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**Adjusted Allocation**: 0.00

**Remaining**: -129,052.80
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICATION INFORMATION - General Information, Experience and Capacity

1. Project Title: Sidney City Schools Boot Camp for Learning: We're Here to Pump Our District Up

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.

Sidney City Schools (SCS) is seeking to improve student achievement through the implementation of a Summer Boot Camp of learning for our K-8 students who are identified as needing extra help and remediation in the areas of English and Math. This boot camp will afford our staff the opportunity to put into practice an SCS focus of co-teaching by coupling our inclusion specialists with our regular education teachers in a classroom to put our groups of students needing help and remediation through a mental workout in order to enhance their learning. Our teachers are our greatest resource, and we are not tapping into the potential that exists when two educators are in a classroom together to instruct and impact students' learning. So for this reason, we want to create a platform for our inclusion specialists and our general education teachers to begin their work together to change the educational experience of our students, especially those who struggle and can truly benefit from two different instructional approaches, two trainers, in the classroom. Instructional approaches in the classroom provide another area of concentration to endure some "toning" for our teachers who are our personal trainers and need some support and encouragement as they encounter more rigorous challenges from new standards – standards that require more experience in teaching writing across the curriculum, which is the other level of the bootcamp, a writing workshop for K-8 teachers of SCS.

4137 3. Total Students Impacted:

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

First Name, last Name of contact for secondary applicant: NA
Organizational name of secondary applicant: NA
Unique Identifier (RN/Fed Tax ID): NA
Address of secondary applicant: NA
Phone number of secondary applicant: NA
Email address of secondary applicant: NA

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

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

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

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.

The individuals responsible for the implementation of the boot camp for students and teachers include the following: SCS K-12 teachers for the instruction of students in the summer learning stage of the boot camp; K-12 teachers participating in the summer writing workshops; the K-12 administrative team to support the work of the teachers in the classroom and to support their learning of different writing instructional strategies; the Curriculum and Special Education Directors to support the teachers in their implementation of a co-teaching model and implementation of writing strategies in the classroom across the curriculum. As a Race to the Top district, SCS has funneled much professional development back into the schools, though there is still more needed. Our teachers have labored to implement the varied initiatives launched through the Race to the Top after having time for professional collaboration and receiving support. They have proven their ability to attain success. This history provides evidence for the likelihood of successful implementation of a summer boot camp and successful incorporation of writing across the curriculum, the two focal points of this grant. As Curriculum Director, I will assume the responsibility of communicating and collaborating with all the participants in the grant, in addition to stakeholders. I participated in the Race to the Top grant for our district at every level, from the Transformation Team to Race to the Top committees, including the Evaluation Team. This experience has required me to communicate effectively with the entire district's staff, School Board, and community. I have developed, organized, and brought to fruition professional development for SCS district staff for Ohio Teacher Evaluation System's (OTES) components of Teacher Evaluation and Student Learning Objectives. These various modes of district involvement have given me an understanding and working knowledge I will apply to this innovative initiative.

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.

Boot Camp for Students: Students entering grades K-8 who have shown deficits in math and Reading will participate in the boot camp in the areas of Reading and Math based on various data collected from the required administration of ODE diagnostics in the areas of Writing, Reading, and Math; KIRAL scores taken from Kindergarten registration in the Spring; AIMS Web Spring Benchmarks; OAA scores; K-2 Standards Based grade cards. The students identified from this data collection will be asked to attend our Boot Camp for a total of eight (8) days, four (4) days in June and four (4) days in August. The boot camps will be held at each elementary building and at the middle school so that teachers have access to technology and materials. Teachers will co-teach math and Reading at each grade level in K-5 as well as in grades 6-8. Instruction will foster students' learning and application of close reading strategies and a conceptual understanding of mathematics through inquiry-based learning using a variety of resources from technology to practical application to manipulatives to experiments. Students will receive classroom instruction into June and jump start their learning with instruction in August before the new school year begins. Our teachers will utilize their knowledge of Ohio's new standards, assessments, and student learning objectives to accumulate data on our participating students that may be shared with the students' teacher(s) for the 2014-2015 school year. Boot Camp for Teachers: Our co-teachers serving as the mental trainers for our students during the 2014 summer will also be undergoing their own professional make-over as they refine the skills of co-teaching they have acquired. SCS district has valuable inclusion specialists, one or more per building, who are underutilized in

