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Adjusted Allocation: 0.00
Remaining: -597,682.00
Application

Cleveland Heights-University Heights City (043794) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (167)

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: Smart TTK (Smart Tools-Teaching-Smart Kids) Integrating Digital Tools in ELA Teaching for High Student Achievement

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.

3. Total Students Impacted: 178

4. Lead applicant primary contact: - Provide the following information:
   First Name, last Name of contact for lead applicant: Evans, Michele, Ph.D.
   Organizational name of lead applicant: Gearty Elementary School in the Cleveland Hts.-University Hts. City School District
   Unique Identifier (RRN/Fed Tax ID): 0202352
   Address of lead applicant: 2322 Wrenford Road, University Hts. OH 44118
   Phone Number of lead applicant: 216-371-6515
   Email Address of lead applicant: m.evans@chuh.org

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 (RRN/Fed Tax ID): n/a
   Address of secondary applicant: n/a
   Email number of secondary applicant: n/a

6. List all other participating entities by name: Provide the following information for all additional participating entities, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (RRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.
   Michele D. Evans, Ph.D. Gearty Professional Development School (CH-UH Schools) 2322 Wrenford Road University Heights, OH 44118 (216) 371-6515 RRN: 002352 m.evans@chuh.org Kathleen Roskos, Ph.D. John Carroll University/Department of Education and Allied Studies 1 John Carroll Blvd. University Heights, OH 44118 RRN: 006378 (216) 397-4699 roskos@jcu.edu Catherine Rosemary, Ph.D. John Carroll University/Department of Education and Allied Studies 1 John Carroll Blvd. University Heights, OH 44118 (216) 397-4699 RRN: 006378 rosemary@jcu.edu Wendy Shapiro, Ph.D. Case Western Reserve University 10900 Euclid Avenue Cleveland, OH 44106 RRN: 006326 216-368-1006 wendy.shapiro@case.edu Jeremy Brueck, University of Akron for Center for Literacy/Digital Text Initiative 308 Buchtel Commons, Akron OH 44325 (330) 973-2873 RRN: 006389 jbrueck@uakron.edu Justin C. Perry, Ph.D. Cleveland State University/Center for Urban Education 2121 Euclid Ave., JH 379 Cleveland, OH 44115 (216) 875-9787 RRN: 006295 j.c.perry@csuohio.edu Pam Spangler Cleveland Heights-University Heights Library 2345 Lee Road Cleveland Heights, OH 44118 (216) 932-3650 Tax ID: 16-0187433 jspangle@heightslibrary.org Sam Lapidus Cleveland Heights-University Heights Library 2345 Lee Road Cleveland Heights, OH 44118 (216) 932-3650 Tax ID: 16-0187433

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.
   UploadGrantApplicationAttachment.aspx

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.
   Smart TTK will be led by Michele Evans, Ph.D., Gearty PDS principal. Dr. Evans was formerly superintendent of the Canton City Schools, and collaborated extensively with the University of Akron on online PD in reading for teachers and principals. Dr. Evans will serve as the project manager with responsibility for coordinating and monitoring the implementation of all project activities and ensuring successful and timely collaboration with partners, parents and the community. She has experience leading large grant implementation stemming from her experience at ODE as the state director for the $176 million Reading First-Ohio grant. Already in partnership with Gearty PDS, John Carroll University provides pre-service Education candidates with field experiences ranging from course-specific assignments to clinical student teaching. The JCU team leader is Kathleen Roskos, Ph.D. Dr. Roskos' areas of expertise include early literacy, teacher professional development, reading pedagogy and most recently the design and use of digital textbooks in the English Language Arts. She has authored and implemented two Early First grants in Ohio among others, and consulted on several early childhood grants in various regions of the U.S. JCU Drs. Amy Hoffman and Cathy Rosemary will assist with the project implementation. Catherine A. Rosemary, Ph.D. is the Department Chair of JCU’s Education and Allied Studies Department. Dr. Rosemary has co-authored large scale grant proposals, served over a decade as director of state-wide professional development literacy initiatives, and co-designed and administered the online Consortium-based Literacy Specialist Endorsement Program. Amy R. Hoffman, Ph.D. currently co-leads the Teacher Education Program. Dr. Hoffman has worked with CH-UH teachers as part of a study of the One-to-One Computing launch, a project to use co-teaching models with student teachers, and a study of the effects of International Baccalaureate (IB) candidacy. Dr. Wendy Shapiro, Senior Academic Technology Officer at Case Western Reserve University, specializes in instructional technology projects within the academic sector as well as specialized projects for IBM Corp., NASA and many others. Mr. Jeremy Brueck, Associate Director of the University of Akron’s Center for Literacy, provides strategic direction and coordination of services in the design of PD for pre-K-12 teachers across Ohio. Mr. Brueck is a doctoral candidate who is researching the use of eBook and mobile devices in literacy learning. Dr. Justin Perry of Cleveland State University, has served as an external evaluator on education grants funded by the National Science Foundation (NSF), National Institutes of Health (NIH), U.S. Department of Education, school districts, and foundations. Pam Spangler is the Youth Services Librarian at the University Heights Library. Gearty has worked with the library around e-readers and the e-books that are available. The library will make an institutional card available so that Gearty can borrow e-books for school e-readers. 20 at a time. She will be assisted by Sam Lapidus, CH-UH Library Special Projects 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
11. Describe the innovative project.

