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Adjusted Allocation 0.00
Remaining -417,884.00
Application
Waynesfield-Goshen Local (045971) - Auglaize County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (182)

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: RATEC - Raising Access to Technology for Expanded Curriculum

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Helping students be where they want to be which they need to be by utilizing one-to-one technology, blended learning, scientific resources, and college level metrics (dual credit). Students will monitor their progress on teacher-led and self-directed learning targets electronically. The ultimate goal is significant, differentiated learning gain to ensure success in college and career without remediation.

543. 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant: J. Chris Pfister, Superintendent
Organizational name of lead applicant: Waynesfield-Goshen Local School District
Unique Identifier (RN/Fed Tax ID): 045971
Address of lead applicant: 500 N. Westminster St., Waynesfield, OH 45896
Phone Number of lead applicant: 419-568-9101
Email Address of lead applicant: pfisterc@wgschools.org

5. Secondary applicant contact: - Provide the following information, if applicable:
First Name, last Name of contact for secondary applicant: Tonia Hovest, Treasurer
Organizational name of secondary applicant: Waynesfield-Goshen Local School District
Unique Identifier (RN/Fed Tax ID): 045971
Address of secondary applicant: 500 N. Westminster St., Waynesfield, OH 45896
Phone number of secondary applicant: 419-568-9103
Email address of secondary applicant: hovestt@wgschools.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 (RN/Fed Tax ID), Address, Phone Number. Email Address of Contact for All Secondary Applicants in the box below.

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

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

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

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Waynesfield-Goshen (WG) Implementation Team Brian Shaw, WG Technology Coordinator Has implemented a pilot with Chromebooks and I-Pads to determine reliability and application to learning; installed virtual desktops; installed the Meraki wireless network; installed two computer testing labs to ODE specifications; manages all infrastructure, instructional and administrative; installation of programming/interactive technology; coordinates with all technology with our ITC, WOCO; brought the Learn21/Blackboard and K12 Blackboard electronic learning management systems to Waynesfield-Goshen (WG); also works closely with teachers on electronic assessments, blended learning classes, and new applications; negotiates vendor contracts, manages comprehensive technology budget T.J. Winkler, WG Secondary Principal Principal for twelve years; MS/HS "excellent with distinction" first time in history in 2011-12; started blended learning classes in FY12 and added K12/Aventa virtual classes to W-G this year (FY14) to ensure a breadth and scope of electives; additional opportunities for students at low cost to the district; prior work with universal design learning (UDL) WG RATEC Team that will pioneer the project and be teachers of teachers Kathy Lambert, MHS Math Teacher and Union President Experienced teacher for two consecutive years four of five sophomores scored at accelerated or advanced on the math OGT (always higher than 50% at advanced and at least 98% proficient or higher, first time test takers); Khan Academy and electronic assessments Jennifer Szpiizl, MHS Math Teacher Experienced teacher that utilizes an on-line math textbook; has built an excellent on-line discrete math class and extensively uses the ODE "Success Site", Khan Academy, along with other interactive technology to prepare students for the Ohio Graduation Test in Math (again four of five students at accelerated or advanced) Shaun Ricker, HS English Teacher and Dual Credit Coordinator Experienced teacher; past year reading OGT 96% proficient or higher, writing OGT 93% proficient or higher; teaches four dual credit classes (two WSU and two Tiffin U) at grades 11/12; student first place in the state, Laus of Life competition, FY12; top ten six consecutive years; requires senior research paper that must be presented, using technology, to a panel of judges (university and business professionals) to earn the senior English credit Kiley Richardson, Spanish Teacher First year at W-G, experienced in implementing one-to-one technology at her previous district, has identified one-to-one applications if the technology becomes available for her students and is willing to be a part of the core team that will be training other teachers Lori Dyer, Agriculture Science Teacher Experienced Teacher that implements Career-Technical exams on-line; scores have been in the top 25% statewide; developed the "Paperless Plant Science" course that was featured at the Student Achievement Fair at the PBIA Capital Conference and featured in the e-tech section on the ODE web site as an exemplary use of technology Tyler Turner, MHS Science Teacher Young teacher (fourth year) that effectively implemented and integrated technology in his classroom at his previous district; first year at W-G, has worked with the Asia Society to expose students to global topics; would use countless Web 2.0 apps (google, avatars, wolfram, mindfulness, prezi) if the technology would be available, again excited to pioneer and help teach other teachers Molly Burnell, MHS Intervention Teacher Experienced Intervention teacher that has hundreds of multiple uses of one-to-one technology to support learning gain with special education students; has identified numerous applications if the technology would be available; will teach the intervention teachers

