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Adjusted Allocation 0.00
Remaining -2,549,901.00
### A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. **Project Title:** RUHL: Transforming Learning From Anywhere to Everywhere

2. **Executive summary:** Provide an executive summary of your project proposal and which goal(s) in question 8 you seek to achieve. Please limit your responses to no more than three sentences.

   Significant advancements in student achievement will be accomplished with implementation of the RUHL: "Transforming Learning From Anywhere to Everywhere" Straight A Grant project. Funds will be used to design and create a vibrant educational ecosystem to meet the needs of our students today and into the next generation. This grant will focus on three strands of improvement: technology, multiple pathways to graduation, and STEM implementation. This trio of bold and innovative changes will provide substantial and lasting impact on student achievement, while reallocating resources to the classroom.

<table>
<thead>
<tr>
<th>1000 3. Total Students Impacted:</th>
</tr>
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3. **Lead applicant primary contact:** - Provide the following information:

   - **First Name:** Linda Naylor
   - **Organizational name:** Ripley Union Lewis Huntington Local Schools
   - **Unique Identifier (IRN/Fed Tax ID):** 046078
   - **Address of lead applicant:** 502 South Second Street, Ripley, OH 45167
   - **Phone Number of lead applicant:** 937-394386
   - **Email Address of lead applicant:** linda.naylor@rulh.k12.oh.us

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

   - **First Name:** Russ Curtis
   - **Organizational name:** Shawnee State University Tax ID/IRN
   - **Unique Identifier (IRN/Fed Tax ID):** N/A
   - **Address of secondary applicant:** N/A
   - **Phone number of secondary applicant:** N/A
   - **Email address of secondary applicant:** N/A

5. **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 All Secondary Applicants in the box below.

   - **Cindy Hust, ATS-Advancing the Solution Tax ID/IRN:** Phone: 513-256-3195 Email: cindy@longplay360.com Address: 1352 Nicholas Drive, Loveland, Ohio 45140 David Todt, Provost, Shawnee State University Tax ID/IRN Phone: 740-351-3472 Email: Dtodd@shawnees.edu 840 Second Street Portsmouth, Ohio 45662 UC-Fusion Stem Center Director Helen Meyers IRN Phone: 513-566-5115 Email: Helen.Mayer@cinc.edu ML0022 Cincinnati, Ohio 45221

6. **General Information, Experience and Capacity**

   - **Provide the following information, if applicable:** Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of All Secondary Applicants in the box below.

