

Budget

Norwalk City (044560) - Huron County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (61)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		12,000.00	2,000.00	401,850.00	37,820.00	329,250.00	0.00	782,920.00
Support Services		28,000.00	4,571.00	0.00	0.00	0.00	0.00	32,571.00
Governance/Admin		6,250.00	750.00	0.00	0.00	0.00	0.00	7,000.00
Prof Development		9,880.00	1,524.00	48,710.00	0.00	0.00	0.00	60,114.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		56,130.00	8,845.00	450,560.00	37,820.00	329,250.00	0.00	882,605.00
Adjusted Allocation								0.00
Remaining								-882,605.00

Application

Norwalk City (044560) - Huron County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (61)

Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:

Differentiate to Accelerate: Personalized Learning for Maximum Growth in Students Identified as "Not on Track" in Grades Kindergarten to Thr

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

The Differentiate to Accelerate: Personalized Learning for Maximum Growth in Students Identified as "Not on Track" in Grades Kindergarten to Three initiative will provide struggling readers with a customized, innovative, and effective learning format for personalized instruction using the research-based Imagine Learning (IL) Language and Literacy adaptive technology. Kindergarten to grade three students identified as "Not on Track" using Ohio Department of Education or vendor approved assessments will be targeted for interventions using the five essential components of reading as a part of their individualized Reading Improvement and Monitoring Plan (RIMP). Imagine Learning software will engage struggling students giving teachers pertinent data to monitor instruction ultimately bolstering student achievement resulting in the student being deemed "On Track", ready to pass high stakes tests, and transfer their successes in reading to other content areas as noted in Ohio's New Learning Standards.

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.

423 3. 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:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 |
| <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 9 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Sandra Sue Goodsite

Organizational name of lead applicant
Norwalk City Schools

Address of lead applicant
134 Benedict Avenue Norwalk, OH 44857

Phone Number of lead applicant
419-660-1813

Email Address of lead applicant
goodsits@norwalk-city.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

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering 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

CURRENT STATE: In May 2013 Ohio legislation strengthened the Third Grade Reading Guarantee giving greater emphasis to reading instruction and intervention in early grades. School districts were mandated to diagnose reading deficiencies in students K - 3, create individualized Reading Improvement Monitoring Plans (RIMPs) and provide intensive reading interventions (ODE, 2013). By statute, ORC 3313.608, Willard/Norwalk City Schools assessed K - 3 students using the Kindergarten Readiness Assessment for Literacy (KRAL) or an approved vendor assessment (STAR Early Literacy, STAR Reading or Aims Web) in September 2013. Data collected via the assessments noted: 54% of Willard City and 18% of Norwalk City's K - 3 students were "Not on Track" in reading as reported through Ohio's Educational Management Information System (EMIS) to ODE. By law districts are required to provide additional reading interventions to "Not on Track" students. ("Not on Track" refers to students not reading on grade level based on previous end-of-year standards' expectations by September 30 (ODE, 2013). PROBLEM TO BE SOLVED: Norwalk/Willard City Schools seek to provide quality individualized reading interventions to reduce the percentage of students deemed "Not on Track" by 20% annually beginning school year 2014-2015. Research based Imagine Learning (IL), adaptive software, will be utilized to support growth and achievement for RIMP students in need of Response to Interventions (RTI) Tier Two/Three interventions. Successful use and implementation of the IL software will result in a decrease of students identified "Not on Track" in consortia districts. Currently, third grade students are required to reach the retention cut score (e.g., 392) in order to qualify for summer promotion. A reduction in the number of students needing leveled interventions will result in an increased percentage of passage on high stakes tests in grades K-12 ensuring academic success and college/career readiness.

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

IMPROVING THE CURRENT STATE: NORWALK CITY SCHOOLS; 990 students (PreK-3), 51.67% Free and Reduced Lunches, 166 K-3 STUDENTS ON RIMPs, Limited English Proficiency (LEP) 117, 4.1%; WILLARD CITY SCHOOLS; 563 students (PreK-3), 61.23% Free and Reduced Lunches, 256 STUDENTS ON RIMPs, LEP 157, 9.4%, Migrant 54, 3.2%. THE PROPOSED INNOVATION: Deploy and utilize the researched based Imagine Learning, adaptive technology, to provide an electronic individualized learning format for students in grades K - 3 deemed "Not on Track" and requiring a RIMP in reading. The Imagine Learning, adaptive software, will: 1) Deliver language and literacy lessons to provide supplemental instruction services that will target a student's identified reading deficiencies. 2) Instruct students in the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). 3) Assist teachers in providing individual interventions and graph specific diagnostic feedback for students on RIMPs. 4) Increase by 20% the number of students "On Track" at K - 3 in consortia districts annually. and 5) Increase understanding of the current technology evolution by capitalizing on new educational delivery methodologies. The Norwalk Reflector, a local newspaper, recently stated, "Huron County's March jobless rate ranks 5th worse in the state. It is the highest jobless rate of any county north, east or west of Columbus." Furthermore, the Columbus Dispatch (March 23, 2014) highlighted, "Research is clear that the prospect of dropping out (of school) increases dramatically for students who have been retained. The needs of any student who is retained extend beyond intervention and remediation and impact areas of self-confidence and esteem. It is important to note that while all children can learn, everyone learns in different ways and at varying rates." SOLVING THE PROBLEM: The Differentiate to Accelerate Initiative will address the current state (Norwalk/Willard students on RIMPs deemed "Not on Track") using the proposed Imagine Learning software. The use of an adaptive interactive intervention format will be innovative for Huron County students, K - 3, in consortia districts. Reading levels will be monitored and increased in different ways and at varying rates dependent on student needs. Individualized instruction will increase reading proficiency and decrease student retentions impacting the confidence and self-esteem of students which is predictor of college and career success.