Address of secondary applicant:
750 S. Fourth Ave. Sidney, OH 45385
Phone Number of secondary applicant: 937-497-2200
Email Address of secondary applicant: brooke.gessler@sidneycityschools.org

Organizational name of lead applicant: Sidney City Schools
Unique Identifier (RN/Fed Tax ID): 044784
Adress of lead applicant: 750 S. Fourth Ave. Sidney, OH 45385
Phone Number of lead applicant: 937-947-2200
Email Address of lead applicant: brooke.gessler@sidneycityschools.org

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12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Student Achievement: The students identified as struggling learners will be able to achieve more of the focused instruction and support they will receive over the course of the boot camp, and data collection will reflect this. Students will also learn skills they will utilize in the new school year to help them continue improving their levels of performance in reading and math. They will be exposed to teaching strategies to be employed when reading any kind of text, whether literary or informational, in any content area. In fact, they will be able to use these strategies that support helping others learn to track their data, as they have acquired this knowledge through their summer experience. This also becomes evident in the development more varied reading and writing skills for analysis and expression. Our teachers and subsequently our students will benefit from this boot camp. While this boot camp exercise will build professional muscle, it does not cure the problem. The development of professional development and the future professional development opportunities for staff will become the catalysts to move our district from the failing grade on this year's report card to a letter grade indicative of the skills in written expression will be able to perform better on the Next Generation Assessments as well as acquire important college and career readiness skills.

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 forecast 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.

14. What is the total cost for implementing the innovative project?
   - 129,052.80 * 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, RTI 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 can be broken down as follows: Boot Camp for Students: 2 teachers/grading/building for grades K-8 = 44 teachers @ $25.29/hour for 24 hours + $3.91 Salary and Fringe Benefits for 44 teachers for 24 hours plus another 12 hours per day over the duration of the boot camp. Purchased services includes web-based programs for grades K-8 in math and reading, which will be purchased for a year for 5 buildings and includes purchasing reading materials aligned with the new standards for varying levels of student learning in grades K-8, which amounts to $1800/grade/building for the varied subscriptions to access the aforementioned resources. Supplies reflects the purchase of materials for grades K-8 in 5 buildings for staff to create inquiry-based activities for reading and math, which amount also include lab materials, lab/building to spend on materials for the boot camp. Title I funds will provide some funding for the future of this summer boot camp upon the program's inception. There will be some funds re-allocated from the Curriculum budget after this program's inception to support the purchased services after the initial subscriptions have expired. Boot Camp for Teachers: The cost of the professional development reflects the following: $1500/workshop. There will be a total of 4 workshops for grade bands K-2, 3-5, 6-8, and 9-12. The supplies reflect purchased materials needed to run effective workshops for writing and activities, including presentation-size wall post-its, notebooks, highlighters, small post-its, for K-12 participating teachers. After the grant has expired and funds are depleted, we will look to reallocate money currently expended on purchased services for professional development to continue to bring professional development to our educators. Should the cost of professional development exceed this purchased services account in the curriculum budget, we will look to our budding partnership with area businesses to help us fund the opportunities with donations and seek to include these businesses in a collaborative effort when implementing lessons that make evident the recent professional development.

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.
   - 16,000.00 * 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.

