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Adjusted Allocation | 0.00 |
Remaining | -315,000.00 |
1. Project Title: Washington-Nile Local Straight A Grant

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 6 you seek to achieve. Please limit your responses to no more than three sentences.

Washington-Nile Local School District will infuse our district with technology resources in order to improve how adults and children alike work and learn. Partnering with Shawnee State University, our staff will welcome young, technologically savvy teacher education students as trainers who model, coach and provide planning support for district faculty in order to heighten meaningful technology integration and empower students as digital natives. Staff and children will connect with our parents and to the world in innovative ways that remedy traditional barriers.

1547 3. Total Students Impacted:

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

First Name, Last Name of contact for lead applicant: Jeff Stricklett
Organizational name of lead applicant: Washington-Nile Local SD
Unique Identifier (RNI/Fed Tax ID): 049850
Address of lead applicant: 15332 US Highway 52, West Portsmouth, OH 45663
Phone Number of lead applicant: 740-855-1111
Email Address of lead applicant: jeff.stricklett@wz.k12.oh.us

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

First Name, Last Name of contact for secondary applicant: N/A
Organizational name of secondary applicant: N/A
Unique Identifier (RNI/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

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 (RNI/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

David Todt, Provost & VP Academic Affairs Shawnee State University, 230 Second Street, Portsmouth, OH 45662 740-351-3472 dtodt@shawnee.edu

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

* 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 the proposed initiative.

Implementation of the Straight A Grant initiatives will be the joint responsibility of Jeff Stricklett, Superintendent Washington-Nile Local SD (W-N) and David Todt, Provost, VP Academic Affairs at Shawnee State University. The Straight A Grant planning and implementation team also includes Darrel Rudmann, Acting Chair SSU Education Department, Shawnee State University (SSU) Education Faculty Xiaoan Huang, Jerad Cohen, & Kenneth Carlson, Lisa Cayton, Curriculum/Federal Programs Coordinator W-N Local, Building Principals and Bill Deacon, W-N Technology Coordinator, W-N Administration and SSU Education faculty met in September 2013 to begin planning efforts for Straight A Grant collaborative design. Previous joint endeavors with SSU began as early as 1992 within a School to Work collaborative and also includes a Tech Prep consortium as well as implementation of the 21st Century Grant utilized to provide a long-standing, after school enrichment and summer school program for children. Technology infrastructure installation, procurement of mobile devices and other related resources will be the primary responsibility of W-N's Technology Coordinator - as planned for collaboratively in the Straight A Grant planning team. Once technology is in place, the building tech coordinator will notify the implementation/planning team. While technology tools are being installed/uploaded, Ms. Cayton will work in conjunction with building Principals to place SSU students in appropriate classrooms for January '13 courses (and continuing in Fall '14). SSU professors are responsible for preparing SSU students to work in W-N classrooms and will provide SSU students with course work that develops a strong research-based foundation regarding technology integration practices in educational settings. Additionally, SSU faculty will provide onsite monitoring and collaborate with building leadership regarding teacher apprentice placements. W-N staff (volunteers initially) will work with SSU students to integrate technology as students and teachers implement Ohio's college and career ready standards. Specific details for securing teacher leaders and after school technology access will be the responsibility of the W-N Administrative Team. This team meets weekly to proactively deal with district initiatives/expectations and includes all district and building administrative faculty. All project implementation will be overseen by this body. Building principals have a well-established working relationship with SSU's education faculty in placing teacher education students in district classrooms each semester. As a public school, the school treasurer ensures accounting practices that are in alignment with auditing procedures as mandated by law.

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.
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: Increase student achievement through the use of technology as measured by observed adult/childish technological engagement (walkthrough documentation), as well as formative and summative student growth evidence. This goal and instructional design - as described below - reflect Silver, Strong, and Perini’s “Teaching What Matters Most” (2001). Increased student achievement will occur as children and adults learn and work in new ways that embrace technology as a tool. SUU “teachers” will provide modeling and support for increasingly innovative & effective learning opportunities for students that promote 21st century thinking skills as expected in current curricular standards: mining, analyzing and evaluating information found through online access, conducting problem solving through interactive sites, as well as communicating in flexible groupings in and out of school. Improved technology access equates as well in cost effective and critical shifts within new standards including current informational text sources, rigorous complex texts, geography-related sites and materials, as a few examples. Thoughtful technology integration can also afford young writers opportunities for a wider audience through blogs, wikis and other internet connections...

