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Adjusted Allocation: 0.00

Remaining: -250,069.03
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: Math 360

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.

3. Total Students Impacted: 216

4. Lead applicant primary contact: - Provide the following information:
   - First Name, last Name of contact for lead applicant: Kristen Prough
   - Organizational name of lead applicant: Wadsworth City Schools
   - Unique Identifier (IRN/Fed Tax ID): 044974
   - Address of lead applicant: 524 Broad St, Wadsworth, OH 44281
   - Phone Number of lead applicant: (330) 335-1316
   - Email Address of lead applicant: wadc_kprough@wadsworthschools.org

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, last Name of contact for secondary applicant: Kristine Quallich
   - Organizational name of secondary applicant: Medina City Schools
   - Unique Identifier (IRN/Fed Tax ID): 044388
   - Address of secondary applicant: 739 Weymouth Rd, Medina, OH 44256
   - Phone number of secondary applicant: (330) 636-3090
   - Email address of secondary applicant: qualklic@medinaabes.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.

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

8. 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 team is composed of Directors of Student Services, Directors of Instruction, Principals, and licensed teachers. The Directors will work together for purchasing, scheduling professional development, and monitoring implementation. Principals will provide direct support for implementation fidelity. Teachers will implement with fidelity and monitor student progress. All districts in the project have experience with managing grants from private and public entities.

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

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)
   - Student achievement
   - Spending reductions in the five-year fiscal forecast
   - Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one)
    - New - never before implemented
    - Existing and research-based - never implemented in your district or community school but proven successful in other educational environments
    - Mixed Concept - incorporates new and existing elements
    - Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

An analysis of district level data indicates the achievement gap for at-risk students and students with disabilities has not closed for the districts. For the 2012-2013 school year, only 51.6% of students with disabilities in 7th and 8th grade in Wadsworth City Schools scored within the proficient range on the Math Ohio Achievement Assessment. Similarly, 48.9% of students with disabilities in Medina City Schools and 49.6% in Buckeye Local Schools scored in the proficient range. In order to close that gap, students need instruction aligned to grade-level standards with a research-based program that also provides opportunities to remediate basic skills. The districts have identified a need for professional development for highly qualified teachers and the implementation of curriculum that will engage and motivate our students. As stated on the Scholastic website, "MATH 180 is the first math intervention program designed to meet the rigors of the Common Core and accelerate students to grade level. With a shared coherent framework and a scaffolded approach that includes Next Generation Assessment item types and performance tasks, MATH 180 ensures that struggling students have an explicit and accelerated path to college and career readiness." MATH 180 is structured to provide whole group and small group instruction in addition to technology-based instruction with instructional software for hands-on, real-world application of concepts. This project will allow for the purchase of MATH 180 along with intensive, imbedded professional development for staff to ensure implementation fidelity while also increasing their skills when delivering math instruction.

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.

MATH 180 is a research-based curriculum designed to change how struggling learners interact with curriculum in order to increase motivation and achievement. Implementation of this project will have an immediate and direct positive impact on the performance of struggling learners within the classroom setting and on the Ohio Achievement Tests. The districts anticipate an increase of 15-20% in proficiency rates. The districts will participate together in implementation training provided by Scholastic prior to beginning Math 180 in the classroom. Additional professional development will be done in groups as well as imbedded within the classroom through on-site coaching provided by Scholastic Implementation Consultants. Scholastic also has ongoing professional development imbedded within the Math 180 program through "Scholastic Central" in the form of instructional strategies, videos modeling instructional techniques, and differentiation materials. Teachers will have opportunities to access additional resources and collaborate on their implementation through a Moodle site maintained by Wadsworth City Schools.

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, and in addition how the project will demonstrate sustainability and impact.

At the end of the grant period, Math 360 is a self-sustaining project where the only recurring cost to districts is the cost of yearly web hosting and technical support provided by Scholastic at the cost of $1080.00 per district per year. Medina City Schools will fund that cost with county sales tax dollars and Wadsworth City Schools and Buckeye Local Schools will fund that cost through their respective IDEA-B grants. Therefore this project will not impact the Five Year Forecast for any of the participating districts.

