<table>
<thead>
<tr>
<th>Purpose</th>
<th>Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>119,380.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>119,380.00</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>16,150.00</td>
<td>0.00</td>
<td>0.00</td>
<td>16,150.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>135,530.00</td>
<td>0.00</td>
<td>0.00</td>
<td>135,530.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00
Remainder: -135,530.00
The research has repeatedly demonstrated the importance of initial reading instruction that includes the five critical components of reading. To be most effective, these need to be taught explicitly within classrooms that are strongly elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership, or never implemented in your district or community school but proven successful in other educational environments.

The DIBELS data from the 12 initial groups proved that the program was working. The 12 students in the initial group were reading fluently by mid-year. Tier 2 Title Groups in our fourth grade, as well as two large regular ed ability groups are now using the program. One regular ed group is entirely comprised of ‘at risk’, students. The data is being tracked as a RIMP form. This will provide verifiable data as to the program’s success. The second group is slightly above the ‘at risk’ category. They are using the program to continue to improve their reading fluency.

Only one group above ‘at risk’ is not using this process. They are the students who are well above grade level in their reading fluency and comprehension. The greatest potential of the current program comes from adding audio to the lessons, which allow greater access to the learning from ‘at risk’ students, ELL students, and even reluctant learners. The current books can be read by PDF readers, Email readers, or teachers who are not confident in their reading fluency. They can have the questions read to them from the narrations directly embedded in the virtual documents. All of this material can be placed electronically in a digital portfolio system, so parents, students and educators alike can access and disseminate to the stakeholders. Connectivity is an integral part of this program. Digital delivery allows for greater digital scoring and reporting. Students are currently getting instantaneous access to their performance. This allows for quicker thinking about their learning. Students will be not the only stakeholders who will benefit from the quick turn around time for math and reading scores. This group is currently using the online software of Mastery Connect, which allows the teacher to assess each child’s content specific needs, and adapt the learning at the time they need it. There will be little grading overnight, returning scores to children a day later.

The current books can be read by PDF Readers, Email readers, or teachers who are not confident in their reading fluency. They can have the questions read to them from the narrations directly embedded in the virtual documents. All of this material can be placed electronically in a digital portfolio system, so parents, students and educators alike can access and disseminate to the stakeholders. Connectivity is an integral part of this program. Digital delivery allows for greater digital scoring and reporting. Students are currently getting instantaneous access to their performance. This allows for quicker thinking about their learning. Students will be not the only stakeholders who will benefit from the quick turn around time for math and reading scores. This group is currently using the online software of Mastery Connect, which allows the teacher to assess each child’s content specific needs, and adapt the learning at the time they need it. There will be little grading overnight, returning scores to children a day later.
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.

Student achievement: We will be using Dibels ORF benchmarking and progress monitoring as well as Achievement Test scoring as our measures. Research shows that improved reading fluency positively affects reading comprehension. The DIBELS ORF measure is an example of curriculum based measurement. It focuses on the direct and continuous measurement of student progress toward specific instructional objectives. According to the Florida Center of Reading Research there is substantial evidence of the validity and reliability of curriculum based measures in assessing oral reading fluency. Research also shows that when children are engaged in the learning process achieve at a higher rate. Spending reductions in the five-year fiscal forecast: As outlined in question 16 of this document, our fourth grade team spends about $4,464.00 a year on Xerox paper alone. Having the children use the touch screen laptops instead of paper pencil and reading downloaded texts rather than Xerography copies will save approximately $4,464.00 a year. With the PARCC assessments we hope that we would be awarded this grant this will take some of the pressure off of the district in having to provide technology centers for students to take the assessments. The purchased technology will accommodate our students as well as other grade levels in our building as the technology is shared for assessment purposes. Utilization of a greater share of resources in the classroom. By having a one to one classroom technology, students will have access to all available resources. Materials for differentiation will be available online. The grant makes available all resources to the students, regular ed, ELL, Pre-functioning ELL, and SWD. The complete fourth grade staff (Title I, ELL teachers, IS) will have access to the students and the digital resources that support the student learning. This will provide for the uniform distribution of resources to all students at all times.

If the school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan. According to the Emerson Elementary Improvement Plan, Goal 1 addresses Student Content Area: Reading and Math: Description: Student performance in all content areas as measured by the OAA/OGT will increase by 10% annually across all subjects and for all subgroups and to provide differentiated expectations and opportunities for all students. The purchased technology will provide differentiation to further accommodate diverse learning styles, enhance support for English Language Learners (ELL) and Students with Disabilities (SWD).