13. Financial Documentation - All applicants must submit 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.

Nile uploaded the Straight A Financial Impact Template.

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

   315,000.00 Total project cost

15. What are the new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

   26,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

   * Narrative explanation/rationale: Provide details on the cost 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.

   Recurring costs are anticipated in 2 areas including technology maintenance/upgrade and after school technology lab access. W-N calculates annual technology expenditures (upgrades) will be approximately $35,000. One half of this amount ($26,000) is expected to be eliminated through private corporate donations. Currently, most of the hardware at the MS & HS were generated through corporate donations, and continue this partial support of technology upgrades projected at a similar rate in light of donor limitations for hardware-only availability. Specifically, sustaining the project's focus of utilizing current technology has been calculated at $26,000 based on the following considerations: a) W-N utilizes a 6 yr. cycle for replacing all equipment in the district based on current technology warranties (full warranty on "new" equipment for 6 yrs.), b) 900 devices will need upgraded over a 6 yr. cycle (900/6 = 150 devices upgraded annually) & $300/device for a total of $52,500 in annual expenditures (upgrades) will be expected to result in a decrease of $52,500 divided by 6 years or approximately $8,750 per year in annual technology expenditures (upgrades).

   Conversely, new/recurring costs for technology upgrades are expected to be covered through cost reductions realized through project implementation. These cost reductions are evidenced on the submitted Financial Impact Table (line item 3.04 Supplies and Materials). After school technology access are expected to be offset by fees for courses on a sliding fee scale as described in question #14. An hourly fee has been set at $10 (2 hours), $25 (5 hours), $40 (8 hours), $50 (10 hours) per student. If students provide proof of need via proof of free or reduced lunch, the sliding fee scale will be reduced to $5 (2 hours), $12.50 (5 hours), $17.50 (8 hours), $20 (10 hours) per student.

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

   26,000.00 * 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.)

   Technology upgrade costs will be offset by reduced expenditures on hard, paper-bound textbooks and other resources. Previous textbook expenditures average $10,000/yr. Elimination of additional paper text resources will generate another $10,000 in annual savings for a total reduction of $26,000 in paper-related resources. This represents a 1:1 expenditure/savings to sustain the project's recurring technology upgrade costs. The Straight A Fund Financial Impact Table (line item 3.04) notes a diminishing level of expenditures (with the 2% inflation). Expected budget reductions (paper resources mentioned above) are calculated in light of district shifting to Common Core State Standards (CCSS). Increasingly, teachers will rely less on textbooks and more on informational text sources. Access to electronic resources and online sources. "New" standards expectations (including OTEs teacher evaluation criteria) move classroom practices to authentic student engagement - students as researchers, scientists and collaborators of learning. Previous instructional practices rely on paper products (texts, maps, worksheets, etc.) while students are now being asked to learn through analytical and investigative problem solving endeavors, as well as mining & using informational sources. Additionally, an examination of expected increases in test levels suggests our district would need to invest dramatically to upgrade current textbooks and other reading materials. The CCSSL 3-5. Appendix A, p. 4 states that "being able to read complex text independently and proficiently is essential for high achievement in college & the workplace..." and further notes that the consequences of insufficient high text demands ... are disproportionately severe for those who are already most isolated from text before arriving in school. W-N OA/LA has increased its technology funds to offset this intervention from day one. If our students do not gain access to higher text complexity at school, they will not be getting it elsewhere. Project implementation significantly improves local online access to current and more complex levels of text immediately. Project implementation will provide a critical means for transitioning to online resources that support investigations and instructional materials for our impoverished students. Expected savings from project implementation are derived for instructional materials that are noted as costs in the project budget. Extra fees and other instructional materials that are noted as "other paper related expenditures" will be calculated as part of the acquisition of new equipment that will be covered under warranties and replaced on a 6yr. cycle.
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 of 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.

