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**Adjusted Allocation** 0.00

**Remaining** -5,617,042.65
Eric Keefer,
We are very closely coupled in many aspects.
To date the districts have used the dollars to train staff in Fundations and Wilson Willard and Norwalk City are members of the same ESC and Insurance Consortium.
Raynelle Howlette and Imagine Learning will help Willard

Norwalk, UT 84604
2) Together initiatives from ODE have been addressed
Over the past five years the Norwalk City Schools and Willard City Schools have been closely coupled in their approach and work on high quality professional development, Innovative, effective, and personalized learning will be accomplish
This
1) Phonemic awareness, 2) Academic language and vocabulary, 3) Listening comprehension, and 4) Use of informational texts in an

Imagine Learning would increase student engagement in "their" world of technology and also provide teachers and parents with immediate feedback on their child's progress and achievement. The comprehensive project will pay dividends to student learning for years to come. The funding of our Straight "A" grant proposal would further embed our literacy work as the research-based, instructionally differentiated, student interactive Imagine Learning would promote: 1) Phonemic awareness, 2) Academic language and vocabulary, 3) Listening comprehension, and 4) Use of informational texts in an interactive manner. Imagine Learning would increase student engagement in "their" world of technology and also provide teachers and parents with immediate feedback on their child's progress and achievement. The comprehensive project will pay dividends to student learning for years to come. The funding of our Straight "A" grant proposal would further embed our literacy work as the research-based, instructionally differentiated, student interactive Imagine Learning would promote: 1) Phonemic awareness, 2) Academic language and vocabulary, 3) Listening comprehension, and 4) Use of informational texts in an interactive manner. Imagine Learning would increase student engagement in "their" world of technology and also provide teachers and parents with immediate feedback on their child's progress and achievement. The comprehensive project will pay dividends to student learning for years to come. The funding of our Straight "A" grant proposal would further embed our literacy work as the research-based, instructionally differentiated, student interactive Imagine Learning would promote: 1) Phonemic awareness, 2) Academic language and vocabulary, 3) Listening comprehension, and 4) Use of informational texts in an interactive manner. Imagine Learning would increase student engagement in "their" world of technology and also provide teachers and parents with immediate feedback on their child's progress and achievement. The comprehensive project will pay dividends to student learning for years to come. The funding of our Straight "A" grant proposal would further embed our literacy work as the research-based, instructionally differentiated, student interactive Imagine Learning would promote: 1) Phonemic awareness, 2) Academic language and vocabulary, 3) Listening comprehension, and 4) Use of informational texts in an interactive manner. Imagine Learning would increase student engagement in "their" world of technology and also provide teachers and parents with immediate feedback on their child's progress and achievement. The comprehensive project will pay dividends to student learning for years to come. The funding of our Straight "A" grant proposal would further embed our literacy work as the research-based, instructionally differentiated, student interactive Imagine Learning would promote: 1) Phonemic awareness, 2) Academic language and vocabulary, 3) Listening comprehension, and 4) Use of informational texts in an interactive manner. Imagine Learning would increase student engagement in "their" world of technology and also provide teachers and parents with immediate feedback on their child's progress and achievement. The comprehensive project will pay dividends to student learning for years to come. The funding of our Straight "A" grant proposal would further embed our literacy work as the research-based, instructionally differentiated, student interactive Imagine Learning would promote: 1) Phonemic awareness, 2) Academic language and vocabulary, 3) Listening comprehension, and 4) Use of informational texts in an interactive manner. Imagine Learning would increase student engagement in "their" world of technology and also provide teachers and parents with immediate feedback on their child's progress and achievement. The comprehensive project will pay dividends to student learning for years to come. The funding of our Straight "A" grant proposal would further embed our literacy work as the research-based, instructionally differentiated, student interactive Imagine Learning would promote: 1) Phonemic awareness, 2) Academic language and vocabulary, 3) Listening comprehension, and 4) Use of informational texts in an interactive manner. Imagine Learning would increase student engagement in "their" world of technology and also provide teachers and parents with immediate feedback on their child's progress and achievement. The comprehensive project will pay dividends to student learning for years to come. The funding of our Straight "A" grant proposal would further embed our literacy work as the research-based, instructionally differentiated, student interactive Imagine Learning would promote: 1) Phonemic awareness, 2) Academic language and vocabulary, 3) Listening comprehension, and 4) Use of informational texts in an interactive manner.

