<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>0.00</td>
<td>0.00</td>
<td>105,922.30</td>
<td>5,500.00</td>
<td>680,787.40</td>
<td>0.00</td>
<td>792,209.70</td>
<td></td>
</tr>
<tr>
<td>Support Services</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Governance/Admin</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Prof Development</td>
<td>7,200.00</td>
<td>1,112.40</td>
<td>12,700.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>21,012.40</td>
<td></td>
</tr>
<tr>
<td>Family/Community</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7,200.00</td>
<td>1,112.40</td>
<td>118,622.30</td>
<td>5,500.00</td>
<td>680,787.40</td>
<td>0.00</td>
<td>813,222.10</td>
<td></td>
</tr>
<tr>
<td>Adjusted Allocation</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Remaining</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-813,222.10</td>
<td></td>
</tr>
</tbody>
</table>
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:** Project STAR (Systematic instruction To help Students Achieve in Reading)

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

Project STAR is an academic initiative that will focus on improving student achievement through a specific concentration on instructional strategies that positively impact the reading instruction in grades K-12 at Waverly City Schools. The goal of the program is to improve the reading levels of all students through systematic instruction, community mentoring, and upgraded technology in each classroom. Project STAR will enable classrooms to have a greater share of resources to improve reading instruction and student learning.

2266  Total Students Impacted:

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

First Name, Last Name of contact for lead applicant: Melissa Marquez
Organizational name of lead applicant: Curriculum Director
Unique Identifier (IRN/Fed Tax ID): 049148
Address of lead applicant: Waverly City Schools, 1 Tiger Drive, Waverly, Ohio 45690
Phone Number of lead applicant: 740.947.4770
Email Address of lead applicant: mmarquez@waverly.k12.oh.us

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

First Name, Last Name of contact for secondary applicant: Claudia Zaler
Organizational name of secondary applicant: Treasurer/CFO
Unique Identifier (IRN/Fed Tax ID): 049148
Address of secondary applicant: Waverly City Schools, 1 Tiger Drive, Waverly, Ohio 45690
Phone number of secondary applicant: 740.947.4770
Email address of secondary applicant: czaler@waverly.k12.oh.us

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:

Cheryl Francis Waverly City Schools Superintendent IRN 049148 Waverly City Schools, 1 Tiger Drive, Waverly, Ohio 45690 740.947.4770 cf Francis@waverly.k12.oh.us Edward Dickens Waverly City Schools Assistant Superintendent IRN 049148 Waverly City Schools, 1 Tiger Drive, Waverly, Ohio 45690 740.947.4770 edwarddickens@yahoo.com Patrick Williams Technology Director IRN 049148 Waverly City Schools, 1 Tiger Drive, Waverly, Ohio 45690 740.947.4770 mback@waverly.k12.oh.us Bill Hoover Waverly High School Principal IRN 039999 Waverly High School, 1 Tiger Drive, Waverly, Ohio 45690 740.947.7701 bhoover@waverly.k12.oh.us Cynthia Houk Waverly Junior High School Principal IRN 037245 Waverly Junior High School, 3 Tiger Drive, Waverly, Ohio 45690 740.947.4527 chouk@waverly.k12.oh.us Andy Siedelmeoyer Waverly Intermediate Principal IRN 040410 Waverly Intermediate, 5 Tiger Drive, Waverly, Ohio 45690 740.947.5173 asiedelmeoyer@waverly.k12.oh.us Ashley Stukey Waverly Primary Principal IRN 009407 Waverly Primary, 7 Tiger Drive, Waverly, Ohio 45690 740.947.2813 astuley@waverly.k12.oh.us

