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Adjusted Allocation 0.00

Remaining -740,465.00
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: Straight to Success

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 response to no more than three sentences.

3. 11. Describe the innovative project.

4. 12. The proposed project is a grassroots campaign that will look at a collective impact (focus the entire educational community on a single set of goals) to raise student achievement and utilize or a greater share of resources in the school community, while targeting resources to the classrooms. We will embed an aligned system of teaching and learning that includes one core curriculum, with aligned instructional techniques and enrichment and intervention activities for our lowest performing students. Finally, a process for consistent and constant evaluation of student progress, data analysis and reporting will be embedded.

5. 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Matthew Bowen
Organizational name of lead applicant: Campbell City Schools
Unique Identifier (IRN/Fed Tax ID): 043703
Address of lead applicant: 280 Sixth Street, Campbell, Ohio 44405
Phone number of lead applicant: 330-744-6370
Email Address of lead applicant: mbowen@campbell.k12.oh.us
Email Address of secondary applicant: rbowen@campbell.k12.oh.us

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

First Name, last Name of contact for secondary applicant: Rachael Smith
Organizational name of secondary applicant: Campbell City Schools
Unique Identifier (IRN/Fed Tax ID): 043703
Address of secondary applicant: 280 Sixth Street, Campbell, Ohio 44405
Phone number of secondary applicant: 330-744-6810
Email address of secondary applicant: srsmith@campbell.k12.oh.us

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.

The Ohio State University Jason Hillman Literacy Collaborative at The Ohio State University 1100 Kinnear Rd 100A Columbus OH 43212 Phone: (614) 688-4977 Fax: (614) 688-3980 Email: hillman.157@osu.edu

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.

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.

We will be working with Pat Scharer through The Ohio State University Literacy Collaborative to bring programming to the Campbell City Schools. Pat is the trainer at OSU for both Literacy Collaborative and Reading Recovery. She has proven her abilities with districts across Ohio and the nation with successful implementation of the LC framework throughout her career. She will be integral in helping to plan our professional development opportunities for our staff, both here in Campbell and on site at OSU. She currently works as the Director of Teaching and Learning with the university. Additionally, we will be working with Mr. Mark Samuel, Executive Director, Neighborhood Ministries in Campbell, who will facilitate and implement the summer and after-school intervention programs. Dr. Robert Fisher, External Evaluator, Case Western Reserve University, will collect, analyze, and report the data and findings of the respective programs in the grant, in coordination with OSU. Mr. Gregory Cvetkovic, Executive Director, D & E Counseling Center, will be responsible for the implementation of the Upstream program designed to train parents to assist with literacy in the home. Stephanie Shaw, Eastern Ohio P-16 Partnership for Education, will facilitate the data reporting system with the teachers and with OSU.

E) 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 district has never had an aligned system of teaching and learning. The 7 elementary buildings have always functioned independently utilizing a variety of programs. We have a transient population who need the consistency of an aligned curriculum. Ultimately our goal is to provide all PK-6 students with high quality literacy instruction and summer support for K-2. We have begun the work of aligning our core curriculum, instruction, enrichment and intervention. By training literacy coaches who will provide professional development for all PK-6 teachers, high quality instruction will be delivered to all students. Support personnel will be trained in LLI and provide aligned intervention services for our lowest performing students. Because there were so many initiatives within the district requiring a variety of instructional materials, numerous types of professional development, assorted curricula, diverse sources of funding, and many levels of oversight, the district resources were encumbered and dispersed in an inefficient and ineffective manner. In order to effectively impact early literacy and reading readiness we need to restructure and reprioritize all of the district resources, assets and finances. We have to do the following: restructure the instructional day, align enrichment/intervention with core instruction, commit district finances to support literacy, provide consistent, targeted professional development, and select quality personnel to be trained. Campbell City Schools is dedicated to providing effective instruction to all children. This grant application seeks to coordinate existing programs with innovative ideas to assist all students. Currently, we are working with the grassroots organization, Campbell Works for Children, which consists of a highly effective suite of educational and social service programs in our community. We are looking to focus the entire educational community on a single set of goals, and measured the effects in the same manner as well, to produce a positive collective impact on the school community and the achievement of all students. The common agenda would allow us to target a greater share of resources to those most in need by implementing the following: a centralized infrastructure, a developed staff, and a structured process that includes shared measurement, continuous communication, and mutually reinforcing activities among all participants. We will seek to implement a common curriculum and instructional practice. We are transitioning to one comprehensive literacy approach using the Literacy Collaborative (LC) and the Leveled Literacy Intervention (LLI). LC is a school reform project designed to improve the reading, writing, and language skills of elementary students. LLI is designed to supplement the LC framework as part of a comprehensive literacy approach. Our district has never had an aligned system of teaching and learning. The buildings have all always functioned independently utilizing a variety of programs. We have a transient population who
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.