Boot Camp for Students: The recurring cost of this project will be that of running the boot camp in grades K-8, though there will be no additional purchase of resources because of the eventual district adoption of new texts better aligned to Ohio's new standards. This recurring cost reflects a shortened duration of the boot camp from eight (8) days to four (4) days with data driving the decision as to which month to implement this program in 2015 and beyond. This cost will be covered by Title I money after the expiration of the grant. The purchased services for this program will be taken from the annual monies designated for supplies and materials, which will subsequently reduce this budget. Boot Camp for Teachers: There is no new or recurring cost with this initiative, for future professional development will be covered under the Curriculum Budget earmarked for purchased services. At the time the funds are expended for this grant in September of 2014, there will be monies available in Curriculum's purchased services for future professional development opportunities for SCS staff.

16. Are there expected savings that may result from the implementation of the innovative project?
   - 0.00 * 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.).

There are no anticipated savings because after the grant's expiration, funds will be reallocated from the district's supplies budget and placed in the purchased services budget thus reducing the latter to cover the cost of programs utilized in the classroom for this boot camp. This reallocation along with the Title I money will cover the costs, resulting in no savings. Once these upfront costs of the professional development have been accounted for, the outcome of a cost shift for all will be created in that professional development opportunities will be focused in August before school starts so that staff can reflect, to the age and developmental level of the students. The staff development to start implement new methods and be enough to engage applicable district-wide to play a staff's interest and attract their attention enough to want to voluntarily attend. This is the rationale behind the request for $24,000 Ohio Writing Project workshops for K-12 teachers, regardless of content area.

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.

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.

D) IMPLEMENTATION - Timeline, communication and contingency planning

Proposal Timeline Dates

1. Preliminary planning for grant development
2. Proposal writing and submission
3. Grant award notification
4. Project planning and implementation
5. Project evaluation and reporting

- Proposal
- Marketing
- Implementation
- Evaluation
- Reporting
The need to hold learning over the summer months has been recognized in the district for numerous years. While there has been some form of summer school in the past, there has never been an endeavor to develop it into something more. Recognizing the need for increased opportunities for students, the Sidney City Schools have decided to implement a K-8 summer boot camp. This boot camp is designed to provide a variety of opportunities for students to continue learning during the summer months. The boot camp will be held for six weeks, beginning in August and concluding in early September.

The boot camp will provide a range of educational activities, including but not limited to:
- Small group instruction
- Individualized learning
- Tutoring
- Enrichment activities
- Field trips
- Community service

The goal of the boot camp is to engage students in meaningful learning experiences that complement the academic year. By providing these opportunities, the district aims to reduce the learning gap between the end of the school year and the beginning of the next, thereby improving student achievement.

Implementation:
- **Target Audience:** Grades K-8
- **Duration:** Six weeks (August 1 - September 4)
- **Location:** Various locations throughout the district
- **Format:** In-person and virtual options

Assessment:
- Pre-boot camp assessment to identify student needs
- Mid-boot camp assessment to monitor progress
- Post-boot camp assessment to evaluate outcomes

Future Considerations:
- Evaluation of the program's effectiveness
- Continuous improvement of the boot camp curriculum
- Expansion to other grades as resources allow

