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Adjusted Allocation 0.00

Remaining -1,975,000.00
A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Xenia Anytime Anywhere Learning

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.

Xenia Community Schools (XCS) will utilize the awarded funds to create and support learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards and graduation requirements; accelerate student achievement and deepen student learning by meeting the academic needs of EACH student; increase the effectiveness of educators; expand student access to the most effective educators; decrease achievement gaps across student groups; and increase the rate at which students graduate from high school prepared for college and careers. This project focuses on anytime, anywhere learning as each student has his/her own learning plan that is supported by choices (blended learning environments). Technology will play a key role in meeting student choice. On- and off-campus learning will bring the instruction to the student, in varied settings. This learning plan includes a variety of learning options, driven by student choice, and may utilize a combination of learning choices. Examples of options include, but may not be limited to: - Traditional school setting - Online courses - Extended learning opportunities outside the normal school day - Credit flexibility (not tied to seat time) - Alternative educational settings - College credit (on or off-site)

3. Total Students Impacted:

4. Lead applicant primary contact - Provide the following information:
   First Name, last Name of contact for lead applicant: Dr. Deborah Pirotowski, Superintendent
   Organizational name of lead applicant: Xenia Community Schools
   Unique Identifier (IRN/Fed Tax ID): 045153
   Address of lead applicant: Xenia Board of Education, 819 Colorado Dr., Xenia OH 45385
   Phone number of lead applicant: 937-376-2961
   Email Address of lead applicant: dpirotowski@xenia.k12.oh.us

5. Secondary applicant contact - Provide the following information, if applicable:
   First Name, last Name of contact for secondary applicant: Mark Manley
   Organizational name of secondary applicant: Xenia Community Schools
   Unique Identifier (IRN/Fed Tax ID): 045153
   Address of secondary applicant: Xenia Board of Education, 819 Colorado Dr., Xenia OH 45385
   Phone number of secondary applicant: 937-376-2961
   Email address of secondary applicant: mmanley@xenia.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.

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.

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

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

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

Statement of problem: XCS has had declining graduation rates, growing student dissatisfaction rates, declining value added scores for gifted students and students with disabilities. There is an achievement gap between white and minority and economically disadvantaged students. In order to improve graduation rates (XCS 4-year graduation rate is below the state average and has fallen from slightly above 84% three years ago to slightly above 79% in the last year of available data) we must keep students engaged in the learning process and help those students who fall short of earning the required graduation credits.

Sustaining improvement in graduation rates is not improved without addressing the learning environment at XCS. Our secondary schools conducted a survey of students using the My Voice instrument, based upon the work of Dr. Russell J. Qwagga, and focusing on the 8 Conditions that Make a Difference in promoting student achievement. When surveyed, our secondary students let us know that:

- Only 40% of our students actually enjoy being at school.
- Slightly over one-fourth of the students think that teachers make school an exciting place to learn.
- While about 80% of the students say they enjoy learning new things, only 58% say that school actually inspires them to learn new things.
- Less than 40% of the students want to try things where they might fail or that might be challenging.
- Only 38% of students claim they may choose to stay at their school.

This will be achieved by offering choices and options to our students through not only the traditional classroom instruction, but also online learning opportunities that can occur anytime and anywhere as part of blended system of learning. Major activities: XCS will incorporate A K12 Integrated Approach, which is an online learning model built upon research on how students learn, by purchasing curriculum, technology, and services. XCS will offer a blended model of learning consisting of classroom instruction, online learning, and a traditional online learning experience. This will provide a K12 Integrated Approach, which is an online learning model built upon research on how students learn, by purchasing curriculum, technology, and services. XCS will offer a blended model of learning consisting of classroom instruction, online learning, and a traditional online learning experience. This will provide a unique blend of online courses and learning options to suit the needs of our students. XCS will provide an innovation that gives students and families a wealth of resources and choices to meet learning needs. An online platform technology will enable XCS to personalize curriculum, simplify administration of a variety of online offerings, and integrate the online learning with other options to deliver the very best individualized learning experience to the student. Through the anywhereny/anytime learning options our schools will be able to create online courses and learning options to suit the needs of our students.