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.**

Currently, the Waverly City School District is involved in the Ohio Improvement Process. Through this process, the district leadership team makes decisions that impact the curriculum or involves the implementation of new programs or projects. Each of the four building leadership teams will carry out tasks or implement necessary changes. In essence, each building leadership team will help implement the overall objectives of Project STAR. Specific tasks and steps will be assigned to each building by the district leadership team. The teacher based teams will continue to analyze individual student data and adult implementation indicators to monitor the progress of students’ reading achievement. This information will be reported to each building leadership team and then monthly to the district leadership team. The technology coordinator is an integral part of Project STAR because of the implementation of the upgraded technology that the project includes. The district’s infrastructure and professional development on this technology is crucial to the success of the program. The district’s financial department will be very involved in Project Star. The chief financial officer and curriculum director will work collaboratively to ensure that designated funds are properly appropriated in accordance with the designated budget. Project MORE is a scientifically based volunteer reading mentoring program that has been implemented in our school district. Project MORE was designed to raise the expectations and performance for children with disabilities in the area of reading, but has also proven effective for students at-risk for reading failure. The teacher teams from each building would be very active in the implementation of Project STAR since it involves many practices from the Project More program, such as, guided reading, one on one instruction and differentiated instruction through the use of technology. RSVP is one of the largest volunteer networks in the nation for people 55 and over. Waverly Primary and Intermediate schools are partnering with this organization to gain mentors that will be able to read one on one with struggling readers. In addition, mentors from businesses and the local community are recruiting and attending the Project More professional development. These mentors would also be trained on the LearnPad tablets because the technology acquired through the Straight A fund would be utilized by the mentors when working with individual students on reading skills.

**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**

Project STAR will impact reading instruction that takes place in the classrooms of the Waverly City School District. Teachers will receive extensive professional development through instructional coaching. An instructional coach is responsible for bringing instructional practices that have been studied using a variety of research methods into classrooms by working with adults rather than students. The instructional coach will come to school buildings and will work with groups of teachers. This onsite professional development will enable the coach to offer classroom modeling, provide supportive feedback, and complete specific observations of individual teaching practices. The coach will continue to visit individual classrooms to provide professional development throughout the school year. A variety of reading interventions and programs will be implemented and maintained to ensure that all students are receiving differentiated instruction that will promote reading growth. AIMSweb, My Reading Coach,
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. With Waverly Primary School’s desire to fully implement cutting-edge reading instruction, the school’s staff will be provided with a variety of resources to be used for differentiated classroom instruction. Each student and the teachers in grades K-8 would be provided a LearnPad tablet and students in grades 9-12 would have access to classroom sets of iPads. This would enable teachers to safely deliver unlimited, digital curriculum and instruction anywhere. The LearnPad tablet supports tablet “apps,” websites, and Flash based eLearning content. Teachers and students will have simple classroom controls so videos, music, and documents can be used in a directed, instructionally sound manner. LearnPad comes with a retrieval access any time and anywhere. With the LearnPad, teachers can easily access a simple interface to share materials and content packs are available from an online content store. In addition, leveled books from Learning A-Z can be downloaded on the tablets so the district would not have to purchase additional literacy textbooks or leveled books. This will also decrease the expense of printing leveled books and other materials. High school teachers will have the advantage of using a portion of the Straight A fund to purchase educational applications and digital books to use for classroom instruction. With a 65% poverty rate, many of our students do not have access to computers and the internet at home. Limited access to computers and the internet during school hours. LearnPads and iPads are technology tools that many of our students would never have the opportunity to use. These interactive devices would help students practice and prepare for the future online PARCC assessments, educational experiences after high school, and develop 21st century learning skills such as, critical thinking, problem solving, and collaboration. Stakeholders from the local community will be involved in the project through mentoring programs offered in the school buildings. These mentors will be trained in guided reading and materials will be readily available by providing a digital curriculum on the LearnPad tablets. The goal is to implement the mentoring program in three buildings and to include high school students as mentors for younger students in the district. High school students would eventually be able to gain credit for their participation in the mentoring of Project STAR.

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 reflect or provide information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial 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.

NA

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

$81,222.00 * 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, RTT 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.)

$68,787.40 is included in the budget to purchase technology equipment including the following: 1,600 LearnPad tablets with charge carts, and SMART Response (24 remotes to use with SMART boards). This amount covers one time cost items. In the future, money to replace damaged items would come from the general fund or Title II funds if permitted. $105,922.30 would be used to cover the prices of annual subscriptions of instructional programs that have already been purchased by the Waverly City School District: Learning A-Z, Study Island, AIMWeb, and Reading Coach. All of the annual licenses for these instructional programs have been purchased with funds from Title I, Title IV-B, and the general fund: $831.40 is designated to cover the salaries and benefits of substitute teachers so that regular classroom teachers can participate in site professional development. This professional development money would involve 72 days of PD for teachers from three buildings. Future instructional coaching or on site professional development can be sustained with Title I or general funds because benefits of substitute teachers that may result from the implementation of the innovative project?

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

$62,147.00 * 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.

The district currently and will continue to maintain the costs for professional development, instructional materials, and the annual subscriptions for the following instructional programs: Learning A-Z, Study Island, AIMWeb, and Reading Coach.