The Sidney City Schools are committed to providing a high-quality summer learning experience for all students. This initiative reflects the district's dedication to ensuring that all students have the opportunity to succeed academically, regardless of the time of year.
22. If so, how?
There is no obvious reason why this project could not be replicated by another district. Other districts may choose not to have co-teaching as the model for instruction because of limitations in staff, lack of professional development for co-teaching, or lack of interest in this method of instruction. Implementing this program K-8 in other districts would require a lot of planning, which again may vary in actual time based on the size of the district and scope of the implementation. To break down the summer boot camp for students in steps, the following steps would build the skeletal design: professional development in co-teaching for data collection in designated content areas, which for us are reading and math; uniform understanding of program goals, which for us are to increase reading and math skills, incorporate methods of instruction to teach students how to monitor their own progress in each area; build students' self-confidence in their learning; and ensure students' data is shared with and is understood by teachers. The difficulty may be in replicating the summer boot camp for students exists, so does the summer boot camp for teachers. Offering professional development is not a new concept for districts, but perhaps the approach is. Too many times teachers are expected to utilize the professional development taken during the school day and effectively implement the knowledge taken from it. However, there is no replacement for time, and unfortunately, teachers are not given enough time to carefully reflect on what they do, their instructional strategies, or their students. The former two will address teachers will be front-loaded with professional development during the summer, primarily in August. The professional development days marked in the school calendar will be focused toward this reflective practice and collaboration as teachers are asked to refine what they do based on their student data, thus moving our overall district culture to a student-driven culture, which is new for us as a whole. The nature of the professional development will be optional, though, the goal is for teachers to see it as necessary and a vital part of their professional growth and their students' success. While at times the professional development will be grade and context specific, a goal will be to increase the frequency with which K-12 teachers are brought together. There is careful thought needed when planning large group discussions as well as planned sessions to guide the discussion, especially when the perception is a kindergarten teacher has nothing in common and cannot possibly learn from a tenth grade teacher, and vice versa. There needs to be a facilitator, transparent goals for the meeting, and organization in order to meet these goals.

23. Describe the substantial value and lasting impact that the project hopes to achieve.
The substantial value for this initiative is marked student achievement by improving the level of performance for identified students in reading and math, two areas where our district has seen some decline over the past three (3) years. The goal is to utilize the co-teaching model and specific instructional strategies that focus on students' learning and goal setting, tracking their own data, and demonstrating their ability to apply the knowledge through various activities. The quantifiable measures for the student boot camp will be the overall increase in the participating students' levels of knowledge in reading and math, whether it is sustained by the start of the school year, and how it continues to grow. The other outcome measure for this project's success and impact will be more qualitative in nature and taken from conversations, surveys, questionnaires with stakeholders. This summer program will lend itself to an overall district goal of increasing the level of proficiency in reading and math at a graduated increase of 5% each year, beginning with 1%. This takes into account the complete shift to Ohio's new standards as well as the shift to Next Generation Assessments. Because funding for this summer program will continue to exist after the grant's expiration, it will be sustainable. The measurable outcome for the boot camp for teachers will be based on both qualitative and quantitative measures. The approach to the professional development will be measured through teacher surveys and OTES evidence collected by administrators as well as questionnaires to solicit information about how the knowledge from the professional development has been applied. The measurable outcome for the Ohio Writing Project professional development specifically mentioned in this project will be evident in students' performance on the Next Generation assessments, which require more writing at each grade level and in every subject. The goal is for all teachers to assume responsibility for the ELA standards that cross into their standards. Their nature of classroom assessments will also provide measurable evidence as to whether or not writing has become a skill assessed within the various disciplines. Although the substantial value for this initiative is marked student achievement, another measurable outcome is the shift in culture regarding when professional development occurs. This expectation of teachers that cross into their standards. The nature of classroom assessments will also provide measurable evidence as to whether or not writing has become a skill assessed within the various disciplines.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Short-term data collection for student boot camp (06/2014 & 06/2014): Pre-assessments in reading and math given to all participants at the beginning of the camp for baseline data. Teachers will also administer a post-assessment in reading and math at the end of the four (4) day camp. Post-assessment data collected from this point will be shared and will be used to determine the effectiveness of the program. This short-term data collection for student boot camp (06/2014-06/2015): 2014 student participants will have their pre-assessment and post-assessment data checked over the course of the camp. Long-term data collection, Next Generation assessments and student growth targets set within the learning objectives. Overall student gains for summer participants in reading and math will determine the boot camp’s successful implementation. Long-term data collection for student boot camp (06/2015): New student participants’ data will be tracked similarly to 2014 methods and compared to 2014 student participants. Teacher data collected from Spring 2015: Teachers will complete a survey before the workshop as well as a survey following the workshop to determine the teachers' perceptions of the workshop and to evaluate their use of the new knowledge from the workshop. This short-term data collection for student boot camp (09/2014-05/2015): Teachers will be given a post-assessment soliciting information about the type and frequency of student writing activities to be compared to the 08/2014 responses. If there is a marked difference in the increased variety of writing and increase of frequency of student writing, then this professional development will be deemed successful. Data will also be collected on students’ performance of the writing tasks, especially those that will emulate the required activities in the Next Generation Assessments. The gains made in writing and students’ ability to perform successfully on the assessments, will provide evidence that supports the implementation of OWP professional development. Another source for long-term data collection will be that an indicator of the August professional development will be increased participation. This number of participants will be compared to the 2014 number to gauge an increase and determine successful implementation of summer professional development. The latter data collection will be maintained each summer in order establish and examine trend data. All short-term and long-term data will be organized and shared within and among grade levels, buildings, district staff, Board, and community stakeholders. This communication will also extend to other interested educators in other districts through network meetings, proposed conference presentations, and upon request.