The Smart TTK project will assess the implementation of an English Language Arts (ELA) digital teaching model in selected classrooms for impact on increasing student achievement, especially for boys. The model consists of four interlocking components that integrate digital tools and resources into ELA instruction and assessment: (1) using digital tools; (2) creating high functioning digital literacy tools; (3) providing professional learning opportunities for teachers; and (4) revisiting effective use of the strategies they have learned and experimented with through regular Teacher Professional Development (TBD). The TTK model fits seamlessly with the Gearity PDS School Improvement Plan. Gearty is heavily invested in the Ohio Improvement Process (OIP) which supports continuous assessment of student progress and discussion of instructional strategies based on data. All Gearty grade levels hold weekly Teacher Based Team (TBT) meetings. The OIP-identified goal for ELA instruction is to close the Annual Measurable Objectives (AMO) gap by using formative assessment to identify students not progressing, provide tiered intervention and support, work collegially on problem solving strategies, implement vocabulary strategies, and increase motivation for students to read. Smart TTK advances all these areas, but specifically works on student motivation to read.

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.

IMPROVED STUDENT ACHIEVEMENT During the project period, Smart TTK will provide monthly professional development (PD) using a blended online/offline approach with follow through in building/grade/level team meetings. PD goals will focus on decision making for effective use of digital tools; creating participatory digital learning environments; promoting students’ reading engagement; and designing digitally rich lessons on STEM topics. The project team will develop and deliver the PD content including Drs. Roskos, Rosemary, Hoffman, Shapiro and Mr. Brueck (partner staff from JCU, CWRU and UofA). PD will include both traditional and digitally networked learning opportunities. Existing building/level teacher observation processes and tools will be used to monitor teacher growth and gain fidelity of implementation. Student achievement will be assessed by teachers in ELA classrooms: analytics built in. Teachers will design units with coaching from the JCU partners and Dr. Shapiro that meet Ohio Learning Standards (ELA and 21st Century Skills). Washington School will maintain linkages between the school and university for teacher education placements that increase the instructional capacity of the classroom; and provide access to the content expertise of university faculty. ENGAGEMENT WITH FAMILIES at school and through the local library will exercise students’ ELA skills beyond the classroom, increasing time and opportunity for students to engage with print; leverage library resources for fostering and supporting opportunities to learn STEM content; and create a dynamic community of learning between classroom, school, and home.

13. Describe the project's economic feasibility.

The cost for the project is $597,682.00. The major portion of the cost is for the new digital literacy tools ($57,933 subtotal for all digital tools). The next largest cost is for teacher compensation ($285,496). Equipment must be renewed annually. The library will maintain a current supply of digital tools and resources through the purchases of new digital tools and resources each year. The Smart TTK model will allow for a minimal cost in the renewal of digital tools and resources for the school.

The following table provides a brief narrative explanation of the overall budget. The narrative should include the sources 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 (e.g., staff counts and salary/benefits, equipment to be purchased and cost, etc.).

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<td>Digital literacy tools</td>
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<td>Equipment/Capital Outlay</td>
<td>$273,024.00</td>
</tr>
<tr>
<td>Total Project Cost</td>
<td>$597,682.00</td>
</tr>
</tbody>
</table>

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

$597,682.00  *Total project cost*

*Please 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.).

PROJECT TOTAL: $597,682.

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.