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.)

Grade Levels: K - 3. Content Area: Reading/Language Arts. Via the implementation of Imagine Learning, adaptive software, we anticipate the following: 1) Scores will increase on student growth measures. 2) Vendor assessment progress monitoring checks will show increased learning targets. 3) Students will score higher on OAA and/or PARCC Next Generation Assessments. 4) Tier Two/Three Response to Intervention (RTI) will be more easily customized and delivered to the struggling students. 5) The number of students defined as needing placement on RIMPs will decrease. The use of computers will assist student engagement and positive attitudes to learning and school (Hattie, 2009). Students will receive instantaneous feedback via the electronic learning format Imagine Learning (IL) provides. Individualized teacher driven electronic learning will be innovative at grades K-3 in consortia districts. Children in the K-3 age group are 21st Century digital

natives. Individualized learning supported by the use of technology will be welcomed. IL software will be an innovative advancement for our students in grades K-3. A student struggling in whole or small group settings will feel empowered with his/her successes on an individualized basis via the IL electronic format. As a student's self-esteem and confidence grows in reading they will be more apt to fully participate in the classroom setting. Not only will a student's assuredness grow in reading but in all learning intertwined with the foundations of literacy. Recording data points on growth measures each school year will show quantifiable statistics predicting success in reading which may also dictate success in life. Use of Imagine Learning software will be a part of a bigger picture solution to correct reading deficits in students in the earliest stages of their school years.

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.)

1) Willard and Norwalk City Schools have declining enrollments due to the economic depression in Huron Country. (Currently Huron County is the fifth highest in the state per unemployment.) Due to declining enrollments both districts will not replace all positions due to attrition at the end of the 2013-2014 school year. The cost savings in both districts will be in excess of \$60,000 as noted in the Five Year Forecast for years 1, 2 and 3 of the Straight "A" Grant. Norwalk's budget reflects the reduction of one salary and accompanying benefits. Willard's budget reflects the reduction of two salaries and accompanying benefits. 2) As previously noted, staff reductions due to attrition will create annual savings of over \$60,000 for each district for the first three years of the grant. Dollars saved to the reductions of staff will be utilized in years 4, 5 and 6 for laptop replacement used to deploy and deliver Imagine Learning, adaptive software, to struggling readers in grades K - 3. Laptops purchased will have a three year warranty. Therefore, laptops will be replaced in years 4, 5, and 6 at an approximate rate of 20% per year based on technology directors' past experiences. 3) CAPITAL OUTLAY: Replacement of 20% of laptop machines in each district in grant years 4 to 6. For NORWALK: 166 machines @ 20% = 33 machines * \$750.00 = \$24,750.00 each year. For WILLARD: 256 machines @ 20% = 51 machines * \$750 = \$38,250.00 each year. The reduction of staff in consortia districts will easily sustain replacement costs of needed individualized electronic supports provided by CDWG and Columbus Micro Systems. 4) Imagine Learning licenses are perpetual and won't be renewed for six years (including supports and upgrades). 5) Ashland University (external evaluator) is a one time expense that encompasses the six year life of the grant.

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.)

The greatest share of resources (99.2%) garnered from Straight "A" grant fund dollars will benefit K-3 classrooms in consortia districts. (See budget details in question 12.) The IL software and technology devices will provide an intervention tool for Tier Two/Three struggling learners placed on RIMPs due to a "Not on Track" designation in the area of reading. Imagine Learning software will deliver individualized targeted and differentiated instruction to students. IL software will empower teachers to work more effectively and efficiently in the classroom. Teachers will utilize the program as a help tool to provide interventions that will allow students to increase their reading skills. Purchased laptops may also be integrated for use in other curricular academic activities and provide exposure of technology to students that will be required to take electronic assessments. The laptops in grades K - 3 can also be used for additional intervention by using applications and web-sites. The technology can be used to support growth targets for gifted students. Once again, applications and web-sites will attribute to this enrichment. Migrant and ELL students will have additional instructional resources due to IL having English and Spanish instructions. The technology can be used in center/workshops in the classrooms. The intervention provided by the IL software will be a great asset/resource for every classroom. Our focus is to first address our struggling K-3 readers. Outcomes will note fewer and fewer students deemed "Not on Track" once the Imagine Learning software is deployed for use in consortia districts. As achievement rises in our struggling readers antecedents of success may be easily replicated in our districts and beyond. Note: As successes increase and the numbers of identified students on RIMPs decrease in grades K-3 the IL program will be expanded for use to struggling readers in intermediate grades 4, 5, and 6 where possible to utilize a greater share of resources in the upper grade classrooms.

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 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 higher education should use the "non-traditional" tab.

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.

