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Adjusted Allocation | 0.00

Remaining | -15,950.00
The lesson structure is one in which students meet with a teacher in groups of three to five students and participate in instruction that includes reading of text, work on language and literary features to allow teachers to make selections of texts that are specific to student levels, interests, and academic needs. The Guided Reading format allows for differentiation that meets the needs of all learners.

Guided Reading is an essential component of a balanced literacy program. Specifically Guided Reading "provides the small-group instruction that allows for a closer tailoring to individual strengths and needs" (Fountas and Pinnell, 2012) and allows for teachers to use texts that are specific to student levels, interests and academic needs. This grant would provide our teachers with access to at least twenty titles per reading level that would be specifically selected to meet the needs of all learners so that they can make targeted decisions about individualized instruction of students.

As the Guided Reading lesson unfolds teachers use specific approaches to explicitly teach strategies, deepen understanding of concepts, and engage students in drawing meaning from the text. Guided Reading "provides the small-group instruction that allows for a closer tailoring to individual strengths and needs" (Fountas and Pinnell, 2012) and allows for teachers to use texts that are specific to student levels, interests and academic needs. This grant would provide our teachers with access to at least twenty titles per reading level that would be specifically selected to meet the needs of all learners so that they can make targeted decisions about individualized instruction of students.

A successful Guided Reading "provides the small-group instruction that allows for a closer tailoring to individual strengths and needs" (Fountas and Pinnell, 2012) and allows for teachers to use texts that are specific to student levels, interests and academic needs. This grant would provide our teachers with access to at least twenty titles per reading level that would be specifically selected to meet the needs of all learners so that they can make targeted decisions about individualized instruction of students.

The team of individuals responsible for the implementation of this project includes the building principal, teaching staff and Common Core Reading Coach at Colerain Elementary. Our district is currently in the process of training all Elementary classroom teachers for implementation of the Literacy Collaborative Framework for reading instruction. Within this framework, our teachers will be trained in the successful execution of Guided Reading Lessons. They will utilize the books as part of their daily targeted reading instruction.

The purpose of this grant is to obtain funding that would allow for the creation of a leveled book room containing a collection of texts to support Guided Reading in grades Preschool through Fifth Grade at Colerain Elementary. Guided Reading is an essential component of a balanced literacy program. Specifically Guided Reading "provides the small-group instruction that allows for a closer tailoring to individual strengths and needs" (Fountas and Pinnell, 2012). The lesson structure is one in which students meet with a teacher in groups of three to five students and participate in instruction that includes reading of text, work on language and literary features to allow teachers to make selections of texts that are specific to student levels, interests, and academic needs. The Guided Reading format allows for differentiation that meets the needs of all learners. As the Guided Reading lesson unfolds teachers use specific approaches to explicitly teach strategies, deepen students’ understandings of concepts, and engage students in drawing meaning from the text. This then allows students to apply strategies to a wide range of texts. Because a key component of Guided Reading is assessment, students are continuously regrouped in a way that allows for students to continuously increase in level based on their individual growth rates. A "research-based strategy, guided reading, is an important 'best practice' associated with today's balanced literacy instruction. It has become one of the most important contemporary reading instructional practices in the U.S. (Fawson & Neutzel, 2000)" (Aquino, A., 2006, Guided Reading: A Research-Based Response to the Challenges of Early Reading Instruction. Early Childhood Education Journal, 33, No. 6). A successful Guided Reading Program cannot exist without the necessary materials, specifically a book room that contains multiple copies of leveled text (6 per title). These titles must span a variety of genres, topics, themes, language and literary features to allow teachers to make selections of texts that are directly tied to student needs. According to the article "Guided Reading: The Romance and the Reality," book rooms allow teachers to "choose different books for different groups so that they can design a student's literacy program and students can take ‘different paths to common outcomes’" (Clay, 1998). In this article Fountas and Pinnell further emphasize that “a book room is more than a storage facility; as teachers analyze texts across a broad range of levels, they develop a common vision of the development of the reading process over time. Students always expand their reading powers by engaging in with more challenging texts across time” (Fountas and Pinnell, 2012/2013, Guided Reading: The Romance and The Reality. The Reading Teacher 66, No. 4.). Currently our teachers are being trained in the successful execution of Guided Reading Lessons within the Literacy Collaborative Framework. We feel that in order for our students and teachers to fully reap the benefits of this research based strategy we must provide them with the necessary materials. This grant would give our teachers access to at least twenty titles per reading level that would be specifically selected to meet the needs of all learners so that teachers can make targeted decisions about individualized instruction of students.

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This project targets student achievement in that it supports a research-based best practice that positively affects reading performance. Guided Reading is an important "best practice" associated with
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 member for review.

14. What is the total cost for implementing the innovative project?
15,950.00 * 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, RTTT money, local 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).

