

Budget

Norwalk City (044560) - Huron County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (90)

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	2,342,700.00	98,640.00	3,013,650.00	0.00	5,454,990.00
Support Services		5,500.00	849.83	0.00	0.00	0.00	0.00	6,349.83
Governance/Admin		79,299.43	30,838.66	0.00	0.00	0.00	0.00	110,138.09
Prof Development		9,584.00	1,480.73	34,500.00	0.00	0.00	0.00	45,564.73
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		94,383.43	33,169.22	2,377,200.00	98,640.00	3,013,650.00	0.00	5,617,042.65
Adjusted Allocation								0.00
Remaining								-5,617,042.65

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: Differentiate to Accelerate: Personalizing Learning for Maximum Growth

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.

The Differentiate to Accelerate project will provide learners with innovative and effective learning opportunities for personalized instruction. Innovative, effective, and personalized learning will be accomplished by 1) providing each student learner with their own laptop and 2) implementing the Imagine Learning language and literacy software in classroom centers and for use as in RTI 2 and RTI 3 leveled interventions. The Imagine Learning software will engage and nurture the students while giving the teachers and parents data to further individualize student instruction and ultimately bolster student progress and achievement.

2466 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Sandra Sue Goodsite

Organizational name of lead applicant: Norwalk City Schools

Unique Identifier (IRN/Fed Tax ID): 044560

Address of lead applicant: 134 Benedict Avenue Norwalk, OH 44857

Phone Number of lead applicant: 419-660-1813

Email Address of lead applicant: goodsits@norwalk-city.k12.oh.us

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

First Name, last Name of contact for secondary applicant: Laurie Jo Czaplicki

Organizational name of secondary applicant: Willard City Schools

Unique Identifier (IRN/Fed Tax ID): 045096

Address of secondary applicant: 110 Myrtle Avenue Willard, OH 44890

Phone number of secondary applicant: 419-935-1541 X2312

Email address of secondary applicant: czaplicki.laurie@willardschools.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 (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Sandra Sue Goodsite, Assistant Superintendent, Norwalk Schools IRN = 044560, 134 Benedict Avenue Norwalk, OH 44857, 419-660-1813 goodsits@norwalk-city.k12.oh.us Laurie Jo Czaplicki, Director of Curriculum, Willard Schools, IRN = 045096 110 Myrtle Avenue Willard, OH 44890, 419-935-1541 czaplicki.laurie@willardschools.org Eric Keefer, Imagine Learning, Provo, UT 84604 801-377-5071 eric.keefe@imaginelearning.com Chris Grader, Regional Sales Mgr., Columbus Micro Systems, 513-967-5207 cgrader@columbusmicro.com Raynelle Howlette and Michelle Reitema, CDW-G, Columbus, OH 312-705-9552 RandM@cdwg.com

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.

Imagine Learning Inc., an award-winning language and literacy program, will serve as our software partner for the implementation and use of Straight "A" Fund dollars. Imagine Learning will help Willard and Norwalk school districts realize the goals of the Straight "A" Fund by providing us with language and literacy software that will advance student achievement and utilize resources at the classroom level. Since its incorporation in 2004, Imagine Learning Inc. has served hundreds of thousands of students world-wide. The Imagine Learning software is used in more than 3,500 schools in over 600 school districts. Imagine Learning is used in ten of the largest school districts in the United States. Teacher leaders, building administration, and Central Office administration will be responsible for the implementation of this project. 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, implementation of Ohio Department of Education initiatives, and on-site in-service for administration and teachers. Namely the districts have: 1) Worked as a team to host Dr. Bill Daggett from the International Center for Leadership in Education and Dr. Sue Szachowicz also from ICLE for high-quality and sustained professional development. 2) Together initiatives from ODE have been addressed between the districts. Examples are: The Resident Educator Program (RESA), the sharing of information and work on student learning objectives (SLO), student growth measures (SGM), and the teacher evaluation process (eTPES). Onsite in-services have included mini-sessions to review the districts' Decision Frameworks, Value Added data, Ohio's New Learning Standards, gap analysis, and standards' crosswalks. Willard and Norwalk City are members of the same ESC and Insurance Consortium. We are very closely coupled in many aspects. In addition, the Willard and Norwalk Districts in collaboration with Sandusky City Schools recently wrote and were awarded an innovative Literacy Grant that was funded for \$242,000.00. To date the districts have used the dollars to train staff in Foundations and Wilson Reading as presented in the initial grant proposal. Follow-up tutoring sessions are planned for trained staff to further embed and sustain the foundations of Foundations and Wilson Reading. This 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 aforementioned work denotes the ability and willingness of Norwalk City and Willard City to work in tandem for the benefit of increasing student progress and achievement. The work between the two districts begins at the classroom level and goes through the building administration and to the Central Office. The work being completed between and within the two districts will impact student learning & be sustained as the work is revisited and becomes a part of the culture and processes of the two districts. Our time and efforts have built long lasting Professional Learning Communities between the two districts that are 14 miles apart. Norwalk & Willard Schools have had a close working relationship with CDW-G & Columbus Micro Systems to acquire and support both districts technological needs over the past several years. They have consistently meet the needs of both districts.