$10,032.00  *Specific amount of new/recurring cost (annual cost after project is implemented)*

* Narrative explanation/rationale: Provide a brief narrative explanation of the cost of items included in the budget (e.g., staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

16. What impact is the project expected to have on the students, school, community, and/or district?

SMART TTK incurs minimal recurring and no new costs after the implementation period. Restructuring the use of resources covers project items and tasks. In addition, Gearity PDS will scale the project. Through digital tools, students are able to access the digital platform anytime, anywhere. SMART TTK involves the purchase of digital tools that includes classroom subscriptions for students, teachers, and administrators. The library will maintain a current supply of digital tools and resources through the purchases of new digital tools and resources each year. The Smart TTK model will allow for a minimal cost in the renewal of digital tools and resources for the school.

17. Why is this project different from other projects you have done in the past?

SMART TTK is designed to provide an innovative "dive" into digital literacy through professional learning development and in-class coaching supported University professors and students. Once the initial "push" is over during the second semester of school year 2013-14, staff will revisit effective use of the strategies they have learned and experimented with through regular Teacher Based Team (TBT) meetings. Teachers are held accountable for student progress through TBT's.
Using data to drive collegial discussion of effective strategies. The partnership with John Carroll University is long-standing and will continue with professors teaching education candidates on-site at Gearty, similarly reinforcing digital literacy strategies. The district budgets general fund and Title II dollars to ensure new staff are oriented to district and building tools, processes and expectations beginning with the August 2013 New Teacher Orientation. New staff will be trained in the tools used for Smart TTK through the district and building-sponsored professional development, budgeted annually and part of the FY14 baseline. The CH-UH library budgets for community and school outreach as part of its mission. No additional funds for any partners will be required although the focus of activity will shift based on Smart TTK. Smart TTK will incur recurring costs of software subscriptions for students and teachers for adaptive literacy (Juba and LightSail). These are recurring costs, totaling $10,032 annually, will be offset by savings in paper or product budgets for each grade level totaling $15,500. The net reduction is a minimum of $488. The benefit to students in engagement, support, success and digital skills will be inestimable.

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

10,500.00** 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.)

Smart TTK is a project that will be sustained annually by a net $10,500 reduction in the current year. Annual reductions are anticipated by Smart TTK for each school at $3,000 each for grades 1, 3 and 4, and $1,500 for grade 2. Each classroom in the project, totaling a minimum savings each year of $10,500. However, Smart TTK includes annual subscriptions (Jumba for pre-K and LightSail for 120 students) totaling $10,032 annually, leaving the net reduction at $488. Project costs associated with e-device upkeep are minimal: the elementary students will have access to a library set of kindles to take home but all other devices will be used within the building and under the guidance of teaching staff. The units are warranted initially as student accountability to using e-devices a significant amount of the time. The IT department in the district is currently being redesigned and deployed after a study of operations, to better support technology in the schools which will benefit Gearty during and after this transformation to the digital literacy environment. The building wi-fi infrastructure and training teachers and administrators to use the technology are one-time, front-loaded for intensive training and implementation. Ongoing professional development (PD) costs are already part of the district and building financial forecast. The cost savings will be further realized through the switch to the digital environment and e-textbooks. While annual publisher fees may continue for some e-textbooks, other texts may be a one-time purchase or accessed at no cost in substantial savings for ELA curriculum materials. Students will have up-to-date information on a tablet, e-textbooks can be updated instantly to get new editions or information which reduces costs for purchases of new hardware, software, or new physical copies of textbooks (tablets are especially beneficial for STEM topics where content is updated often).

**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.)

**Proposed Timeline Dates

Plan (MM/DD/YYYY): (12/23/2013)

**Narrative explanation

**Plan** (12/23/2013 - 10/14/2014): By January 31, 2014, the project team will implement start up tasks: (i) consultant contracts; (ii) PD over the grant period; (iii) equipment/furniture purchase; (iv) implementation team literature platforms and resources; (v) selection of cross-grade STEM topics; (vi) coordination with library reading hub; (vii) formative/summative evaluation tools and (viii) set-up/project implementation timeline will be established with district IT dept. Baseline assessments of students’ motivation, basic reading skills, digital reading skills and content vocabulary will be conducted. Start-up barriers include securing key resources, developing a reasonable management plan and completing baseline assessment. The Primary Evaluation Review Technique (PERT) will be used to map activities and set up a tracking plan. Dr. Evans will convene the team to monitor and report progress. The digital networked environment for teachers and students will be introduced; data dashboard will be set up and the digital literacy environment will be operationalized for the model. The project evaluator will conduct the final project evaluation.