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 procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

Student Boot Camp Data Collection: Students will be pre-assessed when they enter the boot camp in both reading and math using short diagnostics in each area to establish a baseline level of performance. High schools and middle schools will focus on grade 8 and 9. Short-term data collection will involve students completing a post-test (04/04/2015) hours day for four (4) days. Teachers will embed various short assessments into the lessons each day so that students can participate in tracking their own performance data and logging it in some determined format like a graph or a running log. This tracking of student performance will take place over the four (4) days of the boot camp in June and follow the same structure of data collection and subsequent student participation in August. Teachers, administrators, and I will evaluate the data collected that takes the form of a growth in order to look at the growth in reading and math as a building and as a district in looking at the grade levels. Because of the similar methods of data collection, we should be able to glean assumptions about the success of the students based on the data. This data collection reflects the shorter evaluation time frame. The longer evaluation time frame tracks the student progress for those boot camp participants in Reading and math over the course of the year. In addition to having students continue to track their data as a means of data collection, we will look at the student participants’ performance on the benchmark common assessments each year. Next Generation assessments for that year, and their growth targets set by the student learning objective(s) for the established interval of instruction, which in most cases is yearly. When looking collectively at all these pieces of data, teachers, and administrators will evaluate the success of the boot camp. If there is no decline in the participants’ academic progress, then we will know this boot camp is successful. If there is a backward slide in participants’ advances, we will have to look closely when and where it occurred in the context of the short-term assessments and long-term assessments. Teacher Boot Camp: Both qualitative and quantitative data will be collected and analyzed for themes as a means of determining success of Ohio Writing Project (OWP) workshops and future professional development workshops in the district. Short-term data from OWP will be qualitative in nature as teachers will complete and submit a questionnaire sharing their responses to the overall quality and usefulness of the workshop. The long-term data will have qualitative and quantitative measures. Qualitative data will include electronic and hardcopy surveys and questionnaires that seek responses to the number of writing activities students participate in throughout different intervals of time (e.g. weekly, monthly, quarterly, and yearly). These qualitative measures will also extend to students so that teachers and administrators know students’ perception of writing and can make appropriate instructional changes. Long-term measures will also include qualitative data reflective of teachers’ participation in summer professional development. Increased participation will indicate the progression of the culture shift and whether there is a resulting success. Other future long-term measures include qualitative data in the form of surveys and questionnaires that will be used when determining what professional development workshops are arranged. Building and district goals will also be referenced when determining what professional development to offer. As an administrative team, we will watch the trends in student performance data to determine if this performance is reflective of the changing approach toward professional development. Qualitative data will follow the end of a workshop and be collected at different points in time throughout the year that will alternate in collection method from electronic to paper/pencil.

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 require 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 all others identified and 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/ororganization and today's date.

Accept: Brooke Gessele, Curriculum Director, Sidney City Schools 10/19/14