

Budget

Marion City (044339) - Marion County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (468)

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		15,000.00	2,325.00	134,170.00	0.00	0.00	0.00	151,495.00
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		15,000.00	2,325.00	134,170.00	0.00	0.00	0.00	151,495.00
Adjusted Allocation								0.00
Remaining								-151,495.00

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: Transforming the Classroom through Data Analysis and Coaching

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.

Marion City Schools will address all 3 Straight A goals through its "Transforming the Classroom through Data Analysis and Coaching" project. We will provide teacher and administrator professional development through a variety of delivery systems, including blended learning; coach teachers, administrators, and parents to fully understand, analyze, and utilize the maximum value of student data; and assist teachers and administrators to capitalize upon opportunities to address challenges derived from student data, gaining skill in determining the most effective interventions, reinforcements, and enrichment for individual students in order to increase student learning. Through the 3 year project Marion City schools will build its leadership capacity at all levels and realize spending efficiencies.

3044 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Gary Barber
Organizational name of lead applicant: Marion City Schools
Unique Identifier (IRN/Fed Tax ID): 044339
Address of lead applicant: 420 Presidential Drive Marion, OH 43302
Phone Number of lead applicant: 7403873300
Email Address of lead applicant: gary_barber@marioncity.k12.oh.us

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

First Name, last Name of contact for secondary applicant: Dr. Tom Fry
Organizational name of secondary applicant: Leadership Freelance Network
Unique Identifier (IRN/Fed Tax ID): [REDACTED]
Address of secondary applicant: 6617 Dublin Rd, Delaware, Ohio 43015
Phone number of secondary applicant: 6142181569
Email address of secondary applicant: tom@i-d-innovations.com

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.

Marion City Schools (MCS) will partner with Leadership Freelance Network (LFN) to ensure successful implementation of the project. The District Leadership Team (DLT) will meet monthly to communicate vision to stakeholders, coordinate activities, progress monitor, and make adjustments as needed. The DLT will consist of district administration and LFN. Project director is Dr. Tom Fry a recognized leader in the state on value-added. He has taught courses on value-added analysis through Ashland University and his dissertation explored the relationship between the TeacherInsight screening instrument and Teacher Growth Index of reading and math teachers. He has led countless training sessions on understanding value-added data with numerous districts across the state including Olen tangy, New Lexington, Heath, West Liberty Salem and Granville. He has also presented nationally at ASCD in Texas and at the annual state conference in Michigan. Tom is trained with Adaptive Schools and has extensive experience facilitating groups as they work through organizational change. MCS will be the applicant and will serve as the fiscal agent. MCS will ensure all of the assurances are upheld. MCS has significant experience with managing federal, state, and local grants.

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.

MCS has begun this year to build the capacity of its new leadership team. They have started a relationship with LFN in a shared services model to help re-align spending and decrease operational costs while increasing organizational capacity.

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.

Student Achievement-the data analysis strategies will improve instruction by identifying the critical areas of achievement on which to focus for each student in the organization; this will lead to true individualized learning for all. The leadership team, including administrators and teacher leaders, will then work to leverage these practices across grades and subjects. By analyzing the data, numerous promising practices will be identified, refined and shared throughout the district and state. Administration will also be taught to use these data to evaluate building structures and programs to identify their potential impact on student learning. Through the coaching model we will build leadership at all levels and lessen the impact of staff lost through attrition or retirement. Spending Reductions-By improving the effectiveness of meetings and training, and utilizing a blended approach, administrators will learn how to model effective practices for staff to help improve understanding and improve the likelihood of these practices being integrated into the classroom. Beyond the district, the professional development modules will be shared state-wide through the state's IIS, thus impacting students throughout the state without additional cost. This allows administrators and teachers across the state to become more effective with using data to drive instruction. Mount Vernon Nazarene University (MVNU) is partnering with the district to provide a low-cost, high-quality option for staff to obtain semester hours for re-licensure. MVNU has agreed to refund the district \$25 for every semester hour purchased (see attached documentation). The training must meet Ohio's professional development standards and MVNU's standards. By allowing staff to earn credit for the high-quality, job-embedded work, it reduces the need for staff to sign up for lower-quality course work. This course work is often at a much higher rate, costing the district more dollars in tuition reimbursement. MVNU's low cost option will provide high-quality credit that is focused on targeted improvement efforts of the district. The district will evaluate building structures and programs to help streamline and find efficiencies. Utilization of a greater share of resources in the classroom: There are several aspects of the project that will allow more spending directed toward students. First, MVNU's reimbursement of \$25 per semester hour taken, will allow the district to spend