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

$290,069.03 * 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.)

$112,785.00 - For each district, purchase of 72 Math 180 student licenses (includes access to Math 180 instructional software, remedial software, and Scholastic Math Inventory), two classroom sets of materials for each school district, and two days of implementation training provided by Scholastic. These materials are critical to the successful implementation of Math 180 in 2-classrooms in each district. $110,553.80 - 30 iPads and a charging cart for Wadsworth City Schools and Buckeye Local Schools. 60 iPads and 2 charging carts for Medina City Schools. Purchasing the iPads will allow students to access the Math 180 software component during instructional time and intervention periods. Districts are also exploring the possibility of allowing students to take the iPads home to access the remedial portion of the software outside of the school day. $23,589.99 - Professional development provided by Scholastic Implementation Consultants. Included eight days of onsite coaching for each classroom, one full day and one half day of professional development. $31,402.44 - salary and benefits for substitute teachers for eight staff so they can attend the professional development trainings.

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.

1,080.00 * 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.

Districts will need to purchase web hosting and tech support from Scholastic each year at a cost of $1080. All districts will fund that cost through their IDEA-B grants. Therefore, this cost will not be reflected as an expenditure in the five year forecast, and there are no new/recurring costs.

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.)

Savings will be realized by districts in the reduction of instructional time for struggling learners in order to close their achievement gap. Additional savings in time with Guidance Counselors and Administrators will occur due to the increased achievement of students. At-risk students also have lower attendance rates and savings will occur by increasing student motivation to attend school. Although there are intangible savings and difficult to quantify, improving the outcomes of at-risk students has a value that cannot be ignored.

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 equivalent 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.

Math 360 is self-sustaining because Math 180 student licenses, once purchased, are perpetual and do not require a yearly renewal fee. Professional development for staff will occur during the grant period, and the Moodle site for collaboration does not involve additional costs for the district. The singular additional cost to districts for tech support and web hosting services will be paid through the districts’ respective IDEA-B grant and will not increase expenditures in the five year forecast.

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 schools.)

* Proposal Timeline Dates

| Plan (MM/DD/YYYY) | 10/25/2013 |

| Narrative explanation |

The planning phase is complete with the submission of this proposal. The districts have identified the target population, staff members, and resources necessary to move forward with implementation.

Implement (MM/DD/YYYY): 01/06/2014

| Narrative explanation |


Summative evaluation (MM/DD/YYYY): 09/30/2014

| Narrative explanation |

The districts anticipate implementation with fidelity immediately upon receiving grant funds. The project will begin with a two day implementation training provided by Scholastic. District and Building administrators will also attend the two day training in order to become knowledgeable about the program in order to provide direct support to staff. Math 180 is designed with a specific scope and sequence, so teachers can begin to use the program immediately after the initial training. The potential barrier in this process have been identified as teacher engagement. Teacher engagement and willingness to follow the instructional model of Math 180 is critical to the success of this project. Each district is carefully selecting staff that are highly qualified and also invested in learning and implementing a research-based math curriculum with a high degree of fidelity. To assist in building and maintaining high fidelity during implementation, the districts are requesting funds for coaching from Scholastic Implementation Consultants within the classroom setting. Evaluation of student performance is imbedded within the instructional design of Math 180. The instructional software provides data to the teachers that inform their instructional goals within the small group instruction that occurs on a daily basis. The instructional software also collects progress monitoring data that can be viewed by teachers daily. Therefore, program evaluation will be ongoing at the start of implementation. Summative evaluation will occur in September 2014 through an analysis of data from the Ohio Achievement Assessment (OAA), Scholastic Math Inventory (SMI), and the data from the instructional software program. Project success will be measured by an increase in the number of students who score within the proficient range on the OAA, the number of students who demonstrate statistically significant growth on the SMI, and the number of students who demonstrate progress in the instructional software.

