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Adjusted Allocation: 0.00

Remaining: -38,968.00
B) PROJECT DESCRIPTION

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.

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

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 (RN/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: grn_judy@tcsa.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 (RN/Fed Tax ID): N/A
   Address of secondary applicant: N/A
   Phone number of secondary applicant: N/A
   Email address of secondary applicant: N/A

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

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

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.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)
   - Student achievement
   - Utilization of a greater share of resources in the classroom
   - Spending reductions in the five-year fiscal forecast
   - 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

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 systematically 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 (TBTs) 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 districts 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 Wiliam 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 (TBTs), 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 Battle 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 Greene 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) Understand the impact of student learning to maximize learning in minute-long intervals. 4) Implement and learning a variety of techniques associated with each key learning strategy. The above professional development 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 teaching and learning for teachers. 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, books and studies), and specific collaboration time for Teacher Based Teams in each school building.

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 all school district, community school or STEM school partner for review.

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

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, RRT money, local funding, foundation support, etc.), and provide details on the costs of items included in the budget (e.g. 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, totaling $24,000. The budget also includes $8,000 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 anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

This 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 Battle 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 (5% @ $750 for 3 days) Associated Benefits 2781 (STRS and Medicare for Substitute teachers) Supplies & Materials 8500 ($100 per teacher - books identified Purchased Service 2400 (room & 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 through the project and any equivalent 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.

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 CIP.

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 project, 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 CIP.

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 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 areas.)

* 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 by the FIP Coach, Kelli Wohlgamuth, in order to become district FIP Instructional Coaches. The three day training sessions will occur on Saturdays between September and March. The planning day will occur on a Saturday in April. Formative Instructional Coach Trainees: Bath Gaubatz, Grove City Local Education Kelly Dewer, Camel Gate Gaubatz Assistant Secondary Principal Christine Miller, Elementary Principal, Nancy Dravenstott, Teacher Michelle Sunberg, Teacher Cindy Madding, Teacher Sue Buchwalter, Teacher Sandy Workman, Teacher Susie Brokover, Teacher Stacey Stalter, Teacher Greg DeRohdes, Teacher Sarah Dunlap, Guidance Counselor Kim Dannemiller, Teacher Kelly JoDin, Teacher Ben Mahas, Teacher Lori Ebert, Teacher Scott Meech, Teacher Branka Jurkovic, Farmington Local Education Kelly Dever, Coordinator, Teacher Jorn Baker, Teacher Dr. By. Another challenge that Green Local School faces is training attendance. On June 6th the district will have a FIP roll out training for all teachers. The planning day will occur on a Saturday in April. The FIP Consultant provided by Battle for Kids will return as a consultant with no expense to the district. Materials purchased through the grant will be utilized by all teachers. On June 6th the district will have a FIP roll out training for all teachers. The planning day will occur on a Saturday in April. The FIP Consultant provided by Battle for Kids will return as a consultant with no expense to the district. Materials purchased through the grant will be utilized by all teachers. A comprehensive communication plan that provides district expectations and a timeline for completion will be given to all 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. The program also provides coaches on each team that will be available to the teachers for guidance. Another challenge that Green Local School faces is training attendance. On June 6th the district will have a FIP roll out training for all teachers. The planning day will occur on a Saturday in April. The FIP Consultant provided by Battle for Kids will return as a consultant with no expense to the district. Materials purchased through the grant will be utilized by all teachers. On June 6th the district will have a FIP roll out training for all teachers. The planning day will occur on a Saturday in April. The FIP Consultant provided by Battle for Kids will return as a consultant with no expense to the district. Materials purchased through the grant will be utilized by all teachers. A comprehensive communication plan that provides district expectations and a timeline for completion will be given to all 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. The program also provides coaches on each team that will be available to the teachers for guidance.

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 CIP.
**Implement (MM/DD/YYYY): 08/21/2014**

* Narrative explanation

During the 2014-15 school year, 11 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 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 enhance student learning; Teachers will design 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 community. With the inclusion of instructional leaders in the teaching, administration, and leadership roles, additional implementation of the program will be possible and will further increase the impact of the program on teaching and learning across the state.

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

* Narrative explanation

The BLTs will prepare an internal audit of the BTBs to do 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 CIP process the administration has developed schedules in grades K-12 that allow for teacher based team collaboration. The implementation of the district instructional plan aligns 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 enhance student learning; Teachers will design 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 community. With the inclusion of instructional leaders in the teaching, administration, and leadership roles, additional implementation of the program will be possible and will further increase the impact of the program on teaching and learning across the state.

**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 this area.

Based on the research of Popham, William, Marzano, Brookhart, Black and William it can be determined that the use of formative instructional practices has a positive impact on student learning. Training the teachers in the FIP program will 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. The alignment with the 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. Teachers receive immediate on-going feedback from their teacher peers 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. Research shows that when teachers provide quality, formative feedback to students it has a profound effect on their learning (Black & William, 1998). 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., & Niko, J. A. (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., & Chappuis, J. (2011). 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 implementing the practice. Alexandria, 6. William, D. (2011). Embedded formative assessment. Bloomington, IN: Solution Tree Press.

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

Yes

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 training materials available at Battelle For Kids (http://portal.battelleforkids.org/ohio/home/help/faq/search). The length of time for training would vary once 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 OTESs and principals with successful building implementation will have higher building outcomes. Teachers will be more confident and respected for the prove their students are achieving higher levels. Teachers and 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 enhance 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 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 goals with a focus on 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.

Benchmarked 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 HP. The district also expects that teaching staff will develop stronger time management skills, stronger 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 approach used.

- Include the method by which progress toward short- and long-term outcomes 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 BTBs, 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 be assessed on the Ohio’s New Learning Standards. 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 provide intense targeted professional development in the identified weak areas.

By virtue of applying for the Straight A Funds, all participants 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 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 CICP. In the box below, enter “I Accept” and indicate your name, title, agency/organization and today’s date.

Accept: Judith A. Robinson Superintendent Green Local School District (RN056569) 10/25/2013