less money in tuition reimbursement and repurpose those funds for students. This will also save the district funds because all staff need to earn credits for re-licensure. Many courses selected by teachers are of lower quality, not focused on one particular district outcome, and cost significantly more. This option will eliminate courses lacking a clear purpose or objective, often taken just to obtain the necessary credits for the renewal process. It is difficult to estimate exactly how much this will save the district initially. It is not uncommon for a teacher to ask for \$375 reimbursement for a 1 semester hour course. Using this example, the district would save approximately \$200 per semester hour per teacher. After year one of the project, a stronger prediction can be made. Second, Leadership Freelance Network is offering a 10 percent discount each subsequent year of the project. LFN is also not charging the district for additional modules created in years 2 and 3 of the project. This will save the district approximately \$5,130 over the life of the project. Through an assessment audit, LFN will help identify unnecessary costs MCS is incurring.

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.

A budget was uploaded. The district did not upload a financial impact table for two reasons. First, the initial savings are relatively small and listed specifically in section 16. Second, there are additional savings expected as a result of the audit of building instructional structures and programs (including streamlining the testing of the district) that are difficult to predict in year one. After the initial year, it will be easier to quantify the amount of annual savings for the district. In addition, the creation of the online modules will have a lasting impact for the district and other school districts interested in a similar project as they will be loaded into the state's IIS.

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

151,495.00 * 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 following is a breakdown of the budget by each line item: Salaries: Staff stipends of \$3000 over the 3 years of the project to cover after work hour meetings and training. Reimbursement for substitute teacher salaries in the amount of \$12,000 over the life of the project. Benefits: Staff benefits from stipends in the amount of \$465 over the life of the project. This is to cover STRS and other required benefit payments at the rate of \$15.45 per \$100. Substitute teacher benefits will total \$1,860 over the life of the project. Purchased Services: LFN will coordinate and prepare for all meetings and trainings totally \$73,170 over the life of the project. Data reporting will be completed by LFN at a cost of \$18,000 over the 3 year project including reports for staff and parents. The integrated leadership survey and student experience survey will be purchased through Battelle for Kids for a total cost of \$18,000 for the three year project. LFN will create 10 modules each year of the project for a total cost of \$25,000. Supplies: \$0 LFN will incorporate all supply costs into their fees. Capital: \$0 there are no capital costs associated with the project. The state has already built the IIS which will house the online professional development modules.

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.

By signing a 3 year agreement with LFN for the professional development there will be no recurring costs. LFN will work with the district to build their capacity to create data reporting for district beyond the life of the project. The online modules will be accessible through the state's IIS so there is no recurring training costs necessary.

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

7,620.00 * 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.).

Through our partnership with Mount Vernon Nazarene University (MVNU) we will be able to provide staff opportunities to obtain graduate credit for the work related to the training. This will create savings in two ways. First, we will receive a reimbursement of \$25 per credit hour from MVNU. This should equate to at least \$3000 per year that can be returned to the general operating fund. This is because there were 138 semester hours reimbursed last year. Second, there are savings in tuition reimbursement. Our district provides tuition reimbursement to all staff for the purposes of relicensure. Several staff take lower quality graduate credit because of the time commitment. By offering graduate credit through MVNU we ensure high-quality professional development and provide staff with the ability to earn graduate credit that is job-embedded and focused on our continuous improvement plan. The savings comes from the fact that many of the lower quality graduate credit options are expensive; at least \$375 per credit hour. MVNU maintains an extremely low cost option at \$175 per credit hour (while still giving \$25 back to the district). So while it is difficult to predict the exact amount of savings in year one; we should be able to do so in the future. See the attached MVNU agreement for details. The district will save \$4,620 for the first 3 years in sub costs related to the professional development training. These trainings will occur regardless of whether the grant is awarded. Through the audit of building structures and programs we will expect to find efficiencies, but it is not possible to predict exact amounts in year one, however we do expect additional savings. This includes streamlining of district testing costs and efficiencies with programs that do not show a link to student achievement or progress.