   - **Linda Naylor, Superintendent, Ed. D., M.A., B.A. Russ Curtis, Curriculum and Technology Supervisor, M.A., B.A. Susie Skinner, Principal High School, M.A., B.A. Chris Smith, Principal Middle School, M.S., B.A. Art Ficsus, Principal Elementary School, M.S.B.A. Pam Sebastian, Special Education Supervisor and Title I Coordinator, M.A., B.S. Angela Gray, Guidance Counselor and District Test Coordinator, M.A., B.A. Pam Fannin, ELA teacher and A+ Online Education Coordinator, M.A., B.A. Linda Douglas, Spanish Teacher M.A., B.A. The RUHL Team is comprised of seasoned administrators and teachers. They have vast experience supervising personnel, fostering positive public relations, developing rigorous curriculum, managing budgets, collecting, entering, monitoring, and analyzing data. All members of the team are well-versed in keeping abreast of current research; disseminating findings; and laying the groundwork for future educational research. Additionally, they have successfully written and executed the following grants: AARA Technology Grant, 21st Century Grant, SIG Grant, Race to the Top, Safe and Drug Free Schools, IDEA B, Title I, Blended Learning Grant, Action Research in Classroom, Partner Institutes: The RUHL District's unique location allows us to tap into both the Southeast and Southeast Hub of the Ohio STEM Learning Network (OSLN). The University of Cincinnati and Shawnee State University have a number of STEM initiatives to their credit and have agreed to partner with RUHL schools on the Straight A Fund grant project for RUHL students to transition from learning anywhere to learning everywhere. The connections these institutes have with businesses, the community, and higher education partners who are focused on enhancing Science, Technology, Engineering, and Mathematics (STEM) opportunities for our students in southwest Ohio will prove to be valuable to the RUHL district. They both have numerous local and regional partnerships through grants, research and collaborative learning activities. University of Cincinnati- Fusion Center The Fusion Center is a component of the SW Ohio Regional STEM Education Hub of OSLN. They are also members of STEM innovation Collaborative. The Cincinnati STEM Partnership. The center has been awarded over 15 Million in shared grants with other colleges at UC and Universities in the region. UC was awarded the Ohio STEM Initiatives grant fund. In this effort they developed a rural STEM consortium anchored by the Clermont County Educational Service Center and included Ripley Union Lewis Huntington School District. UC will be the host of the STEM Conference in May 2014. Shawnee State University SSU is a component of the SE Ohio Regional STEM Education Hub of OSLN. Through the Ohio Board of Regents SSU executed The Southern Ohio Youth Regents STEM and Foreign Language Academy. Students had the experience to explore careers and educational pathways in the STEM fields. The goal of the STEM and Foreign Language Academy was introduce rising high school juniors and seniors to the opportunities for careers, including teaching, in the areas of science, technology, engineering, mathematics, and foreign language. Students earned 7 credit hours during an intense three-week summer residential. Shawnee State currently houses the Upward Bound Math and Science Program that RUHL students take advantage of each year. Shawnee was recently noted by the Princeton Review as one of the top 10 schools to study Digital Simulation and Gaming Engineering Technology. Through this program students will be able to explore a STEM field that is intriguing to them, while informing them of the relevance of higher level math, science and engineering. SSU is also a member of OACHE's Regional STEM Engagement Committee.

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

   - **Letters of support 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.

8. **Overall description of project and alignment with Outcomes**

   - **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.**

   - **Linda Naylor, Superintendent, Ed. D., M.A., B.A. Russ Curtis, Curriculum and Technology Supervisor, M.A., B.A. Susie Skinner, Principal High School, M.A., B.A. Chris Smith, Principal Middle School, M.S., B.A. Art Ficsus, Principal Elementary School, M.S.B.A. Pam Sebastian, Special Education Supervisor and Title I Coordinator, M.A., B.S. Angela Gray, Guidance Counselor and District Test Coordinator, M.A., B.A. Pam Fannin, ELA teacher and A+ Online Education Coordinator, M.A., B.A. Linda Douglas, Spanish Teacher M.A., B.A. The RUHL Team is comprised of seasoned administrators and teachers. They have vast experience supervising personnel, fostering positive public relations, developing rigorous curriculum, managing budgets, collecting, entering, monitoring, and analyzing data. All members of the team are well-versed in keeping abreast of current research; disseminating findings; and laying the groundwork for future educational research. Additionally, they have successfully written and executed the following grants: AARA Technology Grant, 21st Century Grant, SIG Grant, Race to the Top, Safe and Drug Free Schools, IDEA B, Title I, Blended Learning Grant, Action Research in Classroom, Partner Institutes: The RUHL District's unique location allows us to tap into both the Southeast and Southeast Hub of the Ohio STEM Learning Network (OSLN). The University of Cincinnati and Shawnee State University have a number of STEM initiatives to their credit and have agreed to partner with RUHL schools on the Straight A Fund grant project for RUHL students to transition from learning anywhere to learning everywhere. The connections these institutes have with businesses, the community, and higher education partners who are focused on enhancing Science, Technology, Engineering, and Mathematics (STEM) opportunities for our students in southwest Ohio will prove to be valuable to the RUHL district. They both have numerous local and regional partnerships through grants, research and collaborative learning activities. University of Cincinnati- Fusion Center The Fusion Center is a component of the SW Ohio Regional STEM Education Hub of OSLN. They are also members of STEM innovation Collaborative. The Cincinnati STEM Partnership. The center has been awarded over 15 Million in shared grants with other colleges at UC and Universities in the region. UC was awarded the Ohio STEM Initiatives grant fund. In this effort they developed a rural STEM consortium anchored by the Clermont County Educational Service Center and included Ripley Union Lewis Huntington School District. UC will be the host of the STEM Conference in May 2014. Shawnee State University SSU is a component of the SE Ohio Regional STEM Education Hub of OSLN. Through the Ohio Board of Regents SSU executed The Southern Ohio Youth Regents STEM and Foreign Language Academy. Students had the experience to explore careers and educational pathways in the STEM fields. The goal of the STEM and Foreign Language Academy was introduce rising high school juniors and seniors to the opportunities for careers, including teaching, in the areas of science, technology, engineering, mathematics, and foreign language. Students earned 7 credit hours during an intense three-week summer residential. Shawnee State currently houses the Upward Bound Math and Science Program that RUHL students take advantage of each year. Shawnee was recently noted by the Princeton Review as one of the top 10 schools to study Digital Simulation and Gaming Engineering Technology. Through this program students will be able to explore a STEM field that is intriguing to them, while informing them of the relevance of higher level math, science and engineering. SSU is also a member of OACHE's Regional STEM Engagement Committee.

