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<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
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</table>

Adjusted Allocation: 0.00

Remaining: -4,905,040.00
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: High School Blended and Online Learning Choice for Success

2. Executive summary: Provide an executive summary of the project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Beginning the 2014-15 school year, high school freshmen will have the opportunity to choose to participate in a variety of instructional models. The three instructional "paths" would include blended learning, online learning, or the traditional model of instruction with one online course. In addition to the 9th grade learning paths, tenth, eleventh, and twelfth grade students will have the option to take a variety of online elective courses not currently offered.

2593 3. Total Students Impacted:

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

First Name, Last Name of contact for lead applicant: Matthew Miller, Superintendent
Organizational name of lead applicant: Mentor Exempted Village School District
Unique Identifier (RN(Fed Tax ID)): 045492
Address of lead applicant: 6451 Center Street, Mentor, Ohio 44060
Phone Number of lead applicant: 440-974-5201
Email Address of lead applicant: mmiller@mentorschools.org

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

First Name, Last Name of contact for secondary applicant: Margaret Watson, Assistant Superintendent
Organizational name of secondary applicant: Mentor Exempted Village School District
Unique Identifier (RN(Fed Tax ID)): 045492
Address of secondary applicant: 6451 Center Street, Mentor, Ohio 44060
Phone number of secondary applicant: 440-974-5243
Email address of secondary applicant: watsonm@mentorschools.org

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 (RN(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).

* 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.

Mr. Matthew Miller is the superintendent of Mentor Public Schools, currently working in his ninth year as a superintendent in Ohio. Before moving to Mentor, Mr. Miller was Celina City Schools' superintendent for seven years. Prior to that, Mr. Miller served as the Director of Student Services and Instruction and as a building principal in Celina. Mr. Miller has also taught at the college level as an adjunct instructor for Wright State University. Mr. Miller earned his Master of Education and Bachelor of Science in Education from the University of Cincinnati and has begun doctorate studies in educational leadership with a specialization in educational technology. He was selected for Harvard Graduate School of Education's leadership institute for Superintendents. Daniel L. Wilson has more than thirty-nine years' experience in the fiscal management of Ohio Public Schools. He previously served as Associate Superintendent for the Center for School Finance and Accountability at the Ohio Department of Education. Wilson is the Past-President of the Ohio Association of School Business Officials, the Past Chairman of the Board of Trustees for the Foundation for School Business Management, a past member of the Board of Trustees for the Ohio School Employees Retirement System, and a past Board of Director for the Health Action Council of Northeast Ohio. He currently serves as Vice-Chairman of the Employee Benefits Cooperative. He also served as the Ohio PTA School Finance Consultant. He received the Ohio PTA Oak Tree Award for distinguished service to children and youth in 2007. He was recognized as the 2001 Outstanding Treasurer in Ohio by the Foundation for School Business Management and earned Ohio PTA Lifetime Membership that same year. In 1997, he received the Ohio Government Finance Officers Association Innovation in Public Finance Award and the 1995 publication of his Outstanding Business Document was recognized by the Foundation for School Business Management. Wilson was recognized as a School Business Financial Officer by the Ohio Association of School Business Officials in 1979. Margaret Watson is the Assistant Superintendent of Student Services. She has held this position for the past six years and successfully manages a yearly budget of over 4 million dollars. She developed the Cardinal Autism Resource Educational School (C.A.R.E.S) which opened in 2010. Implementation from concept to development to opening day was six months. It included $900,000 of renovation, staffing, purchasing and design of curriculum, and ordering technology and supplies. Barb Bonnes is the Director of Curriculum and Instruction. She is in charge of managing the district's Federal funding application (CCIP) and is directly responsible for allocations of Title I-A, Title I, and general funds totaling $2.5 million. She also has experience writing and managing competitive grants including the 21st Century Grant, Race to the Top Grant, and the Third Grade Reading Guarantee Grant. Jeremy Short is the Director of Educational Technology and Curricular Innovation for the Mentor Public Schools in Ohio. He is a Certified Educational Technology Leader (CETL), MBA, and one of the National School Board Association's "20 to Watch." Jeremy is the Chair-Elect for the Technology Director's group at the International Society for Technology in Education (ISTE), and is the President of the Idesstream Workbooks and lead from workbooks based on predetermined curricula. Currently, our high school dropout rate has increased by 3 percent over the past three years and student survey data indicates that 37% of students are interested in blended and/or online learning options. Less than 1% of our current high school students are taking online or blended learning courses due to limited resources including

