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Adjusted Allocation 0.00
Remaining -184,000.00
A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Implementation of myON Reader to Support the Common Core and the Third Grade Guarantee

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.

The personalized web-based literacy environment established by myON reader will disrupt old, outdated models and transform the way Hamilton Local Schools’ students access and interact with text, resulting in confident, engaged, and proficient readers. This research-based method will assist the Hamilton Local Schools with implementation of the Common Core standards and the 3rd Grade Guarantee, ultimately preparing every Hamilton Local student with the assurance that they are college and career ready after graduation. For a fraction of the cost of a single, hard copy text, Hamilton Local Schools can provide students with a virtual backpack of enhanced digital titles, matched to their interests, needs and targeted reading level for optimal growth.

6. Secondary applicant contact: - Provide the following information:
   - First Name, Last Name of contact for secondary applicant: Susan Witten PhD

Organizational name of secondary applicant: Hamilton Local School District

Unique Identifier (RN/Tax ID): 046953

Address of secondary applicant: 775 Rathmell Road, Columbus OH 43207

Phone Number of secondary applicant: 614-491-6044 x 1209

Email Address of secondary applicant: switten@hamilton-local.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, Last Name of contact for secondary applicant: N/A

Organizational name of secondary applicant: N/A

Unique Identifier (RN/Tax ID): N/A

Address of secondary applicant: N/A

Phone number of secondary applicant: N/A

Email address of secondary applicant: 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.

Project Director: Susan Witten, Ph.D., Assistant Superintendent of Teaching and Learning. She has been a district administrator for 13 years. At Hamilton Local, she has led improvement initiatives such as common, short-cycle assessments and data-based decision-making. She oversees accountability, grants, curriculum, instruction, assessment, and human resources for licensed staff. Under Witten the district has earned a 21st Century Grant, Learn & Serve grants, High Schools That Work grants, a Literacy Initiative grant, a math consultant grant, and foundation grants from Martha Holden Jennings Foundation, Columbus Foundation, and VH1. She has led the district in partnerships with The Ohio State University for grant-funded research, with Ohio Dominican University and Otterbein College to provide grant-funded professional development to Hamilton Local teachers, and with the ESC of Central Ohio on a Early Literacy grant. She has served as a grant panelist and panel chairman for the Ohio Arts Council and the National Endowment for the Arts and an evaluator for a statewide Javits grant. Lisa Buchanan, Director of Technology, will serve as Technology Coordinator, overseeing and will oversee the purchase and preparation of the technology components of the project grant. Buchanan has an M.A. in educational administration, and in her 22 years with Hamilton Local has served as a middle school math/science teacher, a fourth-grade teacher, and instructional technologist. Over last nine years, Buchanan has helped integrate technology into the educational program. All classrooms have, and use interactive white boards and web-based tools and resources; fixed and portable computer labs are are available in each building; teachers use teachers are offering blended learning options; and a pilot 1-1 iPad program is in place for Algebra I students is being piloted this year. Elementary Project Coordinator: Liza Dixon, Instructional Support Teacher has worked in the district for 16, previously as a classroom teacher and team leader. Dixon has an M.Ed. in teaching and helped lead the development of standards-based instruction and related common short-cycle assessments. She supports reading and literacy at the elementary, monitors 3rd grade guarantee progress, creates blind short-cycle assessments for reading, manages AIMSweb and other data, and serves on the response to intervention team. Intermediate Project Coordinator: Kelli Lester, Student Support Services Teacher has worked in the district for 13 years. She has an M.Ed. in education and allied professions and helped lead the district transition to data-based decision-making and data analysis. Lester oversees testing and assessments, manages data and accountability, and is responsible for scheduling and student orientation in the Intermediate School.

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

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

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

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

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

11. Describe the innovative project

myON reader is a web-based, personalized literacy environment for PreK-Grade 12 students. The Hamilton Local Schools’ poverty rate is 62% and many students do not come to school ready to learn. Many of our parents do not have the academic background or resources to provide learning supports at home. The myON program will provide needed literacy resources for school and home by offering over 4000 titles with access through the web and through a Kindle reader. myON was developed in partnership with MetaMetrics, creators of the scientifically-based Lexile Framework for Reading, and the proprietary myON engine matches vetted titles from Capstone and partner publishers with student reading levels and interests, and generates a recommended list of appropriate enhanced digital books from the myON collection for each student. This formula helps ensure engagement, which is a key component in learning to read. Optional scaffolds that support independent reading include naturally recorded audio to model fluency, word and sentence highlighting, and an embedded dictionary that aids vocabulary development. Teachers can create booklists for individual students or groups to support differentiated instruction. Approximately 70% of the myON titles are non-fiction and 10% are Spanish or dual language. Teachers can access myON titles aligned to the Common Core State Standards through a dedicated report or by using the advanced search on the myON portal. Students have unlimited, anywhere and anytime access to the complete myON collection through unique logins and
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

190,697.70 * Total project cost

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.

