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Adjusted Allocation: 0.00
Remaining: -348,593.27
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Close That Gap!

2. Executive summary: Please limit your responses to no more than three sentences.
   The "Close That Gap!" project has a primary goal to close the gaps currently associated with our SWD population and our lowest 20% in achievement (both were F's on the new report card). In order to achieve this goal we will be incorporating new and existing elements into our district. This project will increase overall student achievement but will especially increase the achievement in our SWD group and at-risk group by utilizing resources and personnel in the classroom to help students identify strengths and weaknesses and learn to overcome and adapt to those identified weaknesses.

   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.

3. Total Students Impacted:
   598

   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
   Sandy Mers

   Organizational name of lead applicant
   Green Local School District

   Address of lead applicant
   4070 Gallia Pike, Franklin Furnace, OH 45629

   Phone Number of lead applicant
   740-354-9221

   Email Address of lead applicant
   sandy.mers@green.k12.oh.us

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

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below
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 Green Local School District currently has an achievement gap that is unacceptable. We are involved in the Ohio Improvement Process and have worked diligently to close the gap in our students with disabilities and our lowest 20%. In both of these areas we received an F on the new report card. Our reading scores for all students was an 82.4 but drilling down for SWD we only hit a 60.4 giving us a 22% gap between the two groups of students. Our math scores for all students was an 71.5 but drilling down for SWD we only hit a 39.6 giving us a 31.9% gap between the two groups of students. The relationship between our SWD and the lowest 20% in achievement when compared to the overall performance of the district using the performance index results to the Value-Added letter grade illustrates an astounding gap from an A overall to an F for SWD/lowest 20%. The gap that exists between our SWD/lowest 20% and all students is our problem. We need to focus on this gap and close it in both reading and math.

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

We strive to be a district that educates all of our students. Through our DLT/BLT/TBT processes these areas continually are brought forward as problem areas that need attention. However, our current financial situation has forced us to cut positions stretching our current staff as much as possible. The proposed plan will help close the achievement gap and will ensure that all of the students are monitoring their own progress and teachers are instructing with extensive data analysis. The "Close That Gap!" project will utilize personnel to focus on closing the gaps that exist in our students with disabilities as well our lowest 20% in achievement. As a school in a very low socioeconomic rural area, we continue to struggle financially. Since 2006 we have lost 19 positions through attrition; however, our staff continue to work diligently for the betterment of our students. The "Close That Gap!" project will involve paid personnel and an "army" of volunteers to help our targeted population overcome and/or adapt to their specific needs. The project includes two key personnel for initial set up. A district wide RTI administrator. This person's role will be to train teachers both in and out of the classroom on various strategies to close the achievement gap and analyze the data for clear instruction. This person will also assist the teachers in developing a student accountability piece so that the students learn how to track and analyze their own data. Furthermore, this person would become our volunteer coordinator for the implementation of Project MORE, a scientifically based volunteer reading mentoring program is being implemented in Ohio. It is our belief that combining our RTI efforts and implementing Project MORE, our students deficits will begin to significantly decrease the existing achievement gap. The other key personnel is a special education director. Currently both building principals oversee their special education departments as well as service as district representatives. We need someone to not only provide expertise and compliance but to also serve as an administrator to ensure that grade level expectations are being met with teaching strategies that are not only engaging but effective teaching strategies, IEPs are well written and provide challenges to decrease the current gap we are experiencing within our SWD and lowest 20% achievers. In addition to a director, we would propose to continue our personnel employed through our School Improvement Grant. These educators will continue to serve as an instructional coaches and tutors. Our "Close That Gap!" Project takes the existing personnel in 7th - 12th grades and moves them to serve as district personnel. This utilizes two experienced special education teachers and three experienced academic coaches. Their roles will be to focus on our target groups (SWD and lowest 20%) with the intervention needed as well as intense data analysis to help the teachers learn the critical areas. They will be coaching within the academic classroom to help teach the teachers methods that can be used to help these students progress. Combining the personnel, our existing RTI program and adding Project MORE will provide the avenue for students to achieve and go beyond their goals. By the end of the year, we will have a program with processes in place to serve students K-12 in need of intervention. With year one focusing on structuring this program and creating sound processes as well as providing proven instructional practices for our teachers, our army of volunteers along with our existing staff can continue the program.

