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Adjusted Allocation: 0.00

Remaining: -1,000,000.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title: Individualize for Success

2. Executive summary: Please limit your responses to no more than three sentences.

   Individualize for Success, IFS, will increase student achievement by providing a toolbox of resources which, when used together, will offer the most powerful and successful opportunities to meet the unique needs of each and every student in grades prek-12. Focusing early on reading development ages 4-8 years and building reading and comprehension skills in grades 2-6, will support students in attaining the Third Grade Reading Guarantee, and also provide students with the reading skills necessary to be successful in other subject areas. Significant savings will be realized through non-purchase of textbooks, keeping students who would otherwise be placed in a virtual learning system, and decreasing use of paper and toner supplies for printing as a result of using an online, web based solution. In addition, utilizing a diagnostic and prescriptive approach, designed to support all learners prek-12, will individualize learning and provide students with the necessary skills to function and be successful in an online world.

   This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

   2000. Total Students Impacted:

   This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

   - Pre-K Special Education
   - Kindergarten
   - 1
   - 2
   - 3
   - 4
   - 5
   - 6
   - 7
   - 8
   - 9
   - 10
   - 11
   - 12

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

   First Name, last Name of contact for lead applicant
   Angela Hicks

   Organizational name of lead applicant
   Director of Federal Programs

   Address of lead applicant
   6899 State Route 150, Dillonvale, OH 43917

   Phone Number of lead applicant
   740 769 7395

   Email Address of lead applicant
   angela.hicks@omeresa.net

6. Are you submitting your application as a consortium? - Select one checkbox below

   - Yes
   - No

   If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

   Add Consortium Members
B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

The Educational system is broken. We are not providing students with the best educational experiences possible. The current system pigeonholes students into a one-size-fits-all system and insufficiently addresses student gaps in learning. For example, it forgets about the student who in fourth grade didn't understand perimeter. Now in fifth grade the teacher goes back and reteaches perimeter to the whole class. This procedure is not addressing the needs of the other students who already understand perimeter and are ready to learn about area and volume. In addition, the one-size-fits-all contributes to students' attitudes of apathy and lack of motivation toward learning and education. Often when students start school, they are excited. But, after a few days, months, years, that enthusiasm and excitement warms or totally disappears. All students work differently and at different paces. The newer generation needs new tools, attitudes and learning styles to grow and develop. Furthermore, the educational system is broken because teachers are inundated with so many tasks such as, locating resources, writing lesson plans, transitioning to the Common Core, completing assigned duties, managing their classrooms, and more. It's a hurry-up to do this and that day. It is no wonder students continue to be taught in whole groups, often neglecting individual needs, talents, and creativity. And now, teachers are dealing with one more item, teacher evaluations in OTES. All of these have increased the stress teachers experience everyday. The emotional well-being of teachers is suffering and this is affecting students.

The proposed innovation and how it relates to solving the problem or improving on the current state.