879,395.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Consortium Totals: NORWALK CITY SCHOOLS - SALARIES: Professional Development Salaries (Subs) = \$5700.00; Grant Manager Salary = \$12,000.00; Governance and Administration (Assistant Superintendent and Treasurer - Additional time related to consortium duties/time and effort documented) = \$6250.00; Support Services Salaries (Tech. Dept.) = \$11,000.00..... {TOTAL OF \$34,950.00}; RETIREMENT/BENEFITS for the above = {TOTAL OF \$5412.00}; PURCHASED SERVICES: Imagine Learning Perpetual License = \$157,700.00; PD Fall IL = \$14,000; PD Spring IL = \$3,000; Ashland Grant Evaluator = \$15,000.00; PD School Visit = \$3210.00 {TOTAL OF \$192,910.00}; SUPPLIES: Headphones = \$6,640.00; Carts = \$8,800.00.... {TOTAL OF \$15,440.00}; CAPITAL OUTLAY: Laptops = \$124,500; Server = \$6,000.00.... {TOTAL OF \$130,500}; NORWALK CITY SCHOOLS TOTAL = \$379,212.00 WILLARD CITY SCHOOLS- Salaries: Professional Development Salaries (Subs) = \$4180.00; Support Services Salaries (Tech. Dept.) = \$17,000.00..... {TOTAL OF \$21,180.00}; RETIREMENT/BENEFITS for the above = {TOTAL OF \$3433.00}; PURCHASED SERVICES: Imagine Learning Perpetual License = \$244,150.00; PD Fall IL = \$10,500; PD Spring IL = \$3,000; {TOTAL OF \$257,650.00}; SUPPLIES: Headphones = \$10,280.00; Carts = \$12,100.00.... {TOTAL OF \$22,380.00}; CAPITAL OUTLAY: Laptops = \$192,750; Server = \$6,000.00.... {TOTAL OF \$198,750.00}; WILLARD CITY SCHOOLS TOTAL = \$503,393.00. BUDGET NARRATIVE: Willard and Norwalk City Schools will provide teacher-directed individualized Tier Two/Three Response to Intervention (RTI) via the implementation of Imagine Learning, adaptive software, with K-3 students deemed "Not on Track" via diagnostic testing. To implement the Differentiate to Accelerate Initiative we are asking for \$882,605.00 dollars. (Please see the total breakdowns listed above which substantiates the budget page of the application.) SALARIES AND BENEFITS: Substitute teachers are needed when staff are involved in IL professional development/training. A project manager (retired administrator) will oversee the grant reflecting a one year expenditure of \$14,000.00 for 35 days of employment inclusive of fringe benefits, travel etc. The Project Manager (PM) will: Provide coaching, support, and the time and effort necessary to embed the foundation of this project. Norwalk City will serve as fiscal agent and lead applicant for the grant. Time and effort logs for the treasurer and assistant superintendent will support the costs listed. Demands on district tech departments necessitate dollars provided to pay initial time to set-up software and technology devices documented once again through time and effort logs. PURCHASED SERVICES: The greatest expenditure of the Straight "A" grant comes with the purchase of a six-year perpetual license via IL. IL will provide onsite professional development for staff in the fall and spring of fiscal year 2015. Ashland University will serve as the program evaluator. Thus costs for six years of services are included. SUPPLIES: Headphones and storage carts will support technology use in the classroom. CAPITAL OUTLAY: To support the implementation of IL, consortia districts must purchase laptops. After the three year warranty expires there is necessity to replace computers at approximately a rate of 20 % per year. Both districts will support additional tech expenditures via the reduction of staff due to decreased enrollments. (Specifics are reported in this grant application. See question 13 Capital Outlay). If student enrollment would increase Permanent Improvement/Technology dollars will be used in each district for device replacement. A one time purchase of an additional server will be needed for each district.

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.

There will be costs incurred to maintain and sustain the Differentiate to Accelerate initiative after June 30, 2015. These costs are absorbed through district supports described below. The five year forecast will show a decrease in expenses due to reduction of staff. Years 4, 5 and 6 will show a lesser decrease in the Five Year Forecast due to capital outlay expenses for laptop replacement. (See question 13 Capital Outlay). SALARIES AND BENEFITS: 1) Sub costs to train new staff beyond the first year will be absorbed through Title IIA: Professional

Development funds. Newly hired teachers will be trained to implement the IL software with in-house teachers-teaching-teachers (train-the-trainer model). Train-the-trainer and building professional learning communities is not a new approach for delivering professional development in our districts. The approach is cost effective and builds sustainable collaborative teams. 2) A project manager is needed for the grant implementation year to ensure fidelity. A retired administrator will assume this one-year only position. 3) Administrative costs for Norwalk City School district will be eliminated after the initial one year grant period, fiscal year 2015. 4) Support services salaries and benefits for the technology department will be absorbed as a regular routine of their job description beyond the first year of the grant. The majority of technology set-up will occur the first year and support will only be needed for minor maintenance, repairs and replacement. PURCHASED SERVICES: 1) There will be no re-occurring costs regarding the use of Imagine Learning software as a six year perpetual license is being purchased. 2) There will be no re-occurring costs regarding the use of Imagine Learning to deliver professional development services as a train-the-trainer model will be used in both districts monitored by building administration. 3) A contract agreement with Ashland University will include a six year project evaluation tool. SUPPLIES: 1) If necessary, headphone replacement costs will come from of existing building budgets. 2) Carts will last the lifetime of the project. CAPITAL OUTLAY: 1) Laptops with a three year warranty will be purchased for both districts to support Imagine Learning software. After year three, a laptop replacement program will be sustained by each district. An estimated 20% of the computers purchased by the Straight "A" grant will be replaced in years 4, 5, and 6. To sustain the fidelity of the project both Willard and Norwalk City will commit dollars for hardware replacement saved from reduction of staff via attrition due to decreasing enrollments as earlier noted. If enrollments in either district would increase over the life of the grant, districts will use current Permanent Improvement/Technology dollars to sustain the replacement of laptops. (Note: The laptops carry a three year warranty making replacement necessary in years 4, 5, and 6.) 20 % Laptop Replacement in years 4 to 6: Norwalk: 166 laptops * 20% = 33 laptops * \$750 = \$24,750 each year based on today's prices. Willard: 256 laptops * 20% = 51 laptops * \$750 = \$38,250 each year based on today's prices.