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, content areas as appropriate) in the box below.)

There are copious changes that are expected. First and foremost, the achievement gap that is present today will be tremendously decreased by the end of this pilot year. Local report card data will change from a grade of an F to at least a C if not better in both progress and gap closing. Although the "Close That Gap!" project will focus on a PS-12 (District) initiative, specific attention will be given to grades 5th and 7th. For example, 5th grade reading has a "D" in its value added score with a -1.8 value added percentage. This should increase by at least one letter during the first year and each year after. The ultimate goal is a value added grade of an "A". Our 5th grade math score is -6.8 which is well below the -2.0 score that equates to an "F". Again, this should increase by at least one letter during the first year and each year after. 7th grade reading has a "D" in its value added score with a -1.8 value added percentage. This should increase by at least one letter during the first year and each year after. The ultimate goal is a value added grade of an "A". Our 7th grade math score is -1.9 which also equates to a "D" letter grade. Again, this should increase by at least one letter during the first year and each year after. The "Close That Gap!" Project will
provide the extra starting power we need to create a foundation and build. Teachers will understand what intervention means (just a change in teaching strategies or approaches for a specific skill) and students will learn how to monitor their own progress. The timing for this project couldn't be better. We have 8 retirements in our small district this year, 7 of those will be in the elementary alone. The opportunity to begin a program and change a culture at the same time doesn't happen often. The current thought is that SWD don't belong in the regular classroom. We have been slowly chipping away at that nomenclature. An enormous difference that will occur is the attitude of "these are not my kids" will not be prevalent. A defining moment will be when a culture of all students can learn will begin to emerge.

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.)

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.)

According to the Center for Public Education (2008), "a growing body of research shows that student achievement is more heavily influenced by teacher quality than by students' race, class, prior academic record, or school a student attends. The benefits associated with being taught by good teachers are cumulative. Research indicates that the achievement gap widens each year between students with most effective teachers and those with least effective teachers." The "Close That Gap!" project proposed will utilize our most important resource in the classroom, our teachers. By having our experienced academic coaches, teachers, and administrators during year one we can provide the most effective professional development our classroom teachers need - that's professional development that is ongoing, in the classroom and consistent. Our RTI administrator will be in charge of program setting. The administrator will develop schedules, recruit volunteers, oversee data analysis, facilitate the DLT/BLT/TBT process, and provide guidelines throughout the year. Our special education director will be directly involved with our special education teachers. Professional development in effective IEP goal setting and writing will take place while on the job. This position will focus on pedagogical strategies to gain the most growth. This person will be in the classrooms with the teachers providing guidance. We will also have academic coaches and experienced teachers that will be in our classrooms training our teachers throughout the year. Our "army" of volunteers will be utilized for the implementation of ProjectMORE. Once the RTI administrator establishes this program, we can continue this for years. This army of volunteers will help enhance the regular classroom reading instruction and build a love of reading with the children involved.

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.)

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
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.

* Provide a brief narrative explanation of the overall budget.

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<tr>
<td>Support Services (Purchased Services)</td>
<td>$22,500.00</td>
</tr>
</tbody>
</table>

348,593.27 State the total project cost.

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.

The ongoing cost of this project is the additional salary of a special education director. To offset this cost we will be cutting our psychologist purchase service to two days a week instead of five. Also, we have 8 retirements at the end of this year (2013-2014); those are at the top of the pay scale and we will replace with entry level salaries offsetting the additional salary. Our plan for sustainability is to establish a solid foundation during the implementation year so that once set, the program can continue without the extra staff contracted from the ESC. The establishment of the program and the training of the volunteers will continue to help close the gap in our students with disabilities and our lowest 20% achievement.