The Buckeye Local School District, BLSD, recognizes the need to make changes. We believe a focus on individual learning by utilizing a diagnostic and prescriptive approach will address the problems noted above. Students will take charge of their learning and become invested. When anyone is successful, they have a positive outlook and feel good about themselves. When learning is tailored to students' individual needs, students will take charge and become self-directed and involved. This project, Individualize for Success, IFS, is a diagnostic and prescriptive approach which will increase student achievement by providing a toolbox of resources which, when used together, will offer the most powerful and successful opportunities to meet the unique needs of each and every student in grades prek-12. The approach's instructional design provides abundant modifications to support all learners, such as controlling instructional chunking so learners are not overwhelmed with information; using audio to support and reinforce instruction and providing student ability to replay any portion of audio without limit; providing immediate and informative feedback to learners; using transitions to cue users about what will happen next; placing control over pacing and review in the learners hands; teaching flexible strategies; making connections to previously studied materials; using interactions to keep learners involved in the learning process; and including the use of mentors who walk students through instructions and reads content aloud. The approach incorporates differentiated instruction and provides a way to measure student gaps in learning and quickly deliver online intervention activities. In addition, utilizing a diagnostic and prescriptive approach, designed to support all learners prek-12, individualizes learning and provides students with the necessary skills to function and be successful in an online world. The approach provides teachers with the ability to assign additional activities for those quickly progressing students who require further challenge, or assign additional practice/skills remediation for those students who are not successfully progressing. With this ability to make real-time decisions and modify the learning paths to meet each and every student's individual needs, teachers will be able to transition their role from traditional lecture/classwork to one of facilitator/coach and incorporate differentiated instruction. The approach also provides a way to measure student gaps in learning and quickly deliver online intervention activities. Tools provide teachers a way to standardize the instruction and produce positive change efficiently for a larger or smaller group of students at all once, creating greater quality control and implementation fidelity across classrooms. Programs align well with either a problem-solving model or a standard treatment protocol model of Response to Intervention, RTI, and are effective tools to use within the context of a multi-tiered instructional delivery system. Programs can immediately use student performance data to shift lessons, to lower grade levels, and provide students with the opportunity to build the skill background and content background necessary to be successful with higher-level skills. Teachers can grab a quick snapshot of students using the program to gather diagnostic information and then can take those results and prescribe specific practice or instruction to elevate skills while progress monitoring along the way using a robust reporting system. In addition to using this diagnostic and prescriptive approach, another component of this project is to focus early on reading development ages 4 through 8 to support students in attaining the Third Grade Reading Guarantee and build reading and comprehension skills in grades 2-6 to provide students with the reading skills necessary to be successful in other subject areas and throughout their lifetime.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

✔️ Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels,
Increases in student achievement are anticipated in the following ways for all students in all grades and in all core areas: Learning gaps will decrease as well as the number of students functioning below grade level; the number of students functioning at grade level will increase; and the number of students functioning above grade level will increase.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

Significant spending reductions will be evident with the discontinued purchases of textbooks (estimated $800,000 for all core areas over four years), replacing the use of the County Educational Service Center's, ESC, Virtual Learning Academy, VLA, with this grant project (estimated $40,000 per year), inclusion of a currently purchased online solution in the grant project (estimated $25,000 per year), and decreased purchase of paper and toner for printers (estimated $50,000 per year).

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

An increased selection of course offerings will be available through this grant project, adding 18 full credit Core, Advanced Placement, AP, and Foreign Language courses, 19 preparatory courses, and 51 electives and CTE courses compared to the courses listed in the high school course catalog. Stress, created on teachers' by the workload and time constraints they currently deal with everyday, will be decreased. When having less stress, teachers will increase their emotional well-being and will be more emotionally prepared to teach, thus enhancing student learning and experiences.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

The District After School Program utilizes the tools this grant will fund. The dual use and availability of these tools during the school day and in the After School Program will further reinforce and support student achievement and growth and be more efficient and effective in developing student ability to function in an online world.

10. Which of the following best describes the proposed project? - (Select one)

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of
12. What is the total cost for implementing the innovative project?

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

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<td>State the total project cost.</td>
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* Provide a brief narrative explanation of the overall budget.

The major categories of expenses in the budget address the goals of this project: $700,000 to purchase, over a six year period, a web based, 24/7 access, diagnostic and prescriptive program to individualize student learning including an elementary literacy program focusing on reading development; $50,000 for professional development to train teachers on program use and strategies used such as blended/flipped strategies; $175,000 to purchase mobile devices for student use; and $75,000 to augment the infrastructure to support the increased number of users providing increased bandwidth, additional equipment servers, switches, access points, upgrades;

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

There are no sustainability costs for professional development or the solution providing the toolbox of resources. These are being supplied to the District for a six year time frame with the total cost being covered in the grant allocation. Equipment maintenance may require funds, but we project these to be minimal based on past experience with two previously implemented technology grants during the past four years.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