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 research-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 Norwalk and Willard School districts serve students with an averaged economically disadvantaged level of 56.85%. Students with Disabilities 12.7%, and English Language Learners 6.9%, as noted on their State of Ohio Local Report Cards. Currently the two districts have a combined percentage of students on Reading Improvement Monitoring Plans (RIMS) “not on track”. These three areas all place the following: Grade kindergarten - 17.5%, grade 1 - 42%, grade 2 - 24.5% and grade 3 - 39%. There is a proven solution to addressing the challenges of students: personalized learning. With personalized learning students’ specific needs are determined, and academic gains are addressed. But how might the individualized learning be presented for each student in their areas of deficits with time constrained in their classrooms? All students have varying areas of skill, as well as size and multiple learning levels? The most common way districts attempt to provide individualized support is through the use of costly tutors. However, a single classroom tutor for a limited amount of time per day may only provide each student with a limited amount of help on their specific learning deficits. This innovative project will provide a different approach to the concerns mentioned via the implementation of technology that provides both personalized instruction and unattended student engagement. The technology package which was a proven high-level solution is Imagine Learning (IL) a software program that teaches children to read and also speak English, in a way that caters to the needs of each individual student. Unlike tutors, Imagine Learning (IL) provides personalized learning in all areas of skill such as phonemic awareness, phonics, vocabulary, fluency and comprehension.

- **Goal #1: Student Achievement**
  - Imagine Learning software directly supports individual student learning and instruction while enabling parents and teachers to support the learner via reports generated from the program. As the life expectancy of this new equipment is beyond five years. All equipment will be fully warranted for the first three years. The implementation of this innovative sustainable project allows technology to follow its highest calling: diagnosing and then supporting the individualized needs of all students in an effective and affordable manner.

12. Describe how it will meet the goal(s) selected above. If this innovative project will advance the implementation plan.

**Objective 1: Student Achievement**

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 for each school district 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.

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

6,517,042.61 *Total project cost

* Provide a brief narrative explanation of the overall budget. The budget shall 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 (i.e., staff counts and salary/benefits, equipment to be purchased and cost, etc).

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 costs 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.

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

155,000.00 * 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.).

17. Provide a brief explanation of how the project will be 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 will be self-sustaining as the Imagine Learning licenses are perpetual in nature. The equipment ordered will have a three year warranty. The districts’ technology support staff and a replacement/repair fund will provide the laptop devices additional years of sustainability beyond the three year warranties. Technology coordinators, building principals, and teacher leaders will assure a one-to-one personalized learning environment for students with new staff over the life of the perpetual Imagine Learning licenses. This work will be supported if needed via Title II-A professional development monies in the Norwalk and Willard School districts.
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) | 10/17/2013 |

**Narrative explanation**

Parents of all kindergarten through grade six students in Willard and Norwalk City schools were asked to complete a Parent Technology Survey on Thursday, October 17, 2013. The following three general questions were asked: 1) Would you like to see educational reading and writing software used in your child's classroom? 2) Would your child benefit from a one-to-one initiative where your child would be issued a computer daily in their education? 3) Would you be interested in having a computer lab available in the school during the existing school day? The responses were as follows: Question 1 - 93% - yes. Question 2 - 85% - yes. Question 3 - 66% - yes. Please note: On Question 3 many parents specified they have computer technology in their homes and would not use a school lab in the evening. However, many parents not having the access to technology in the home were quite favorable to the use of technology after hours in the school.