Sustaining recurring costs for technology upgrades ($26,000) will be achieved through reductions in expenditures for hard-copy textbooks, as well as through additional savings for online resources and consumables (as listed in #12 & #18 above) through a switch to an online system. Annual savings are forecasted to be $26,000 ($16,000 textbook + $10,000 other paper resources). This represents a 1:1 expenditure/savings to sustain the project’s recurring technology upgrade costs. The Straight A Fund Financial Impact Table (line item 3.040, Supplies & Materials) notes a diminishing level of expenditures (with 2% inflation). The W-N Financial Impact Table evidences the recurring costs for maintenance in line item 3.030 Purchased Services. Maintenance expenditures have been a recurring cost that predates grant implementation and are not solely a product of this initiative. Possible additional maintenance costs for an increased number of technology devices will be offset with the acquisition of new equipment that will be covered under full warranties and replaced on a 5-yr. cycle. Salary expenditures for after-school access to technology for students and families is expected to be offset by course fees. Families will be asked to provide lab fees at a rate established through a sliding scale. Any parent whose family qualifies for free/reduced lunch will receive course fees free of charge. Each professional development plans reflect a no-cost, train the trainer model with teacher leaders as trainers in conjunction with an ongoing partnership through SSU. Initially, teacher education students placed in W-N classrooms with pilot volunteers (teacher leaders) will model and construct the technology integration practices implemented in coursework at SSU. W-N teacher leaders will provide ongoing, no-cost training and support for colleagues as the project broadens and deepens through school year 2013-14 and beyond. Existing job-embedded planning time will be utilized as resources for coaching and support opportunities.

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 implementation that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): September 30, 2013

Narrative explanation

Upon notification of the grant award in December 2013, district administrative staff will promptly finalize implementation details for 14-14 in conjunction with the district technology coordinator, as well as schedule a meeting with Shawnee State University. SSU professors are on winter break during the month of December. Additional planning will reconvene in January 2014 when faculty return from break and students have enrolled in winter technology courses. Because the grant turn-around time is brief and in order to eliminate classroom interruptions, the district technology coordinator will seek input on planning hours. Utilizing a site walkthrough strategy, (utilized by SSU professors and pilot volunteers) will receive orientation/training during job-embedded planning time to avoid after school conflicts. Project effectiveness analysis will culminate the 2013-14 school year and includes qualitative & quantifiable survey data, as well as qualifiable results evidenced in observed walkthrough data (technology use for students, staff, and families). Washington-Nile's Local Curriculum Director will compile and disseminate initial data to all stakeholders within/outside of the district by June 30, 2013 to use for 2014-15 planning. Project expansion through 2014-15 will be further developed in August 2014 in conjunction with SSU and W-N staff in light of critical and quantifiable survey data collected and observed during the initial phase of implementation (through June 2014).

Implement (MM/DD/YYYY): March 1, 2014

Narrative explanation

In addition to pilot programs in January 2014, implementation efforts will scale up that include: a) purchasing equipment, b) contracting installation services, c) identifying W-N Teacher Leaders as project pilot volunteers, d) seeking after school tech lab personnel, and e) establishing a sliding fee structure for after school participation. Communication and coordination regarding planning and implementation details will occur as part of the existing weekly meetings that include all W-N leadership (Superintendent, Treasurer, technology, curriculum, building principals, etc.). Straight A will become a weekly agenda item. As an outgrowth of these weekly meetings, W-N Superintendent will assign faculty to further communicate project updates as appropriate with the OP District Leadership Team, local school board, faculty, families, as well as the SSU education department through Darrell Rudmann, Acting Chair SSU Education Department (as designed during Fall 13 collaborative planning with SSU faculty).

Throughout February 2014, the following tasks will commence: a) equipment installation, b) staff orientation/training, c) promotion of after school hours/courses, and d) compilation of baseline measurements regarding technology use. Teachers will begin using technology as measure once installation occurs (no later than March 3, 2014). SSU students will be placed in teacher leader classrooms by late January (once student rosters are finalized) and will utilize existing equipment as possible until new resources are available. Also, the anticipated opening of the library/tech lab for after school hours will be March 1, 2014. Project implementation will continue through the end of school (May 21, 2014, last day for staff) and culminate with the 2013-14 project with data gathering/sharing. Data dissemination will include: a) adult & student measures, b) higher cognitive instructional strategies, and c) final evaluation results (SLOs) as well as administrative walkthrough data. Stakeholder surveys will provide qualitative information as well (to be completed by May 21, 2014). By June 30, 2014, W-N's district coordinator will finalize & share results with all stakeholders including the local school board, SSU & the community. These results will be utilized in August 2014 as W-N staff meet with SSU faculty to plan '14-'15 improvements and design responsive plans to broaden project impact.

