## Budget

**Wadsworth City (044974) - Medina County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (340)**

**U.S.A.S. Fund #:**

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**Adjusted Allocation**: 0.00

**Remaining**: -250,069.03
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Math 360

2. Executive summary: Please limit your responses to no more than three sentences.
Math is all around us on a daily basis. Students, especially those who struggle with math, often fail to see the real-world applications and why it's important to learn these skills. The purpose of this project is to develop and implement an innovative, research-based program to improve the performance of adolescent at-risk and students with disabilities in the area of mathematics. Implementation of this program will close the gap in performance of students in these two categories in comparison to their same-grade peers. Funds are being requested to purchase innovative curriculum and provide intensive professional development for Intervention Specialists and General Education teachers.

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.

216 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:

- 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
Kristen Prough

Organizational name of lead applicant
Wadsworth City Schools

Address of lead applicant
524 Broad St. Wadsworth, OH 44281

Phone Number of lead applicant
(330) 335-1319

Email Address of lead applicant
wadc_kprough@wadsworthschools.org

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

An analysis of district level data in indicates the achievement gap in mathematics for at-risk students and students with disabilities has not closed for the districts. For the 2012-2013 school year, only 51.6% of students with disabilities in 7th and 8th grade in Wadsworth City Schools scored within the proficient range on the Math Ohio Achievement Assessment. Similarly, 48.9% of students with disabilities in Medina City Schools and 49.6% in Buckeye Local Schools scored in the proficient range. In order to close that gap, students need instruction aligned to grade-level standards with a research-based program that also provide opportunities to remediate basic skills. The districts have also identified a need for professional development for highly qualified teachers and the implementation of curriculum that will engage and motivate our students.

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

As stated on the Scholastic website, "MATH 180 is the first math intervention program designed to meet the rigor of the Common Core and accelerate students to grade level. With a focused and coherent scope and sequence and scaffolded practice that includes Next Generation assessment item types and performance tasks, MATH 180 ensures that older struggling students have an explicit and accelerated path to college and career readiness." Math 180 is structured to provide whole group and small group instruction in addition to technology-based instruction with instructional software for hands-on, real world application of concepts. The curriculum has been researched and is targeted to the adolescent student in a way that is engaging and imbeds learning in topics that are of interest to students. The innovation lies in this unique curriculum and the design that virtually steps outside of the classroom setting for real world application through the instructional software. This curriculum does not follow the lecture, model, practice method of teaching math. The students are engaged in a variety of activities such as designing a virtual skate park and using geometry and volume to paint art. This project will allow for the purchase of Math 180 along with intensive, imbedded professional development for staff to ensure implementation fidelity while also increasing their skills when delivering math instruction.

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.)

Math 180 is a research-based curriculum designed to change how struggling learners interact with curriculum in order to increase motivation and achievement. Implementation of this project will have an immediate and direct positive impact on the performance of struggling learners within the classroom setting and on the Ohio Achievement Tests. The districts anticipate an increase of 15-20% improvement in the rates of students who score in the proficient range on the Ohio Achievement Assessments in Mathematics.

- 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.)

The purchase of the Math 180 curriculum and the iPads will introduce an innovative, research-based math curriculum in the classroom. Students will be able to leverage the power of technology to virtually interact with math in a variety of real-world applications. The grant will also provide specific professional development to teachers to promote the use of proven instructional strategies in the classroom.

- 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
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.

250,069.03 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

$112,785.00: For each district, purchase of 72 Math 180 student licenses (includes access to Math 180 instructional software, remedial software, and Scholastic Math Inventory), two classroom sets of materials for each school district, and two days of implementation training provided by Scholastic. These materials are critical to the successful implementation of Math 180 in 2 classrooms in each district. $110,553.80: 30 iPads and a charging cart each for Wadsworth City Schools and Buckeye Local Schools. 60 iPads and 2 charging carts for Medina City Schools. Purchasing the iPads will allow students to access the Math 180 software component during instructional time and intervention periods. Districts are also exploring the possibility of allowing students to take the iPads home to access the remedial portion of the software outside of the school day. $23,589.99: Professional development provided by Scholastic Implementation Consultants. Included eight days of onsite coaching for each classroom, one full day and one half day of professional development. $3140.24 salary and benefits for substitute teachers for eight staff so they can attend the professional development training.

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

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

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

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.
At the end of the grant period, Math 360 is a self-sustaining project where the only recurring cost to districts is the cost of yearly web hosting and technical support provided by Scholastic at the cost of $1080.00 per district per year. Medina City Schools will fund that cost with county sales tax dollars and Wadsworth City Schools and Buckeye Local Schools will fund that cost through their respective IDEA-B grants. Therefore this project will not impact the Five Year Forecast for any of the participating districts.