315,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

Individualize for Success will create savings over the five year time frame, since purchasing textbooks will no longer be an expenditure, estimated $200,000 for textbooks in all four core areas over four years. Students will be able to remain at school for programs such as post secondary, where money had been previously lost to universities for payment, credit recovery, where money had been previously lost to the county ESC, and virtual learning, where money had been previously lost to the county ESC or other virtual learning entities, estimated $40,000 per year. Being a web based, 24/7 accessible solution, Individualize for Success will also require less use of consumable materials, such as paper and toner for printers, estimated $50,000 per year. In addition, including a currently purchased online solution in the Individualize for Success project will increase annual savings another $25,000 per year.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year. Purchasing textbooks will no longer be an
D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:
Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range January 2014 - September 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Discussed, communicated, consulted, and coordinated with the following while writing this grant proposal and planning the grant implementation: Angela Hicks, Director of Federal Programs; Mark Miller, District Superintendent; Dana Garrison, District Treasurer/CFO; Vince Pastre, District Technology Coordinator; Kathy Yocum, Co-Tech Coordinator; Cindy Scholer, District 21st Century Project Coordinator; Review and discuss possible changes to the District Technology Plan and the Acceptable Use Policy, AUP, and creation of a Bring Your Own Device Policy, BYOD; with the District Technology Committee consisting of Jeff Merrill and Myste Carter @ Buckeye Local High School (BLHS), Kathy Yocum @ Buckeye Local Junior High (BLJH), Jennifer Aubrey @ Buckeye Local North Elementary (BLNE), Heather Sailer @ Buckeye Local South Elementary (BLSE), and Leslie Tilton @ Buckeye Local West Elementary (BLWE); Discuss possible changes to Walk-Throughs with Principals at the five District buildings, Coy Sudvary @ BLHS, Jason Kovalski @ BLJH, Susie Nolan @ BLNE, Kim Leonard @ BLSE, and William Luther @ BLWE; and Review and discuss ways to promote teacher use using the OTES rubric with OTES Evaluators, Ron Clark and Susan Bachman. Various groups, individuals, and businesses, Verizon Wireless, Staples, and Microsoft were consulted to gain insight into possible device solutions. The Technology Committee, along with other interested teachers, reviewed the diagnostic and prescriptive program via demos/webinars to propose recommendations for district review and possible barriers. Began looking for "champions" in each building, teachers who are excited about the solution/initiative and will advocate use in their building.

* Anticipated barriers to successful completion of the planning phase

Principal and Teacher Buy-In

18. Implementation - Process to achieve project goals

* Date Range September 2014 - June 2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

Communicate grant project design with all principals and teachers, pointing out that by using this solution teachers will be meeting the criteria listed under the Accomplished Level in the Ohio Teacher Evaluation System, OTES, Rubric; Schedule and plan professional development training for all principals and teachers, building teacher proficiency and use of tools; Augment the Infrastructure in all buildings; Place orders for mobile devices and distribute to classrooms; Coordinate implementation and support with all principals and teachers; Plan and schedule assessments for September to determine baseline scores for all students and interim, benchmark, measurements in October, January, March, and May to determine student growth both short term and long term. Project milestones and interim measurements will be coordinated with the District Technology Team, DLT, and the Building Leadership Teams, BLTs, in each building because these groups have created and organized in past years the Short Cycle Assessments, SCAs, administered every six weeks to show mastery of the current concepts taught and to determine needed changes to instruction and remediation and the benchmark assessments administered every nine weeks to show progress over all concepts taught. Both assessments have proven successful with the District Improvement process, so these will be used in this grant project as well. In addition, web based Pre and Post perception surveys (qualitative) will be designed and published as assignments through the diagnostic and prescriptive solution.

* Anticipated barriers to successful completion of the implementation phase.

