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Adjusted Allocation: 0.00

Remaining: -76,929.00
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Primary Literacy Learning Lab

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

This project is in partnership with the Anna Local Schools. This lab will be utilized to provide supplemental reading and language intervention for ALL students in Kindergarten and 1st grade. The goal is to provide students with supplemental intervention and support, so that all students are at or above grade level in reading by the end of the 1st grade.

200. 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: John Holtzapple
Organizational name of lead applicant: Anna Local Schools
Unique Identifier (IRN/Fed Tax ID): 049759
Address of lead applicant: 1 McRill Way
Phone Number of lead applicant: 937-394-2011
Email Address of lead applicant: jholtzapple@anna.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: N/A
Organizational name of secondary applicant: N/A
Unique Identifier (IRN/Fed Tax ID): N/A
Address of secondary applicant: N/A
Phone number of secondary applicant: N/A
Email address of secondary applicant: N/A

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

N/A

7. Partnership and consortia agreements and letters of support: - Click on the link below to upload necessary documents.

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

Upload Grant Application Attachment

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Andy Baxter - Principal (16 yrs.), Danny Rabanting - Treasurer (33 yrs.). Currently this team is responsible for a general fund budget of over $10 million and has successfully led several major projects over the past seven years. John Holtzapple - Elementary principal (6 years); Has led implementation of the state and federal grants. Mr. Holtzapple is the district federal grants coordinator. He has a track record of strong emphasis on improving student achievement. Heather Wuebker-Director of Student Achievement (This year); Job responsibilities include: transition to college-readiness (AP/dual enrollment coordinator), data analysis, curriculum transition, Instructional Improvement System (IIS) implementation, district testing coordinator. Mrs. Wuebker has had past experience as a curriculum coordinator and was involved with the implementation of grants that impacted multiple school districts. She has experience as a department chair and budgeting, purchasing, and ordering. She has also had experience leading district-wide curriculum initiatives, including a BYOD program and implementation of a trimester system. Brenda Littlefield - District Technology Coordinator (14 years); Mrs. Littlefield has extensive purchasing, ordering, planning and implementation experience as the district’s only technology coordinator.

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

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

[ ] Student achievement
[ ] Spending reductions in the five-year fiscal forecast
[ ] Utilization of a greater share of resources in the classroom