Respective Willard City and Norwalk City parents and any narratives the parents shared will be shared with local and state stakeholders. As stakeholders will be informed on Imagine Learning One-to-One project moves forward via district and school newsletters, parent meetings, media releases, district web-sites, and scheduled family nights at each of the schools. Parents will be informed on how the Imagine Learning system will increase student progress and achievement by denoting areas of strength and remediation. Stakeholders will understand that Imagine Learning is an individualized support for the students within the classroom but that the teacher is the foundation of their child's learning. The progress of the project implementation will be included and reviewed in monthly teacher meeting and updates. Focus on remediation and data reports will assist all teachers in addressing students on RIMPS, whole class learning lessons on Smart Boards, RTI with Tier 2 and Tier 3 students as well as English Language Learners (ELL). Imagine Learning will help to identify student deficits for flexible grouping and re-teaching opportunities that are cross curricular. Students will also have the support of Title I teachers, special education teachers, parent volunteers, and paraprofessionals.

**Implement (MM/DD/YYYY): 12/17/2013**

**Narrative explanation**

Wait for acceptance of Straight A Grant proposal approval in December of 2013. After the December 17, 2013 notification that our grant will be awarded. The Imagine Learning Software purchase order will immediately be dispersed (These documents will be completed and ready to immediately send upon information our grant will be funded.) The CDW-G and Columbus Micro Systems purchase order will immediately be dispersed (These documents will be completed and ready to immediately send upon information our grant will be funded.) Technology coordinators from both districts will inspect the implementation of the Imagine Learning software over the Christmas holiday recess. Teacher-leaders with a strong technology foundation will be identified as the “go-to” staff to aid in the implementation of Imagine Learning software. The Norwalk City Assistant Superintendent and the Willard City Director of Curriculum will schedule school grade level professional development with Imagine Learning for January 2014. The Norwalk City Assistant Superintendent and the Willard City Director of Curriculum will schedule district level professional development with Imagine Learning for January 2014.

Parent meetings regarding the project will be held in each building in January to increase the parent's foundation of knowledge regarding the IL software and the use of the Imagine Learning software to implement the software's use. Follow-up sessions with the parents will be held in each district in February as the Parent Nights for the use of the Imagine Learning software and laptop devices are established. The benchmark testing measures will be given to all students first week of December. Final benchmarking will take place in May where growth and achievement measures will be identified. Follow-up training to disect data collected on student learning via Imagine Learning will take place during the month of May after the conclusion of state testing. Data will be used to help identify student growth and which students are in need of summer remediation. In June 2014, the final grant summative assessment will be completed by district contacts for the Ohio Department of Education.

**Summative evaluation (MM/DD/YYYY): 06/30/2014**

**Narrative explanation**

A narrative regarding the funding and use of Straight "A" grant dollars will be provided to the Ohio Department of Education in a format provided by grant assurances. Willard City Schools, the primary applicant and lead participant, will be responsible for submitting these documents. Willard City Schools, the secondary applicant, will assist with all documentation. As the project is implemented in the winter of January 2104, representatives from the Ohio Department of Education and other school districts are welcome to visit and observe the implementation process and use of Imagine Learning.

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

Correlated learning and individualized instructional settings with teachers trained in specific subjects is not in and of itself new. But supporting instruction with a research-based, proven program, with a one-to-one learning model is powerful to learning process. The use of Imagine Learning software has established increases of academic achievement in its learners in the United States and beyond. Teachers trained in the use and foundations of Imagine Learning have the ability to change the culture of their classroom for ALL students. Academic restructuring will occur when teachers supplement their lessons based on Ohio's New Learning Standards with Imagine Learning and other applications and web-sites. We know that all students must regularly have access to a variety of technology tools to build knowledge, collaborate with others, and assess what they know. As the PARCC assessments are looming on the horizon, we are evermore mindful of this need. Imagine Learning answers the call.

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.

We are examples are providing showing the rationale and past successes when the use of Imagine Learning was implemented. Example 1: Washington Elementary School - Imagine Learning is a software program with proven success using an individualized instructional approach. Washington Elementary School located in St. George, Utah utilizes the Utah State Office of Education's Kindergarten Assessment to assess the knowledge, abilities, and skills of students enrolled in the district's Optional Extended-day Kindergarten (OEK) program. The Imagine Learning Assessment is administered to the OEK students twice each school year, once in August and once in January, to diagnose and measure the progress of students participating in OEK. The results of the Imagine Learning Assessment will be shared with the OEK students twice each school year, once in August and once in January, to diagnose and measure the progress of students participating in OEK.