Teacher level of proficiency - Possible solution: Use the program solution, which offers adult courses, as a way to build teacher proficiency. Teacher buy-in - One possible solution: Promote using from the point of attaining the Accomplished Level on the OTES Rubric, and, by using these tools, teachers will be meeting the criteria listed under the Accomplished Level in the OTES Rubric.
19. Summative Evaluation - Plans to analyze the results of the project

* Date Range September 2014 - June 2020

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

Benchmarking students to ensure adequate progress is key to an effective program. The diagnostic and prescriptive approach incorporates a comprehensive system of assessment tools that allow educators to establish an initial performance baseline for each student with the ability to continually monitor performance in real time. We will be able to utilize student performance reports to measure a student's performance relative to other groups while consistently evaluating student progress against standards. We will plan and schedule quantitative benchmark assessments within the diagnostic and prescriptive solution and coordinate and communicate these at the quarterly District Leadership Team, DLT, meetings. District procedure currently is to administer benchmarks assessments once each nine weeks during the school year. We will design and publish pre and post perception surveys and disseminate via the diagnostic and prescriptive solution as an assignment. The scheduled dates will also be communicated through the quarterly DLT meetings.

* Anticipated barriers to successful completion of the summative evaluation phase.

No barriers anticipated since the benchmarks are included in the diagnostic and prescriptive approach.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

Instructional changes will be evident in the classroom organization. Teachers will be in various parts of the classroom facilitating/coaching instead of standing in the front of the room lecturing. Students will be engaged in different activities whether working on a computer, working in a small group, or working 1:1 with the teacher. Teachers will not have to print out all work since the tools used are web based and easily accessible. If needed, teachers will be able to make real-time, on the spot decisions to modify the learning paths of students.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. 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.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below:

The diagnostic and prescriptive approach shares the following Marzano study from March 2012 and success stories from school districts all over the country who have implemented projects using the different tools: The Marzano Research Laboratory, MRL, conducted a study based on the web based, diagnostic and prescriptive approach used in this grant, seeking to identify effective instructional practices in the online environment. The Marzano Observation Protocol is structured around ten instructional design dimensions representing three categories of teacher behavior, practices, and strategies that are commonly observed during instruction and that have been found to positively impact student achievement. Implementation of these instructional practices and strategies in the online learning environment is associated with higher levels of student achievement. Teachers who use the features and characteristics of this diagnostic and prescriptive approach and the diagnostic and prescriptive learning environment frequently engage in instructional strategies that have been found to positively impact student academic outcomes. The study found that teacher engagement-as measured by the number of times teachers logged into the diagnostic and prescriptive tools and the amount of time spent in the system-was the strongest predictor of higher levels of student achievement. Said another way, student learning in the online environment increases when teachers are actively involved and engaged in the process. The diagnostic and prescriptive learning environment provides teachers with tools and features that have significant, positive effects on increased levels of student learning. The more educators engage with the diagnostic and prescriptive learning environment, the more students benefit. One of the criticisms levied against online learning has been that with the teacher removed from the direct instruction, the role of the educator is transformed into that of a passive observer. Results from this study provide resounding evidence to the contrary, as teacher engagement in the online learning process was found to have the strongest relationship to student achievement outcomes. Ideas from success stories shared by the diagnostic and prescriptive solution are also helpful in project implementation. One of these used kindergarten screening time to train parents to use the literacy program so they would be able to encourage, support, and help their children at home. Magnolia Consulting, LLC documented the academic and scientific research that supports and defines critical design features of the diagnostic and prescriptive solution. The resulting document includes an in-depth review of the available research literature that supports the elements and details of how the program incorporates this research into its instructional framework and content-delivery mechanisms. As outlined in the full report, research found that: To be optimal, assessment practices should be ongoing and include diagnostic, formative, and summative results; Learning is accelerated when assessment informs and modifies instructional practices; Skill practice and review has the largest impact on learning when it is continual and distributed throughout the content; Student achievement increases when instructional
22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project. 