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

[ ] New - never before implemented
[ ] Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
[ ] Mixed Concept - incorporates new and existing elements
[ ] Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Our goal is to improve student achievement for all learners. Research shows that if a student is not reading at or above grade level by grade 3, then that student's chance of graduating is severely reduced. We currently have several intervention programs in place to support our struggling readers, but we recognize that, even at a young age, all learners benefit from extra practice and from hearing correct reading skills presented. This is what our proposal seeks to do: provide supplemental literacy instruction and support all students. We believe that this will be critical in continuing to develop readers who are at or above grade-level in reading. Anna Local Schools would like to utilize a supplemental literacy program at the Kindergarten and 1st Grade levels. This program is in addition to the time the classroom teachers spend instructing and encouraging reading. The program will be supervised by a separate staff member, and students will be circulated into the lab in groups of about 15 at a time. The program will involve students learning through several different venues: software/online applications, i-pad app usage, and leveled readers. The goal of this program will be to provide supplemental reading and literacy instruction and support to all students in grades K-1. We have several intervention programs currently in place for struggling learners, but believe a program that targets all students who need to supplement their reading skills is essential to the success of all students in early reading and helps develop and ensure all-grade-level reading for all students. Our early literacy reading program will be backed up by the following research points on high quality reading education: - Reading instruction / support should be provided to all students. - Reading instruction should be based on research, national and state standards, and best teaching practices. - Emergent readers need to understand how print works. - Rapidly recognizing individual letters is a critical determinant of reading proficiency. - Phonological awareness plays a critical role in learning to read. - Beginning readers need to understand the relationships between written letters and spoken sounds or the alphabetic principle. Some sources for this research include, but are not limited to: Adams, M. J. (1996). Beginning to read: thinking and learning about print. Cambridge, MA: MIT Press. Neuman, S. B., Copple, C., & Bredekamp, S. (2000). Learning to read and write: developmentally appropriate practices for young children. Washington, DC: National Association for the Education of Young Children. This program will be instructed by a staff member who is dedicated solely to this lab and its purpose. She will be able to devote her entire attention to this program and its successful implementation, giving our early readers their best opportunity at becoming readers with grade level skills. We propose 3 core components to the implementation of the Primary Literacy Lab: 1. An i-pad cart of 30 i-pads with apps which support reading instruction. Some of these apps include, but are not limited to: Word families & Sight Words/Identification Apps: Word Family Sight Words Pro Letters/Sounds Apps: Letter Quiz ABC Laptop Phonics Skills Apps SOUND SORTING Word Magic 2. Leveled reading books. The staff member will provide students in the lab with reading materials at each student's appropriate level, utilizing printed leveled readers. 3. A literacy instructional program that is computer based (software or online) Students come to us with varied life and academic experiences. We want to give all students a foundation and
This project seeks to implement a Primary Literacy Learning Lab outfitted with 16 computers that will be used to run software and online applications. We are currently researching effective software and online applications. Of particular note, backed by research, are Waterford Learning and SuccessMaker. If this proposal is funded, we will utilize a Primary Literacy Task Force, comprised of several teachers, the elementary principal, Director of Student Achievement and other district administration to research and choose a final program in late winter. As we have begun to research potential programs, we realize that this is a truly innovative idea; while many schools have intervention programs for struggling readers, we were unable to find one targeting all students. We want the program to be research-based, focused on multiple facets of reading-phonological awareness, fluency, comprehension, and vocabulary. Language concepts and phonics be appropriate for our youngest learners (K-1), and be engaging for the students. Therefore, rather than name a specific program at this point in time, we do want to our homework to find one that is most likely to be successful in our Primary Literacy Lab. The ab will also be equipped with ipads that will be installed with several reading apps-of particular use will be: Word Family (1), Sight Words (Pro), Word-A-Licious, Reading Raven, BB Magic #2, 1st grade comprehension, Word Magic, Tic Tac Toe and Learn-A-licious . These apps are currently being used by our kindergarten and first grade teachers with great interest, and success, from the students. Our Primary Literacy task force will also continue to research additional effective and engaging supplemental apps to be used. Equipping each student with an ipad for use during lab and regular class time will allow the students to personalize their learning, by working at their own pace on apps designed to engage them in learning. The ipads will be housed in a mobile cart so the teachers can check out the student(s) set to use within their classrooms to supplement and complement the work going on in the primary literacy lab. Finally, leveled readers and books will be utilized in the lab; while increasing technology and online applications are engaging and effective sources of reading instruction, there is still a lot of value in having students read print books. This teaches them to appreciate literature and the printed word and become life-long readers. This also will enable us to send books home with students each night to be read with family members; much research shows that children who are read to by a parent, or other family member, become more fluent readers and develop a deeper level of enjoyment of reading all throughout their lives. This project seeks to implement a Primary Literacy Learning Lab outfitted with 16 computers that will be used to run software and online applications.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan. Common experience with this lab. At the same time, we will utilize the technology to differentiate for each student the content knowledge while giving them the content and skill practice.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:
   a. Enter a project budget
   b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.
   c. Is subsection (b) not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact. Subsection b is applicable.

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

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<th>Total project cost</th>
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<td>76,929.00</td>
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* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTI money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

This grant request includes 16 computers for the lab, one teacher and 15 student units. The price of each computer is $919. The lab also will require new workstations, furniture and electrical hardwiring. As detailed in the budget, we estimate the student workstations to cost $7875, the teacher station to be $2,200, two tables to cost $500 each and the student chairs will cost $50 a piece. Our maintenance staff has estimated the cost to properly hardwire the room at about $8,000. We are also requesting funding for an iPad lab. This will include 30 32GB iPads, protective covers and Apps for each iPad. We are asking for 30 $200 iTunes cards. With these we will purchase primary literacy apps and associated ebooks for each device. Also budgeted is $1,000 for leveled readers to be used in the literacy lab.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