16,600.00 * Specific amount of new/recurrent costs (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/recurrent costs, please explain why.

Annual cost beginning in FY15 will be $5,000 in insurance and replacement costs. This expenditure will come from the general fund line 3.030 (Purchased Services).

15. What are the total cost for implementing the innovation? 190,697.70

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

16. Are there expected savings that may result from the implementation of the innovative project? 752,400.00 * 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.)

This program has the great potential to reduce costly retention associated with the 3rd Grade Guarantee. It is difficult to determine how many students would be promoted to the next grade level because 6% of students are promoted to the next grade level because

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 equal to the amount of new/recurrent costs detailed above. If there are no new/recurrent costs, explain in detail how this project will sustain itself beyond the life of the grant.

18. Student Achievement:

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

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.

1. Student Achievement directly impacts graduation rates. Students who read for 21 minutes a day outside of school will score in the 160 percentile, while a child who reads for 33 minutes a day will score in the 80th percentile (Source: Anderson, 1988). With myON, students are engaged because they are reading books that are of interest and target their Lexile range. Engaged readers tend to read more and for longer periods of time. When students and their teachers have access to the appropriate assessments and tools to help track student growth and identify potential problems, students are on the path to becoming proficient, lifelong readers and learners. With myON, students and teachers have these important tools literally at their fingertips. Implementation of the myON reader: “provides unlimited access to an enhanced digital library that includes over 4,050 titles aligned to the Common Core and state standards; *enables students to read at school, at home, in libraries, community centers, anywhere there is Internet access, and on any Internet-enabled device. Mobile apps for iPod, Android, and Kindle support offline reading, as well; generates individualized, interest-based digital book recommendations for each reader in their target Lexile range to support engagement, which is a key to maximizing reading growth; *supports deep reading of informational text. 70% of the collection is comprised of non-fiction titles, with 10% Spanish or dual language and 20% hi-fi titles. Optional end-of-book quizzes test comprehension in main idea, supporting details, vocabulary, inference, and interpretation; *allows students to take ownership over their learning; the student view includes data on books opened and read, end-of-book quizzes, Lexile assessments, a growth trajectory report, nd more; *provides additional support for English Language Learners; Students can read on myON with family members, even those who may not be proficient readers themselves. Parents/guardians can access materials on myON to support their children’s reading and view their data to track reading growth, provide encouragement and support, and share in their successes. Spending reductions in the five-year forecast will occur because myON reader: “is a cost-effective method of providing unlimited access to a complete library of digital texts for students and teachers across the curriculum; *reduces costs related to text acquisition; *can be used for multiple purposes and across multiple grades with the cost of a single district subscription; *is a cost-effective alternative to more traditional models of providing hard copy print and e-books; and, *can provide a complete virtual backpack of over 4,000 enhanced digital titles with unlimited, 24x7 access, to each student and teacher for less than the cost of a single hard-copy text per student. Utilization of a greater share of resources in the classroom: The unique nature of the myON reader allows all funds to be directed to the student and the teacher in the classroom. The program comes complete with assessments, evaluation, track, and project growth and provide actionable data to inform instruction and intervention. Reports are available at the student, class, building, and district levels. Therefore, very little district level oversight is needed or funded. *Teachers can access 4,010 titles aligned to the Common Core State Standards. *Students have unlimited, anywhere and anytime access to the complete collection. *Customized professional development for teachers *Empowers teachers with real-time, actionable data on individual students, groups and classes to identify areas of growth and challenges; *Teachers and students can use myON reader for multiple purposes and across multiple grades.

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

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

Annual spending per pupil is currently $8,145. Retention and intervention costs average $1,194, or 75.24 of these students promotion to the next grade level because

If there are no new/recurrent costs, explain in detail how this project will sustain itself beyond the life of the grant.

1. If there are no new/recurrent costs, explain in detail how this project will sustain itself beyond the life of the grant.