These documents will be completed and ready to immediately send upon information our grant will be funded. Technology coordinators from both districts will inspect the implementation of the Imagine Learning software over the Christmas holiday recess. Teacher-leaders with a strong technology foundation will be identified as the “go-to” staff to aid in the implementation of Imagine Learning software. The Norwalk City Assistant Superintendent and the Willard City Director of Curriculum will schedule school grade level professional development with Imagine Learning for January 2014. The Norwalk City Assistant Superintendent and the Willard City Director of Curriculum will schedule district level professional development with Imagine Learning for January 2014. Parent meetings regarding the project will be held in each building in January to increase the parent's foundation of knowledge regarding the IL software and the use of the Imagine Learning software to implement the software's use. Follow-up sessions with the parents will be held in each district in February as the Parent Nights for the use of the Imagine Learning software and laptop devices are established. The benchmark testing measures will be given to all students first week of December. Final benchmarking will take place in May where growth and achievement measures will be identified. Follow-up training to dissect data collected on student learning via Imagine Learning will take place during the month of May after the conclusion of state testing. Data will be used to help identify student growth and which students are in need of summer remediation. In June 2014, the final grant summative assessment will be completed by district contacts for the Ohio Department of Education.

**Summative evaluation (MM/DD/YYYY): 06/30/2014**

**Narrative explanation**

A narrative regarding the funding and use of Straight "A" grant dollars will be provided to the Ohio Department of Education in a format provided by grant assurances. Willard City Schools, the primary applicant and lead participant, will be responsible for submitting these documents. Willard City Schools, the secondary applicant, will assist with all documentation. As the project is implemented in the winter of January 2104, representatives from the Ohio Department of Education and other school districts are welcome to visit and observe the implementation process and use of Imagine Learning.

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

[ ] Yes [ ] No

22. If so, how?

Imagine Learning is ready and able to implement their software in additional Ohio school districts. Their program can be found in numerous Ohio districts including: Independence Local, Hilliard City, Cleveland Metro, Cincinnati Public, Paynesville Local, Marysville City, Gahanna-Jefferson City, and Pickerington Local. Imagine Learning Inc. has demonstrated their ability to bring projects to scale on a deadline. The company has mobilized teams of 35 support and training staff to complete large scale implementation projects in several cities and states including Miami-Dade County School District and across the State of Utah. Imagine Learning is fully staffed with a team of more than 240 full-time employees, including curriculum designers, technical developers, marketing experts, artists, audio and video specialists, sales managers, quality assurance experts, support and training specialists, writers, and staff support.

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

Willard City and Norwalk City schools, as previously mentioned, work on many grants, professional development offerings, in-service sessions, and state initiatives together. We have the foundation and insight to continue to do this type of work together as we raise the benefits for our respective stakeholders through collaboration and communication. We are onboard and full throttle to impact student learning. We have been selected by the use of Fund 1409 and Wilson Reading for our youngest students to help reduce the number of students that must be placed on Reading Improvement Monitoring Plans and that may face retention at grade three due to not passing the 400 cut-score on the Ohio Achievement tests soon to be the Next Generation Assessments. We are committed to our work. The implementation and use of Imagine Learning will increase our scores and do for our districts what it has done for many others world-wide. It goes without saying that children are stimulated by technology in and out of school. It will be integrated into the students' curriculum to increase our students to understand the implications and foundations of literacy that are presented in all subject matter. The implementation of a program like Imagine Learning will front-load the foundation our students need to be engaged learners that will leave our districts ready for career and college. In a very broad sense increasing the foundations of literacy in our students will impact the socioeconomic climate of our communities, our state, and beyond.