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<th>Specific amount of new/recurring cost (annual cost after project is implemented)</th>
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* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Our research-based reading intervention program software will require an annual subscription estimated to cost $6000. Part of the work of our literacy task force will be to choose a program that fits within our budget and the parameters of the grant. The cost of the staff member who will operate the lab will be a recurring one but will be more than offset by the June 2014 retirement of a paraprofessional whose position and function will not be replaced. Since the person staffing the Primary Literacy Learning Lab has yet to be selected, the projected $6000 savings is very much a minimum and could well be much more. Routine equipment replacement cycles are always an issue but no replacement costs are projected or anticipated until well - perhaps 8 to 10 years - after the grant period.

16. Are there expected savings that may result from the implementation of the innovative project?

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* Narrative explanation/rationale: Provide details on the savings anticipated (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

N/A

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made to the annual amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

As explained in question 15, our research-based reading intervention program software will require an annual subscription estimated to cost $6000. Part of the work of our literacy task force will be to choose a program that fits within our budget and the parameters of the grant. The cost of the staff member who will operate the lab will be a recurring one but will be more than offset by the June 2014 retirement of a paraprofessional whose position and function will not be replaced. Since the person staffing the Primary Literacy Learning Lab has yet to be selected, the projected $6000 savings is very much a minimum and could well be much more. Routine equipment replacement cycles are always an issue but no replacement costs are projected or anticipated until well - perhaps 8 to 10 years - after the grant period. These factors make the project self-sustaining.

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

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<td>Narrative explanation</td>
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<td>Our Primary Literacy Task Force will work to identify a specific program; software, hardware, computers and furniture to fully implement our proposal. This work has already begun, but our focus on programming and materials would narrow after we know if the grant is funded.</td>
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Implement (MM/DD/YYYY): 4/1/2014 |
| Narrative explanation |
| During April 2014 we will order hardware, which includes iPads, computer units, and furniture, and software subscription or license(s) for the reading support program that will be used in the Primary Literacy Lab. During May 2014, the wiring will be completed within the lab to handle the computer units. The furniture and computer units will be installed into the lab and the software and apps will be loaded on the computer units and iPads. During June 2014, the staff member who will be in charge of managing the Primary Literacy Lab will be hired. That newly hired staff member, and all of the kindergarten and first grade teachers, will be trained on the software and apps for use in the lab. These staff members will work and plan together to implement the program to its fullest capacity. |

Summative evaluation (MM/DD/YYYY): 06/15/2015
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

The changes will vary based on the grade level for our kindergarten through first grade students. An increased engagement in learning and a more personalized approach through the software program chosen and/or apps targeting learning experiences both at school and home.

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

20. Describe the rationale, research past or current 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.

Evaluations for this research are based on high-achieving schools and found that high-achieving schools provide early intervention and support to ALL students. We will purchase an early literacy program backed up by the following research on high-quality reading education. - Reading instruction / support should be provided to all students. - Reading instruction should be based on research, national and state standards, and best teaching practices. - Reading teachers need to understand their instructional level. - Reading experts will design instruction and support, and they will provide professional development. - Reading teachers need to understand the relationships between written letters and spoken sounds or the alphabetic principle. - Beginning readers need practice reading and listening to a variety of texts. - Beginning readers need to understand how to read a number of words by using context cues. - Readers need practice reading orally with expression and with automaticity. - Readers can develop comprehension strategies that help them better understand what they are reading. - Readers who practice reading orally at an instructional level have a better understanding of what they are reading. - Readers who practice reading orally at an instructional level have a better understanding of what they are reading.

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

22. If so, how?

Yes, this can be replicated in other districts, however our research has not found any districts that have chosen to have a Primary Literacy Lab completely devoted to increasing all of its K & 1st grade students to reading at grade level. Through the work of our Task Force, we will find a program that meets our needs to effectively support reading instruction. While the cost of the program is relatively expensive, especially when broken down to the school-year impacts, we do recognize that dedicating a full-time in how many students this is an investment. While we are prepared to make that investment by funding that member, other staff could easily implement this program or a similar one utilizing existing staff members, realigning current responsibilities, utilizing time differently or grouping of students differently, incorporating stations into their rooms, etc.