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

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.

0.00 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

The savings that we will experience will be a combination of cutting our school psychologist from five days to two (that's a purchase service savings of $35,000). Then we have six teachers and two secretaries that are retiring. We will save with their replacements because all that...
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.

The ongoing cost of this project is the additional salary of a special education director. To offset this cost we will be cutting our psychologist purchase service to two days a week instead of five. Also, we have 8 retirements at the end of this year (2013-2014); those are at the top of the pay scale and we will replace with entry level salaries offsetting the additional salary. Our plan for sustainability is to establish a solid foundation during the implementation year so that once set, the program can continue with the remaining staff. The establishment of the program and the training of the volunteers will continue to help close the gap in our students with disabilities and our lowest 20% achievement.

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: June 1, 2014 - August 14, 2014

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

Throughout the summer we will be recruiting and hiring the best personnel possible for our district. The personnel budgeted for in this grant have already been selected. When notified of the grant award, they will begin their initial planning and preparation for the upcoming school year. Current staff (superintendent, elementary principal and teacher leaders) will be conducting interviews for the open positions left due to retirements. These selections are critical and the interview rubric will be designed around the RTI and ProjectMORE goals of the grant. In addition to hiring, professional development will be planned and scheduled before the teachers report on August 15th. This will be a three day professional development over Response to Intervention (tiered instruction, progress monitoring, data analysis for instruction, and behavior supports, as well as ProjectMORE).

* Anticipated barriers to successful completion of the planning phase

The only anticipated barrier to successful completion of the planning phase is time. We are ready and can begin work as soon as the grant is awarded. Otherwise, we are very confident that the experienced personnel we will contract with will be ready to begin the work and have everything prepared before the first day of school.

18. Implementation - Process to achieve project goals

* Date Range: August 15, 2014 - May 21, 2014

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

Scope of Work: Activities/Events- 1 Professional Development-Teachers will spend three days in the summer receiving professional development on RTI & ProjectMORE. 2 Screenings- all students will be initially screened using Renaissance Learning’s STAR assessments. Screenings will continue throughout the year according to their skill needs & progress monitoring. 3 Data Board Event- each 9 weeks the data board in each building will be updated with building results of achievement data. Deliverables - The deliverable portion of “Close That Gap!”
will be the ongoing data that is generated through the STAR assessments. The final deliverable will be the Local Report Card Grade illustrating an increase in our SWD under gap closing as well as an increase on our lowest 20% in performance. Project Milestones - Our milestone checkpoints will be the end of each nine weeks. At these checkpoints we will be showing a trend of gap closing & increased achievement in both our SWD & lowest 20% performance groups. Interim Measurements - Students will continue to be screened throughout the year according to their skill needs & progress monitoring. Communication - Communication will take place in multiple forms. Students will learn how to keep track of their own data & be able to explain to their parents how they are performing. Teachers will be communicating their lessons in a multi-tiered approach providing instruction at the level of their students' needs. Administrators will be able to communicate the trends & specific areas of strengths and weaknesses to target. Coordination - This section is imperative to our success. The RTI administrator will coordinate all efforts district wide. From the initial schedule of screenings to the RTI training and finally to the academic coach assignments. Coaches will be placed to provide the specific training needed in the highest areas *All data is available as a district wide report, building report, as well as classroom & individual student.

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:

According to the National Center on Response to Intervention (NCRTI), a comprehensive RTI implementation will contribute to more meaningful identification of learning & behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, & assist with the identification of learning disabilities & other disabilities. A goal of RTI is to minimize the risk for long-term negative learning outcomes by responding quickly & efficiently to documented learning or behavioral problems & ensuring appropriate identification of students with disabilities. By encouraging teachers to implement early intervention, RTI implementation should improve academic performance & behavior, simultaneously reducing the likelihood that students are wrongly identified as having a disability. The Green Local School District will maintain the four essential components of RTI: 1) A school-wide, multi-level instructional & behavioral system for preventing school failure; 2) Screening; 3) Progress Monitoring; & 4) Data-based decision making for instruction, movement within the multi-level system, & disability identification. A school-wide, multi-level instructional & behavioral system for preventing school failure. Tier One: high quality core instruction that meets the needs of most students. Tier Two: evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students. Tier Three: individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention. At all levels, attention is on fidelity of implementation, with consideration for cultural and linguistic responsiveness & recognition of student strength. Screening - Universal screening is a brief assessment for all students conducted at the beginning of the school year. For students who score below the cut point on the universal screen, a second stage of screening is then conducted to more accurately predict which students are truly at risk for poor learning outcomes. This second stage involves additional, more in-depth testing or short-term progress monitoring to confirm a student's at risk status. Progress Monitoring - Progress monitoring is used to assess students' performance over time, to quantify student rates of improvement or responsiveness to instruction, to evaluate instructional effectiveness, & for students who are least responsive to effective instruction, to formulate effective individualized programs. Progress monitoring tools accurately represent students' academic development & will be used for instructional planning & assessing student learning. Data-based decision making for instruction, movement within the multi-level system, & disability identification - Screening & progress monitoring data can be aggregated & used to compare & contrast the adequacy of the core curriculum as well as the effectiveness of different instructional & behavioral strategies for various groups of students within a school. For example, if
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.

RTI - Rigorous research clearly shows that implementing the four essential RTI components with fidelity is an effective strategy to improve schools and increase student learning. The four components provide a research-based framework for delivering high-quality instruction and interventions customized to individual student needs (Fuchs & Vaughn, 2012). Their successful implementation embodies key characteristics of effective strategies to turn around low-performing schools (Herman et al., 2008). Furthermore, teachers who use the components with fidelity will improve their instruction and close achievement gaps for students with identified needs in reading (Gersten et al., 2008) and mathematics (Gersten et al., 2009). An important component of an effective RTI framework is the quality of the primary prevention level (i.e., the core curriculum), where all students receive high-quality instruction that is culturally and linguistically responsive and aligned to achievement standards. This allows teachers and parents to be confident that a student’s need for more intensive intervention or referral for special education evaluation is not due to ineffective classroom instruction. In a well-designed RTI system, primary prevention should be effective and sufficient for about 80% of the student population. ProjectMORE - A 5-year independent evaluation of ProjectMORE was completed by Bowling Green State University’s Center for Evaluation Services and has consistently revealed that students with specific learning disabilities and cognitive disabilities and students in Title 1 Reading who were served by the project made important reading gains. Tow aspects of the reading gains made by Project MORES’s students stand out: 1) For the average MORE student, the reading gains represent month-for-month increases in achievement, an impressive result for students with disabilities, and 2) in nearly 40% of the comparison between ProjectMORE students and similar students with reading disabilities, ProjectMORE students outperformed comparison students to a statistically significant degree. Using both of these researched based approaches the impact on student achievement, specifically in our students with disabilities and our lower 20%, should decrease tremendously.

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.

Debbie Queen, our RTI administrator, will be conducting the internal evaluation. The Summative Evaluation will take place by an extensive data analysis. We will first look at our final STAR assessments in both math and reading and compare those results to the initial screening data. This analysis will take place district wide and then drilling down we will look at buildings and then classrooms. The focus of this evaluation will include the overall population and then the SWD and lowest 20% performing. Our goal is to close the gap between the overall scores and the SWD and lowest 20% performing. STAR data should give us those results. We will also look at the initial score reports that the Ohio Department of Education releases to determine if an increase of scores (which in turn closes the achievement gap) is present in our SWD and our lowest 20% performers. We will be able to share this information using a narrative and corresponding charts/graphics to any other education entities in Ohio.

* 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).