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

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

- Student achievement
- Spending reductions in the five-year fiscal forecast
- Utilization of a greater share of resources in the classroom

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

- New - never before implemented
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

The 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 (RIMPS) "not on track". These percentages are as follows: 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, effectively addressed, and academic gains are a result. But how might the individualized learning be presented for each student in their areas of deficits with time compression issues teachers already face with large class sizes 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 in the latter via the use of technology that provides both personalized instruction and unmatched student engagement. The technology package which has a proven history to meet our needs is Imagine Learning (IL), a software program that teaches children to read and also speak English. IL uses engaging multi-media (video, animation, music, and computer activities) to provide: 1) Differentiate Instruction informed by automatic ongoing assessment, 2) The five essential components of reading (phonemic awareness, phonics, vocabulary, fluency and comprehension), 3) First language support for English Language Learners, 4) Front-loaded information to enhance and provide understanding of text, 5) Academic vocabulary, 6) Continual assessment, and 7) Data reports that drive teacher and parent interventions to help increase student learning. Imagine Learning will be used four to five times a week for 20 to 30 minutes for each student in classroom learning centers or for Tier 2 or 3 Response to Intervention (RTI). Teachers may also select individual activities to enhance whole class instructions on classroom Smart Boards and/or for remediation purposes to small groups of students. Imagine Learning software directly supports individualized student learning and instruction while enabling parents and teachers to support the learner via reports generated from student's work in IL. Reports provide information to monitoring adults on usage to ensure students receive the proper amount of time on IL programs. Reports also highlight student's areas of learning difficulties so parents and educators may further personalize supports. To maximize learning gains with Imagine Learning, Willard and Norwalk City Schools will implement one-to-one technology in grades K to 6. With this initiative each student will receive their own laptop device. This initiative will not only provide for best practices implementation of Imagine Learning but teachers will also use this technology to prepare for Next Generation Assessments. In addition teachers and students will be able to access web resources and applications to provide instruction, intervention, and enrichment. 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 school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Goal #1: Student Achievement The use of Imagine Learning (IL) software will bolster student achievement in our districts. IL will increase student achievement by delivering a level of personalized instruction that was previously impossible to attain. How does Imagine Learning increase individual student achievement? Initially, the child/student takes the software's adaptive pretest. The pretest will determine the student's strengths and weaknesses to provide and individualized learning path. Once the diagnostic retest is completed, the student is ready to being with a personalized learning program. As the student works through the various strands and lessons, the IL software provides various forms of personalized learning: 1) Branching instruction: Students have the opportunity to skip a master skill or revisit a skill not yet mastered, 2) Scaffold instruction: Based on previous performance, instruction may be repeated, students may revisit text, or they may receive additional direct instruction and prompting, 3) Embedded assessments: These assessments ensure that concepts or skills not mastered are revisited, 4) Prescriptive re-teaching: Provides remediation on skills not mastered, 5) Immediate feedback: Valuable responses regarding learning are important to all learners especially those that are struggling with a skill, and 6) Strategic first-language support: This is provided only when needed for English Language Learners. As a students work through the IL program valuable data is gathered to diagnose the student's performance. Teachers, tutors, or parents can then access the data in the form of Imagine Learning reports. The reports may be used to: Bring learning into the home. Parents may use the reports to personalize learning in the evening hours. They will know the vocabulary, letter sounds, etc. their child needs additional support to master. Provided additional personalized learning in the classroom. Teachers may use the reports to discern areas of difficulty that may be addressed with one-to-one, small group, or whole group instruction. Ensure proper usage of the program. Administrators may review the reports to ensure students are receiving the proper time on the program for maximum gains. As the student benefits from the personalized instruction provided by the Imagine Learning software, the teachers and the parents will also experience the satisfaction that their student/child is learning and building a strong foundation for learning via increased and enhanced literacy skills.

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 for Straight "A" Grant Professional Development Salaries for NCS and WCS (Subs) 9584.00 Professional Development Retirement and Fringe Benefits for NCS and WCS (Subs) 1480.73 Support Services Salaries for NCS and WCS (Tech departments) 5500.00 Support Services Retirement and Fringe Benefits for NCS and WCS (Tech Depts.) 849.79 Instruction Purchased Services (N. = 1,478,200 + W. 864,500) Licenses 2,342,700.00 Instruction Supplies (N. = 62,240 + W. 36,400) Headphones 98,640.00 Professional Development Purchased Services (N. = 14,000 + W. 10,500) 6,000 for N. and 4,000 for W. for spring follow-up 34,500.00 Instruction Capital Outlay - Computer devices = N. 1,797,600.00 Computer devices =W. 1,051,050.00 Carts= N. 105,000 Carts = W. 60,000 3,013,650.00 Governance and administration for Norwalk City (Salary) 79,299.43 Governance and administration for Norwalk City (Benefits) 30,838.66 b. Please see uploads provided in Question 7 to review Five Year Forecasts.