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

We hope to have every student leave Anna Elementary school at above-grade level in reading, thereby leading to improved academic success in middle and high school, becoming life-long readers of reading, and ensuring each student has the best chance to achieve all their goals, including college and career readiness. Often at-risk students struggle in other academic areas and in life. We want to combat this by giving all students the best shot at being a literate citizen, and closing that gap for students as early as we can in the school setting. With the interactive and engaging software and apps that will be used in the lab, we also intend to have a lasting impact on the activities occurring in the students’ homes by recommending apps to parents for their children to use on personal devices at home.

24. What are the specific benchmark related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily captured.

To evaluate the impact of the project, we will: (1) measure student progress and impact using a variety of assessments and data collection methods; (2) collect and analyze data using appropriate statistical methods; and (3) report findings to stakeholders and the public. We will measure student progress using a variety of assessments and data collection methods, including pre- and post-assessments, formative assessments, and data from student work and teacher observations. These data will be analyzed using appropriate statistical methods and reported to stakeholders and the public. We will use this information to make improvements to the project and ensure that it is effective in achieving its goals.

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

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program’s progress).

* Include the method, process and order by which the program plan will change or improve if the program plan if measured progress is insufficient to meet program objectives.

* Include the method, process and order by which the program plan will change or improve if the program plan if measured progress is insufficient to meet program objectives.

1. STAR Benchmarks Currently, we use STAR Early Literacy with our kindergarten students. The 1st grade students begin with STAR Early Literacy and once they have obtained a score of 975, they transition to STAR Reader. Our one-year benchmark goal for our kindergarten students (to be measured in May 2015) is: to have 95% of our students achieving a standard score of 572. Our five-year benchmark goal for our kindergarten students (to be measured in May 2019) is: to have 100% of our students achieving a standard score of 572. Our five-year benchmark goal for our 1st grade students (to be measured in May 2019) is: to have 100% of our students achieving a standard score of 727.

2. OAA Benchmarks Our current results on the 3rd Grade OAA (for the 2012-2013 school year) results show data at the Beginning level for our 3rd grade students. Each quarter, we set our benchmark to achieve the Next Generation standards. Our current results on the 3rd Grade OAA (for the 2012-2013 school year) results show data at the Beginning level for our 3rd grade students. Each quarter, we set our benchmark to achieve the Next Generation standards. Our current results on the 3rd Grade OAA (for the 2012-2013 school year) results show data at the Beginning level for our 3rd grade students. Each quarter, we set our benchmark to achieve the Next Generation standards. Our current results on the 3rd Grade OAA (for the 2012-2013 school year) results show data at the Beginning level for our 3rd grade students. Each quarter, we set our benchmark to achieve the Next Generation standards.

3. Pre- and post-assessment data gathered by the classroom teachers.

4. Classroom skill sheets Classroom teachers in kindergarten and first grade check skills if every student every quarter. These district-adopted skill sheets will also be aligned to determine the level of growth students have shown in their reading skill level. Our 1-year benchmark, to be measured in May 2015 is for all kindergarten and 1st grade students to master at least 98% of the reading skills. Our 5-year benchmark, to be measured in May 2019, is for all kindergarten and 1st grade students to master at least 98% of the reading skills. The Primary Literacy Lab software program (to be determined by Literacy Task Force) One charge of our Task Force will be to choose a program that allows for formative data to be tracked for the students through a built-in progress monitoring tool. This data will be analyzed quarterly throughout the year. Our specific measurable benchmark goals will be determined after the progress monitoring tool is determined. There are also several anticipated outcomes that are not easy to benchmark. We hope that this program helps to develop life-long readers and learners who appreciate reading and do so for enjoyment and knowledge throughout their entire lives.

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

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information and request from the form of data, surveys, interviews, focus groups, and any other related data to the legislative, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCP. In the box below, enter “I Accept” and
Andrew Bixler
Superintendent
Anna Local Schools
10-25-13