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.)

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.

Project STAR was established to cover the cost of the hiring of three additional instructional coaches. As a result, the grant would provide the means to staff the project. New funds would be allocated to Project STAR for the next five years. These funds would be used to fund the ongoing costs of the project. The grant would also provide the means to purchase the materials and equipment necessary to implement the project. The project would continue beyond the grant period and would be self-sustaining through the savings realized from the use of technology.

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 professional development being included in the project budget and will be sustained by using professional development money currently being incurred by Title I and the general fund. The reduction of off-site professional development travel and expenses will help offset the cost to maintain on-going training. The licensure costs related to the instructional programs being included in the budget for professional development, $500 which would be used for the teachers to purchase educational applications and digital literary downloads from Apple and other websites for the iPads and LearnPad tablets to support the district's curriculum. An additional $500 is designated to cover miscellaneous supplies, such as printed surveys that will be used to evaluate the impact of Project STAR.

* Narrative explanation:

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

* Proposal Timeline Dates

| Plan (MM/DD/YYYY) | 08/21/2013 - 12/23/2013 |

* Narrative explanation:

* Teachers have received and will continue to receive professional development on programs involved with Project STAR. Teachers received training on the AIMWeb program on August 21, 2013 which means the web-based program is totally implemented in grades K-8. This program enables teachers to monitor the progress of individual students. Teams from three buildings participated in Project More training in September and November 2013. As of October 28, 2013, Waverly Primary has implemented the Project More tutoring program. The building administrator had an informational meeting about the program. Parents, community leaders, professionals from local businesses, representatives of RSVIP, and professionals from the school district were invited to the meeting about Project More. The goal is to begin the mentoring program at Waverly Intermediate in January. There is a concern that we may not be able to schedule enough mentors to work with all the students with disabilities and low reading levels. Our team leaders are reaching out to local businesses, parents, and RSVIP to mitigate this issue. The goal is to involve high school students in the mentoring program because this will provide additional mentors for our youngsters. Teachers are receiving professional development on the Learning A-Z program on October 29, 2013. This training will assist teachers to access to printable and projectable books at 27 reading levels, in-depth guided reading lesson plans and assessments, books and resources correlate to state and Common Core Standards, and multilevel books for differentiated instruction. This training will hopefully motivate all teachers to use guided reading practices and to differentiate instruction in the classroom. Materials from Learning A-Z will be provided to the mentors who are working with our individual students. Two instructional aides and an intervention teacher will be working to print
Implement (MM/DD/YYYY): 01/06/2014-2/28/2014

* Narrative explanation

In January, Students will be assessed with reading probes from AIMSweb. This data will be analyzed and compared to data collected in September. Grade level teacher based teams can determine instructional practices to use in the classroom to differentiate instruction to meet the needs of individual students. This data will also be used to identify strengths and needs within the classroom. January 6, 2014 is a waiver day for teacher instruction. Teachers will receive professional development on the Learnpad tablets (grades K-8) and iPads (grades 9-12). At the completion of the training, teachers will be expected to implement the technology tools into the curriculum. It will be a huge endeavor to provide every student in grades K-8 with a Learnpad Tablet. The high school students will have iPads and a process for managing the use of tablets for the curriculum that is currently challenging for many of our teachers. On-going professional development and support from the district's technology director will be necessary. During January - February 2014, teachers from Waverly Primary, Waverly Intermediate, and Waverly Junior High will receive on-site professional development from an instructional coach. This coach will work with groups of teachers by modeling reading instructional strategies and observing individual teaching practices. This coach will work with teachers K-5 for 3 hours each week and grade 6-8 for 4 hours each week with the teachers from grades 4-8. Substitute teachers will need to be scheduled for grade levels as they participate in the group coaching sessions. This on-site professional development will be challenging for teachers and will be very important for building administrators to help develop a positive climate so the instructional coach can develop rapport with the staff. In the months of March-March, the instructional coach will return to the classrooms on four dates to follow up with the on-site professional development. The on-site professional development will be a mixture of classroom observations, grade level team coaching discussions, and group coaching sessions.