Measurements will be taken often during our "Close That Gap!" project. We will begin with the initial screening using our STAR assessments and have that data as our baseline. Depending on the student, they will then continue to be screened during progress monitoring. At the end of each nine weeks, a benchmarking assessment will take place so that we can chart the progress of our targeted groups (SWD and our lowest 20% performers). STAR assessments are computer-adaptive tests designed to give accurate, reliable, and valid data quickly so that good decisions about instruction and intervention can be made. The assessments also provide a technical summary of STAR Student Growth Percentile (SGP), specifically the origins of SGP as an indicator of growth on summative state assessments.

* 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.

The benefit to the "Close That Gap!" project is that we are using two research based programs to implement within our school system. Our
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 achievement gap that is present today will be tremendously decreased by the end of this pilot year. Local report card data will change from a grade of an F to at least a C if not better in both progress and gap closing. Although the "Close That Gap!" project will focus on a PS-12 (District) initiative, specific attention will be given to grades 5th and 7th. For example, 5th grade reading has a "D" in its value added score with a -1.8 value added percentage. This should increase by at least one letter during the first year and each year after. The ultimate goal is a value added grade of an "A". Our 5th grade math score is -6.8 which is well below the -2.0 score that equates to an "F". Again, this should increase by at least one letter during the first year and each year after. 7th grade reading has a "D" in its value added score with a -1.8 value added percentage. This should increase by at least one letter during the first year and each year after. The ultimate goal is a value added grade of an "A". Our 7th grade math score is -1.9 which also equates to a "D" letter grade. Again, this should increase by at least one letter during the first year and each year after.

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 achievement gap that is present today will be tremendously decreased by the end of this pilot year. Local report card data will change from a grade of an F to at least a C if not better in both progress and gap closing. Although the "Close That Gap!" project will focus on a PS-12 (District) initiative, specific attention will be given to grades 5th and 7th. For example, 5th grade reading has a "D" in its value added score with a -1.8 value added percentage. This should increase by at least one letter during the first year and each year after. The ultimate goal is a value added grade of an "A". Our 5th grade math score is -6.8 which is well below the -2.0 score that equates to an "F". Again, this should increase by at least one letter during the first year and each year after. 7th grade reading has a "D" in its value added score with a -1.8 value added percentage. This should increase by at least one letter during the first year and each year after. The ultimate goal is a value added grade of an "A". Our 7th grade math score is -1.9 which also equates to a "D" letter grade. Again, this should increase by at least one letter during the first year and each year after.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

According to the Center for Public Education (2008), "a growing body of research shows that student achievement is more heavily influenced by teacher quality than by students' race, class, prior academic record, or school a student attends. The benefits associated with being taught by good teachers are cumulative. Research indicates that the achievement gap widens each year between students with most effective teachers and those with least effective teachers." The "Close That Gap!" project proposed will utilize our most important resource in the classroom, our teachers. By having our experienced academic coaches, teachers, and administrators during year one we can provide the most effective professional development our classroom teachers need - that's professional development that is ongoing, in the classroom and consistent. Our RTI administrator will be in charge of program setting. The administrator will develop schedules, recruit volunteers, oversee data analysis, facilitate the DLT/BLT/TBT process, and provide guidelines throughout the year. Our special education director will be directly involved with our special education teachers. Professional development in effective IEP goal setting and writing will take place while on the job. This position will focus on pedagogical strategies to gain the most growth. This person will be in the classrooms with the teachers providing guidance. We will also have academic coaches and experienced teachers that will be in our classrooms training our teachers throughout the year. Our "army" of volunteers will be utilized for the implementation of ProjectMORE. Once the RTI administrator establishes this program, we can continue this for years. This army of volunteers will help enhance the regular classroom reading instruction and build a love of reading with the children involved.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

NA

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

Any district will be able to look at the foundational set up that is created and our approach to data. Both of these could be replicated in any school. The key is the first year of implementation and creating that strong foundation so that the project can continue year after year. The planning, scheduling, etc. that we will use can be replicated in any system.

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).

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): Sandy Mers Green Local School District Superintendent 4070 Gallia Pike Franklin Furnace, OH 45629 740-354-9221
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