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.

a. Achieve successful graduation rates for all students. XCS has had declining graduation rates, growing student dissatisfaction rates, declining value added scores for gifted students and students with disabilities. There is an achievement gap between white and minority and economically disadvantaged students. In order to improve graduation rates (XCS 4-year graduation rate is below the state average and has fallen from slightly above 84% three years ago to slightly above 79% in the last year of available data) we must keep students engaged in the learning process and help those students who fall short of earning the required graduation credits.

b. Provide an attractive learning environment. Sustainable: XCS has had declining graduation rates, growing student dissatisfaction rates, declining value added scores for gifted students and students with disabilities. There is an achievement gap between white and minority and economically disadvantaged students. In order to improve graduation rates (XCS 4-year graduation rate is below the state average and has fallen from slightly above 84% three years ago to slightly above 79% in the last year of available data) we must keep students engaged in the learning process and help those students who fall short of earning the required graduation credits.

C) Sustainability - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable.

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five year forecast resulting from implementation of this project. If applying as a consortium 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.

Budget The financial impact table is attached. Costs savings will be: From - No increase in costs in personnel (no additional personnel to instruct additional courses); - Textbook and instructional materials costs were reduced. Therefore, professional development costs were reduced. As a result, professional development costs were reduced. As a result, professional development costs were reduced. As a result, professional development costs were reduced. As a result, professional development costs were reduced. As a result, professional development costs were reduced. As a result, professional development costs were reduced.

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

1,975,000.00* 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, RTI money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).
16. Are there expected savings that may result from the implementation of the innovative project?

16. 140.00 "Specific amount of expected savings (annual)"

* Narrative explanation/note: Detail provides data on the anticipated savings (i.e., staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Upfront Costs: The total cost for the project is $1,075,000. This cost allows for full implementation of the K12 Anytime, Anywhere Learning Initiative for a full period of 5 years, including all technology and professional development costs. The technology infrastructure has already been secured by the district as it has already prepared for the implementation. New, less expensive approach: Typically, XCS can and has expanded in excess of $1,000 annually on the cost of textbook adoptions. In addition, home instruction tutors have been paid to support out of school learning, but now students will be able to use technology to receive the tutoring. The agreement will be available for both online and on-site professional development as well as the professional development teachers and AP Coordinators to offer the project.

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.

How is self-sustaining: The investment potential from this grant award is a solid return. Many of the expenses are one-time expenditures and will be self-sustaining. One-time expenditures include the cost of software, support, professional development, and technology equipment. Professional development and philosophy building will allow the move forward even after the funds are no longer available. The shift in learning culture will focus educator efforts on supporting each individual student’s success through a blended learning culture. The professional learning that occurs will be sustainable with the demonstration of classroom classrooms, onsite campus experts, and onsite trainers. These professional development supports will allow on-site, job-embedded professional development to occur and continue to be offered. Ongoing Costs As previously stated, ongoing costs will be absorbed by redirecting current funding to more efficiently be used to support the initiative. XCS will stop expending funds on projects that do not truly make a difference to our students. No longer will we need to spend funds on curriculum development, selection of texts and instructional materials, and the purchase of traditional textbooks. Cost reductions: There will be significant cost reductions in professional development attendance (at isolated conferences and events) previously funded through federal funding; this funding will continue and is not reflected on the Financial Impact Table. However, the funds will be redirected to support the current initiative. -General fund professional development will be absorbed by redirected federal funds for a savings of $18,800. -Home instruction tutors will no longer be funded; home instruction will occur through online learning. This is a savings of $34,900 - Upfront costs for transition to electronic records and student financials (these costs are given because we currently do not offer a variety of World Language classes at XCS). We anticipate that we will now be able to offer at least two additional courses in World Languages; this equates to a salaried teacher though this is not reflected in the Financial Impact Table as this position did not exist at the time the 5-year financial forecast was created. -After 2014, XCS will no longer offer a variety of Advanced Placement classes at XCS. We anticipate that we will now be able to offer at least two additional Advanced Placement courses; this equates to a salaried teacher though this is not reflected in the Financial Impact Table as this position did not exist at the time the 5-year financial forecast was submitted. Funds for curriculum writing, textbook selection, release days for this (sub costs): this will no longer occur and will result in a savings of $2700.-Textbook purchases this will no longer occur and will result in a savings of $105,000 per year. These reductions are permanent and the financial impact table reflects no additional expenditures as a result of the project. The cost savings reflect expected savings per year at $160.00 in annual savings for a total of $800,000 in a five-year period.