Submittal of data: The final teacher in-service day is May 30, 2014. Teacher teams will compare and analyze student data to evaluate the overall impact of Project STAR on student achievement. Teachers, parents and students will be surveyed about the implementation of the Learnpad tablets, iPads, Project MORE, and the systematic instructional practices. The results of the student data and the survey will be analyzed by the building leadership team and the district leadership team. This information will be reported to the school board at the June 2014 meeting. A final report will also be posted on the district’s website and in the local community newspaper. This report will clearly identify the impact of Project STAR in regards to students, teachers, parents, and members of the community.

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.

Project STAR has been developed based on research from Project MORE, guided reading, and the use of technology to increase student engagement. According to an independent evaluation conducted by the Center for Evaluation Services, Bowling Green State University during the 2002-2008 school years, Project MORE significantly increased the reading levels of students with disabilities on both informal and standardized reading assessments. Based on the independent evaluation, Project MORE has demonstrated that 1.1 structured, volunteer reading mentoring is Effective, Affordable, Replicable and sustainable (EARS). Project MORE: Mentoring in Ohio for Reading Excellence is a scientifically based reading research program that follows the No Child Left Behind high expectation for all student initially. Project MORE was designed to raise the expectations and performance for children with disabilities in the area of reading, but has also proven effective for students at-risk for reading failure. Independent research findings consistently report students with specific learning disabilities make month for month reading level gains when they are 1:1 reading mentored four times/week for 30 minutes. Two aspects of the project have been evaluated by Project MORE students stand out: 1) For the average MORE student, the reading gains represent month-month increases in achievement, an impressive impact overall student achievement. 2) In nearly 40% of the comparisons between MORE students and similar students with reading disabilities, Project MORE students outperformed comparison students to a statistically significant degree. Guided reading has been a key component of Project MORE. Guided reading is a small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The process of guided reading involves teaching and asking questions about a graphic organizer, class instruction, modeling a strategy, discussing a strategy and engaging a variety of fiction and nonfiction texts. It allows for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading (Fountas & Pinnell, 1996). Guided reading lessons create engagement and motivation for reading. Project STAR will provide the teachers the opportunity to learn and practice reading strategies in their own classroom with a coach to guide them as they improve their instructional methods. Schools that take a systematic and planned approach to using technology to support learning have higher student achievement than other schools. The schools that implemented technology have a well-developed vision for learning and manage their use of technology in support of this. They develop teacher skills and curriculum support to build habits and competency in using technology effectively in independent learning. Targeted use of technology to improve (making more efficient or effective) specific aspects of learning based on a systematic understanding or model leads to positive impact. Supporting schools in focusing on and developing their approaches to and vision for learning is fundamental to embedding learning gains from technology. Project STAR will lead our school district to use technology at the classroom level to engage students in their learning.

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

No

22. If so, how?

Project STAR can be replicated in other districts in Ohio. The Waverly City School District would be more open to have teachers and administrators from other districts come and observe instructional practices in classrooms. Project STAR would show observers how the mentoring aspect of the program operates. Instructional practices, such as guided reading, differentiating instruction, instructional coaching could all be part of the professional development. Teachers and administrators could share information in regards to the different interventions and programs that are utilized to help with technology. Wilberforce, AIMEweb, My Reading Coach, Learning A-Z, and Study Island. It would be very important to share the methods in which data is collected and analyzed on each individual student. Other districts would be invited to observe the Learnpad tablets and iPads are integrated in the curriculum and used in the classroom. Classroom observations would provide perspective on the impact that technology has on student learning and instructional practices in the digital world. Waverly City Schools can be an example of a 21st century district that promotes global learning.

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

Project STAR will impact the Waverly City School District for years to come. The implementation of consistent instructional practices in the classrooms will impact reading achievement, which will directly impact overall student achievement. There will be a clear shift in the way that reading is being taught to students due to the concentrated professional development provided to teachers. The project will provide the community in this effort by having professionals from businesses, volunteers from local agencies, parents, and grandparents come to the schools and work one on one with students in reading. Project STAR will unite our community and school district and this will help create a positive culture that will motivate students to academically thrive and achieve. Project STAR will provide students with teachers and teachers with Learnpad tablets and iPads. The upgrade in technology will serve as a motivator for students and teachers. When students are using technology as a tool or a support for communicating with teachers, they are more likely to engage in the learning process. It is evident that the parents are more participative in their child’s education and providing substantial guidance and nurturing student activity. The Waverly City School District is located in Pike County in southern Ohio. Pike County has one of the highest unemployment rates in the state. Sixty percent of our students come from economically disadvantaged backgrounds and this carries over to the classroom. Project STAR would provide these students with technological tools that many may never have the opportunity to use in their home environment. The parents would be engaged in their children’s learning and this could also have a positive impact on student achievement. It would be very important for parents and students to be engaged in the learning experience and help them become more globally aware of the fact that they will have more exposure to practical resources outside of their daily environments. This upgraded technology will be utilized in other subject areas and will hopefully improve overall instruction across the district.