Scholastic: The cost for multiple copy sets of 6 books for each title at Scholastic ranges in price from $17.95 to $27.95 depending on the book and the level. For the purposes of finding the cost of the grant funded, we used an average of $25 per multiple copy book set. 30 multiple copy sets of books at each guided reading level A-M 30 sets a level @ $25/set 30 sets multiplied by 13 levels = 390 390 total sets multiplied by $25/set=$9750 20 multiple copy sets of books at each guided reading level N-U. 20 sets a level @ $25/set 20 sets multiplied by 8 levels = 160 160 total sets multiplied by $25/set=$4000 The cost for multiple copy sets of 6 books for each title at Scholastic ranges in price from $17.95 to $27.95 depending on the book and the level. Additionally, we would request book bins to store sets of books: Really Good Stuff: 88 sets of book bins @ $ 24.99 ea. = $2,200

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.

0.00 * 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.

The entire cost of the grant is a new cost: $15,950 to fund the purchase of all of the books for the Guided Reading library.

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

0.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (costs) that may result from the implementation of the innovative project (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

This is an one time cost for a new innovative project.

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 make the project financially self-sustaining. If there are no new/recurring costs associated with the project, please explain how the project is self sustaining.

This project is self-sustaining in that there are no replacement costs or continuous funding issues. It is a one-time only purchase with the exception of replacing the occasional damaged or misplaced book. That cost can be incurred by the school.

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 or will occur 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

Plan (MM/DD/YYYY): 01/06/2014

* Narrative explanation

Beginning January 6, 2014 (two weeks): Initiate planning of layout of bookroom, plan book ordering process, and continue providing Professional Development to teachers on the successful implementation of Guided Reading K-5. During this time, we will contact vendors (local and national) to determine the most cost efficient supplier(s). (All Parties) *Provide teachers with job embedded professional development on the successful implementation of Guided Reading, specifically how book selection can drive differentiation. (Coaches, Previously Trained Teachers) *Inform PTA of the implementation of the project and seek out parent volunteers to support the project implementation and maintenance. (Parent Consultant, Administration)

Implementation (MM/DD/YYYY): 01/20/2014

* Narrative explanation

Beginning January 20, 2014 (four to six weeks): Materials ordering and Professional Development *Order Books (Administrators, Secretaries, Coaches, Teachers) *Unpack books (Administrators, Coaches, Teachers, Parent Volunteers) *Continue to provide staff with Professional Development regarding use of leveled books during Guided Reading portion of literacy block (this has been ongoing since beginning of school). Professional Development is focused on the implementation of Guided Reading in grades K-5. Analysis of Student Data to Guide Instructional Material Choices and Differentiation. (Instructional Coaches) *Develop check out / tracking procedures for books that will support maintenance of the project. (Parent Volunteers, Administrators, Coaches) February 12, 2013: Building Professional Development Day focused upon the use of the book room to support differentiation *Targeted PD on different learning styles and the materials that support them provided by Common Core Instructional Reading Coach, Special Education Supervisors, and Gifted and Talented Coordinators. * Provision of examples of how to choose the "right book" based on specific criteria. February 17, 2014: Fully Implement use of book room *Use of book room will be monitored and supported by building administrator and Common Core Reading Instructional Teacher (trained in Guided Reading approach) *Coaches will provide ongoing modeling and co-teaching support to ensure the successful implementation of this project long term. * Teachers will be released to observe other teachers implementing the strategy successfully. * Teacher based teams will begin the creation of a baseline assessment to be used to measure the impact of this project.

Summative evaluation (MM/DD/YYYY): 05/30/2014

* Narrative explanation

BARRIERS: One foreseeable barrier to implementing this project would be the time that staff and parent volunteers would need to invest to organize and set up the bookroom. Because this only impacts the initial phase of implementation, the barrier would not affect the long-term success of this project. We have committed staff and parent support team that would oversee ongoing maintenance of the book room. Another potential barrier may be navigating the ordering process for such a large quantity of books. It is possible that specific titles could be out of stock or backordered. Because of this it will be essential to create a bank of high quality texts to choose from that surpass the initial estimate, this way ordering can be conducted in a timely manner to allow for on time launch of the full implementation of the book room.