Success in learning means a higher self-esteem and a greater desire to learn and achieve and to be the best one can be as they grow and learn in our schools and beyond as adults. Imagine Learning can be used to address a problem and not a symptom.
24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

**Benchmarks for Goal #1: Student Achievement Short-term Objectives:**
1. To acquire and implement one-to-one technology in every kindergarten to grade six classroom.
2. To acquire Imagine Learning student licenses for every student in grades kindergarten to six.
3. To train all English language arts teachers in grades kindergarten to six in the use of Imagine Learning software as a data collection tool to inform individualized student instruction.
4. To identify student deficits in literacy through Imagine Learning.
5. To implement an instructional schedule that includes at least 4 weekly 20 to 30 minute sessions using IL software for all students. Lessons will be tailored to each student’s needs including those in special education, Tier 1 or 2 RTI, for whole group learning, and for enrichment. Because success with any educational software not only depends on the quality of the program but also on the proper implementation, we will set usage benchmarks for best practices using of the Imagine Learning software. Building administration will document evidence usage of Imagine Learning via lesson plans, walk-throughs and administrative data reports. Administration will document usage using the following guidelines: 20 to 30 minutes a day/4 or 5 days per week for Kindergarten and 30 to 40 minutes a day/4 or 5 days per week for first grade and above. Assuming a January implementation, and start for the program, the first usage benchmark would be set for February with additional benchmarks following each month. The first of each month (or the first school day thereafter), the principal at each site will receive a copy of the Imagine Learning report for their review. They will match each teacher’s usage against the benchmark table, making sure each teacher is giving their class the proper time on program. If the teacher is not providing sufficient time, the principal will collaborate with the teacher, and work with them to adjust their usage to meet the best practices of the program there by generating best practices gains. Long term goals: 1. To increase districts’ progress and achievement levels on vendor and state assessments. 2. To increase districts’ Value Added Growth on state assessments. 3. To increase the districts’ Performance Index as noted by Annual Measurable Objectives.
4. To increase parental engagement in their child’s 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.

Both the Willard and Norwalk districts, consortium partners, are currently using state approved vendor assessments. These vendor assessments are being used for diagnostic benchmarking and measuring student growth. The benchmarking will allow us to measure our long-term objectives. Norwalk City schools are using STAR Reading in grades K to 6. Willard City utilizes AIMS Web in grades K to 3 and STAR Reading in grades 3 to 6. Short-term objective with quantitative measurements 1. To acquire and implement one-to-one technology in every kindergarten to grade six classroom. (Purchase orders, inventory, punch lists) 2. To acquire Imagine Learning student licenses for every student in grades kindergarten to six. (Purchase orders, check server uploads and input of student IDs) 3. To train all English language arts teachers in grades kindergarten to six in the use of Imagine Learning software as a data collection tool to inform individualized student instruction. (Professional development, agenda, sign-ins sheet, exit tickets, evaluations) 4. To identify student deficits in literacy through Imagine Learning. (IL administrative reports) 5. To implement an instructional schedule that includes at least 4 weekly 20 to 30 minute sessions using IL software for all students. (Teacher’s daily schedules, monitor via lesson plans and walk-throughs) Long-term objectives with quantitative measurements 1. To increase districts’ progress and achievement levels on vendor and state assessments (assessment data from AIMS Web and STAR Reading). Achievement District Report Card and Indicators Met) 2. To increase districts’ Value Added Growth on state assessments (assessment data from AIMS Web and STAR Reading). Progress District Report Card) 3. To increase the districts’ Performance Index as noted by Annual Measurable Objectives (Achievement - Performance Index District Report Card) 4. To increase parental engagement in their child’s learning (Pre and Post Parent Surveys, sign-ins and Evaluations).
The consortium will meet monthly to review the long and short term objectives and modify approaches if necessary to sustain the fidelity and the implementation of the project.

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.

Sandra Sue Goodsile - Assistant Superintendent - Norwalk City Schools, Norwalk, OH - October 24, 2013
Laurie Jo Czaplicki - Director of Curriculum and Assessment - Willard City Schools, Willard, OH - October 24, 2013