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

<table>
<thead>
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<th>Yes</th>
<th>No</th>
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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 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.

No related cost savings will be actualized from the grant. Savings, however, will be expected through increased student achievement and a corresponding decrease in the number of students who require additional intervention services in order to make progress.

15. Please 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.

Math 360 is self-sustaining because Math 180 student licenses, once purchased, are perpetual and do not require a yearly renewal fee. Professional development for staff will occur during the grant period, and the Moodle site for collaboration does not involve additional costs for the district. The singular additional cost to districts for tech support and web hosting services will be paid through the districts’ respective IDEA-B grant or sales tax revenue and will not increase expenditures in the five year forecast.

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 October 2013 - April 2014

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

The planning phase is complete with the submission of this proposal. The districts have worked together to identify the target population, staff members, and resources necessary to move forward with implementation.
18. Implementation - Process to achieve project goals

* Date Range June 2014 - June 2015

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

Implementation will be immediately upon receipt of grant award. The proposed timeline is: July 2014: Mrs. Prough will coordinate the purchase Math 180 curriculum, iPads, and charging carts. Each district tech department will prepare iPads for district use. The implementation team will collaborate to develop the Moodle site which allows the staff implementing the curriculum to communicate on a regular basis. The team will also develop criteria for the staff in regards to using it. Mrs. Prough will coordinate securing a date for implementation training with Scholastic Implementation Consultant as well as develop a calendar for onsite implementation visits from the Scholastic Implementation Team. The Implementation Team will develop a shared spreadsheet to input and monitor student data. August 2014: The Implementation Team will import student and staff information into the Scholastic Achievement Manager. Conduct administrator/staff training with Scholastic Implementation Consultant. Begin use of the program on the first day of school. Assess current levels of student achievement through implementation of the Scholastic Math Inventory. September 2014 - May 2015: Monthly onsite implementation visits from Scholastic; teacher use and Implementation Team monitors Moodle; teachers monitor student progress. October 2014: Implementation Team meets to review student data. December 2014:; conduct full day of professional development; administer Scholastic Math Inventory to measure student progress; run student data reports from Math 180; Implementation Team meets to analyze student data to measure student progress. March 2015: Conduct half day of professional development. March 2015: Implementation Team meets to review student data. May 2015: Administer Scholastic Math Inventory. June 2015: Implementation Team meets for summative evaluation.

* Anticipated barriers to successful completion of the planning phase.

The planning phase is complete and all barriers have been overcome.

* Anticipated barriers to successful completion of the implementation phase.

The implementation team is anticipating barriers in teacher fidelity when delivering the curriculum. The monthly onsite visits from the Scholastic Implementation Team are included in the grant in order to address this concern. Another potential barrier is staff turnover. In order to address this, the districts are training additional staff during the professional development days so they could step in if a teacher leaves his/her position within the district. Another potential barrier lies in the use of technology. In order to address this, the district have already collaborated with their respective technology supervisors to ensure the required infrastructure is in place to run this program.

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

No barriers are anticipated to completing the summative evaluation.

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

* Date Range June 2015

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

Evaluation of the project will be ongoing from the initial implementation. Evaluation of student performance is imbedded within the instructional design of Math 180. The instructional software provides rich data to the teachers that inform their instructional goals within the small group instruction that occurs on a daily basis. The instructional software also collects progress monitoring data that can be viewed by teachers daily. Summative evaluation will occur in June 2015 through an analysis of data from the Ohio Next Generation Assessments in Mathematics, Scholastic Math Inventory (SMI), and the data from the instructional software program. Project success will be determine by an increase in the number of students who score within the proficient range on the state Mathematics achievement assessment, the number of students who demonstrate statistically significant growth on the SMI, and the number of students who demonstrate progress in the instructional software. Qualitative data will also be gathered quarterly from the students and the staff to evaluate their experience with Math 180. It is anticipated data will show staff and students describe a changed view and a positive experience with math.

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

No barriers are anticipated to completing the summative evaluation.

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:

Through implementation of the Math 360 grant, districts will change the service delivery model when instructing struggling learners in math content. The impact will be higher rates of achievement for at-risk students and students with disabilities which, in turn, results in enhanced outcomes for these students during their school years and into their future career paths. Implementation of this project will result in enhancing the partnership between the three school districts. By working together, we can learn from and support each other in our shared goal of increasing student achievement. The Implementation Team also anticipates a change in the students’ approach to math. Many of these students see math as an unnecessary and difficult part of their school day. Through implementing a program that shows math is all around them and how math can be fun will work to change that perspective.