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.

60,000.00 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

There will be an annual expected savings in excess of \$60,000 plus in years 1, 2, and 3 of the grant due to staff reductions in both districts. Years 4, 5 and 6 will continue to show annual expected savings at a lesser amount due to a lapse of the customary three year warranty on laptops. An estimated 20% laptop replacement program is established annually for the final three years of the grant. Details: Norwalk: 166 laptops * 20% = 33 laptops * \$750 = \$24,750 each year. Willard: 256 laptops * 20% = 51 laptops * \$750 = \$38,250 each year. Additional services are mandated by ODE for students "Not on Track" placed on Reading Improvement Monitoring Plans (RIMPs). All students placed on RIMPs must have at least 90 minutes of reading instruction daily. An electronic format, IL, with an individualized approach monitored by a teacher is state-of-the-art in Norwalk and Willard City school districts. An electronic literacy software program is not a possibility without the funding provided by Straight "A" due to money issues in consortium districts. The funding of this Straight "A" grant would advance spending reductions in respective district's five year forecasts each year as less students will be identified as "Not on Track" needing additional interventions. With a lower number of students requiring interventions the amount of time to deliver services is decreased. When the amounts of services are decreased there are related cost savings. The expected cost savings will free Title staff to help students in academic areas other than reading. When students using the IL software attain the appropriate level of reading competency by the end of each grade level the number of third grade retentions will be reduced which allows for a reduction in costs of personnel to serve the struggling students. The digitalization of the intervention process for students on RIMPs will allow for cost reductions in K - 3 materials such as workbooks, New Learning Standards support materials, and the cost of printing consumable goods for individualized intervention lessons. Teachers will become less dependent on hard copies of materials as an instructional resource. (An example of an estimated cost savings: A \$15.00 intervention workbook purchased for the 423 students on RIMPs yields a savings of \$6,345 annually.) When funded, Willard and Norwalk City Schools will upgrade their approach to delivering interventions to increase progress and achievement in students in grades K - 3. Districts will not have to purchase an electronic program such as Imagine Learning (IL) for students "Not on Track" and placed on RIMPs from their general funds. Technology devices may also be used in other curricular academic areas and activities to provide technology exposure to students that will be taking electronic state assessments in intermediate grades.

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.

Software needs for this project will be self-sustaining as the Imagine Learning licenses are perpetual. The accompanying professional development delivered in year one by Imagine Learning to deploy and integrate the IL software and its use will be embedded with staff. A teacher-training-teacher model will be employed as new staff is hired over the course of the grant due to retirements. A project manager will assist and embed the use of the IL software in the initial grant year to increase fidelity of use and to support administration use and fidelity to the project. Thus the reasons for the grant, the purchase of IL software and the accompanying professional development, will fully sustain itself. To support the IL software, a purchase of laptops is necessary for students on RIMPs. Laptops with a three year warranty will be purchased for both districts to support Imagine Learning software. After year three a laptop replacement program will be sustained by each district. Twenty percent of the computers purchased by the Straight "A" grant will be replaced in years 4, 5, and 6. To sustain the fidelity of the project both Willard and Norwalk City will commit dollars for hardware replacement saved from a reduction of staff via due to decreasing enrollments. If enrollments would increase over the life of the grant current Permanent Improvement/Technology dollars will be used to sustain the replacement of laptops. (See question 13 for specific dollar amounts.) There will be no need for governance and administration of the Straight "A" Grant funds after year one as the IL project will be embedded in the daily routines of K-3 classrooms for students requiring interventions. Each districts' Ohio Improvement Plan (OIP) will add an action step under the English Language Arts goal providing support for students on RIMPs through participation in the Differentiate to Accelerate Initiative. The action step will be monitored by the District Level Team (DLT) , Building Level Teams (BLT) and Teacher Based Teams (TBT). IL will be a part of "the way we do things". Tech issues will be minimal and addressed by current technology staff after the deployment year of IL. If necessary, headphones will be replaced from building budgets as previously noted. Servers purchased as part of the initial grant will not need to be replaced for at least six years. Technology storage carts purchased as part of the grant will not need to be replaced over the life of the grant. If new teachers are hired due to retirements in either district, Title IIA dollars will pay for substitute teachers needed to cover classes when the train-the-trainer model is deployed to provide instruction regarding the use of IL. The process of sharing teacher-to-teacher professional development is frequently utilized in consortia districts. .

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 3/13/13 to 7/28/14

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

3/13 - 7/14: Norwalk-Willard awarded Early Literacy Grant - 2013. 100% K-3 staff trained Wilson/Fundations Reading providing whole class literacy instruction. 9/25/13: District administration attend Straight "A" Luncheon w/Imagine Learning. 9/18/13: Straight "A" webinar. 10/9/13: IL presentation w/consortium. 10/9-10/13: Bids obtained: CDWG and Columbus Micro Systems. 10/11/13: IL phone conference Norwalk City Schools Board of Education Office (1:15 - 3:45). 10/14/13: Grant to Comprehensive Continuous Improvement Plan (CCIP). 10/17/13: Primary grant contacts meet with IL. 10/18/13: Proposal from IL received. 10/21/13: Tech Parent Survey grades K-3 written, dispersed, compiled. 10/25/13: Submit round 1 Straight "A" Grant. 12/6/13: Sustainability of Grant is met! 12/6/13: Devastating news: Grant rejected after much time/work/effort. 3/4/14: Bowling Green, OH - Straight "A" Workshop. 3/14/14: Contacted Dr. Linton, Ashland University requesting assistance for Straight "A" project evaluation. 3/25/14: Discussions w/Dr. Linton. 3/28/14: Race to the Top Straight "A" conference session. 3/11 to 4/16/14: Collaboration - Norwalk/Willard for Round 2 grant design/writing/submission. 6/14: Consortium districts meet to coordinate grant's implementation timeline and ordering prior to grant notification. 7/28/14: Notification of award - establish meeting w/ districts - coordinate pre-planned work - inform designated personnel to carry out directives.