9. **Student achievement**

   - **Spending reductions in the five-year fiscal forecast**

10. **Existing and researched-based never implemented in your district or community school but proven successful in other educational environments**

11. **Mixed Concept - incorporates new and existing elements**

12. **Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school; or consortia partnership**

13. **Describe the innovative project.**

   Straight A funds will enable RUHL Schools to restructure the classrooms of its three buildings. This grant will focus on three strands of improvement: technology, multiple pathways to graduation, and STEM.
D) IMPLEMENTATION

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.

Increased rigor of STEM-centered curriculum combined with a flexible schedule will equalize the "playing field" for our rural and economically disadvantaged students. The strategies outlined below implement the SMART system which helps students plan and prepare students to achieve in the areas of college and career readiness. The Ohio Improvement Plan (OIP) goals of 95% reading proficiency and 55% math proficiency on statewide assessments can be integrated into this grant. New technology in the hands of students and staff will transform learning from anywhere to everywhere. Staff will use the new technology to flip their classrooms. The flipped classroom teaching method provides instruction through video, podcasts, or online professional development training. Increased technology will facilitate multiple pathways to graduation such as flexible scheduling, electronic field trips, and virtual and flipped classrooms. These innovations will allow the RULH school district to ameliorate poverty-based barriers to success. Ronald Williamson's research states that a school's schedule is one of the most powerful tools a building can use to shape the instructional program. The schedule is a reflection of values and the design should be driven by those values and by purposeful and intentional strategies that will support accomplishing the things that are most important. Students' exposure to concrete examples of STEM are limited by our remote location and scarce industry. A limited job market further compounds students' opportunity to explore potential careers. Many will need to travel 500-100 miles a day to work in the fields of Science, Technology, Engineering, Mathematics or Medicine. Ripleys is a part of the UC STEM Initiative but the technology barrier has prevented full development of the STEM curriculum. Each school will have specially trained faculty devoted to STEM instruction. This will include science labs with state of the art equipment and technology for our students. Math classrooms will no longer be state and chalk but will engage students through learning challenges and through the use of many different kinds of technology. Students use technology such as computers and calculators independently, in small groups, and as a class with the teacher leading them. Teachers use technology to plan lessons, teach lessons and keep track of student progress. English and Social Studies classrooms will challenge students to use digital tools to make connections between the texts and their social and historical contexts. By incorporating updated technology, multiple pathways to graduation, and STEM implementation the Straight A Funds will provide Appalachian children with bright visions of their futures in STEM-related careers.

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 using 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.