**Implementation** (2/3/2014 - 6/8/2014): By February 3, 2014, staff will participate in a 2-day orientation. The digital networked environment for students and PD sessions will be introduced; data dashboard reviewed; and a start-up cross-grade strategy study designed by teachers. Building/physical classroom space will be re-configured to support digital rich environments. Full implementation will occur in 3-5 week cycles that multiply allow, rapid, small tests of the model between February and June. Each cycle will be organized around a cross-grade STEM unit developed through a backward design process. Digital tools and materials will be incorporated into each cycle. Monthly 1-day PD sessions will develop teachers’ competencies to implement the DigLitBlock. Formative assessment of students’ print literacy skills will be conducted per the building-level assessment schedule. Students’ content vocabulary will be measured weekly using a vocabulary maze task in a sampling approach. Digital reading skills will be measured through unit performance tasks. Students’ reading behaviors/volume will be measured using data dashboard analytics. Fidelity of implementation will be monitored through the OTES process, project team walk throughs and peer review of teaching episodes. Fixsen, et al (2005) highlight the hazards of implementation in practice, noting the forces of fear of change, inertia, and investment in the status quo combined with the difficulties of combined with doing things differently. The project uses a design research approach that starts with an end in mind then systematically tracks what is required of materials, settings, processes and procedures to reach that goal (Rogeluth & Frick, 1999).

**Summative evaluation (MM/DD/YYYY): (06/30/2014)**

**Narrative explanation

**Evaluation and Next Steps** (6/9/2014 - 6/30/2014): By June 30, 2014, the team will make final refinements to the model, collate results and summarize the project. The team in collaboration with an external partner will block off time for writing a summative evaluation that describes the model, the context for implementation, methods used to collect and analyze data, the results, and conclusions and recommendations. Deliverables include: classroom installation of digital and furniture resources; professional development slide decks; environment design specifications; and case studies. A major barrier is allocating sufficient time to write and develop quality deliverables which can be overcome by making a writing plan, distributing the work of writing among evaluators/team members, allowing sufficient time for revising and editing, and refining the report for different audiences. Tech/Print production of deliverables will be contracted.

HANGES IN INSTRUCTIONAL PRACTICES WE EXPECT TO SEE. Through participation in Smart TTK we expect all the educators and students involved to increasingly demonstrate the characteristics of technological literacy (www.nap.edu/books/0309082659/html). Technology literacy is commonly defined as the ability to responsibly use appropriate technology to communicate, solve problems, and create knowledge. A core component of this practice, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century (SETDA [State Educational Technology Directors Association] National Leadership Institute). The technologically literate teacher recognizes the pervasive presence of technology in everyday life and is familiar with the benefits and limitations of an instructional design process in ELA curriculum delivery. Teachers will know how many of the processes the shape types of technology as learning, and as well as how digital resources are also shaped by their use. They understand the potential and limitations of the digital space for learning, the library and archives, and how to use the power of multimedia in the school setting. Finally they demonstrate a range of hands-on skills in using digital tools and resources with confidence (and grace). Students will have learned transforming向社会, up-to-date, interactive materials. They will be able to access and pursue questions about topics of interest more readily and will exhibit greater engagement and satisfaction with learning. Students will also increase their ability to collaborate and create with their peers, which is especially important in maximizing boys' learning (Gerlaf, 2013). Gearty PDS has committed to greater engagement with parents, and as part of OTE5, several teachers have committed to non-traditional means of parent engagement on a regular basis. Parents are responding to these opportunities in increasing numbers (a recent literacy night brought the parents of 100% of students reading below benchmark to the school for a literacy night. The CH-UH library made available personnel to orient parents in the resources available to them at the library and parents were also exposed to many digital tools to use in reading at home. CHANGES IN ORGANIZATIONAL PRACTICES WE EXPECT TO SEE. The
increased use of electronic devices at the elementary level will lead to increased allocation of IT resources at the elementary level, where digital classroom infusion has been slow to take place.

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

20. 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 classrooms.

Smart TTK was developed for three reasons. One, students are growing up in a digital world. They must learn how to navigate, collaborate and communicate in an increasingly technological and global society.

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

[ ] Yes
[ ] No

22. If so, how?

Smart TTK can be replicated in other districts across the state, and in our view, should be replicated for the critical and long-term benefits for the students. Many districts have invested in the purchase of digital tools with little orientation to how to best use them to maximize student learning. The Smart TTK project was developed to help teachers develop this essential digital literacy. It offers a strong data structure for measuring and monitoring results.