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.

Project STAR is expected to impact the overall reading achievement of students in the next five years. Specific benchmarks can be analyzed each school year because data will constantly be collected through AIMEweb, formative, and summative assessments. This data will be analyzed at grade level teacher based teams meeting on a monthly basis. Kral scores (kindergarten), diagnostic assessments (grades K-2), Diagnostic Assessment of Reading Lexile (grades 3-4) and the Ohio Graduation Test are all standardized data that will be carefully analyzed at the building level for each student. The results of these assessments will help measure the impact of Project STAR. At the conclusion of each school year, this data will be compiled in a final year report to measure the effectiveness of Project STAR. The instructional practices of teachers will also be monitored. Each year teachers will complete a pre and post survey about their instructional practices. The adult implementation of Project STAR will be monitored by building principals completing classroom inform observations and collecting data or information about the instructional practices in the classrooms. This data and information will be analyzed by the building and district leadership teams and will be included in the end of the year report. The impact of the Learnpad Tablets and iPads on student learning will be analyzed by collecting surveys from students, teachers, parents, and mentors. The utilization of the tablets in the classrooms will be monitored by classroom observations and usage logs through the management and wireless systems. These logs will indicate what classes are using the tablets and the amount of time they are being used. The technology director will provide this information to the building leadership teams so they can be reported to the district leadership team on a quarterly basis. This data will be included in the end of the year report to analyze if the Learnpads and iPads are being utilized as a greater source in the classrooms. Project STAR is also expected to foster a positive relationship between the school district and community. This is an outcome that may be difficult to measure with data. The hope is that inviting
members of the community to our schools to mentor our students, will promote a healthy sense of pride and ownership for the learning of students in our local community. Benchmarking this type of gain is challenging but surveys and communication between parents, teachers, mentors, and administrators will provide feedback in this area. The upgraded technology will hopefully create enthusiasm for learning in the classrooms. Motivation is not necessarily measurable but it sure can make learning enjoyable for students and teachers. Project STAR has the potential to foster positive learning environments in our school buildings because teachers and students will have tablets in their hands, which means they will have access to great resources that can impact learning and student engagement. Hopefully, the student and teacher surveys will convey results that support improved student engagement and that classrooms are fostering positive climates for students.

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.

In the short term, student data will be collected and monitored by grade level teachers on a weekly and monthly basis. The data will come from reading probes, formative assessments, and summative assessments. Specific instructional strategies can be discussed by the teacher based teams at monthly meetings. The student data will be reported to the building leadership team (BLT). Each BLT will evaluate the impact of Project STAR on reading achievement for students. Building leveled data will then be reported to the district leadership team on a quarterly basis so that action steps and goals can be modified if necessary to ensure that Project STAR objectives are being met. The long term effectiveness of how Project STAR impacts student reading achievement will be evaluated at the end of each school year by compiling a report that includes student data from each building level. The primary (grades K-2) will submit student growth data that is collected from AIMSweb assessments. The intermediate (grades 3-5) and junior high (grades 6-7) buildings will compare previous results of Ohio Achievement Assessment scores to current ones to evaluate individual progress for each student and each grade level. The high school will analyze data from the following assessments: Ohio Graduation Test, SAT, and ACT. The instructional practices of teachers will be documented by building principals through informal and formal classroom observations. This information will be submitted to the building leadership teams and the district leadership team to ensure that adult implementation of the objectives of Project STAR are being carried out. Our technology director will provide the building leadership teams with data usage records that indicate the amount of time each classroom is utilizing the LearnPad tablets and iPads. This information will be submitted to the district leadership team each quarter to monitor each building level’s usage. All of the information in regards to student achievement, adult implementation, and district usage of technology will be compiled into an end of the year summarized report that will be used to evaluate the impact of Project STAR. This information will be communicated to the school board by the district’s superintendent. The school district will inform the community by posting the report on the school district’s website and by submitting the report to the local newspaper.

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.

I Accept Melissa Marquez Director of Continuous Improvement/Curriculum Director Waverly City Schools October 25, 2013