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

Statement of the Problem: If our students are going to be exposed to the world; to global issues; and have a rigorous, rich, and challenging academic experience, they need consistent access to technology; and our teachers need to consistently connect with our students in powerful ways. Utilizing apps and formative instructional practices will significantly increase learning. Pilot projects with Chromebooks and iPads in FY13 and reports back from recent graduates currently in university classes (primarily on the tremendous value of our Blackboard instructional management system) solidly indicate it is time to significantly raise opportunities to learn; to take the next step. One-to-one implemented at grades 8 through 12 will provide significantly greater access to continuously updated curriculum (versus a static textbook) and will provide challenging projects with instant feedback and results, which allows for more efficient use of teacher time. Additionally, we will integrate technology (Mimeo, Hovercam, Hapara)
that fully engages students daily. Elementary grade levels will receive classroom technology upgrades (projectors and whiteboards), age appropriate technology (myON reader and reading and math apps), and will slowly be brought into the one-to-one platform over time. Technology Specifications—One-To-One Chromebook Program FY14 Three hundred thirteen (313) students and each academic and intervention teacher (27) in grades six (6) through eleven (11) would receive a Chromebook (configured Lenovo Thinkpad) for use in the second semester of the 2013-14 school year. [Primary research done in FY13 showed the Samsung 303c did not hold up to heavy use versus the heavier, more dependable Lenovo Thinkpad]. The Thinkpad remains with the student from year to year, allowing for vertical alignment, and a record of what each student can be housed in the “Cloud” for future reference. Upon graduation, the student can take the device with them; all of their notes and documents to refer to in college or career could then be accessed through this device. We will also add whiteboards, projectors, Hovercams, and wireless access points in every classroom. Elementary teachers will use these items with the existing technology (iPads, used devices from the pilot, and PCs) and apps currently in use (Academy of Reading, Compass, Wilson, and other). Technology Specifications. On-going—FY15-FY19 We will issue a Chromebook to each incoming sixth grade class member for five consecutive years. We will purchase applications that are necessary to ensure high-quality programs that are aligned to the common core. The one-to-one program applications will be based upon the annual evaluation and analysis of our needs as identified by teachers and students in consultation with our community (parents, students, and career center, business, college, and university partners). Continued use of the existing iPad program for grade K-5 will be used to integrate myON Reader. This will allow us to implement the elements that research has proven successful in multiple districts as provided by myON Reader.

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. Necessary future expenditures on Chromebooks will be budgeted in the district ten year Permanent Improvement Plan. Teacher/student interaction with a blended learning approach. These interactions will include assessments, current events, research, differentiated lessons, digital instruction videos, learning modules, and elements that research has proven successful in multiple districts as provided by myON Reader. We will also add whiteboards, projectors, Hovercams, and wireless access points in every classroom. Elementary teachers will use these items with the new instructional technology, new curriculum, and new instructional practices. The solid enthusiasm shown by teachers for RATEC is a strong indicator that the state would be making an excellent investment with a return.

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

The five year forecast will not be impacted by RATEC. Starting in FY15 RATEC professional development will be conducted on pre-planned in-service days built into the school calendar. No additional days over the current 184 base work days will be added to teacher employment contracts. State funding for (6) teacher days at approximately $70,000 between FY12 and FY 13 and will be frozen for the next two years. Our district has implemented two RIFs and a buy-out, resulting in a program very close to state minimum standards. Four years (FY08-FY11) of deficit spending was corrected, but at a high cost. W-G is at a lean operation (examples-one HS English teacher, two grade B-12 math teachers, one K-12 PE/Health teacher, one K-12 guidance counselor, 40 to 48 students at each grade level K-, 1-, and twelve to sixteen teachers, however teachers continue to focus on the importance of student learning. W-G moved up 126 positions in the state ranking in 2012-13. Teachers are hungry for access to new instructional technology, new curriculum, and new instructional practices. The solid enthusiasm shown by teachers for RATEC is a strong indicator that the state would be making an excellent investment with a return.