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

Through implementation of the Math 360 grant, districts will change the service delivery model when instructing struggling learners in math content. The impact will be higher rates of achievement for at-risk students and students with disabilities which, in turn, results in enhanced outcomes for these students during their school years and into their future career paths. Implementation of this project will also result in enhancing the partnership between the three school districts. By working together, we can learn from and support each other in our shared goal of increasing student achievement.
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.

Currently, our struggling readers have experienced the success of a similar program, Read 180, which has been implemented in our districts. On the average over 5 years, our districts have seen reading achievement increase 22% for our adolescent special education population. Like Math 180, Scholastic Read 180 is a research-based program designed for any student reading two or more years below grade level. It, too, leverages adaptive technology to individualize instruction for students and provides powerful data for differentiation to teachers. Both programs share the same goals, to rekindle key progressions that were not mastered previously through standard instruction while still exposing students to grade level standards. With the implementation of the new Common Core State Standards, recognizing the rigor that these new standards will demand, the need for an intensive program that will help our students read, question, comprehend, and respond to increasingly complex math tasks is imperative. MATH 180 rebuilds the key progressions that struggling math students need for success with algebra and higher-level math as defined by the Common Core State Standards. We have seen it work successfully with our struggling students in reading and expect the same results for our struggling math students.

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

* Yes  * No

22. If so, how?

Implementation of Math 180 can be replicated in other districts through purchasing the materials and professional development from Scholastic. This curriculum is designed to replace existing curriculum for struggling learners in math, so it does not require a change in the master schedule in order to implement. A potential barrier to replication is the cost of the program. In order to implement according to best practice, districts need to fund the cost of the program and also the cost of the professional development. Another potential barrier to replication is the collaboration that already exists between these districts. Wadsworth City Schools, Medina City Schools, and Buckeye Local Schools already work together on other initiatives, and we have built a sound rapport that fosters this type of collaboration. In order to successfully replicate, districts would need to have already established this type of relationship so that a common goal of increased student achievement is the primary focus. At this time, the districts are not looking to increase the scope of this project but we are willing to assist others in their implementation.

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

The substantial value and lasting impact of this program will be evident through trends of improving math scores for our targeted populations. The current research from the Scholastic Company reports achievement gains that continue to show up through subsequent years as each new cohort group moves through the program.* We believe this well designed math curriculum with supporting resources and teacher training, built on best educational practices is a great match to the Common Core standards. The comprehensive nature of the program provides teachers who teach math, confidence for implementing the state standards (while change over continues) and requires them to make changes in their teaching practice. This is an update for their teaching skills that will carry over to future years of teaching, which we believe will improve student achievement by preparing students with the knowledge and skills they need to succeed in future endeavors. Teachers often report their top needs are more planning time to find materials/plan lessons, and quality professional development, of which this program addresses and provides for both.

Math 360 will increase the passage rates of students with disabilities and within the lowest 20% by 15-20% by the end of the first year of implementation. Short-term benchmarks will be measured through progress of students on the Scholastic Math Inventory and within the Math 180 instructional software. As indicated above, student achievement will be monitored on a regular basis through the instructional software and teams will meet in April, Math, June, and September to analyze data and determine if adjustments need to be made. Math 360 will increase the share of resources in the classroom through the purchase of research-based curriculum and technology to engage struggling learners in math.

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.

Math 360 will increase the passage rates of students with disabilities and within the lowest 20% by 15-20% by the end of the first year of implementation. Short-term benchmarks will be measured through progress of students on the Scholastic Math Inventory and within the Math 180 instructional software. As indicated above, student achievement will be monitored on a regular basis through the instructional software and teams will meet in April, Math, June, and September to analyze data and determine if adjustments need to be made. Math 360 will increase the share of resources in the classroom through the purchase of research-based curriculum and technology to engage struggling learners in math.

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.

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.

AccepKristen Fongh Director of Student Services Wadsworth City Schools 10/25/2013