The implementation of this project is not expected to result in a direct change to the five-year forecast. The main impact of this project will be a dramatic increase in student achievement, particularly in the areas of science and math. The Straight A team will work with teachers to develop specific strategies in areas of science and math to improve student achievement. This will be achieved through increased rigor in the STEM and technology initiatives supported by this grant. An indirect impact on the five-year forecast will be fewer dollars spent on repairing and maintaining outdated equipment. Past experience indicates that the technology purchased through this initiative will have a minimum life of 5 years. Teachers will spend more time on supporting the new initiatives instead of repairing outdated equipment. The Technology Coordinator of the district is also the Curriculum Coordinator, so there is an expectation that the improvements in technology will also provide more time for supporting the new initiatives in grades K-12.

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

2,549,901.00 * Total project cost

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staffs counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

Beyond the start up expenses of implementing the project, the only re-occurring costs will be licensing and software upgrades for devices incurred yearly. $48,250 is currently spent for subscriptions for Blackboard, Destination Success, APLUS and will continue after the grant expires.

15. What new/recurring costs of your innovative project will continue once the grant has expired?

24,250.00 * 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. staffs 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?

207,153.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staffs counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no expected savings, please explain why.

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.

Sustainability will occur due to the reduction of costs through e-texts and the elimination of expenses due to lost or damaged books. An indirect impact on the five-year forecast will be fewer dollars spent on repairing and maintaining old equipment. This will allow tech personnel to spend more time on supporting the new initiatives. The Technology Coordinator of the district is also the Curriculum Coordinator, so there is an expectation that the improvements in technology will also provide more time for supporting curriculum in grades K-12. Money currently allocated for hardware maintenance and utility costs will be redirected for technology in the hands of every child and staff member in the district. This will enable our teachers to implement project related instruction using Cloudbased computing, a link content, curriculum and students to real world applications, and to transform "learning anywhere to everywhere." Introducing technology to the students at an early age will accelerate learning, thus closing not only the Achievement Gap but our Poverty Gap. Increased technology will facilitate multiple pathways to graduation such as flexible scheduling, electronic field trips, and virtual and flipped classrooms. This will allow the RULH school district to ameliorate poverty-based barriers to success. Ronald Williamson's research states that a school's schedule is one of the most powerful tools a building can use to shape the instructional program. The schedule is a reflection of values and the design should be driven by those values and by purposeful and intentional strategies that will support accomplishing the things that are most important. Students' exposure to concrete examples of STEM are limited by our remote location and scarce industry. A limited job market further compounds students' opportunity to explore potential careers. Many will need to travel 50-100 miles a day to work in the fields of Science, Technology, Engineering, Mathematics or Medicine. Ripleys is a part of the UC STEM Initiative but the technology barrier has prevented full development of the STEM curriculum. Each school will have specially trained faculty devoted to STEM instruction. This will include science labs with state of the art equipment and technology for our students. Math classrooms will no longer be state and chalk but will engage students through learning challenges and through the use of many different kinds of technology. Students use technology such as computers and calculators independently, in small groups, and as a class with the teacher leading them. Teachers use technology to plan lessons, teach lessons and keep track of student progress. English and Social Studies classrooms will challenge students to use digital tools to make connections between the texts and their social and historical contexts. By incorporating updated technology, multiple pathways to graduation, and STEM implementation the Straight A Funds will provide Appalachian children with bright visions of their futures in STEM-related careers.

D) IMPLEMENTATION · Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or implementation. Plan (MM/DD/YYYY):

Proposal Timeline Dates

Plan (MM/DD/YYYY): 10/15/2013 01/31/2014
20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five local resources, while gaining insight and guidance from partners and touring and interviewing the closest schools in the network, Hughes High School and Taft STEM Elementary. Our ultimate goal is to use the STEM model to train an educator, college and career workforce in order to build an economic base for our rural area using this easily replicable model.

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

F  Yes
N  No
2. If so, how?