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

417,884.00 * 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, RTF 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).

All items are required in order to adequately implement the one-to-one computer program, as well as implement updated infrastructure for support of continued increasing technological advances. Computers/whiteboards/projectors/access points/interactive technologies/infrastructure $269,100 Cloud-based services which include Chromebook management/Hapara/Lightning Grader/Brain Pop/Data Map/myON Reader; installation of whiteboards and access points $103,275 Professional development $32,700 Supplies - laptop bags, extra charging cords, Sketchpad $12,809

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

0.00 * Specific amount of new/recurrent cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

No there are no new/recurrent costs that are applicable to the General fund. All Future Chromebook purchases will be paid from the 003 permanent improvement fund. Approximately $16,000 per year will be necessary to continue implementation of the one to one project. Initial professional development plans will consist of intensive training for the RATEC team of six teachers and five days of focused training for all applicable staff. On-going professional development (critical to success) will be integrated in the school operational calendar and teacher work days calendars over the next five years.

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.)

All supplies and materials will be purchased using Straight A grant funds, as well as, permanent improvement monies (003 fund). There will be no new or recurring costs associated with RATEC nor will there be any savings impacting the General fund.

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 at least equal to the amount of new/recurrent costs detailed above. If there are no new/recurrent costs, explain in detail how this project will sustain itself beyond the life of the grant.

Necessary future expenditures on Chromebooks will be budgeted in the district ten year Permanent Improvement Plan. Additional expenses for professional development will be integrated in the existing budget. Additional applications will be paid from the REAP (Rural Education Assistance Program) federal grant. Any unanticipated costs for professional development could also be budgeted in the federal Title I-A grant, based on an approved professional development plan. Additionally, we will charge a small student fee ($50 per year maximum) to be used to replace damaged devices, to add new applications as identified, and to support non-capital expenditures that would not be an eligible expense of the 003 fund.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or implementation strategy 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 school district.)

* Proposal Timeline Dates

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

* Narrative explanation

As all know any significant undertaking is as good as the initial design. Give a machinist a bad blueprint and he will machine a bad part. Good planning takes time and has to have the involvement of the people directly impacted, who will be carrying out the mission, ownership and clear expectations have to be identified. There needs to be clear thinking, an open and free exchange of ideas, and identification of process points that need to be addressed. The planned strategy is a second semester of 2014 and will involve training for the core team, building the professional development plan, identifying any additional tools and coordinating implementation with vendors.

Implementation (MM/DD/YYYY): 08/01/2014

* Narrative explanation

Upon receiving the grant the WG Administration will make arrangements for infrastructure upgrades and additions (March - June 2014). While establishing the infrastructure, the WG RATEC team will be completing professional development training in order to provide support to the remainder of the staff as we implement the one-to-one program and integrate the new programs into the classrooms (March-May 2014). During the summer months, the WG Staff will have access to their Chromebooks and will attend various professional development training that relates to their teaching assignments (June-August 2014). As the new school year starts, the Administration and Staff will initiate a staggered roll out program for students in grades 6-12. During this time, students will fully understand the expectations of the program and will gain knowledge on how to utilize and manage their Chromebook (August 2014). WG Schools will also offer a Parent Orientation and Training. During this training we will demonstrate how to use the Chromebooks, access the internet, and log into Progress Book via parent portal (August 2014). Throughout the 2014-2015 school year.
After the first month of implementation, approximately September 1, we will assess the initial start-up via Google survey. At mid-term (approximately October 1) we will again collect teacher and student satisfaction data electronically at the first teacher staff meeting (to facilitate two-way interactive live communication). We will collect student assessment results and teacher provided evidence of student project work at the end of the first semester. At the end of the year we will assess all State assessment data available and SLO assessment results (baseline versus year-end); collect usage data and Google doc and survey data assessing the full year and plans for the following year. Further the RATEC Team will be monitoring progress on a real-time basis and providing assistance or recommending adjustments as we go.