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 online modules created through the grant are the property of the district and can be used continually to build capacity of new leaders and as tuning protocols over time. Therefore, the program is completely self-sustaining and would require less professional development costs in the future. In terms of large scale impact, the created modules will be added to the state's IIS for other districts to utilize at no additional cost.

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): 12/18/2013

* Narrative explanation

Plan: One of the biggest challenges districts and schools face in successfully implementing new innovations is how to effectively communicate, build support for the change, and engage various stakeholders. Successful implementation requires purposeful, effective communications using multiple media. This focus on engagement is essential because it makes the innovation not just a new program, but an integrated part of the culture of the building and district, ensuring that we achieve our goals of impacting student achievement, reducing costs, and driving more resources to the classroom. Through our Straight A project, we will work with Leadership Freelance Network (LFN) to develop a comprehensive phased-in communication strategy that engages multiple stakeholders throughout the process. Awareness and Commitment Phase-During this phase, we will finalize a plan that creates awareness and builds commitment for the work within our Straight A proposal, ultimately to answer the question, "What changes can we make that will positively impact the instructional experience of our students every day?" The meetings will include representation of parents, teachers, and administrators. These initial meetings will begin in Dec through Jan. Barrier: obtaining key parent stakeholders in the dialogue. Solution: Superintendent will reach out personally to parents and call for volunteers through BOE meetings and electronic media. We will start with volunteers in year one and not require everyone to participate. Developing Understanding Phase -This phase will focus on developing a deeper understanding of the work within our Straight A proposal among all stakeholders by building engagement using a combination of print, electronic, video, and social media communications. Barrier: Staff may be fearful of data conversations with the new evaluation system. There may be some push back due to feeling overwhelmed with initiatives. Solution: early and often communication about how these trainings will benefit staff and students should alleviate most concerns. With the creation of online modules, the district has the benefit of bring staff along as they are ready. Data Analysis Professional Development: ? Review district value added data ? Meet with administration as needed for planning Coaching: ? Conduct an inventory to determine strengths and areas for improvement (i.e.-Integrated Leadership Survey) ? Develop a timeline and strategies for collaboration ? Conduct onsite visit(s) to experience the work environment/situation

Implement (MM/DD/YYYY): 02/28/2014

* Narrative explanation

Implementation Phase - This phase will focus on implementation and refinement. We will measure, assess, and refine the strategies implemented in Developing Understanding Phase. Building Capacity Phase -Each step of the way, we will be utilizing our strategies to build capacity in our district to successfully implement our Straight A Fund proposal with fidelity. By doing this, we will be

keeping our focus on student achievement. We will conduct multiple evaluations along the way to make needed adjustments. Barrier: Staff ability to take on new learning with new state mandates and evaluation system. Solution: With the LFN partnership lasting 3 years it gives time for all staff to acclimate to new way of using student data to drive instruction. The online modules also mitigate this barrier. Sustaining Beyond Straight A-We will focus on sustainability efforts to ensure the work funded by our Straight A proposal continues to impact students and improve operational effectiveness, including cost-savings, beyond the scope of the grant. Building capacity through effective, flexible and focused professional development and coaching, our district will develop a culture of skilled, proficient data analysis followed by an arsenal of proven interventions and improved instructional decision-making, and thus be equipped with the strategy, training, and support necessary to sustain the efforts that support successful implementation and sustainability of our Straight A proposal. Our success measures, will determine how well we perform in implementation and to inform our success or engagement in contingency planning. These will help us make adjustments to years 2 and 3 of the project. Implement: Data Analysis Professional Development: ? Review of value added data with specific emphasis on the value added teacher reports ? Review student achievement data ? Review and evaluate structures and programs of the building and district. ? Question and answer session ? Planning and facilitation of the meeting ? Access to online training modules for an unlimited number of staff members ? Video tutorials, supporting articles, and materials housed in IIS. Coaching: ? Meet regularly with client to establish dialogue, work through issues and reflect on professional practice ? Shadow client in work functions ? Provide ongoing feedback to client