* Anticipated barriers to successful completion of the planning phase

Anticipated barriers: 1) Grant notification at summer's end may create time compressions issues to scheduling Imagine Learning professional development. Time compression issues may also be realized when materials are ordered for the IL program. 2) Staff members carrying out the initial implementation phases of grant may have to rearrange vacations around grant demands. 3) If funded, we will "make it happen" no matter the barriers!

18. Implementation - Process to achieve project goals

* Date Range 7/14/14 to 9/15/14

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

7/14 to 8/14: A) Interview and hire project coordinator and review project timeline, B) Consortium meeting - approve grant timeline, and C) Complete purchase orders: Imagine Learning (IL), laptops and PD. 8/14: A) PD agendas sent out for IL software use and laptop training, B) Meet w/ grant evaluator - set up timeline & requirements for evaluation, and C) Additional tech support employed for readying laptops. 9/14: A) Administer state approved diagnostics, B) Teacher PD for IL software, C) Teachers provide instruction on use/care of laptops to K - 3 students, and D) Onsite visit to IL school site(s). 10/14: A) "On Track"/"Not on Track" students identified via state approved diagnostics and data submitted to ODE via EMIS, B) Consortium collects data per grade level, building and district identifying students "On Track"/"Not on Track" for beginning data collection of the project evaluation, C) RIMPS created for all "Not on Track" students in grades K-3, parents notified, D) Teachers provide instruction on the use of IL software to all K-3 students, and E) Title I Family Night: Imagine Learning software awareness presented to parents. 10/14 to 5/15: A) Implementation of Imagine Learning software and B) Benchmarking using district adopted vendor assessments which will progress monitor students "Not on Track" throughout the school year. 11/14: Parent Teacher Conferences - Share individual IL reports & progress to parents of students "Not on Track". 2/15: Consortium meeting: evaluate progress of grant. 5/15: A) Administration of ODE approved reading diagnostics and B) Teacher on-going PD for IL. 6/15: A) "On Track"/"Not on Track" students identified and submitted to ODE through EMIS, B) Project evaluator collects data for each grade level, building and district for students "On Track"/"Not on Track" C) Statistical data determined by contrasting the beginning and end results and D) Outside evaluator completes program evaluation/statistics.

* Anticipated barriers to successful completion of the implementation phase.

1) Flexibility for choosing professional development dates in September with service contractors will be needed. 2) Availability of technical support staff must be aligned prior to 2014 summer recess. 3) Address limited number of qualified retired administrators to interview for project manager. (Search and seek.)

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range Each May for six years

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

The Differentiate to Accelerate Initiative will be evaluated by: 1) Formal qualitative on-site reviews conducted by Ashland University in both consortia districts at the end of year one through year six. The perceived effectiveness and use of the IL adaptive software on student progress and achievement will be reported via onsite reviews with teachers involved in the deployment of IL with students on RIMPs. 2) Quantitative data collections conducted by Ashland University in both consortia districts will take place at the end of each school year for six years. Via the use of surveys constructed at Ashland University the impact of IL on student's progress and achievement during one school year will statistically be gathered, analyzed, and reported. 3) Quantitative data collections conducted by Ashland University in both consortia districts will be reported across school years as the students on RIMPs move from one grade to the next. This statistical data will be gathered from years two to six of the grant as two data points will be necessary to make year to year comparisons on the same learner. 4) Classroom teachers will use state vendor assessments to progress monitor and note increased student successes in reading as students on RIMPs use the individualized intervention lessons provided by IL adaptive software. 5) A reduction in the number of students not achieving the necessary cut scores to pass the requirements of the Third Grade Reading Guarantee via the passage of the Ohio Achievement Assessments or PARCC assessments will also decrease. 6) The IL project will be innovative in both consortia districts. Milestones will be reached when an innovative electronic learning format is employed to guide individualized student learning paying dividends to increase student progress and achievement. IL will embed the use of technology as an intervention tool.

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

Retirements or reassigned personnel in the consortia districts may affect the consistency of data gathering over the course of the six years. However, retirements or assignments should not affect the successful completion overall of the project due to a high level of sustainability regarding the fiscal foundations, mentoring of new personnel and the deployment of the Differentiate to Accelerate Initiative. Ashland University has committed as a grant partner to evaluate the use and results of the IL program for six years.