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.

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.)

* Narrative explanation/note: 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.)

Upon award, the XICS will initiate contact and contract with K12 in order to purchase services associated with online curriculum, student instruction, and professional development for teachers. Student devices for the online learning will be purchased. The district leadership team will plan and determine an exact implementation and training schedule. Substitute teachers will be secured for those teachers needing classroom coverage for training occurring within the remainder of the school year. These substitute costs will be covered by Federal funds already secured by the district. A communication plan will be developed; an implementation schedule will be devised and disseminated. Possible barriers: The successful implementation of the initiative is dependent upon the work of quality individuals to manage and implement the project. The various student online options must be chosen carefully to align with College and Career Ready Standards. Adequate technology must be available to support the anytime/anywhere learning. Students will need to be guided in making appropriate learning choices, while at the same time being held accountable. Students will truly need time to acclimate to this style of teaching and offer students varied learning options. Time to implement with fidelity: All of this will require willing adult personnel that are trained in the process. Providing adequate training in a short time span is an obstacle that will need to be addressed. Our plan is to begin the training and implementation upon award. The implementation will require intensive weeks of training to do justice for the implementation. Because of cost, the training will be provided during contracted, non student days for staff. Communication and coordination plan: Communication planning is three-fold. First, school personnel must be provided with accurate information and support. XCS relies on strong administrators to carry this message. Secondly, all parents must be able to understand and take advantage of the blended learning options so that student needs are met and learning can occur anytime, anywhere. Newsletters, phone messaging, text messages, emails, public forums, media, board members, and messaging to parents in these conversations. And, thirdly, students must be made aware of the learning choices. This message will be relayed to all students. The teachers must provide this information as of Day 1 of the school year. We believe strongly in meeting the needs of each student. "We" is defined as school personnel, community members and leaders, families, and students. The initial idea of applying for the grant came from a group of school leaders. Face to face discussions with area school leaders led us to believe we are already on the path to making the learning options available to our students. We began exploring the requirements of the grant application and shared this with others. The interest and support for the grant application was evident. We know we have already begun working on this reform in our schools, but also know we do need additional fiscal, human, and technology resources to make the initiative a wide-spread success. Face to face meetings, phone conferences, emails ensued among all interested parties. Input was solicited from various groups. School leaders, community members, local government officials, boards of education, parent groups provided input. XICS have the support of community and parents, and staff. Xania Community Schools system has developed a communication plan. The communication plan entails many varied tools to communicate the initiative and engage our stakeholders. The use of publications, electronic tools, telecommunications, and other tools support this communications process. The plan will be revised and continually improved as part of the continuous improvement planning process.

Impement (MM/DD/YYYY): 03/30/2014

* Narrative explanation

By spring of 2014, devices and services will be secured. Teachers will begin team planning (paid by RIT funds) to determine exact needs and information for implementation. This will consist of review of online courses and alignments of online services with college and career classroom standards and courses offered off-campus and those to be offered off-campus. This is to make the anytimelanywhere learning possible for the students. The implementation plan will be directed by the district leadership team. The staff who will be required to train is the district administrators, teachers, counselors, and instructional coaches. The agreement will be available for both online and on-site professional development as well as the professional development teachers and AP Coordinators to offer the project.

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

* Narrative explanation

A summative evaluation will occur by September 30, 2014 including the following: - Number of successful online lessons conducted by teachers (successful as determined by completion of lesson topic by students). - Participation of teachers in required professional development on the initiative - Budget expenditures of purchases related to the initiative - Cost analysis of projected savings as a district as the result of the initiative The Final Expenditure report will be submitted per Ohio Department of Education guidelines. Though Not part of the immediately funded project, on-going implementation and evaluations will occur as a district as the result of the initiative. The initiative will continue to evaluate the results of student performance as indicated by value added scores and scores on the state assessments. XICS have the support of community and parents, and staff. Xania Community Schools system has developed a communication plan. The communication plan entails many varied tools to communicate the initiative and engage our stakeholders. The use of publications, electronic tools, telecommunications, and other tools support this communications process. The plan will be revised and continually improved as part of the continuous improvement planning process.
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.

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

22. If so, how?

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

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.