SUMMATIVE EVALUATION: A summative evaluation would take place at the conclusion of each year after implementation, although ongoing formative evaluations will be conducted to ensure the success of this project. Through examination of student longitudinal data we feel that we will be able to measure the success of this project. Specifically examining running records from diagnostic assessments in grades K-2 and Ohio Achievement Assessment results in combination with diagnostic assessments in grades 3-5; we will be able to examine the percentage of the project's impact on student scores. In addition, the teachers will be asked to apply strategies across genres, text types, and multiple tasks. We will also conduct teacher surveys asking teachers to reflect upon leveled books used and whether or not they felt they had a positive impact on reading instruction. We will compare this data to the performance of students in each class to further examine the impact of targeted usage. As a part of the Teacher Based Teams' ongoing analysis of student data we will be able to measure short term impacts of this project through each team's cycle of targeted instruction within the Ohio Improvement Process. Teacher based teams will work collaboratively to create baselines for assessment, plan for targeted strategies using project specific materials, utilize the strategies with fidelity, and create post assessments to measure the impact the project is having on teaching and learning. From this data we will seek professional development as needed to further ensure the success of implementation and share successes with other teams to support building-wide growth as a result of this project. At the end of the year teams will evaluate the success of the project as reflected by their End of Year data.
With the implementation of our leveled bookroom, we expect to see teachers implementing Guided Reading practices with fidelity. Teachers will be able to individualize reading instruction within the context of their small group instruction positively affecting student outcomes in reading as indicated by reading comprehension benchmark assessments, progress monitoring, and Ohio Achievement test data.

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 classroom.

Guided Reading is an important “best practice” associated with today’s balanced literacy instruction. According to the article Guided Reading: A Research-Based Response to the Challenges of Early Reading Instruction by Anita Laquinta (Early Childhood Education Journal, Vol. 33, No. 6 June 2006), it has become one of the most important contemporary reading instructional practices in the U.S. (Fawson & Reutzel, 2000) and accepted as a particularly appropriate strategy for children who are moving toward fluency in the early years of literacy development. Having a library of leveled books to choose from, teachers can choose different books for different groups so that they can design a student’s literacy program and students can take “different paths to different outcomes” (Clay, 1998). Specifically, the approach allows for teachers to match the difficulty of the material with the student's ability, individualizing the reading material for differing groups of students. "Guided Reading provides the necessary opportunity for teachers to explicitly teach reading strategies at the student's individual levels" (Laquinta, 2006).

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

☐ Yes  ☐ No

22. If so, how?

Many other schools and districts are currently implementing Guided Reading practices in their school buildings and classrooms. Currently, one school within our district using this best practice with two book rooms of guided reading materials received a rating of "A" on the most recent Ohio report card.

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

The value of this project is that it will create a library of resources that can be used for many years to come. Guided Reading is a best practice that has sustained its presence among the most impactful strategies for teaching reading. Because of this, the provision of a book room, which is a key resource to Guided Reading instruction, will drive this practice in our building. We feel this will lead to continued growth in student achievement over time. The long term substantial value and lasting impact of this project will be the increased success of our students as a result of our teachers thoroughly implementing this best practice with the necessary resources available to allow for directed differentiation. We feel this project is very valuable as it arms teachers with the tools they need to implement the best practice of Guided Reading with fidelity.

24. What are the specific benchmarks 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 benchmarked.

Our goal is for all of our school to meet the state criteria of an 84.9% passage rate in the area of reading on the 2013–2014 Ohio Achievement Assessment. Additionally, as an Improvement school in the Ohio Improvement Process, this project will allow us to achieve our goal related to reading. Our Ohio Improvement Plan states, “Based on the 2011–2012 State Report Card, students in the Economically Disadvantaged subgroup did not meet AYP. The 2012-2013 report card continued this downward trend in the Economically Disadvantaged subgroup, with a 76% passage rate equaling a gap of 7.4% between this group and the state objective. Further, we will focus on increasing the value-added progress of our gifted subgroup from a -1.56 progress to a positive +1 value-added.” This project allows for teachers to differentiate instruction to meet the needs of all learners during the classroom guided reading lesson, thus directly targeting our needs for improvement. With the creation of our leveled bookroom, we expect our teachers to implement Guided Reading within our Literacy Collaborative framework with fidelity. We expect it to positively affect student performance on reading diagnostic assessments and state wide assessments. We expect to see students make positive progress from our Beginning of Year assessment to Middle of Year Assessment to End of Year assessment with all students reading at a proficient level (as defined by Guided Reading level) by the end of the school year. Additionally, we expect to see at least one year of growth for all student groups in the area of reading as reflected by the annual state report card. Over the course of the next five years we expect this sustainable resource to directly improve teaching and learning within our school.

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/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

Under the Ohio Improvement Process framework our teachers conduct frequent targeted short cycle assessments. As a result of this, our teachers are continuously examining data measuring the impact of teaching strategies and the implementation of best practices. Our Teacher Based Teams will be monitoring the use of this resource as it will be directly tied to instruction and achievement for all students. Teachers use data collected to guide and improve instruction, seek out additional professional needs, and to flexibly group students for instruction. Additionally our teachers conduct three benchmark assessments providing an additional lens through which to evaluate the impact of this project. We utilize the DIBELS and TRC Assessments to measure student growth throughout the school year and from year to year. With the creation of a book room teachers will be able to further examine how to better select texts to support students in specific areas of reading due to the availability of different genres, text types, and language loads.

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.

Accept Sherri Berridge Principal Columer Elementary Columbus City Schools 10/23/2013