Summative evaluation (MM/DD/YYYY): 09/20/2014

* Narrative explanation

Evaluation of the program is essential and will occur at the end of each PD session with all key stakeholders (students and teachers) via an integrated leadership survey and student survey; and through student achievement and progress data. Through these training opportunities, teachers and administrators will gain the confidence to share these data in meaningful ways with parents and community members making them true partners in the learning process. These training modules will be loaded into the state's new Instructional Improvement System (IIS) for use across the state. The power of sharing these resources statewide will create a foundation for many school leaders, providing the necessary training and support to lead similar initiatives in their districts for no additional cost. LFN will report to superintendent monthly throughout the 3 year project. Informal data will be collected to report progress and make course corrections. Annually the project will be reviewed using student achievement, student progress, and survey data to evaluate the overall success and areas for improvement of the project. Short Term: There will be numerous informal and formal evaluations of the project throughout the 3 years. At the end of each training session or meeting an exit slip will be used to help determine next steps, identify potential obstacles, and to progress monitor. Students will take the student experience survey in January to obtain a baseline of their classroom experience. Staff will take the integrated leadership survey to obtain a baseline of the leadership capacity of the building administration. The focus will be on the area of improving the instructional program, as it focuses on the use of student data to drive instructional decisions. All leaders will also take the data awareness survey to obtain a baseline of their knowledge of the student data available to the district. All of these data sources will inform the development of the resources and professional development for the project. Long Term: Quantifiable results come from the following data sources: National, state, and local assessments. This includes the Ohio Achievement Assessment (OAA) and Ohio Graduation Test (OGT) among other national and local assessment data. Battelle for Kids (BFK) has created an Integrated Leadership Survey that identifies how staff rate the principal in five areas. The areas are setting directions, developing people, developing the organization, improving instructional practice, and securing accountability. Gallup created a student experience survey that measures the classroom experience based on four areas: hope, engagement, belonging, and classroom management. LFN has adjusted the data survey from Lloyd (2008) to create a data awareness survey to monitor the progress of the professional development. We expect the following quantifiable results by the 2015 - 2016 school year: a) improved leadership ability of building administration as noted on the BFK Integrated Leadership Survey given in the fall and spring each year; b) improved student achievement and growth as measured on the Local Report Card (LRC) resulting in a letter grade improvement in achievement and gap closing in the 2014 -2015 school year; c) improved survey results from students on the Gallup student experience survey; and d) pre/post assessments of administrators knowledge involving data analysis from the data awareness survey; e) 100% of building administrators and teaching staff trained on data analysis modules; and f) administrators will indicate increased comfort in working with and sharing the data with staff.

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

Instructional Change: Through the effective use of student data teachers will be better prepared to meet the needs of their students. Staff will also be able to identify those instructional practices that have a lasting effect on student progress through thoughtful reflection. Through the use of student projection data, teachers will be able to more effectively determine their students academic potential and monitor progress throughout the year. The district can best identify the promising practices and quality teaching occurring throughout the district. These academic bright spots can then be leveraged throughout the district. Organizational Change: Through the use of student data, the district can better evaluate what building structures are enhancing and inhibiting student achievement and progress. This will allow for improved learning environments for students. All educational programs will also be audited (including current testing regimens) to evaluate their effectiveness and streamline processes. Any ineffective programs will be identified for removal thereby eliminating excessive costs.

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.

Research related to the project has been shared throughout. The impact can be determined both district and state-wide. District Level Impact: The implementation of the professional development program will have long lasting impact on the district. Through the use of intensive coaching and professional development, a cultural shift will include a focus on data and individual student needs. (Huff, Preston, & Goldring, 2011). State Wide Impact: Once the online support modules are created, they will be uploaded to the IIS for use by districts and administrators state-wide for no additional cost. Lloyd, J. L. (2008), found that District Value-Added Specialists who were trained to prepare districts for using value-added information did not feel they were effective in providing information to school districts to drive instructional changes. Through the use of online modules in addition to face-to-face training, and materials developed to assist districts in understanding how to utilize this information, teachers can gain confidence about what is needed to drive instructional improvements. LFN staff not only understand these data at a high level, but also is effective at leading professional development that meets all of the tenets of high quality PD identified by the Ohio Department of Education (2008).