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

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

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Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)
D) IMPLEMENTATION - Time line, 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 for timeline and implementation or 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 network needed 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): 01/31/2013

* Narrative explanation

A myON leadership network including the myON state account manager and national program team will work directly with Hamilton Local Schools, from planning through implementation. This leadership network will work closely with district teachers and program coordinators to provide ongoing support throughout the period to ensure a successful implementation. The myON leadership network will facilitate the exchange of the myON learning resources, lesson plans, emerging tools and engagement strategies, and approaches for avoiding or minimizing pitfalls through communities of practice. Hamilton Local Schools will: * establish regular state-level communication; * strategically prioritize goals and tasks based on current needs, regular meeting/communications expectations, timeline and milestones; * set up data and solution with myON; * provide faculty, staff, and administrator professional development; * communicate the plan, timeline, activities and resources to our stakeholders; * establish regular stakeholder meetings and ongoing communication; * establish family and community involvement; * integrate myON into our existing and planned curriculum; and, * analyze data to monitor and evaluate the myON program.

Implementation (MM/DD/YYYY): 06/30/2013

* Narrative explanation

Program implementation will begin immediately upon grant approval. The contract with myON will be confirmed, teachers will be trained, and technology ordered. Uninstalled 24x7 access to myON's digital library of over 4,000 titles from the Capstone will be available to students, teachers, and parents. Each student/reader and teacher/educator will receive an account. Students will complete an interest inventory and the initial Lexile placement assessment and begin reading and learning on myON reader. This web-based literacy environment will disrupt outdated models and transform the way Hamilton Local students access and interact with text, resulting in a school community of confident, engaged, and proficient readers. The largest barrier for our district and community in the implementation of this program is access to technology. The Hamilton Local Schools' poverty rate is 62%. Many students do not come to school ready to learn and many of our parents do not have the academic knowledge to provide valuable assistance to their children in the home. Technology is vital to the success of this program and the professional learning strategy is the backbone of this program. The myON leadership network will serve as an interactive, "transformational instrument." It has the power to help us transform the teaching and learning environment as well as the overall experience for both teachers and students. To attain this goal, it means redirecting the role of teachers toward facilitating learners. And, this program will make Kindle eReader available to students kindergarten through grade 6. Students will have unlimited access to the access to the complete collection established by their Lexile and grade placement. Teachers will order the Kindle on the grant provided. Teachers will allow students to download digital books for offline reading, and their data are synced when they log back into myON. Two Kindle eBook Crafting Carts with 30-70 Kindle eBook readers each for each grade level of students and one Kindle Crafting Cart with 30-70 Kindle eBook readers each in each building's media center will be purchased. These Kindle eReader eBook readers will be ordered immediately upon grant approval. The district will purchase sufficient Kindle eBook readers for training purposes, with local funds, in advance of the full delivery and preparation. This program will assist in a smooth and expedited implementation of the program. District technology staff will prepare Kindle eBook readers upon delivery. These grant purchased Kindle eBook readers will allow for one eBook reader for every 3.3 students kindergarten through grade 6. These Kindles will allow students to connect to our district Wi-Fi network for easy access to myON's collection of over 4,000 digital titles. They can access to technology at school, at home, in libraries, community centers - anywhere there is Internet access - and on any Internet-enabled device. Teachers begin immediately to access and use student and program data for instruction and intervention.

Summative evaluation (MM/DD/YYYY): 06/30/2013

* Narrative explanation

The three main goals of the Straight A Fund mesh very well into our vision of improving achievement through total accountability and high expectations and our everyday operations. These questions are key to the successes that we have shown over the past 10 years: 1. Will this initiative significantly advance or improve student learning? Will this initiative reduce significantly spending and help us to live within our means? 3. Will this initiative significantly direct resources to the classroom, student, and teacher? The myON reader project offers multiple and unique methods of measuring student performance and impact. Each student will complete the initial Lexile placement assessment before they begin reading on the myON program. The summative assessment is carried on an end of the program. However, the summative assessment incorporated into the myON reader program will provide the district with information on the program efficacy throughout the process. The program monitoring form of evaluation is designed to assist teachers with knowledge of the resources and technology so they can monitor and evaluate student learning. A digital library of over 4,000 digital texts across the curriculum. This program has the great potential to reduce costly retention and intervention. Reports are available at the student, class, building, and district levels. The myON program uses a variety of assessment and evaluation techniques to enhance the health and success of the program. These techniques include: book quiz activity; benchmark reports; Lexile progress reports; Lexile growth trajectories; and student activity monitoring. Spending reductions in the five-year forecast students will have unlimited access to a complete library of 4,000 digital texts across the curriculum. This program has the great potential to reduce costly retention and intervention. Students will have unlimited, anywhere access to the complete myON collection through unique logins and passwords for each student and access to the complete collection through unique logins and passwords for each student. "At home" access to the complete collection will be available to students in the 90th percentile (Anderson, 1988). With myON, students are engaged because they are reading books that are of interest and in their target Lexile range. When students and their teachers have access to the appropriate assessments and tools to help track student growth and identify potential problems, students are on the path to proficient, lifelong readers and learners. Utilization of a greater share of technology can be expected in the classroom. The unique nature of the myON reader allows all funds to be directed to the student and the teacher in the classroom. With myON reader teachers have unlimited access to digital titles and you can access to technology at school, at home, in libraries, community centers - anywhere there is Internet access - and on Internet-enabled device. Teachers begin immediately to access and use student and program data for instruction and intervention.