19. Case study research. Many case study reports support the innovative project and impact on student achievement and the utilization of a greater share of resources in the classroom. Graduation Rate increase -Clarksdale-Montgomery County School System (TN): Increase its graduation rate from 74% in 2003 to 94% in 2011 -Rochester City School District (NY): Realizing that traditional methods to help students stay on track and not always work, the district implemented an online credit program in the spring of 2009 to help tackle the problem. The district implemented its program using the K7 Credit Recovery curriculum. The blended model incorporates both online learning and dedicated district teachers, who serve as hands-on learning “facilitators” for individual students, rather than as instructors. In the first year of the program, target grade 9-10 students and 90 credits were recovered. In fact, 14 percent of last year’s graduating class included students who recovered credits. Improved Achievement and Engagement -Mechanicsburg Exempted Village School District (OH): A “problem解决” approach was taken to help students succeed in every course from which minimum results. After four years of changing the Ohio Department of Education’s rating of “Excellent with Distinction,” the state’s highest level, -Online World Languages-Provo City School District, Utah was already experiencing success with online learning through its Provo eCohort, a full-time online and blended school for grades K-12. The curricula are part of a rich online program for more than 450 students. In 2011, with the introduction of the program, the Provo achievement and engagement with online learning to overcome its challenges in addressing the multi-faceted language needs of its students. The Academy provides multiple immersion and online world language options for students and is based on curriculum from Middlebury Interactive Languages, which is a joint venture between K12 and Middlebury College. Anticipated results: XCS expect similar results as reported in the case studies. We anticipate improved achievement, increased graduation rates, improved student satisfaction, and all the while reducing costs.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

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.

Benchmarks -Short-term benchmarks Our high quality plan will allow improvement in all student academic. However, these student academic improvement data are not available within the funding period of the grant. We expect annual increases beginning the 2014-2015 school year. However, short-term benchmarks are set as adult implementation indicators. All teachers in XCS will offer a “blend” of learning opportunities to students. Schools will find that there is an initial outlay of revenue to start the program, but the cost savings can occur as this replaces the traditional textbook and instructional materials purchases. XCS also recover credits as students demonstrate success and are more likely to remain in school and student funding remains constant. Potential staff reductions are possible as teacher and online options are used in place of face-to-face instruction. But, we also expect there will be a continuum of choice that will be taken advantage of by our students and families. Some students may choose a learning environment completely online. Some will take advantage of an approach that offers a blend online and traditional classes. We will meet the needs of each student. Removal of redundant, duplicative processes: By selecting online course offerings that already accredited and aligned with the College and Career Ready Standards, less time devoted to the examination and adoption of instructional materials. This one-stop-shop allows for streamlined the textbook adoption process into an immediate implementation process. Students will have instruction matched to needs and interests, rather than having to end one-size fits all approach to fit. Changes to classroom practice: An immediate impact will occur when it comes to classroom practices. The teacher’s analysis of student data (student development learning and preferred learning styles, and background and prior experiences) must accurately connect the data to specific instructional strategies and plans. The teacher will have the freedom and articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students as well as match strategies, materials, and students’ individual needs, to make learning accessible and challenging for all students in the classroom, using independent, collaborative and whole-class instruction to support student success. Instructional materials and resources are aligned to instructional purposes, are varied, and adapted to ability levels of students, and are actively engaged in ownership of their learning.

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

Quantifiable measures of grant outcomes. Adult implementation indicators: Teachers will offer a minimum of one online lesson to students by Sept. 30, 2014. Teachers will offer a minimum of 8 online lessons per quarter from October 2014-May 2015. Student achievement indicators: K-3 Reading on-track rate will increase annually by 8%; Grades 4-8 Reading and Math proficient rates will increase 2% annually; Graduation rate will improve 5% annually. Cost for instructional materials will be reduced by ... Lasting impact, continuation: The long-term impact of the awarded funds will demonstrate improved student achievement as evidenced by student performance on state assessments and value added scores. Student graduation rates improve, thus enabling students to pursue college and career paths. Reduction in expenditures for instructional materials will occur. Problem and how it is solved: scope of work over life of grant: The problem has been identified. Students need to be engaged in and instruction to access their reading skills needs to be met, students need to be able to access their learning in a way that enables them to be engaged in achieving their graduation, but the impact of the grant funds is far-reaching. The funds will be used to encourage the necessary resources to implemented a blended learning environment, where anytime/anywhere learning can and will occur.

