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Adjusted Allocation: 0.00
Remaining: -130,500.00
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:** Blended Learning Reading Intervention Program

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.

   Our goal for this grant is to design and implement a system wherein a highly qualified reading teacher serves students in their home school who are in jeopardy of failing the spring administration of the Third Grade Reading Ohio Achievement Assessment and will be retained because of the Third Grade Reading Guarantee.

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<table>
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<th>125. 3. Total Students Impacted:</th>
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4. Lead applicant primary contact: - Provide the following information:

   First Name, last Name of contact for lead applicant: Bradford Faust

   Organizational name of lead applicant: Delaware City Schools

   Unique Identifier (RN/Fed Tax ID): 043877

   Address of lead applicant: 248 N. Washington Street, Delaware, OH 43015

   Phone Number of lead applicant: 740-833-1108

   Email Address of lead applicant: faustbr@delawarecityschools.net

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 (RN/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.

   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.

   Delaware City School District has been the recipient of numerous grants including Race to the Top, ARAA, Title I, Special Education Grants, The Bill and Melinda Gates Foundation Teacher Student Data Link Project, and Delaware Community Foundation Grants and is more than qualified to manage a grant of this scope. Brad Faust, Assistant Superintendent and Project Lead, will convene a team of people to work on and monitor the progress of the grant. This team will include elementary principals, teachers, including a district literacy specialist, a Board member, the district elementary special education coordinator, an ELL teacher and a parent representative. Other district personnel will assist the committee on an 'as needed' basis.

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### 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.

   The Third Grade Guarantee had been in full effect last year, over sixty six students among our five elementary buildings would have been retained. These students would have required us to hire 1 to 2 additional teachers across the district and possibly change elementary schools for some students. It is our goal to design and implement a system wherein a highly qualified reading teacher serves students in their home building to provide additional intervention to third grade students at risk of failing the spring administration of the 3rd Grade Reading Ohio Achievement Assessment (OAA) and, as a result, be retained because of the Third Grade Guarantee. In spite of large and small group instruction and intervention, students failed the fall Third Grade Reading Ohio Achievement Assessment (OAA). In order to provide another approach for students, we intend to use blended learning with those students who did not meet the cut score considered passing (392 in 2014 and 400 in 2015 and beyond) for the spring administration of the Third Grade Reading OAA. Students will receive an iPad that is pre-loaded with a customized library, apps, and other resources as determined by individual needs. The reading teacher will meet with identified students in each of the five elementary buildings during times other than language arts and math to work on their area(s) of deficiency as noted on their fall third grade reading OAA results and other reading assessments. This will give students additional instructional time beyond the 90 minutes of reading instruction they will receive from their classroom teacher. When the teacher is not at their building, students will work independently on their iPad. The reading teacher will be able to ‘check in’ with students in the other buildings during the day to make sure they are progressing. The teacher will also meet with students after school during a Reading Camp and the District will provide separate transportation home on those days. If present third grade students do not meet the cut score on the 3rd grade reading OAA in the spring, a Summer Reading Camp will be offered to them free of charge in June. Parents will partner with us by ensuring their child properly uses the iPad to practice skills at home. The District will offer parents classes on how to use and care for the iPad, the District Acceptable Use Policy, as well as ideas for supporting their child’s reading. We will contract services to make home visits to assist with the technology when needed. Students’ progress will be monitored through a variety of reading assessments including DRA and classroom assessments. The committee will review two products MAP and STAR Reading to determine the best product to use so that quick course corrections can occur to meet changing needs. In addition to formative assessments and progress monitoring, the district will examine summative results including the passage rate of the spring 3rd grade reading OAA, an increase in performance on the Annual Measurable Objectives and the Performance Index, and more positive value-added scores.

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*2. 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.

By using technology, the District will be able to meet its goal of providing additional remediation for students through a blended model that will keep students in their home school and save the District funds by not hiring additional FTEs due to increased class sizes as a result of retention. The teacher will be able to offer specific instruction in the areas of reading - phonics, phonemic awareness, fluency, vocabulary, and comprehension - tailored to individual student’s needs.

Student progress will be monitored throughout the year through the use of formative assessments as well as summative...
assessments that are both locally and state administered. Frequent monitoring will allow the teacher to make course corrections in instructional materials and methodology. Prior to the awarding of this grant, the committee will review products from NWEA (MAP - Measure of Academic Progress) and Renaissance Learning (STAR Reading Enterprise) to determine the which product to purchase. (MAP is an adaptive computerized assessment that will be administered three time per year and will provide detailed instruction regarding students’ progress in a timely format. Additionally, MAP adapts the level of questioning to student correct responses and will deliver more challenging questions based on correct answers, which will prove beneficial as students increase reading levels. The STAR Reading Enterprise assessments include skills-based test items, and in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as a Core Progress learning progression and Student Growth Percentile measurements.) Our first goal for the District’s CCIP is: ‘All students in the Delaware City Schools will improve their performance in the core academic areas of reading and math (meet or exceed 75% OAA or 80% OGT). Our Title I funds this year are $598,130 and are being used to help us meet that goal. Two of our elementary schools receive Title I Schoolwide and one elementary school receives Title I Targeted Assistance funds. Our total funds in the CCIP are over $1.8 million this fiscal year. We still have a number of students who are not reading at grade level in spite of this funding. We need to continue our efforts towards that goal. As a Race to the Top district our Transformation Team will work in design district efforts on blended learning, through the OIP to ensure we meet RIT commitments for improved student achievement. We will monitor implementation and propose strategies to remove barriers and modify efforts as needed as we implement this new program. We need to make certain that all stakeholders see the value and connection of the Blended Learning Intervention Reading to our existing school improvement work to ensure 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.