As we implement the “RULH: Transforming Learning From Anywhere to Everywhere” initiative we plan to share the implementation and design of the STEM process. Early in 2014, staff members at RULH will begin training with our partners, University of Cincinnati and Shawnee State University on STEM strategies and curriculum. By the end of the 2014-2015 school year we will begin to offer training available to transform other schools. This will include technical guidance, professional development and best practices. Trained team members will provide this service. RULH will join the Ohio STEM Learning Network (OSLN), initially for guidance and resources to implement the STEM curriculum, and then to provide an access point from which to share our successes. This will not only connect us to best practices for implementation, but provide other schools in our area with tools to start their own STEM programs. Additionally, RULH’s team will conduct a series of Open Houses to introduce the community and area school districts to our innovations in technology and scheduling, and to showcase the educational opportunities created by these resources. We will provide guidance and training to interested school districts, and offer enrollment to students in surrounding districts who wish to pursue the expanded curriculum we offer.

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

RULH has many of the challenges faced by any number of small, rural school districts including tight finances, few large employers and limited educational opportunities due to the lack of adequate facilities and human capital. Other challenges that RULH Schools face are foreign to many other small rural districts. The major challenge in the district is poverty: 32% of families with children under 18 have an income less than $10,000, 50% of households have an income of less than $30,000. Despite the support from state and federal government agencies through Title 1, OSFC, and lunch programs, the district still lacks the technology and infrastructure needed to deliver cutting edge 21st Century instruction. Effects of poverty on the students’ ability to learn occur both inside and outside the school. Students are limited in their ability to take advantage of the “Bring Your Own Device” policy because they are unable to afford the device to bring. The use of grant funding allows for “one to one” devices for students, removes the barrier, and opens up the most current information to be accessed with the touch of a student’s hand. This will provide substantially more value to the education that our students receive. The lasting impact on students is that doors are open to additional avenues of education and careers because of the ability to access information that would otherwise be restricted if the school did not provide the platform. The lasting impact on RULH students is the ability to break the generational cycle of poverty, which shrinks the world available to our students. With the inability to have broad educational or life experiences our students have a very narrow perspective of what might be available to them beyond RULH in education or careers. This project will extend the perspective of families to what is available. This would result in the lasting impact of reducing the number of families who subsist through government resources.

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.

The fund goal is to raise student achievement through access to 21st Century technology utilizing flexible scheduling and STEM initiatives. The following benchmarks will be measured on quarterly formative assessments each year, given across each grade level. It is expected at least 35% of students will show mastery of the benchmark the first quarter; 50% of students will show mastery at second benchmark; 65% of students will show mastery at third benchmark; and 80% of students will show mastery at the final benchmark of each year at each grade level. 2014-2015: The student population will identify and define grade level STEM vocabulary at 80% mastery by May 15, 2015. 2015-2016: The student population will understand grade level STEM vocabulary and summarize key concepts at 80% mastery by May 15, 2016. 2016-2017: The student population will select and demonstrate grade level key concepts of STEM at 80% mastery by May 15, 2017. 2017-2018: The student population will be able to compare and contrast grade level key concepts of STEM at 80% mastery by May 15, 2018. 2018-2019: The student population will be able to communicate grade level key concepts of STEM and support their conclusions with evidence at 80% mastery by May 15, 2019. An unanticipated outcome might be the rate of acceleration toward achievement might be faster than that which we have benchmarked at 80% mastery by May 15, of the assigned year.

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.

Formative STEM assessments developed by teacher-based teams during summer professional development and stored in the IIS (Thinkgate) will be utilized at each grade level at each of the quarterly benchmarking dates (end of grading period). Student test scores may include project-based activities to demonstrate acquisition of concepts and may be integrated across all core content areas. Each grade level will be expected to meet the benchmarks at each assessment. The building level teams (BLT) will analyze the data and give recommendations for adapting or altering grade level instructional practice and/or scheduling changes to the district leadership team (DLT). The DLT will review BLT information and send confirmation or new suggestion back to the buildings through the BLT. Technology usage will be monitored through an internal software system to measure usage rates and times and to measure tech help hours needed to manage the system. This information will also be entered into the IIS platform.

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.

Accept: Linda Naylor, Superintendent Ripley Union Lewis Huntington Schools Oct. 25, 2013