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.

Benchmark -Short-term benchmarks Our high quality plan will allow improvement in all student academic. However, these student academic improvement data are not available within the funding period of the grant. We expect annual increases beginning the 2014-2015 school year. However, short-term benchmarks are set as adult implementation indicators. All teachers in XCS will offer a “blend” of learning opportunities to students which will include at minimum, one assignment to be completed online during the months of August/September as students are oriented to the blended learning approach we use. Long term progress (time in the next 5 years): K-3 students will be assessed using state assessments in order to gauge “on-track” reading performance. We expect the measure of on-track” rates to increase over time. By meeting the student’s individual needs and designing the appropriate instruction, students will be reading on grade level or above. Current data show that 60% of students in K-3 are “on track” in reading. We have set a target of an annual increase of 8% for our K-3 students on this measure. The leading indicator of successful implementation of our personalized online learning initiative is that EACH student shows academic growth. This is measured by performance on statewide OAs in Reading and Math as calculated through the value-added methodology. Value added score improvement benchmarks are set as a score of 2 or greater value added growth in reading and math per established state standard to depict minimum of one year’s change in students grades 4-8. The percentage of grade 4's students scoring proficient and above on the state assessment in reading and math will increase by 2% yearly. Our beginning passage rate for this established benchmark is a passage rate of 69.2% in math and 81.4% in reading. Student graduation rate is our leading indicator of successful implementation of our initiative for students in grades 9-12. Graduation rates have declined over time in XCS. It is imperative that students graduate on time. This is true in an indirect academic measure, it does demonstrate the success of students. Our beginning graduation rate for this established benchmark is 79.8% and we have set the indicator at an annual increase of 5%. Reduction in expenditures for instructional materials will occur. Typically the drivers are then a textbook adoption process has occurred on a classroom level and the savings are based on purchases for all materials for a year (or longer) period. This process will be eliminated from the way we do business in XCS. Another outcome that will be measurable and is a result of the success of the implementation of this initiative. We know that when students are engaged in the learning process, discipline occurrences will be reduced. While this is not a direct measure, an indirect measure, it is one that can show improvement and is associated with reduction of 5% of student discipline incidences will occur. Measurement period: Adult implementation indicators will be measured prior to September 30, 2014. Student indicators will be measured annually as available data are.

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 progress of the program's)

* 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.

Methodology for measuring outcomes: K-3 students will be assessed using state assessments in order to gauge “on-track” reading performance. The measure is selected due to the fact this is an important measure upon which we base some decisions regarding early intervention and enrollment. By examining the student measure, we are able to further provide personalized instruction in order to meet the needs of the student in the area of reading. By increasing the students reading the students who are in need of the instruction are identified and providing the appropriate instruction, the students will be reading on grade level or above. The indicators used to track student college- and career-readiness and success for all students and student subgroups will be an annual increase of 2% passage rate on the statewide Ohio Achievement Assessments for Grades 8 and Math. There will be two indicators (one Reading, one Math) used to determine success. In determining the implementation of our personalized learning initiative is that EACH student shows academic growth. This is measured by performance on the statewide Ohio Achievement Assessments for Grades 8 and Math as calculated through the value-added methodology. Though all students do not enter school or progress at the same rate, we believe that all students should demonstrate academic growth and that we should be able to help students. This indicator will use the district value added component to score the outcome. Student graduation rate is a factor reducing indicator of successful implementation of our any time anywhere learning initiative. The committee will analyze the results of available achievement data. The indicator targets have been established as stated above. Upon receipt of OAA test scores, the committee and teachers will work to analyze results and determine necessary course corrections. The attendance of high school credits for on time graduation will be analyzed in January 2014 in order to provide those
Students needing to recover credits an adequate amount of time to earn the necessary credits for graduation. Lessons learned and shared: These results of ongoing formative and summative evaluations will be posted on the district website, be included in periodic newsletters, and findings will be presented to the local board of education. Results will be made available to the public. In addition, the leadership committee will request to present at state conferences to share the results of the initiative. We welcome other educators to our district to view our demonstration classrooms.

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.
Deborah Piotrowski, Superintendent Xenia Community Schools 10/25/2013