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

The Smart TTK project starts on a small scale but rapidly accelerates implementation of Digital ELA Teaching exponentially to build ELA instructional capacity and improve digital teaching practices at the elementary level. The planned project implementation period (similar to the one planned for the Smart TTK project) will include Smart TTK deliverables in their teacher education program to: (1) provide professional development for pre-service teachers; (2) inform the revision of pre-service teaching and student teaching observations; (3) plan for and implement field and clinical teaching placements in classrooms using the model; and (4) supplement the before-and-after practice teaching courses. Once integrated into the teacher education curriculum, efforts at replication to the year 2020 can be studied in action and through research studies to examine the efficacy of the model as best practice, and directed to communicating it to the wider teacher education professional community through conference and publication outlets.

24. What are the specific benchmarks related to the funded project in question 9 that the project aims to achieve in 5 years? Include any other anticipated outcomes of the project that you hope to achieve that may not be explicitly benchmarked.

Benchmark 1: STUDENTS: 30% increase in students’ reading volume, (writing, teaching) to learn competencies and digital literacy skills. It provides a framework for transitioning from traditional print to digital resources that can make instruction more efficient and effective to significantly impact student achievement in the ELA for college and career readiness.

Benchmark 2: STUDENTS: 50% increase in time spent reading at the end of the first and second 6 term objective of improving literacy while closing the gender gap between boys and girls, progress toward the project’s short-term objectives - the four specified benchmarks- will be measured through a variety of strategies. Progress toward Benchmark 1 will be assessed by: (a) measuring change in the percentage of time spent reading at the end of the first and second 6-week cycle using descriptive analyses, tests, or repeated measures ANOVA; (b) measuring change in the initial DIBELS test scores on the DIBELS. At the pre-test. In this design, causal inferences can be drawn with group equivalence established, as well as with the use of statistical adjustments to control for covariates. By the time of the scheduled analyses (Phase 3), post-test DIBELS scores will be available. The gap between girls and boys on the DIBELS is significant in all grade levels, more so at lower grade levels. girls, progress toward the project’s short-term objectives - the four specified benchmarks- will be measured through a variety of strategies. Progress toward Benchmark 1 will be assessed by: (a) measuring change in the percentage of time spent reading at the end of the first and second 6-week cycle using descriptive analyses, tests, or repeated measures ANOVA; (b) measuring change in the initial DIBELS test scores on the DIBELS. At the pre-test. In this design, causal inferences can be drawn with group equivalence established, as well as with the use of statistical adjustments to control for covariates. By the time of the scheduled analyses (Phase 3), post-test DIBELS scores will be available. The gap between girls and boys on the DIBELS is significant in all grade levels, more so at lower grade levels.

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).

To evaluate the overall impact of the Smart TTK project, the main analytic methods to be employed will be: (a) analysis of covariance (ANCOVA), (b) clustering correction of the statistical significance of effects estimated with multiple comparisons. Based on these procedures recommended by the What Works Clearinghouse (WWC) for computing effect sizes (i.e., Hedge’s improvement index), the post-test DIBELS assessments of literacy will serve as the dependent variable within the context of a quasi-experimental design of a sample size of approximately 178 treatment group students and 178 comparison group students. Classroom observations across elementary schools in the same district will be matched according to grade, demographic characteristics, and instructional level within 1 grade level, and provided they are comparable to be included in the study. The intervention is implemented. All elementary students in the district will have taken the DIBELS at pre-test and post-test. In this design, causal inferences can be drawn with group equivalence established, as well as with the use of statistical adjustments to control for covariates. By the time of the scheduled analyses (Phase 3), post-test DIBELS scores will be available. The gap between girls and boys on the DIBELS is significant in all grade levels, more so at lower grade levels. The Smart TTK project will address the opportunity to work on a project that has tremendous potential to transform teaching and learning for all students.
Lessons learned from the project will be disseminated to other education providers in Ohio through the Ohio Education Research Center and the Ohio STEM Learning Network. It will be spotlighted on the Gearity website, and shared with a wide range of teachers and other stakeholders via public announcements, electronic newsletters, and social media outlets through the CH-UH district. Furthermore, information about the project will be widely disseminated to students, faculty, and field services staff in teacher preparation programs through education departments at JCU, CWRU, and CSU including but not limited to newsletters, lectures/symposia/forums and multi-institutional conferences such as the Educational Research Exchange.

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 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.