout the state. They could also access the online learning materials available through Battelle For Kids (<http://portal.battelleforkids.org/ohio/home.html?sflang=en>). The length of time for training would vary on how the district implemented the program. Green Local Schools' district implementation timeline covers two years. During the first school year the District Formative Instructional Coaches receive training. Over the second year the staff would be trained and the use of the program monitored in order to ensure success.

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

Teachers will be experts in using formal and informal practices to determine what students are learning. From the ongoing data collected from the student learning process, teachers will be able to guide students to success by modifying instructional techniques immediately, and providing instant feedback to students so students know what they are to learn. Ultimately the benefit of this project will be measured by student performance on the state assessments, College and Career Readiness Assessments - ACT, and SAT. Additionally, the district state report will reflect the increase of student learning. Teachers that have been trained in this project and have successfully implemented in their classrooms will receive a higher rating on OTES and principals with successful building implementation will improve their OPES rating. Other positive outcomes: 1. Teachers will understand student learning and development and respect for the diversity of the students they teach 2. Teachers will know and understand the content area for which they have instructional responsibility 3. Teachers will understand and use varied assessments to inform instruction, evaluate, and ensure student learning 4. Teachers will plan and deliver effective instruction that advances the learning of each individual student 5. Teachers will create learning environments that promote high levels of learning and achievement for all students 6. Teachers will collaborate and communicate with parents, students, peers, administrators and the community to support student learning 7. Teachers will assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community 8. Principals will support the implementation of high quality standards-based instruction that results in higher levels of achievement for all students 9. Principals will allocate resources and manage school operations in order to ensure a safe and productive learning environment 10. Principals will create a shared vision and clear goals of their schools and ensure continuous progress toward achieving the goals

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.

Benchmarks related to program: 1. Address priorities to strengthen the core academic program 2. High quality professional development of instructional staff 3. Address District Improvement (Gap Closing) issues 4. Address teaching and learning needs related to academic problems of low achieving students 5. Provide structures and time for content alignment and implementation. 6. Address priorities to strengthen the core academic program 7. Use data to implement district identified research-based instructional strategies in order to enhance reading skills in all content areas K-12. 8. Develop and implement research-based common, formative, and summative assessments for math grades K-12 in all content areas. 9. Fiscal and human resources are targeted in the schools with the lowest proportion of Highly Qualified Teachers The district also expects that teaching staff will develop stronger time management skills, strong collaborative skills, a stronger understanding of how to effectively use data and confidence in determining how to meet the needs of all students.

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 program will be monitored and evaluated by the TBTs, BLTs, and DTL through the use of the following: 1. Renaissance Learning's STAR Reading and Math progress monitoring assessment to determine if students are making gains in learning through the implementation of this program 2. Principals will see evidence of implementation in lesson plans, through walk-throughs, and OTES observations. 3. Teachers will create SLO based on student data. 4. Teachers will further develop standard based units that embed formative and summative assessments which will be vetted by district administration. 5. OAA and OGT assessments. 6. The FIP consultant provided by Battelle for Kids will return as a consultant to assist in monitoring the program implementation. If it is determined that Green Local Schools' students are not making adequate progress toward achievement, the district will request an additional waiver date from the state to provided intense targeted professional development in the identified weak areas.

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. Judith A. Robinson Superintendent Green Local School District (IRN 050559) 10/25/2013