Summative evaluation (MM/DD/YYYY): June 30, 2014

Narrative explanation

Potential barriers include delays in equipment installation and challenges related to matching SSU students with staff. Should installation be delayed, staff will proceed with current equipment as limited by access. The technology district coordinator will contract installation providers to complete work during evening hours to avoid instructional interruptions. Installation could be completed over the summer with the implementation completed achieved during August and September 2014 and continuing throughout the 2014-15 school year. Moving installation to the summer would eliminate $10,000 in installation costs. Limitations related to SSU students would include appropriate matches of student license levels with willing staff. Placing educational technology course students (Educational Media, Technology & Peers, EDUC 2230 & Technology Education, EDUC 5502) in their license areas with subject and age-appropriate classrooms may limit student placement and, therefore, implementation. Final reports will be generated by the technology integration of experiences students and families to face new challenges related to appropriate use of technology as resources as planned. Policy updates have been completed in anticipation of new uses and in order to overcome potential challenges to innovation. As staff implement the Straight A Project, further policy changes will be likely.

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

By infusing our district with technology resources, we will realize critical instructional and organizational changes in how adults and children alike work and learn. Partnering with SSU, teacher education students will provide modeling, coaching and planning support for district faculty in order to heighten meaningful technology integration. Experienced faculty will work in collaboration with SSU teacher education students in real-time application of innovation standards implementation. Also, staff and children will connect with parents and the world in novel ways that remedy conventional barriers through online capabilities not currently possible. Virtual learning will also broaden opportunities for students to connect with the world beyond our rural area. As example: currently, W-N’s HS music teacher is connecting online with former W-N students attending Ohio colleges. Music majors are stepping out of college classrooms and in front of webcams to provide innovative musical training to current high school students. Other staff have linked with experts, other classrooms and educational experiences across the globe, but efforts have been limited due to an antiquated distance learning lab capabilities. Unless opportunities to expand online instructional options can be possible with improved infrastructure and devices through Straight A project implementation. Students will be able to visit museums, talk to scientists and explore the planet in ways never before possible. As teachers attend to the demands of national & state standards, faculty will access greater text complexity and informational text sources, analyze current geographic features, compare/contrast primary sources, compile and prepare data/information and publish through online access. Experienced faculty will work in collaboration with SSU teacher education students (graduate & undergraduate) to model, teach and coach W-N teacher leaders that have agreed to work collaboratively with them. Young, tech-savvy teacher education students will study research-based technology integration practices with SSU professors that they in turn apply within W-N classrooms to energize and invigorate instructional strategies. Participants in initial project implementation (teacher leaders) will be the seeds through which lasting technology integration will grow throughout the district.

These teacher leaders will share innovative ideas, successes and lessons learned with colleagues as the project is broadened and deepened through the coming years. Realistic and significant changes include: 1) increased student engagement, 2) increased success for students as educators and parents partners and learners themselves, 3) heightened teacher leadership & 8) education costs for paper-related resources.

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.