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

5,617,042.61 * 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 overall budget for our Straight "A" Fund application was developed collaboratively between consortium school districts, Norwalk City and Willard City, primary partner, Imagine Learning and secondary partners, Columbus Micro Systems and CDW-G. Breakdown of the requested funds and spending are listed on the CCIP Budget page and in a more detailed form in Question 13 and as an Upload in question 7. Norwalk and Willard City Schools will earmark their Title I Parent Involvement money for the next five years to provide weekly family technology nights. Family Night opportunities will feature the use of Imagine Learning Software along with applications and web-sites for remediation and enrichment. Race to the Top dollars were not figured into the equation as RttT dollars will not be at our disposal after this school year. Both districts will replace (if necessary) any and all equipment that may fail or need repaired via general fund dollars set-aside for technology with no increase in district budgets. Resources will also be used for summer remediation to prepare students to meet the goal of the Third Grade Reading Guarantee. Staff counts were taken into consideration when forming the budgets. Only teachers instructing English Language Arts are in the counts. These totals are: 18 staff at grade K, 18 staff at grade 1, 17 staff at grade 2, 15 staff at grade 3, 9 staff at grade 4, 9 staff at grade 5, and 10 staff at grade 6. (Note: The staff numbers decrease as the higher the grade level taught the more departmentalization of staff in both districts.) The only instructional salaries and benefits figured into the grant are for substitute teachers on the days that Imagine Learning completes professional development. This total is \$11,064.73. Technical support to get our project up and running is reported on the Budget page in Support Services. This total is \$6,349.79. This is a one-time expense. A license for the Imagine Learning software, our primary partner, is listed under Instructional Purchased Services. This total is \$2,342,700.00. This license is perpetual including supports and upgrade for six years. Equipment to support the Imagine Learning Software and the one-to-one technology initiative comes from our secondary partners CDW-G and Columbus Micro Systems. This total is 3,013,650.00. Administrative costs of 2 percent will be paid to Norwalk City Schools as the fiscal agent for the grant. This total is 110,138.09.

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.

Imagine Learning has communicated to the consortium that we will have a perpetual license and not incur additional costs. Both districts will support equipment failure and/or replacement of equipment through current monies set-aside in their existing Five Year Forecasts for technology. The life expectancy of this new equipment is beyond five years. All equipment will be fully warranted for the first three years. The uploaded Financial Impact Table verifies that district budgets will not be impacted over the five years following the grant implementation.

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.)

Norwalk City Schools has earmarked \$130,000.00 annually for grades K to six for technology integration in the classroom. Willard City Schools has earmarked \$25,000.00 annually for grades K to six for technology integration in the classroom. These dollars would be saved and reallocated to enhance technology needs for grades seven to twelve to approve student achievement. The anticipated savings would be realized due to Imagine Learning providing a perpetual license and CDW-G and Columbus Micro Systems providing laptop devices with three year warranties.

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 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 train-the-trainer model for professional development will continue with new staff over the life of the perpetual Imagine Learning licenses. This work will be support if needed via Title 2A professional development monies in the Norwalk and Willard School districts.

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): 10/17/2103

*** 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 have use of a computer daily in their education? 3) Would you be interested in having a computer lab available during the evening to use with your child to improve reading and writing? Survey results were: Question 1 - 93% - yes. Question 2 - 86% - 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. Responses to the survey questions and any narratives the parents shared regarding the survey questions will be shared at the district level in Norwalk and Willard. All stakeholders will be informed as the 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 as to 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 begin the installation 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 one-to-one initiative 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 the first week of February. 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. Norwalk 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.

Scaffolded learning in small group or 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.

Two examples are provided 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 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. OEK students that used IL realized average gains of 93 points on the state kindergarten assessment in 2011. The students used IL for 30 minutes a day, four times a week, from September 2010 until they were again tested in January 2011 to realize the 93 point gain. The kindergarten children that were not a part of the IL control group over the same period of time realized gains of only 61 points on the state kindergarten assessment. Example 2: Denver Public Schools - Imagine Learning is a software program with proven success using a supplemental instructional approach. IL is used as a supplemental tool in Denver Public Schools' classrooms and as an after school supplemental program on dozens of campuses within the Denver Public Schools. In 2011, the Colorado Department of Education released an evaluation of supplemental education service providers. IL was identified as the top technology-based supplemental educational service program in Colorado based on student improvement rates on the Developmental Reading Assessment (DRAL2) and the Colorado Student Assessment Program (CSAP) reading assessment. Students using IL achieved the following on the 2009-2010 DRA2 in Colorado. 1) Twice the student improvement rate of the control group. 2) Twice the student improvement rate of other supplemental services programs. 3) Achieved the highest improvement rate of technology-based supplemental educational service programs in the State of Colorado. Students using the IL achieved the following on the 2009-2010 CSAP reading test: 1) A student improvement rate of 26 percent higher than the control group students. 2) Student improvement rate of 35 percent higher than students enrolled with other supplemental service programs. 3) Achieved the highest student improvement rate out of all technology based supplemental service programs in the State of Colorado.

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 via the use of Foundations and Wilson Reading for our youngest students. We are engaged in a plight to 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 our interactive world. Why not tap this energy and use Imagine Learning to increase the foundation of literacy in all our learners? IL will better prepare 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 Goodsite - 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