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

Three powerful changes will occur. 1) facilitates teachers working together in collaboration on cross curriculum and vertical integration electronically and in person (TBL and BLT); 2) provides a breadth and scope of curriculum, technical resources, projects, and instructional tools for students on a consistent basis (more time learning and in with much richer material); 3) facilitates real time planning, learning, collaboration and assessment. Other components are: another collaborative environment to work in; all teachers followed by our system and the teacher could be real time on one another and to the universe of information available on the internet. Teachers will be able to assign projects and homework, give notes, give formative and summative assessments, and electronically communicate with each individual student. The teacher will monitor what all students are working on at any given time; the assignment, research, and what web sites (and with Hapara) could take the student off a site, if not relevant to the work being done. Curriculum, syllabus, pacing guide, lesson plan, assignments, the results of formative assessment can be housed in the "Cloud". Teachers and students will have access to ways to monitor their own progress, manage their own learning, have all information in one place 24 hours a day, 7 days a week, within their section of the Cloud. The teacher can give formative and summative assessments, grade instantly and respond with immediate feedback and ongoing support. The teacher can also ask students to do collaborative work in a team setting (all would have the same information in real time) with a small group while the teacher is working with the others. Teachers will be able to apply different instructional using these new resources in their classrooms. Students will have access to virtual collaboration with students in different classrooms, even in other offices, or after school hours, utilizing Cloud resources. World events could be researched, discussions about global topics facilitated, and students would have access to countless web 2.0 tools to create projects in engaging ways (glogster, avatars, wordles, mixbook, prezi); they could utilize products like BrainPop; have access to sites like PiesIsaac for global learning. RATEC creates additional options to connect with colleagues in multiple ways and provides the flexibility for medical, college or university credit. As the program is implemented and teachers collaborate, multiple new shared instructional strategies and practices will be developed and implemented. Common assessments can be administered to all students, regardless of what classroom they are physically in. During intervention time all teachers will have access to special applications, projects, and assessments tied to the student's academic classes which can be monitored by both the academic teacher and intervention specialist. The student's academic portfolio will be recorded in the Cloud thus allowing the intervention teacher to monitor student progress and provide for enrichment, remediation, and practice. Additionally, teachers can record lessons for students to work on at anytime, as well as posting the students to multiple sites, Khan Academy, TED, or purchased products like Carolina Science virtual chemistry modules. Data Map will provide a central location where all state assessment data will be housed. Teachers and administration can review multiple trend years and most recent data for use in designing instruction.

4. 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.

Each of our student’s primary observation, with the most recent visit to the Karlan Local School District. It was impressive to see the integration of one-to-one technology across the curriculum. Student after student plugging in their device to show their research paper, the Vernier charts from science, a PowerPoint from career-technical, or an animation created in art. It became clear that if our students had access to an individual device they could learn at much higher levels. We also conducted technical visits like piloting carts of iPads, Chromebooks, and Thinkpads in FY13 and the first quarter FY14, as well as looking at connective uses with our Learn21 and Aventa blended learning classes and K12 Inc. Aventa virtual elective classes. We looked at frequency of use of applications, teacher comments and suggestions, and durability of the physical product. All data indicated it was time to deploy the Lenovo Chromebook in a one-to-one configuration. We also have researched vendor data and are implementing products such as myON reader based on solid data from multiple districts across the country. For example, a similar district in Indiana achieved average Lexile growth of 157%. Developed in partnership with the University of Minnesota, the scientific foundations are based on research matching student engine matches and partnerships with their learning needs. Students reported positive student reading levels and interests, and generates a recommended list of the same enhanced digital books from the myON collection for each student. This formula helps ensure engagement, which is a key component in learning to read. myON reader offers us a research-based method to meet the challenges associated with implementation of the new Standards, and key literacy initiatives like the Third Grade Guarantees and our Literacy Across the Curriculum Initiative that is ongoing this year. Additional research was done in the classroom at educational websites, using the pros and cons of one-to-one programs nationally, and at professional social sites, such as LinkedIn. We are clear that one-to-one is not the end all be all and we have considered carefully potential barriers. A clear plan, a well thought out selection process for RATEC team members (the pioneers and opinion leaders), solid professional development for all staff, and a positive impact roll-out are crucial. We are confident he we have the expertise and know the plan will evolve as we move forward. The enthusiasm of our teachers for RATEC will drive new ideas, innovations, and continuous improvement; we anticipate significant learning gain across the curriculum, quantifiable and other. Given the dedicated faculty we know we can greatly increase student performance if we have the resources to deploy.