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project’s progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

Ronald Clark will conduct the internal evaluation for this grant project. Ron is the OTES Evaluator for the District High School and Junior High. His work contact information is 10692 State Highway 150 in Rayland, OH 43943. Phone 740.859.2196. His home contact information is 3114 Central Avenue in Steubenville, OH 43952. Cell phone 740.632.0845.

* 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 project’s progress).

Current District procedure is to administer Short Cycle Assessments, SCA, every six weeks to show mastery of the current concepts taught and to determine needed changes to instruction and remediation. Benchmark assessments are administered every nine weeks to show progress over all concepts taught. The District has been involved with the Ohio Improvement Process, OIP, since 2008. As part of the District Improvement Plan, groups were created and organized, one group at the District level, the District Leadership Team, DLT, and a group at each of the five district buildings, titled Building Leadership Team, BLT. The District learned that benchmarking students was key to an effective program in order to ensure adequate progress. Another part of the District plan for improvement was the use of Teacher Based Teams, TBTs in which teachers of same subject areas in each building meet to discuss problems, provide solutions, and plan curriculum maps, SCAs, and remediation. These groups, DLT, BLTs, and TBTs, plus the SCA and benchmarking assessments, which are already in place, have proven successful with the District Improvement process, so these will be used in this grant project. Quantitative benchmark assessments will be planned and scheduled with the diagnostic and prescriptive solution and coordinate and communicate these at the quarterly DLT meetings. Pre and Post perception surveys (qualitative) will be designed and published as an assignment through the diagnostic and prescriptive solution. Sharing of this grant project including what was learned will be presented at the Ohio State Technology Conference, with the Local Professional Development Committee, LPDC, School Board meetings, posts to the District website, school social media sites, and school mobile info apps.

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

If we find the project goal of increasing student achievement not being met, the Grant Leadership Team, GLT, will collaborate with the DLT and BLTs to discuss possible ways to modify the District Improvement Plan since lack of meeting this goal impacts the District and the grant project. Possible modifications may exist in the diagnostic and prescriptive approach, which incorporates a comprehensive system of assessment tools that allow educators to establish an initial performance baseline for each student and provides student performance reports to measure a student’s performance relative to other groups while consistently evaluating student progress against standards.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

The diagnostic and prescriptive tools, the main part of this project, are funded to the District an additional year after the grant period of five years ends. With the savings the District will be realizing over six years, the District will be able to enter into a yearly agreement to continue using the diagnostic and prescriptive tools. A substantial value is in the use of virtual learning instead of purchasing textbooks. Another is in the increasing of student achievement and the long lasting impact on student learning. A District five year goal is to close the achievement gap among all students, including students with disabilities (SWD), and economically disadvantaged by 50%.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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.

The applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

The closing of the achievement gap among all students, students with disabilities (SWD), and economically disadvantaged will occur by 50% over the five year operation of this grant project.

* Spending Reduction in the five-year fiscal forecast

Spending reduction will be shown by comparing the projected five year forecast every October with the actual in May.

* Utilization of a greater share of resources in the classroom

The number of students enrolled in the additional courses offered compared to the courses offered prior to the grant will increase by 10%
over the five year period.

* Implementation of a shared services delivery model

The students who use the diagnostic and prescriptive solution both during the school day and in the after school program, dual usage, will show a 10% additional increase in student achievement compared to those students who only use the tools during school hours.

* Other Anticipated Outcomes

Students' and parents' attitudes toward education will become positive affecting a positive change in the school culture. Students will be motivated and engaged. Teachers’ work load and time constraints will be decreased, contributing to their emotional well being, attitude, and enjoyment of teaching, thus enhancing student learning.