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 consortium partnership

11. Describe the innovative project.

We believe offering educational choice through blended and online learning opportunities will lead to increased student achievement, decreased dropout rates, and prepare our students for college and career readiness. The secondary education system for the most part offers a one-size-fits-all educational methodology. Teachers stand in the front of the class with approximately 20-25 students, read from textbooks and lead from workbooks based on predetermined curricula. Currently, our high school dropout rate has increased by 3 percent over the past three years and student survey data indicates that 37% of students are interested in blended and/or online learning options. Less than 1% of our current high school students are taking online or blended learning courses due to limited resources including...
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 goals of the project are to increase student achievement, reduce absenteeism and allocates additional resources to the classroom. The ninth grade blended learning team consisting of 6 staff members (4 core, special education, instructional coach) and high school administrators will receive professional development on blended learning instruction, project-based learning, student devices and online curriculum. Incoming ninth grade students will carry forward a portfolio of digital courses with small group instruction, and project-based learning. Students will complete digital coursework independently and work at their own pace. The team will feature 1:1 technology access, instructional delivery online and competency-based progressions. Students will also have the opportunity to take fully online courses. Approximately 10 students in grades 9-12 are enrolled in our full online program, and we plan to increase student enrollment yearly by 50%. In addition to the choice of blended learning and online learning, students may select the traditional learning path. This path will require all ninth grade students to take an online health course. All ninth grade students will receive an electronic device for work to together to facilitate the blended learning path. The team will consist of 4 core teachers, an instructional coach, and an intervention specialist. The instructional coach will provide embedded, ongoing professional development for teachers and students. The team will implement the digital curriculum with small group instruction, and project-based learning. Students will complete digital coursework independently and work at their own pace. The learning center will provide social spaces, student services, study support, book and laptop loan, access to IT and different types of learning environments. This will include a learning commons, which will also take into account social learning environments. The learning center will be open extended hours for student and community use. Two lecture halls will be transformed into blended learning spaces for the ninth grade students in the blended learning model. The spaces will be flexible, future-proof, bold, creative, supportive and enterprising. The learning space will motivate learners and promote learning as an activity, support collaborative as well as formal practice, provide personalized and inclusive environment and be flexible in the face of changing needs. Each year we will continue to expand the Blended Learning Path, adding an additional grade level of at least 160 students each year, with full implementation in grades 9-12 by Year 5.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total project cost</td>
<td>$2,257,931.00</td>
</tr>
</tbody>
</table>

14. 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.)

Narrative explanation/rationale: In Year 1, the district will purchase 16 MacBook Carts (16 per Macbook per cart). The carts will be used to provide a 1:1 device for all students in grades 9-12. The budget for this acquisition is $1,125,000. In addition, the district will need $675,000 for digital content and $1,077,080 for new, innovative, and collaborative learning spaces to support online and blended learning. The Learning Center will be a new, innovative, and collaborative learning space.

Our innovative project will provide all students with a 1:1 device by the beginning of the 2017 school year. The Blended Learning Path will be expanded by one grade level each year until full implementation in 2017. The five-year savings detailed in the financial impact table will outweigh the recurring costs of the project. There are two recurring costs for the project, which include digital content for students ($507,080) and devices for new freshmen students each year ($520,000). These numbers were taken from the mid-year of the project (FY17) and reflect the cost of inflation.

15. What new/recurring costs of your innovative project will occur once the grant is implemented?

<table>
<thead>
<tr>
<th>Cost</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,077,080.00</td>
<td>Specific amount of new/recurring cost after project is implemented</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Cost</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,257,931.00</td>
<td>Specific amount of expected savings (annual)</td>
</tr>
</tbody>
</table>

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

This project is self-sustaining. The annual savings from the innovative project will not only offset the recurring costs detailed in question 15, but will result in a significant cost savings of $2,257,931.00 over the life of the five-year forecast as detailed in the Financial Impact Table. Currently the district is in Year 1 of implementation of a 1:1 technology model at the 7th grade level in one middle school. The district supported the project by allocating one million dollars for the redesign of instructional space, professional development for staff, and purchases of 1:1 student devices. Due to the success of the pilot, we are expanding the blended learning pilot in our other two middle schools by 2017. The original pilot school will be in full implementation in grades 8th-9th next year. We have allocated district funds to implement blended learning in all middle schools by 2017. Receiving the StrathMfund grant will enable us to implement blended learning at the high school to ensure students have the option to continue the blended Learning Path. Over the past 2 years we have invested $700,000 in replacing core switches at all of our remote locations. At the end of this year every classroom in the district will have wireless capability. Approximately 600 access points will be installed at a cost of $578,000. This will provide District wide wireless access. We have also increased the bandwidth at all of our locations to 1 GB. Our upgraded high school is in place, high school teachers will receive a Macbook to provide and develop digital content, $132,000 is used to outfit the Learning Center with Macbooks collaboration center. MediaScapes will develop a Learning commons, which will also take into account social learning environments. The Learning Center will be a new, innovative, and collaborative learning space.