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.

Currently, our struggling reading students have experienced the success of a similar program, Read 180, which has been implemented in our districts. On the average over 5 years, our districts have seen reading achievement increase 22% for our adolescent special education population. Like Math 180, Scholastic Read 180 is a research-based program designed for any student reading two or more years below grade level. It, too, leverages adaptive technology to individualize instruction for students and provides powerful data for differentiation to teachers. Both programs share the same goals, to rebuild key progressions that were not mastered previously through standard instruction while still exposing students to grade level standards. With the implementation of the new Common Core State Standards, recognizing the rigor that these new standards will demand, the need for an intensive program that will help our students read, question, comprehend, and respond to increasingly complex math tasks is imperative. MATH 180 rebuilds the key progressions that struggling math students need for success with algebra and higher level math as defined by the Common Core State Standards. We have seen it work successfully with our struggling students in reading and expect the same results for our struggling math students.

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.

Kristen Prough (330.335.1319, wadc_kprough@wadsworthschools.org) will be responsible for coordinating and completed the evaluation. Progress towards identified goals will be measured through the Math 180 instructional software, Scholastic Math Inventory, and the Ohio Next Generation Assessments in Math. Formative data is collected daily through the instructional software in Math 180. Teachers and administrators can access that information on a daily basis in order to ensure appropriate progress towards the mathematics standards set within the program. Instructional changes are guided by the materials that accompany Math 180 and also will be recommended through the onsite coaching provided by the Scholastic Implementation Consultant. Data will be reviewed informally through the Implementation visits and the Moodle site. It will be formally by the Implementation Team in December and June. The Moodle site will also be an opportunity for staff to collaborate across districts through sharing instructional strategies that have been particularly successful for students.

* 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.

Short-term and long-term data collection is built the Math 180 curriculum. Teachers are able to access student data on a daily basis and use this information to adjust their instruction accordingly. Data will be collected on the students' progress towards attaining grade level standards, the improvement in students' quantiles on the Scholastic Math Inventory, and the amount of time students spend on the instructional software. Long-term objectives will be measured through the analysis of the same data used for short-term objectives but will also include the students' performance on the Ohio Next Generation 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.

Teachers can access their students' data 24 hours per day through the Math 180 software suite. A variety of student progress reports are run on a weekly basis to determine how students are responding to and progressing through the program. Based on this data, teachers will adjust their instruction to ensure student progress. The instructional software component of Math 180 also makes real-time adjustments to the delivery of content based on students' responses to activities. The student data will also be analyzed by the Scholastic Implementation Consultant during the monthly visits and modifications to instructional strategies will be implemented in the event the data shows this need. The Implementation Team will work with the teachers and Scholastic to ensure positive student results.

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.

Currently, our struggling reading students have experienced the success of a similar program, Read 180, which has been implemented in our districts. On the average over 5 years, our districts have seen reading achievement increase 22% for our adolescent special education population. Like Math 180, Scholastic Read 180 is a research-based program designed for any student reading two or more years below grade level. It, too, leverages adaptive technology to individualize instruction for students and provides powerful data for differentiation to teachers. Both programs share the same goals to rebuild key progressions that were not mastered previously through standard instruction while still exposing students to grade level standards. With the implementation of the new Common Core State Standards and recognizing the rigor that these new standards will demand, the need for an intensive program that will help our students read, question, comprehend, and correctly respond to increasingly complex math tasks is imperative. MATH 180 rebuilds the key progressions that struggling math students need for success with algebra and higher level math as defined by the Common Core State Standards. The districts expect to see an increase of 15-20% of students with the lowest 20% and students with disabilities scoring within the proficient range on Ohio's Next
Generation Assessments in Math. The districts also anticipate an average growth of one year in the students’ scores on the Scholastic Math Inventory. The program will continue after the grant period because all of the necessary components will be in place. We anticipate continuing to see the gains in our students as they participate in the curriculum.

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**

Math 360 will increase the passage rates of students with disabilities and within the lowest 20% by 15 to 20% by the end of the first year of implementation. Short-term benchmarks will be measured through progress of students on the Scholastic Math Inventory and within the Math 180 instructional software. As indicated above, student achievement will be monitored on a regular basis through the instructional software and the Implementation Team will meet in October, December, March, and June to analyze data and determine if additional adjustments need to be made.