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

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

Based on the success stories shared by the diagnostic and prescriptive approach, this project should be able to be replicated in other districts in Ohio if the funds are available for them to purchase the diagnostic and prescriptive tools. We project the first year to require the most effort and time with it being a learning and skills development year during which time students and teachers will be learning the tools, upgrading technology proficiency, and getting acquainted with the changes occurring in the instructional strategies and procedures they can use or are being used in the classrooms. Subsequent years should require less time and effort since students and teachers have a year's experience using the approach. Planning and professional development will be planned for new teachers and students who enter after the school year has started. Ideas from the success stories shared by the diagnostic and prescriptive solution will be helpful in planning and making modifications.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

The Program Assurances form is uploaded to the document library for this grant in the CCIP.
Consortium

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.
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<th>Partnerships</th>
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No partners added yet. Please add a new partner by using the form below.
| First Name | Last Name | Title                                      | Responsibilities                                                                                                                                                                                                                                                                                                                                 | Qualifications                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Prior Relevant Experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Delete Contact |
|------------|-----------|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vince      | Pastre    | Technology Coordinator                    | Vince will handle all technology support, purchasing requests, installation of infrastructure, device installation and maintenance for this project.                                                                                                                                                                                                                                                                       | Vince has the following qualifications: Associates Degree in Electrical Engineering - Certificates in Microsoft Servers - Certificates in A+ Certifications - Wireless and Network Training Vince has also been responsible for ERATE filing for the District and has completed training and continues to update his knowledge and understanding in this area to qualify the District for the ERATE discounts available.                                                                                                                                  | Vince has served as Technology Coordinator for the Buckeye Local School District over the past 15 years. His duties have been technical as well as administrative. Project planning, implementation and management of networks, servers and learning management systems are incorporated into his daily responsibilities. Equipment and users' accounts are monitored, updated and attended to when necessary. Planning and purchasing of technology to be used in the further development and education of Buckeye Local students has included expanding wireless infrastructure and use of mobile devices. | Delete Contact |
| Angela     | Hicks     | Director of Federal Programs               | Angela will oversee all aspects of the program.                                                                                                                                                                                                                                                                                                                                                     | Angela is licensed in the following areas: Administrative Specialist - Curriculum, Instruction and Professional Development; Education of the Handicapped (K-12) - Developmentally Handicapped; Principal Grades 4-9, 5-12, and Prek-6; Superintendent; Teacher Kindergarten - Elementary (K-8) | Angela has 10+ years experience in administration and 9 years experience administering federal, state, and local grant programs. Angela administers all consolidated grants and works very closely with the competitive grants.                                                                                                                                                                                                                                 | Delete Contact |
| Dana       | Garrison  | Treasurer and CFO                         | Dana will provide fiscal services for the state program.                                                                                                                                                                                                                                                                                      | Dana has been a School District Treasurer for 20 years. She has a Bachelors Degree in Accounting and a Masters Degree in Business Administration. She received the Auditor of State Award in fiscal year 2011. | Dana has provided fiscal services in state and federal programs throughout her career as a School District Treasurer/CFO.                                                                                                                                                                                                                                                                                                                                                      | Delete Contact |
| Kathy      | Yocum     | Co-Technology Coordinator                 | Kathy will oversee the project implementation and keep Angela informed of progress. Professional Development will be planned and facilitated by Kathy in conjunction with the diagnostic and prescriptive program. She will also visit all the buildings to provide support to the administrators and teachers involved. | Kathy is licensed in the following areas: Principal and Teacher Grades 1-8 | Kathy has been teaching for thirty-five years and has been Co-Technology Coordinator for 15 years. She promotes technology integration, encouraging and supporting teachers. Kathy also encourages teachers to share by asking them to present as a team at the Ohio Technology Conference over the past years. Kathy has served as Technology Coach on two grants in the District from 2009-2012. She also plans and facilitates Professional Development for district teachers and is in the process of transitioning the District Professional Development from the traditional face-to-face meetings to blended ones. Kathy was instrumental in organizing the professional development for the "Blizzard Bags" to make up calamity days this past | Delete Contact |
In this way, teachers will have a good idea as to which of these two LMSs they prefer to use next year.