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:

Electronic scaffolding of learning in a small group or individualized instructional settings with trained teachers is not in and of itself new. However, in the Willard and Norwalk districts the use of individualized electronic lessons for struggling students is a pioneering upgrade to current instructional practices. The use of Imagine Learning software is innovative for consortia districts. Currently instruction for struggling students is delivered through small group, one on one activities, paper and pencil instruction, center/workshops and/or game based teaching. The use of IL electronic software via a technology device will provide immediate personalized feedback to a struggling learner. Electronic delivery of scaffolded lessons will decrease planning and time compression issues for the teacher. Teachers will plan differently to serve the needs of students using an electronic data access format. Teachers will learn to use the IL software and read/analyze electronic reports the software provides. Teachers will understand and monitor learning differently. The impact of the research based Imagine Learning program has established increases of academic achievement in learners in the United States and beyond. (See case studies in question 21.) Teachers trained in the use and foundations of Imagine Learning have the ability to change the culture of their classroom for students needing additional individualized interventions. Presently intervention occurs after a diagnostic assessment identifies specific learning needs of a student. IL will change instructional practices by offering an electronic scaffold of interventions necessary to meet the deficits diagnosed via assessments (formative, summative, vendor etc.). IL intervention lessons will assist students in attaining the "On Track" reading designation, aide progress and achievement in other subject areas, and increase success on state mandated high-stakes tests in grade

three and beyond. The implementation and use of Imagine Learning software can change organizational practices as the delivery method of interventions is electronic with teacher monitoring. Embedded curriculum changes will bring a 21st Century approach to the delivery of Tier Two/Three student interventions necessary to increase reading progress and achievement for students on RIMPs. Changes to classroom practice will be amended when a teacher specifies electronic supports that are customized for a specific learner. Time compression issues per planning or delivery of interventions to struggling students will be reduced. Processes and procedures for students needing interventions will be established. Students will complete IL interventions during academic center/workshop time with a paraprofessional, tutor, or interventionist. Old ways of doing will be replaced with new ways of knowing and become a part of the teacher planning and student's academic culture. Substantial impact and use of IL software can be statistically monitored via comparison of progress monitoring test scores using state vendor assessments given quarterly. Program success may also be evaluated by monitoring the reductions of students on RIMPs over the course of the grant. Antecedents of success for replication in other school districts will be present as student progress and achievement increases as noted at the end of each school year. All students on RIMPs will be diagnosed and given interventions. (Lasting impact will be determined via a comparison of vendor assessment scores in each grade and increased Ohio Achievement Assessments scores across the life of the grant.)

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.

PART 1) RATIONALE, RESEARCH, PAST SUCCESSES: Two case studies provided by Imagine Learning are submitted to verify the rationale, research and past success Imagine Learning software has brought to schools. Additional studies are available. Example 1: Washington Elementary - Washington Elementary School located in St. George, Utah utilizes the Utah State Office of Education's Kindergarten Assessment to assess knowledge, abilities, and skills of students enrolled in the district's Optional Extended day Kindergarten (OEK) program. The Imagine Learning Assessment is administered to the OEK students twice each school year, once in August and once in January, to diagnose and measure the progress of students participating in OEK. OEK students that used IL realized average gains of 93 points on the state kindergarten assessment in 2011. The students used IL for 30 minutes a day, four times a week, from September 2010 until they were again tested in January 2011 to realize the 93 point gain. The kindergarten children not a part of the IL control group over the same period of time realized gains of only 61 points on the state kindergarten assessment. Example 2: Denver Public Schools - Imagine Learning is used as a supplemental tool in Denver Public Schools' classrooms & as an after- school supplemental program on dozens of campuses within the Denver Public Schools. In 2011, the Colorado Department of Education released an evaluation of supplemental education service providers. IL was identified as the top technology based supplemental educational service program in Colorado based on student improvement rates on the Developmental Reading Assessment (DRAL2) and the Colorado Student Assessment Program (CSAP) reading assessment. Students using IL achieved the following on the 2009-2010 DRA2 in Colorado: 1) Twice the student improvement rate of the control group, 2) Twice the student improvement rate of other supplemental services programs, and 3) Achieved the highest improvement rate of technology based supplemental educational service programs in the State of Colorado. Students using the IL achieved the following on the 2009-2010 CSAP reading test. 1) A student improvement rate of 26 percent higher than the control group students, 2) Student improvement rate of 35 percent higher than students enrolled with other supplemental service programs, and 3) Achieved the highest student improvement rate out of all technology based supplemental service programs in the State of Colorado. **PART 2) SPENDING REDUCTION IN FIVE-YEAR FORECAST:** Norwalk and Willard City schools will see a reduction in their respective five-year fiscal forecasts. Willard and Norwalk City schools will experience a reduction of teaching staff due to decreased enrollment numbers. The reduction of staff will increase carryover dollars reported in the five year forecast. In years one to three the savings will be at least \$60,000 in each district. In years four to six the savings in Norwalk will be in excess of \$35,000.00 per year and in Willard will be in excess of \$21,000.00 per year. Savings in years four to six are less as tech devices to run the IL software will be replaced at the rate of 20% per year. **PART 3) UTILIZATION OF RESOURCES:** The greatest share of resources garnered from Straight "A" grant fund dollars will be utilized in K-3 classrooms in consortia districts. (See budget details in question 12.) The IL software and technology devices will provide an intervention tool for Tier Two/Three struggling learners placed on RIMPs due to a "Not on Track" designation in the area of reading. Imagine Learning software will deliver individualized targeted and differentiated instruction to students. IL software will empower teachers to work more effectively and efficiently in the classroom. Teachers will utilize the program as a help tool to provide interventions that will allow students to increase their reading skills.

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.

.Dr. Eugene Linton, Ashland University (elinton@ashland.edu) will be responsible for conducting an external evaluation of the Differentiate to Accelerate Norwalk and Willard City Schools' Straight "A" project over the course of six years. Qualitative and quantitative measures will be employed to report the project's statistically significant successes.