18. D) IMPLEMENTATION - Timeline, communication and contingency planning

Timeline:
- Year 1: Planning and infrastructure development
- Year 2: Implementation and pilot phase in one middle school
- Year 3: Full implementation in all middle schools
- Year 4: Pilot phase in high school
- Year 5: Full implementation in high school

Communication:
- Regular meetings with stakeholders
- Training sessions for staff and students
- Parental feedback surveys

Contingency planning:
- Back-up plans for internet connectivity
- Emergency preparations for equipment failures
- Alternative teaching methods in case of significant technological issues
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): 09/15/2013

* Narrative explanation

**Planning Timeline**

- September-December 2013
  - Develop a grant committee, research & gather data
  - Survey current 8th grade students
to determine interest
  - Conduct Technology Implementation survey
to collect baseline data Share data survey with stakeholders on the website and social media
  - Create a website with School and community
  - Develop key performance indicators aligned with the project Identify measurable outcomes
  - Establish processes to collect and manage data
  - Develop a plan for possible barrier
  - Educate the participant classes
  - Communicate Early Childhood Development

**Implementation Timeline**

- Jan-Aug 2014
  - Announce award of grant to all stakeholders
  - Obtain approval for bidding of high school renovation
  - Select 10th grade Blended Learning Team
  - Conduct Blended Learning Professional Development
  - Develop online Informational Parent Meetings
  - Meet with current 8th grade students at each middle school to discuss learning path options
  - Register students for learning paths and online courses

- Purchase online courses and technology
  - Provide training for 9th grade blended learning team and principals
  - Select an architect for renovations
  - Develop timeline for completion of the project

- Implement IT management device procedures
  - Conduct Freshman orientation
  - Provide access to online courses
  - Provide training for teachers
  - Develop timelines for project implementation
  - Communicate feedback from parents and students using surveys.

Possible Barriers: Parent participation in informational meetings and online surveys could also be a barrier.

**Implementation Timeline**

- 01/01/2014

* Narrative explanation

**Summative Evaluation Timeline**

- Mar 2014-ongoing
  - Develop an evaluation committee including stakeholders
  - Develop a plan for the implementation of the project
  - Provide feedback and surveys to teachers
  - Analyze data and make recommendations

Possible Barriers: Parent participation in parent informational meetings and online surveys could also be a barrier. We will offer multiple dates for parent meetings and communicate using both print and electronic media.

Guidance counselors will be in contact with all parents of students participating in online classes.

Communication: At least quarterly we will have collaborated with the Board of Education, Administrative Team, PTA members and the teachers union. The BLT and DLT meetings will be used to analyze and evaluate achievement and monitor the progress of the project. The progress of the plan will be shared with all stakeholders at Board meetings and print and electronic media will also be used.

A project website will be added to the district website, which will provide an overview of the project, timeline, and progress towards goals. Data will be shared with additional districts in our Blended Learning Consortium, as well as other educators at local and conferences.

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

The expected changes to instruction will include differentiated instruction for all students, technology integrated into instructional practices, and collaborative cross-curricular teams of teachers for the blended learning path. The teachers in the blended learning classrooms will become the facilitators of instruction. Class sizes for this path will increase, but the delivery of differentiated instruction will be provided by the teacher in a small group while other students work independently and/or collaboratively. Students’ 1:1 devices for 9th grade will enhance the traditional classroom by providing the means to integrate technology into the curriculum. Technology will now become embedded in the curriculum for all students regardless of the educational path they choose. On-line delivery of courses for electives will be a new instructional delivery model. Students will be able to self-select and elective options will increase. The role of the guidance counselor will change from scheduling student classes to monitoring student progress on online courses. Students will have regular scheduled meetings with guidance counselors, or success coaches, to ensure completion of the online coursework and developing pacing guides. Redesigning the library space and blended learning classrooms will enhance additional instructional delivery changes. The large central learning center will provide social spaces, student support services, study and collaboration areas, technology integration, and a technology lab to support student work in online courses.

The large central learning center will provide social spaces, student support services, study and collaboration areas, technology integration, and a technology lab to support student work. The learning center will be flexible and adaptable and provide an environment for students who have varying needs.

The role of the guidance counselor will change from scheduling student classes to monitoring student progress on online courses. Students will have regular scheduled meetings with guidance counselors, or success coaches, to ensure completion of the online coursework and developing pacing guides. Redesigning the library space and blended learning classrooms will enhance additional instructional delivery changes. The large central learning center will provide social spaces, student support services, study and collaboration areas, technology integration, and a technology lab to support student work.

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.