16. Are there new/recurring costs of your innovative project? * Specific amount of expected savings (annual)

17. 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, RIT 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.).

Highly Qualified Teacher (pro-rated Salary and Benefits) from January through June, including Summer Camp in June, Contracted through the ESSCO COG; $35,000 125 IPads @ $480.00 each; $60,000 125 Software/App Packages @ $150.00 each; $12,500 Professional Development and Support; $5,000 Short Cycle Assessment and Support; $5,000 Short Cycle Assessment and Support.

The main budget categories include the salaries and benefits for the teacher who will be utilized to provide in person and online reading intervention and enrichment (budgeted as a purchased service through the ESSCO COG), the costs for the devices to be provided to students who are in danger of not passing the third grade reading guarantee and through which they will receive reading instruction and enrichment, encouragement, assessment and communication, software and app support for those devices, transportation for related programming, and support and PD for the involved staff members. The literacy coaches (one per building) and Title I teachers (at our two Title Buildings) will be included in the PD and intervention. These are funded through GRF (literacy coaches) and Title I funds. Transportation services for our existing Extended Learning Opportunity programming will also be used to support this program.

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 entites.)

* Specific amount of expected savings (annual)

19. What are the total costs for implementing the innovative project? * Total project cost

20. Are there expected savings that may result from the implementation of the innovative project? * Specific amount of new/recurring cost (annual cost after project is implemented)

21. Is the total expected savings of approximately $56,800 per year. Further savings are expected, although not quantified in our proposals, in areas such as Intervention Services, Transportation and other support services, etc. as there are no new/recurring costs, please explain why.

HOT Teacher from January to June: $35,000 Software and App Packages Refreshment: $250.00 Professional Development and Support: $500.00 Licensing for Short Cycle Assessment and Remediation Program: $10,000.00

22. Implement Report (MM/DD/YYYY): Upon grant approval through June 30, 2014

23. Narrative explanation

**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.

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?

130,500.00 * Total project cost

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

56,250.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

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

56,800.00 * Specific amount of expected savings (annual)

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

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

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

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

21. 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 and 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.

The program will be self-sustaining through the savings realized by carrying through a one (1) FTE reduction in projected staffing over the five-year forecast. This total savings will reach $284,000 in the five year period. This is more than the amount of ongoing costs to carry forward the program, resulting in net reduction in spending that would otherwise occur.

22. Identify technology that will be purchased including apps, programs, and e-books based on student needs; Determine professional development and training needed for staff (including technology and the assessment system) and tentatively set dates and agendas (dependent on grant approval); and Determine training needed for parents and tentatively set dates and agendas that include how to use and care for the technology that their child will receive and how they can help their child with reading at home. Information about the grant application will be communicated to elementary staff through meetings and the District Newsletter.

**D) IMPLEMENTATION - Timeline, communication and contingency planning**

23. Implement (MM/DD/YYYY): Upon grant approval through June 30, 2014

24. Narrative explanation

25/18/13 - 1/14 The following tasks will be completed by the project lead and the Straight A Committee: Hire the HG Reading Teacher; Purchase iPads and purchase and install apps, software, e-
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 are not mentioned above.

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

22. If so, how?

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

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.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

18. In addition to assisting students who may not require the assistance of the Third Grade Guarantee, we see an opportunity to evaluate the blended learning model for at risk students and use it in other situations if the results are positive. This may include additional classroom devices, apps, and software so students are more engaged in their learning. In the future, students who are on Reading Improvement Monitoring Plans may receive additional remediation through the use of devices within their classroom and monitored by a literacy specialist. Additionally, the assessment system we choose will give us information that can be used to quickly identify and intervene with students not progressing through the regular curriculum as well as monitor students’ progress to determine if the interventions are working or if we need to change the duration, intensity, or frequency of the interventions.

17. 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 are not mentioned above.

16. 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 are not mentioned above.

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4. 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 are not mentioned above.

3. 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 are not mentioned above.

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1. 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 are not mentioned above.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

- Impact, evaluation and replication

- Summary evaluation (MM/DD/YYYY)
  - Narrative explanation

- Summatively, the success of the program will include the following indicators at each elementary school: The number of students who pass the 3rd grade Reading Ohio Achievement Assessment; An increase in the Performance Index Score; Annual Measurable Objectives will be met; And an increase in the value-added scores in the future.
  - Individual students will make progress that can be documented through an ongoing assessment system, Progress can be monitored and corrective instruction can be provided to support the progress of students who make progress but are still not at their grade level. We will continue to monitor this, and if warranted, bring students to Intervention Assistance Teams and/or assess for suspected disabilities.
  - Qualitatively, we hope to see students who are more engaged in their learning and reading for enjoyment, Our progress will be communicated through the Local Report Card, newsletters, and the District website.

- By June 30, 2014

- For the Ohio Department of Education

- In addition to assisting students who may not require the assistance of the Third Grade Guarantee, we see an opportunity to evaluate the blended learning model for at risk students and use it in other situations if the results are positive. This may include additional classroom devices, apps, and software so students are more engaged in their learning. In the future, students who are on Reading Improvement Monitoring Plans may receive additional remediation through the use of devices within their classroom and monitored by a literacy specialist. Additionally, the assessment system we choose will give us information that can be used to quickly identify and intervene with students not progressing through the regular curriculum as well as monitor students’ progress to determine if the interventions are working or if we need to change the duration, intensity, or frequency of the interventions.

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- By June 30, 2014

- For the Ohio Department of Education
indicate your name, title, agency/organization and today's date.

Accept Paul A. Craft, Superintendent Delaware City Schools October 25, 2013