* 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).

Evaluating the impact of our Differentiate to Accelerate project will occur through multiple assessments, both short and long term. We hypothesize 20% of all students on RIMPs noted as "Not on Track" will demonstrate statistically significant growth in reading achievement using IL adaptive software as an individualized learning intervention. Measures used to monitor progress and achievement will be (Formative Outputs): 1) Scaffolded IL lessons used daily. 2) Quarterly recorded benchmarks using state approved AimsWeb or STAR Literacy data and 3) Yearly Student Learning Objective Growth Measures recorded for staff evaluation purposes. In grade three the fall formative OAA may be statistically compared to the summative spring OAA to formative outputs to highlighting IL program successes. The project evaluator, Ashland University, will dissect and formally report using the aforementioned data sources. In addition to documented quantitative measures qualitative documentation regarding the use of adaptive software to increase student achievement will be gathered and reported by the Ashland University evaluator. Increased Local Report Card Annual Measurable Objectives will provide validation outcomes for replication to deploy Imagine Learning as an intervention tool for K - 3 struggling readers.

* 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.

Due to the nature and foundations of IL adaptive software measured progress will be inherent when the students use the IL program with fidelity. Teacher directed modifications will be necessary if a student lacks significant progress. Building administrators will monitor and track student progress using IL reports. The use and success of the IL adaptive software will be closely monitored by the Teacher Based Teams, by the Building Level Teams and shared out with the District Level Team quarterly. As there is no control group not receiving treatment (IL adaptive software supports) data will be gathered on individual students comparing their progress over the course of the school year. (See part 1 of question 22 as measurement to determine success are noted.) At the conclusion of each school year data may also be calculated using the progress increases of individual students in an aggregated format. This data in turn may also be aggregated to make building comparisons as to the success of the IL program. Formal qualitative onsite reviews of all stakeholders regarding their use and reflections of IL software will be conducted yearly. Although unlikely, if annual project objectives (as reported by the external evaluator) show insufficient measured progress consortia districts will develop a corrective action plan and incorporate corrections outlined by the external evaluator.

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 Differentiate to Accelerate Initiative will have value and lasting impact on struggling readers when confidence is raised and reading abilities are increased. Quantifiable measures (State of Ohio approved vendor assessments STAR or Aims Web, the KEA or OAA) will be used to identify struggling students deemed "Not on Track" in grades K - 3 at the beginning of each school year. Based on research provided, (see question 21) the use of Imagine Learning software will generate quantifiable increases in academic reading successes for students. Following IL professional development the use and success of the IL program in Willard and Norwalk will be monitored by a project manager to embed the processes of the program with reliability. Teachers and building administrators will learn the uses and foundations of the program and introduce the program and its uses to parents through an IL Family Night. All stakeholders involved with the learning of a child will have immediate electronic feedback to determine if corrections are needed to increase student reading success. Quantifiable short and long terms goals will be measured using data gathered from the IL learning software, vendor assessments and high stakes tests. Decreases in the number of students needing RIMPs will prove the reliability and use of the IL electronic software as an intervention tool for struggling students. IL will provide reports to understand and reflect on differing learning approaches to increase reading proficiency. Imagine Learning professional development training will ensure fidelity of implementation and use of IL software to attain the intended project goals. Data collections using Imagine Learning may systematically be reported in a quantitative format. Progress monitor assessments via the use of STAR and Aims Web are also quantifiable. All data generated and the statistical significance of that data can be shared, reviewed, and assessed. When the academic gains are reported others will wish to deploy the Imagine Learning software in their districts. The Imagine Learning program may easily be replicated following the approach and outlines for implementation submitted in this grant application. Technology is a vital component of the world and learning. Technology changes at warp speed creating necessity to evaluate the IL software and its use annually. The approach to identifying students "Not on Track" and reported to ODE via EMIS may be very different in six years. However, this grant will allow our districts the privilege and use of a research based software intervention software long before our district budgets would allow.

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

I. Goal: Student Achievement - Benchmarks: A) 100% of teachers in grades K - 3 will be trained in the foundations and uses of Imagine Learning adaptive software. B) 100% of RIMP students will receive individualized electronic interventions via the deployment of Imagine Learning software. Data collected via work with IL software will verify student reading progress and skills mastered. C) EMIS data will note students identified as "Not on Track" (placed on RIMPs) will be reduced 20% annually using Imagine Learning software. D) Administrative mentoring, monitoring, and awareness of students' progress will increase the use of IL as documented in individual teacher's Ohio Teachers Evaluation System (OTES). E) 25% of RIMP parents will participate in IL Parent Family Night verified by sign-in sheets and agendas of the evening.

* Spending Reduction in the five-year fiscal forecast

II. Goal: Spending Reductions in Five Year Forecast - Benchmarks: A) At least \$60,000 cost savings noted in the 5 year forecast for the first 3

grant years in each district due to staff reduction. B) \$35,350.00 cost savings noted in the 5 year forecast for years 4, 5, and 6 in Norwalk City School District due to staff reduction. C) At least \$21,750.00 cost savings noted in the 5 year forecast for years 4, 5, and 6 at Willard City School District due to staff reduction. (Capital outlay = replacement of 20% of laptop machines in each district in grant years 4 to 6. For Norwalk City : 166 laptops * 20% = 33 laptops * \$750 = \$24,750 yearly. For Willard City: 256 machines * 20% = 51 machines * \$750 = \$38,250 yearly). D) \$0 will be used for IL licenses due to perpetual licenses that do not have to be renewed annually.