Blended learning is a fundamental redesign of instructional models with the goal of accelerating learning toward college and career readiness. It is a large scale opportunity to develop schools that are centered.

Over the past decade, mounting empirical research has shown that blended learning has the potential to be more economical than traditional face-to-face learning, as it requires fewer teachers to supervise students. Online and Blended Learning Programs target those students who are self-paced and are often considered more engaging than traditional classes.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

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

22. If so, how?
23. Describe the substantial value and lasting impact that the project hopes to achieve.

This project will increase student achievement by: Increasing student achievement for regular education and special education students measured by Ohio Graduation Tests, Student Learning Objectives, End of Course Exams and common formative assessments. Increasing 4-year graduation rates and decreasing five-year graduation rates as reported on the ODE Building Report Card. Increasing the number of elective courses offered by providing online learning opportunities. This project will continue and grow after the grant has expired. The project will generate spending reductions of $2,257,931 over the five-year forecast and provide a greater share of resources in the classroom due to the increase of blended and online learning opportunities. The project will expand yearly, with the addition of blended learning paths in grades 10-12. The project will continue to provide students with increased online opportunities after the funding expires because the district is reallocating funds from reduction in staffing, textbooks, and IT computer replacement. The funds will be redirected into the classroom for student technology, digital courseware and redesigned learning spaces. Although our staffing will decrease, our student interactions with teachers will increase due to the increase of digital course selections.

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.

- After 5 years our long term goals for the project will include: increase in student achievement higher graduation rate for early graduation and four-year graduation improved student satisfaction spending reductions in the five year forecast utilization of greater resources in the classroom Short Terms Goals: Achievement of 9-12 grade students in all content areas will be measured using End of Course Exams and the PSAT assessment. These assessments will be administered yearly and evaluated to determine success of each learning path. The expectation will be an overall increase in student achievement in all four core content areas. Graduation data will be analyzed yearly using the Ohio Department of Education Building Report Card data. The early graduation rate and the four year graduation rate will increase and the five year graduation rate will decrease. Stakeholder satisfaction benchmark data will be collected prior to the beginning of the 2014 school year. Survey data will be collected and examined yearly to ensure stakeholder satisfaction. The goal is to increase parent and student satisfaction. Short and Long Term decreased spending goals: In 2014-15 staffing will decrease by 9 teachers in 2015-16 staffing will decrease by an additional 24 teachers. In 2016-17 staffing will decrease by an additional 3 teachers. In 2017-18 staffing will decrease by an additional 3 teachers. Provide greater utilization of resources in the classroom by providing 1:1 technology for 9th students in 2014 and each subsequent year. Provide up to 600 semester licenses for students for online elective. Complete the construction of new learning spaces for blended and online learning.

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 Ohio Improvement Process is Ohio’s strategy for ensuring a systematic and coherent approach for building the capacity of all districts and schools in meaningful and real ways that allow districts to improve instructional practice on a district-wide bases, and make and sustain significant improvement in student performance against grade level benchmarks aligned with academic content standards for all students across the district. We have used this process for the past four years. The Ohio Improvement Process includes a District Leadership Team (DLT), a Building Leadership Team (BLT) and Teacher Level Teams (TLT). This framework promotes the use of collaborative structures-district leadership teams, building leadership team and teacher based teams to lead school and share the responsibility for improving student leadership. The framework identifies six essential leadership practice areas that outline what the Superintendent, DLT, BLT and TBT need to do in order to improve instructional practices and student performance. These areas include: Data and the Decision Making Process, Focused Goal Setting Process, Instruction and the Learning Process, Community Engagement Process, Resource Management Process and Governance Process. The Ohio Improvement Process involves four stages across which processes, structures, tools and people are connected. These stages include 1. Use data to identify areas of greatest need. 2. Develop a plan to address these areas of need that is built around a limited number of focused goals and strategies to significantly improve instructional practice and student performance. 3. Implement the plan with integrity and 4. Monitor and evaluate the effectiveness of the improvement process in changing instructional practice and impacting student performance. The DLT will meet and develop action plans based on the results of student achievement data generated from the end of course exams and the PSAT. The building level plan will mirror the steps of the district plan. The BLT meets monthly to monitor the plan and will report detailed progress to the DLT semi-annually. If measured progress is insufficient to meet program objectives the DLT will work with the BLT to identify critical needs and develop specific action plans for improvement. The data for increased student achievement will come from the Ohio Department of Education’s School Report Cards and PSAT results. End of Course Exams and PSAT data will be disaggregated by ODE and analyzed by the District and Building Leadership Teams. These teams will work with the high school staff to determine long and short term goals for successful academic achievement. Infinite Campus, our current student information system, will be used to track individual student achievement data.

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 - Matt Miller Superintendent Mentor Public Schools 10/24/2013