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

Yes

No

22. If so, how?

The creation of the online modules and materials will allow other districts to replicate this project with little to no cost. The state's IIS provides the perfect medium to house these resources. Districts will only be limited by their own capacity to find adequate time to review and plan the implementation.

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

Many districts do not have staff with the necessary knowledge and skills to lead data analysis training and implementation. The modules created in this project will help to support the implementation of data driven decision-making and personalized learning. District and building leaders (including teachers) do not currently understand how to effectively use the student data available to them to evaluate current practice and make informed decisions on next steps. Administrators will receive ongoing individual support through intensive leadership coaching to help build their leadership capacity. At the end of the 3 year project, the district will have built the capacity of leadership at all levels that understand how to collect student data, identify the positive outcomes for students, and use this information to continuously improve and evaluate instructional practices and programs for all students.

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.

Short Term: There will be numerous informal and formal evaluations of the project throughout the 3 years. At the end of each training session or meeting an exit slip will be used to help determine next steps, identify potential obstacles, and to progress monitor. Students will take the student experience survey in January to obtain a baseline of their classroom experience. Staff will take the integrated leadership survey to obtain a baseline of the leadership capacity of the building administration. The focus will be on the area of improving the instructional program, as it focuses on the use of student data to drive instructional decisions. All leaders will also take the data awareness survey to obtain a baseline of their knowledge of the student data available to the district. All of these data sources will inform the development of the resources and professional development for the project. Long Term: Quantifiable results come from the following data sources: National, state, and local assessments. This includes the Ohio Achievement Assessment (OAA) and Ohio Graduation Test (OGT) among other national and local assessment data. Battelle for Kids (BFK) has created an Integrated Leadership Survey that identifies how staff rate the principal in five areas. The areas are setting directions, developing people, developing the organization, improving instructional practice, and securing accountability. Gallup created a student experience survey that measures the classroom experience based on four areas: hope, engagement, belonging, and classroom management. LFN has adjusted the data survey from Lloyd (2008) to create a data awareness survey to monitor the progress of the professional development. We expect the following quantifiable results by the 2015 - 2016 school year: a) improved leadership ability of building administration as noted on the BFK Integrated Leadership Survey given in the fall and spring each year; b) improved student achievement and growth as measured on the Local Report Card (LRC) resulting in a letter grade improvement in achievement and gap closing in the 2014 -2015 school year; c) improved survey results from students on the Gallup student experience survey; and d) pre/post assessments of administrators knowledge involving data analysis from the data awareness survey; e) 100% of building administrators and teaching staff trained on data analysis modules; and f) administrators will indicate increased comfort in working with and sharing the data with staff.

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 project will be evaluated both informally and formally throughout the 3 year project. There will be a combination of student data, staff survey, administrative survey, and student survey data used to evaluate the progress and inform course adjustments. In the short term, the project will utilize initial survey results from students, staff, and administrators to determine the baseline data. Student data will come from the student experience survey and student achievement and progress data. Staff data will come from the integrated leadership survey. Administrative data will come from the data awareness survey. We will also use exit slips from all professional development to identify obstacles and determine next steps. From these baseline data we will be able to determine improvements connected to the professional development and results of the building program and structure audits. Long term evaluation will occur annually. The following are the expectations. a) improved leadership ability of building administration as noted on the BFK Integrated Leadership Survey given from the fall to spring each year in the specific area of improving the instructional program; b) improved student achievement and growth as measured on the Local Report Card (LRC) resulting in a letter grade improvement in achievement and gap closing by the 2014 -2015 school year; c) improved survey results from students on the Gallup student experience survey in the hope and engagement sections; and d) pre/post assessments of administrators knowledge involving data analysis from the data awareness survey; e) 100% of building administrators and teaching staff trained on data analysis modules by 2014 - 2015; and f) administrators will indicate increased comfort in working with and sharing the data with staff through

the data awareness survey.

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, Gary Barber, Superintendent, Marion City Schools, 10/25/2013