**Spending Reduction in the five-year fiscal forecast**

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

Math 360 will increase the share of resources in the classroom through the purchase of research-based curriculum and technology to engage struggling learners in math.

**Implementation of a shared services delivery model**

**Other Anticipated Outcomes**

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

- [X] 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**

Implementation of Math 180 can be replicated in other districts through purchasing the materials and professional development from Scholastic. This curriculum is designed to replace existing curriculum for struggling learners in math, so it does not require a change in the master schedule in order to implement. A potential barrier to replication is the cost of the program. In order to implement according to best practice, districts need to fund the cost of the program and also the cost of the professional development. Another potential barrier to replication is the collaboration that already exists between these districts. Wadsworth City Schools, Medina City Schools, and Buckeye Local Schools already work together on other initiatives, and we have built a sound rapport that fosters this type of collaboration. In order to successfully replicate, districts would need to have already established this type of relationship so that a common goal of increased student achievement is the primary focus. At this time, the districts are not looking to increase the scope of this project but we are willing to assist others in their implementation.

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).

Kristen Prough, Director of Student Services, Wadsworth City Schools. 4/18/2014
Consortium Wadsworth City (044974) - Medina County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

### Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.
## Partnerships

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristine</td>
<td>Quallich</td>
<td>(330) 636-3900</td>
<td><a href="mailto:qualick@mcsoh.org">qualick@mcsoh.org</a></td>
<td>Medina City SD</td>
<td>044388</td>
<td>140 W Washington St, Medina, OH, 44256-2262</td>
<td></td>
</tr>
<tr>
<td>Nancy</td>
<td>Nimmo</td>
<td>(330) 722-8257</td>
<td><a href="mailto:nnimmo@buckeyeschools.org">nnimmo@buckeyeschools.org</a></td>
<td>Buckeye Local</td>
<td>048470</td>
<td>3044 Columbia Rd, Medina, OH, 44256-9411</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
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</tr>
<tr>
<td>Kristine</td>
<td>Quallich</td>
<td>Director of Educational Services</td>
<td>As a member of the Implementation Team, Dr. Quallich is responsible for the purchase of curriculum and technology, securing substitutes for the delivery of the professional development activities, working with the team to develop the Moodle Site, and participating in the evaluation activities. Dr. Quallich will work with the other members to perform short-term evaluation activities, monitor the Moodle site, and ensure implementation of the program with fidelity by teaching staff. Dr. Quallich will make bi-weekly classroom visits and will use the data management system to ensure students are participating at appropriate levels.</td>
<td>Dr. Quallich holds a Superintendent and School Psychology License from ODE.</td>
<td>Dr. Quallich has experience with administering federal, state, and local grants at Medina City Schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nancy</td>
<td>Nimmo</td>
<td>Director of Special Education</td>
<td>As a member of the Implementation Team, Mrs. Nimmo is responsible for the purchase of curriculum and technology, securing substitutes for the delivery of the professional development activities, working with the team to develop the Moodle Site, and participating in the evaluation activities. Mrs. Nimmo will work with the other members to perform short-term evaluation activities, monitor the Moodle site, and ensure implementation of the program with fidelity by teaching staff. Mrs. Nimmo will make bi-weekly classroom visits and will use the data management system to ensure students are participating at appropriate levels.</td>
<td>Mrs. Nimmo holds a Principal Licence from ODE.</td>
<td>Mrs. Nimmo has experience with administering federal, state, and local grants at the Medina County Educational Service Center, Medina County Career Center, and Buckeye Local Schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kristen</td>
<td>Prough</td>
<td>Director of Student Services</td>
<td>Mrs. Prough is the coordinator of the grant. She is responsible for securing quotes for the purchase of curriculum and technology, coordinating the scheduling and delivery of the professional development activities, coordinating the development of the Moodle Site, coordinating the scheduling of monthly implementation visits, and coordinating the evaluation activities. As part of the implementation team, Mrs. Prough will work with the other members to perform short-term evaluation activities, monitor the Moodle site, and ensure implementation of the program with fidelity by teaching staff. Mrs. Prough will make bi-weekly classroom visits and will use the data management system to ensure students are participating at appropriate levels.</td>
<td>Mrs. Prough holds an ODE License in Pupil Services and School Psychology.</td>
<td>Mrs. Prough has experience with administering federal, state, and local grants. In her role as Director of Student Services, she also has experience in coordinating professional development activities. Mrs. Prough has worked with Scholastic for the last six years to successfully implement Read 180 in Wadsworth City Schools and in Medina City Schools.</td>
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