Data-driven decision making is central to the proposed framework. Teachers will complete both formative and summative assessments to analyze during PD sessions to support instructional decisions. We will implement this data reporting system that will get us to student level data on a daily basis, which in turn, will allow us to know daily where our kids are performing and where their weaknesses still lie. Interventions will then be more appropriate to the skills that are not being mastered. Additionally, we know that only working with our students during the course of the school day is not always successful. This will give us the opportunity to provide additional instructional time to our children (both at school after hours and in the home) while still working toward the same goals. Having the teachers look at the student level data, in addition to the support from the Campbell Workers for Children will allow us to provide these extended opportunities to our kids in Campbell. In addition, the annual implementation document required by OSI will be written by the school’s improvement team and document student achievement during implementation. Particular emphasis will be on children who are not making satisfactory progress toward grade level reading at each grade. By using Keep Books as a home-school program to support children’s reading at home and assisting parents with strategies to enhance their child’s reading abilities we will leverage the district’s investment by capitalizing on the parental involvement this program will engender. In summary, our proposal consists of data driven decisions/results, shared community resources, one common agenda, community collaboration and funding alignment that will all result in improved student success and academic achievement.

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

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 sponsor for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

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

740,265.00 * Total project cost

* 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, RTT 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.).

We have a total of 93 K-6 staff members. We have 27 elementary and 17 middle school teaching staff. We will look to provide the following under the Straight A funding. 1. Team planning ($1000/person) at elementary school is $6000. 2. Team planning ($1000/person) at middle school is $6600. 3. Comprehensive Literacy Framework professional development ($825/person) is $76,725.4. Principal’s Academy for our two principals (Elementary and Middle) is $800/person and is $160 total 5. Coach’s training is $26,500/person and we would train one at primary level and one at intermediate level for total cost of $53,000. 6. Classroom materials for 27 elementary and 17 middle school teachers ($4000/classroom) is $108,000. 7. Classroom materials for 17 middle school teachers ($5000/classroom) is $85,000. 8. LL kits (2 kits at each level-orange, green, blue, red, yellow) will total $31,940. 9. Leveled books for classroom at the elementary school and middle school (approximately $75,000 each) for a total of $150,000. 10. Intervention programs (before, after, summer at elementary and middle school level) approximately $150,000 11. IPADS (7/classroom at K-3 levels) would total $18,200 for 28 IPADS 12. SMART boards in each remaining classroom that is currently without, plus installation ($4,500 per classroom) for total of $54,000

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.

38,440.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: 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.). If there are no new/recurring costs, please explain why.

There are minor costs for LC affiliation and ongoing professional development (stipends, substitute costs) which will be supported by district funds and Title I funds over time. Costs for affiliation fees after the first year of implementation are $1480/year. And any additional professional development after school hours is compensated at the rate of $22.00/hour. There is approximately 40 hours of professional development necessary, which would total $86,960. These professional development costs will be budgeted into our Title I budget.