Straight A Grant initiatives are based upon ISTE research which lists effective technology integration practices: 1) Professional development that is consistent, ongoing and current, 2) Practitioners’ direct classroom application of technology aligned to standards, 3) Technology incorporated into daily learning for students, 4) Individualized feedback to students and teachers, 5) Student collaboration through technology use & 6) Project-based learning and authentic simulations (Policy Brief, Technology Use & Student Achievement - The Indelible Link, ISTE, 2008) W-N Straight A Project implementation is centered upon innovative practices that result from ongoing, variable & current professional development. Young and experienced teachers work collaboratively to apply technology aligned to the standards. Thoughtful classroom integration will include opportunities for students that promote 21st century skills as expected in current curriculum standards: mining, analyzing and evaluating information found via online access, conducting problem solving through interactive sites, as well as communicating, collaborating, publishing, and producing in flexible groupings in/out of school. This work embodies ISTE
Other districts most certainly could replicate various aspects of the Washington-Nile Straight A Grant initiatives. Any school district with access to local university students as partners for providing on-site technology integration support could implement this cost-effective professional development replication. Replicating this initiative would involve building a mutually beneficial opportunity in collaboration with university leadership and time effort considerations include meeting with university leadership & local faculty to develop a common vision for project development and student placement. W-N has a long-standing partnership. Straight-A project implementation is a natural outgrowth of this working relationship. Other entities may need to expend additional time developing a partnership with university staff. W-N project design calls initially for willing teacher leaders as a beginning point. Teacher leaders, cultivated as a project dividend, would provide additional support for further implementation. Expansion is a critical component of local plans to increase the scale and scope of the project. Because W-N can take advantage of existing avenues for job-embedded collaborative opportunities to broaden and deepen the project, this is a no-cost advantage in the local context. Other districts with similar opportunities might capitalize in making lasting impacts through these venues as well. Additionally, districts broadening on-site resources in lieu of costly paper materials might also replicate cost reductions while simultaneously accomplishing the ultimate project goal of increasing student achievement. Districts/buildings interested in opening their doors afterhours to provide technology access to students and families that do not readily have access could accomplish this project initiative through a variety of means - as we have planned. Local university students could tech support and instruction for families without cost while gaining valuable teaching experience. Offering evening courses on a sliding fee scale can also be a means for providing additional access to multiple stakeholders in a self-sustaining manner.

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

Straight-A Project implementation will provide crucial resources that will enable our district to become a change agent in overcoming local poverty challenges while providing meaningful opportunities for teachers to develop as professional leaders (in W-N it is assumed that no other resources in W-N/W would have if any other means instructional technology will not have if any other means instructional technology was in place to track the program's progress). W-N's specific benchmarks, including long and short term goals listed below, consist of achievement/growth as well as changes in both adult and student behaviors. Following a line of thought, that if teachers more consistently utilize technology as a means for engaging students and asking students to work at higher cognitive levels than they are currently, THEN student achievement should rise from current levels. As shown with the DLT, the local community will have little if any access to educational technology via any other means than what they have at/through the school.

W-N's District Leadership Team (DLT) has established "a year's worth of growth" as the primary student achievement goal within the Ohio Improvement Process. Use of Value Added results and Student Learning Objectives as final, long term measures of student achievement should evidence "a year's worth of growth" for 95% of all students with implementation of the project by 2019. Over the next 5 years, staff will vet current assessment results and participate in Assessment Literacy training, becoming more skilled at designing appropriate measurement assessments. Currently, staff members are implementing SLO's for the first time during the '13-'14 school year. Student achievement results are a "work in progress." Much of the data will be collected by administrative staff during ongoing walkthroughs (Marzano research-based practices) as directed by the W-N DLT. Data is housed within Teachscape's web based program. W-N's curriculum dir. compiles graphed reports for the DLT, school board and others minimally 3 times/year and will include the addition of project goals as seen below. SLO & EVAAS student growth data will be compiled within eTPESS by May 1 annually and shared by the curriculum dir. (#2 below). Parent data (#5) will be gathered from course participants by after school faculty. The treasurer will report fiscal information as designed in #7 below. Short-term measures (beginning June 2014 and annually through June 2019) include annual 10-15% increases for #1-4: 1) increased, meaningful technology integration (operationalized as vehicles to meet the project goals and objectives, high cognitive tasks and problem solving/critical thinking), 2) increased student achievement as measured by SLO &/or EVAAS results (3), 3) increased higher cognitive instructional strategies (application level or higher), correlated with technology use 4) increased student engagement 5) increase in parent access, as measured by quantifiable numbers of use and parent surveys providing feedback regarding effectiveness of courses, resources, etc... 6) development of teacher technology leaders that provide critical on-site support to colleagues as the Straight-A Project continues to expand through 2014-15. 7) Reductions in paper-related expenditures for sustaining technology upgrades as measured annually (July 2007 - Dec. 2012 baseline) through July 2019. The primary long-term measure toward the goal of increased student achievement is: 95% of students will reach a "year's worth of growth" by 2019.