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

YES

22. If so, how?

K-G can share the blueprint, the plan, the process taken to develop the plan, implementation of the plan, and the evaluation of the initiative. W-G leaders (teachers and staff) can help with the initial set up, the successes, and what worked well and what had to be modified. G-W is willing to assist with all elements. There is nothing in RATEC that any district could not accomplish.

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

It's summaries: RATEC is the critical path step for our students, our teachers, and our community. WG is a low wealth district. However, the people here are "salt of the earth", just plain, good people. The people take care of themselves and one another and they care deeply about their children and grandchildren. They want their children to have a better life; to learn, and grow, and have opportunities like students in higher wealth districts, "to make it". We hear parents tell their children "you just have to as anyone, no better, but just as good. don't forget that". The opportunities afforded in RATEC, if put on the table, would make the parents see that their children for succeed, would be an important step in their progression in life, and their children will see as a model for their own lives. WG is the center of our community and everyone in the community wants this to be successful. In objective terms, this opens the world to them as well as greatly enhancing learning. We all want our children to develop the competencies and skills to be successful and we need to be very purposeful about what we put in their lives today that will cause them to achieve success tomorrow. RATEC brings substantial, well-focused, impact. RATEC in a short time will lay the foundations for higher-level learning for the year to come.

24. What are the specific benchmarks related to the fund managers 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.

Student achievement: The course of the next five years, students will increase their Lexile reading level by at least one grade level each year through the use of myON reader. Students will become more proficient in the use of technology as a result of the one-to-one implementation. Increasing 21st century skills, while providing access to unlimited resources, will result in greatly improved state report card results for WG. Improved technological availability will ensure college and career readiness for all WG students. Greater Share of Resources in Classroom The use of resources in the classroom will be evaluated based upon walkthrough data and formal observations gathered by the building administration. The RATEC project will allocate more than 97% of the grant funding directly to the learning environment, thus allowing the teachers to assist the students in reaching greater levels of achievement in the classroom.

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.

The technology coordinator will track usage by teacher, by class period, report on task, types of applications used, and sites being visited. The secondary principal (grades 6-12) will monitor student assessment results, interim and quarter ending student progress reports, and Student Learning Objectives (SLOs) progress. The key targets will be: value added, progress of special education students, and OAA tests 6-8, OGT, and next generation assessments. The elementary (PreK-5) principal will monitor usage of new technology, student assessment results, interim and quarter ending student progress reports, and Student Learning Objectives (SLOs) progress. The key targets will be: value added, progress of special education students, and OAA tests 3-5, next generation assessments, and the third grade reading guarantee interventions. Teachers will complete quarterly RATEC progress reports on implementation, listing any issues that need to be addressed, and assessing the receptivity of students as well as specific student successes and setbacks (individually and as a class). If progress is insufficient the WG administration and RATEC team will collect and analyze data using statistical process control tools (Pareto, etc.), and list potential solutions. Solutions that will be implemented can include: additional teacher training and/or development, reorganization of processes, or modification of teacher tools. If one solution proves ineffective we will re-analyze and try new approaches until we find what works and what will produce the desired outcomes.

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 and position and this will be your signature and indication of having signed and returned this document.

I Accept 

Chris Pfister, Superintendent
Waynesfield-Goshen Local School District
10/25/2013