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

10,755.85 * Specific amount of expected savings (annual)

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

Since LC does not use a basal program, once the school book room is stocked, the district will save the initial costs of a basal as well as the costs for purchasing consumable basal materials each year. Costs associated with the McMillan-McGraw Hill Treasures series include the following: Kindergarten basal books cost $19.05/book and workbooks are $11.77/workbook; first grade basal costs $165.78/series of books and the support material costs are $6.63/student; second grade material costs $95.82/series/student and workbook costs are $5.82/workbook; third grade material costs $150.86/student book series and $6.63/workbook; and finally, fourth grade basal costs $68.88/student book and $6.03/workbook. We typically replace and/or add between 10-15 books per year at each grade level and purchase workbooks for students annually. An additional cost savings will be seen in the costs associated with copying as well due to the fact that many classroom activities will be hands-on and authentic in nature.

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 that are at least equal to the 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.

Implementation of these initiatives will ensure that students moving within the district will easily continue learning without interruption. They will receive high quality instruction regardless of who provides it. Student achievement in all content areas will improve. Students will return to school in the fall returning at the same level or higher than in spring. Teachers across the district will be able to collaborate better because they will be using the same instructional framework. Evaluation will be through diagnostic and benchmark assessments, comparing this data over time. A follow up student/parent survey can also be conducted to gauge the impact the parent trainings have had on parents with helping their child learn to read. District funds will support the K-FTE required for the coaches to provide PD and coaching for the staff after the training year. There are minor costs for LC affiliation and ongoing professional development which will also be supported by district funds over time. The use of grant funds for the initial costs associated with the classroom materials, professional materials, materials for creating book rooms and initial training is central to being able to sustain this initiative over time; once trained, the costs to sustain LC are minimal. Since LC does not use a basal program, once the school book room is stocked, the district will save the initial costs of a basal as well as the costs for purchasing consumable basal materials each year.

D) IMPLEMENTATION - Timeline, communication and contingency planning

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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<th>January 2014</th>
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<td>Narrative explanation</td>
<td>Jason Hillman, Director of the Kinsey Literacy Project, would visit Campbell City School District to begin to have conversations with all stakeholders to determine where the most need is seen. Additionally, he would act as a consultant in helping move the project forward throughout the remainder of the school year.</td>
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<td>Implement (MM/DD/YYYY):</td>
<td>February 18-19, 2014</td>
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<td>Narrative explanation</td>
<td>Team Planning at The Ohio State University. The planning team is a leadership group which will support and monitor the implementation. The team is comprised of six to eight representatives including the principal and other faculty who represent the range of grade levels and programs offered in the school. The team meets together and mutually takes responsibility for the achievement of each child who enters the school. They help each other by sharing resources and ideas and sometimes providing feedback. It is critical to the future of children’s education to develop the knowledge and skills of this team.</td>
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Summative evaluation (MM/DD/YYYY): February 20-21
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

The superintendent's office, which includes the Director of Special Services, will serve as the leads in all aspects of program development, implementation, progress monitoring and reporting. The Director of Teaching and Learning and the LC Ttrainers from Ohio State University will help to ensure this is all done with fidelity to the LC Framework. We will utilize the expertise of the personnel from Case Western Reserve University and Eastern Ohio P-16 to help in the data collection and monitoring for assessment information. To further monitor implementation the Director of Special Services and the building level administrators will be in all of the schools doing walkthroughs, attending teacher based and building level meetings, coordinating the professional development, and directing the collection and use of data. The district Grant Coordinator will serve as the lead for all fiscal aspects of the grant. Adherence to the Literacy Collaborative framework is not without considerable challenges. Implementation of the framework could be made difficult by barriers related to the philosophical differences between the existing practices and the LC framework, lack of alignment between teacher practices and the framework, lack of resources to help implement the changes, new assessment materials and procedures, and the lack of consistent communication about the framework from coaches and the curriculum department. In order to mitigate such challenges, we must proceed with the systemic approach to change that provides the resources to support change of classroom instruction, helpful communication between those people involved in the curriculum, instruction, and assessment processes, and ongoing refinement of teaching and learning and assessment materials and procedures.

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 evaluate the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, 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 CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I Accept  Matthew Bowen, Superintendent Campbell City Schools 10/24/13