*** Utilization of a greater share of resources in the classroom**

Purchased laptops may also be integrated for use in other curricular academic activities and provide exposure of technology to students that will be required to take electronic assessments. The laptops in grades K - 3 can also be used for additional intervention by using applications and web-sites. The technology can be used to support growth targets for gifted students. Once again, applications and web-sites will attribute to this enrichment. Migrant and ELL students will have additional instructional resources due to IL having English and Spanish instructions. The technology can be used in center/workshops in the classrooms. The intervention provided by the IL software will be a great asset/resource for every classroom.

*** Implementation of a shared services delivery model**

*** Other Anticipated Outcomes**

1. Increased use and support of learning via technical supports by digital immigrants. 2. Increased collaboration in closely coupled consortia districts. 3. A new way of knowing and learning for the 21st century in districts unable to afford technological learning supports. 4. Increase in OTELA (Ohio Test of Language Acquisition) scores due to IL intervention software adaptable for Spanish to English transition.

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**

As Norwalk and Willard Schools begin to implement the Differentiate to Accelerate initiative, pitfalls and successes will be reported in documented lessons-learned by the project manager and district stakeholders as noted in end-of-the-year reports compiled by the program evaluator, Ashland University, Dr. Gene Linton. The evaluation reports may be shared with school administrators and lead teachers via ESC organizational meetings, State Support Team gatherings, and at ODE sponsored conferences. The project manager and the lead applicant would proudly share and communicate Straight "A" funding successes with any entity wishing to have information. Both consortia districts will open their doors to share the innovative approach that has been afforded their struggling readers through grant dollars. All disaggregated statistical data (not in violation of FERPA) compiled by Ashland University may be requested and shared. We hypothesize RIMP students will demonstrate statistically significant growth in the five essential components of reading using Imagine Learning adaptive software as an individualized growth tool. At this time we do not have plans to expand the Imagine Learning program in grades K to 3 for all students. Our focus is to first address our struggling readers. Outcomes will note fewer and fewer students deemed "Not on Track" once the Imagine Learning software is deployed for use in consortia districts. As achievement rises in our struggling readers antecedents of success may be easily replicated in our districts and beyond. Note: As successes increase and the numbers of identified students on RIMPs decrease the IL program will be expanded for use to struggling readers in grades 4, 5, and 6 where possible.

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).

Sandra Sue Goodsite (Norwalk City Schools: Assistant Superintendent) Laurie Jo Czaplicki (Willard City Schools: Curriculum Director)

Consortium

Norwalk City (044560) - Huron County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Sue	Goodsite	4196601813	goodsits@norwalk-city.k12.oh.us	Norwalk City	044560	134 Benedict Ave, Norwalk, OH, 44857-2349	
Laurie	Czaplicki	4199351541	czaplicki.laurie@willardschools.org	Willard City	045096	110 S Myrtle Ave, Willard, OH, 44890-1425	

Partnerships

Norwalk City (044560) - Huron County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Eric	Keefer	801-377-5071	eric.keefe@imaginelearning.com	Imagine Learning		191 River Park Drive , , Provo, Utah, 84604	
Dr. Eugene	Linton	419-289-5921	elinton@ashland.edu	Ashland University		410 College Avenue, , Ashland, Ohio, 44805	
Chris	Grader	5139675207	cgrader@columbusmicro.com	Columbus Micro System		5087 Westerville Road, , Columbus, Ohio, 43213	
Raynell	Howlette	3127059552	R&M@cdwg.com	CDWG		230 North Milwaukee Avenue, , Vernon Hills, Illinois, 3127059552	

Implementation Team

Norwalk City (044560) - Huron County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Sandra "Sue"	Goodsite	Assistant Superintendent, Norwalk City	Responsibilities: Norwalk City will serve as the fiscal agent/grant contact. Dr. Goodsite will supervise the project manager who will oversee the implementation of the grant including professional development, purchasing, and evaluation.	Qualifications: Ed. D. - Leadership Studies and Supervision, BGSU	Relevant Experience: 27 years in educational administration from the building to district level, co-implemented a Literacy Grant with Willard City - 2014	
Laurie Jo	Czaplicki	Curriculum Director, Willard City	Willard City Schools will assist Dr. Goodsite in every aspect of the grant's management.	Masters in Curriculum & Education, License for Elementary Principal, Middle School Principal & Assistant Superintendent	39 years in education, taught 23 years in grades K - 7, wrote and implemented several Marta Holden Jennings grants, 16 years as the district's curriculum director including the district's CCIP application annually, instructor for State Institutes for Reading Instruction (SIRI), Adjunct professor for Ashland University, superintendent designee for Race to the Top grant for the past four years, co-implemented a Literacy Grant with Norwalk City for the 2014 school year with Willard being the fiscal agent	
Mark	White	Director of Technology	Oversees all operations of information systems, hardware, purchases, procurement, deploys equipment of the extended IT infrastructure of Willard City Schools	Master in Education: Major C&I Computer Science	10 years of experience as a district technology coordinator Assisted on numerous grants involving technology	
Betty	Schweifert	Treasurer Norwalk City Schools	Responsibilities will include all fiscal aspects of the grant including purchase orders and FER	Current treasurer's license	38 years of experience as both a district & ESC treasurer	
JC	Elgin	Administrative Position - Director of Technology	Oversees all operations of information systems, hardware, purchases, procurement, deploys equipment of the extended IT infrastructure of Norwalk City Schools	English Education, Master of Science IT Management to be conferred August 2014	Six years of experience as a technology coordinator	