* Narrative explanation

The three main goals of the Straight A Fund mesh very well into our vision of improving achievement through total accountability and high expectations and our everyday operations. These questions are key to the successes that we have shown over the past 10 years: 1. Will this initiative significantly advance or improve student learning? Will this initiative reduce significantly spending and help us to live within our means? 3. Will this initiative significantly direct resources to the classroom, student, and teacher? The myON reader project offers multiple and unique methods of measuring student performance and impact. Each student will complete the initial Lexile placement assessment before they begin reading on the myON program. The summative assessment is carried on an end of the program. However, the summative assessment incorporated into the myON reader program will provide the district with information on the program efficacy throughout the process. The program monitoring form of evaluation is designed to assist teachers with knowledge of the resources and technology so they can monitor and evaluate student learning. A digital library of over 4,000 digital texts across the curriculum. This program has the great potential to reduce costly retention and intervention. Reports are available at the student, class, building, and district levels. The myON program uses a variety of assessment and evaluation techniques to enhance the health and success of the program. These techniques include: book quiz activity; benchmark reports; Lexile progress reports; Lexile growth trajectories; and student activity monitoring. Spending reductions in the five-year forecast students will have unlimited access to a complete library of 4,000 digital texts across the curriculum. This program has the great potential to reduce costly retention and intervention. Students will have unlimited, anywhere access to the complete myON collection through unique logins and passwords for each student. "At home" access to the complete collection will be available to students in the 90th percentile (Anderson, 1988). With myON, students are engaged because they are reading books that are of interest and in their target Lexile range. When students and their teachers have access to the appropriate assessments and tools to help track student growth and identify potential problems, students are on the path to proficient, lifelong readers and learners. Utilization of a greater share of technology can be expected in the classroom. The unique nature of the myON reader allows all funds to be directed to the student and the teacher in the classroom. With myON reader teachers have unlimited access to digital titles and you can access to technology at school, at home, in libraries, community centers - anywhere there is Internet access - and on Internet-enabled device. Teachers begin immediately to access and use student and program data for instruction and intervention.

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

22. If so, how?

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

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 measured in five years.

The benchmarks and outcomes our district aims to achieve over five years include: 1. raising student achievement; 2. reducing spending; 3. a greater share of resources used in the classroom; 4. use of a sustainable teaching and learning program; and 5. transformed and modernized teaching and learning approach. With implementation of the program, teachers will: *access myON titles aligned to the Common Core State Standards through a dedicated report. *use assessments developed by MetaMetrics for myON to evaluate, track, and project student growth on the Lexile scale. *access metrics including number and type of books opened and read; time spent reading; scores from optional end of book comprehension quizzes; and, student reading levels measured by embedded initial placement and regular benchmark assessments be presented with real-time data on individual students, groups, and classes to inform instruction and intervention, along with tools to personalize learning. *provide personalized learning experiences with individualized, interest-based digital book recommendations in their target Lexile range to support engagement, which is a key to maximizing reading growth. *personalized reading experiences with optional scaffolds that include naturally recorded audio, text and sentence highlighting, and an embedded dictionary. *access for 4,000 titles. 75% of the collection is comprised of non-fiction titles, with 10% Spanish or dual language and 20% hi-lo titles. *take end-of-book quizzes that test comprehension in main idea, supporting details, vocabulary, inference, and interpretation. *take ownership over their learning; the student view includes data on books opened and read, end-of-book quizzes, Lexile assessments, a growth trajectory report, and more.

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

26. Do you have any other comments?