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 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?

135,530.00 ** Total project cost

* 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 costs and salary/benefits, equipment to be purchased and cost, etc.)

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.

0.00 ** Specific amount of new/recurrent cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff costs and salary/benefits, equipment to be purchased and cost, etc.) 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?

22,320.00 ** 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.)

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/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. 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.

D) IMPLEMENTATION - Timeline, communication and contingency planning

1. Proposal Timeline Dates
Plan (MM/DD/YYYY): 10/21/2013

* Narrative explanation

From the date of submission the fourth grade team will get information and details about the purchase of the computers, carts, and additional licenses, computer apps prepared for the district so that when the monies become available (add dates here) from the grant the district is ready to move on the purchases.

Implement (MM/DD/YYYY): 8/22/2014

* Narrative explanation

Prior to implementing the grant plan at the beginning of the 2014-2015 school year, we would work with the purchasing agents of the district to assure the materials are ready to use within the first two weeks of school. The team would work with the IT staff to dow load apps and prepare the hardware with school identification. The team will organize all materials and have digital portfolios prepared for the students within the first two week of school. IT staff will insure all devices operate under our current wireless network. During the first month of school training will be provided by the grant team to our staff. The grant team will host a parent/staff open house to introduce the program, and outline the system for parent communication.

Parents/guardians will be encouraged to file Acceptable Use Policies with the district so that the grant team can communicate with them electronically. Parents who prefer another method of communication will be accommodated. A follow up stakeholder open house will be held mid-year to gather information about the program and gather input. Barriers: Parents who do not attend open houses, students who are not contacted to inform them of the program and answer any questions. Reputant Staff may be a barrier, but our current staff are enthusiastic about using technology with all students. If we encounter reluctant staff the team will work with them to alleviate their concerns. Families who do not have computer access at home: Field trip to Lakewood Public Library during the week with all children to access their computer lab, which is available to all families in Lakewood during regular operational hours. The grant team will coordinate an evening open house for families to access their computers and assist with training. The grant team will present to ASIA, INC. (ASIA is an established ESL tutoring program working in conjunction with Lakewood City Schools, housed at Emerson) soliciting their cooperation with our grant program and we will in-service their volunteer staff, so that they may access our materials in their after school program.

Summative evaluation (MM/DD/YYYY): 10/30/2015

* Narrative explanation

We would prepare our summative evaluation after the release of the District report card in the fall of 2015 after having a year’s worth of data on the students. We would prepare a quarterly report prepared during the 2014-2015 using District Progress Monitoring data, documenting student growth as well as a stakeholder survey.

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

25. 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 resources in the classroom.

Mr. Shields has been using this program on a smaller scale during the 2011-2012 school year with students who were at risk of failing the state reading assessment. These children upon entering his reading groups scored below grade level on the fall 2012 Dibels benchmark. By the winter benchmark these students had moved from the “below average” category, to the “at grade level” in their reading fluency. 12 student were in the focus group. From that group, eleven were reading at benchmark by the second assessment in winter. Of those eleven students, eleven passed the reading portion of the 2012 OAA. The same program was tested in the 2010-2011 school year. The difference was that only grade level scores were taken, not scores for individual students. During the 2010-2011 school year, 43% of Emerson’s students were not reading fluently on the fall benchmark. By the winter benchmark, only 31% were not reading fluently. The incentive of reading on an iPod, purchased by the Baldwin Wallace grant, motivated the students to become engaged in their growth.

The team feels that this success, on a larger scale will benefit the entire grade level. As the data from this school year indicates, a program of this design could benefit all students at risk for reading fluency. Mr. Shields’ implemented this on a small scale and having significant success we wish to duplicate on a larger scale involving all fourth grade students.

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

* Yes
* No

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

We will have Dibels data for most of our students for 2014-2015 dating back to Kindergarten, we will have third grade OAA fall and winter and DAZE scores. Children have been and will be assigned a Dibels benchmark score, which is a post-test score that, if this is a measure of the students ‘RTI’ Response to Intervention program. Mr. Shields, which qualifies them for our purpose in this proposed program on a small scale. Our quantifiable measure will be an increase in quartile Dibels benchmark data for each student, but specifically for students in the below grade level categories and district subgroupings contributing to our low NMO scores, which are ELL and SWD. Florida Reading Proficiency has numerous studies and reports about the attributes of Dibels as a measure of student achievement. It also has studies about the success children when they are engaged in their own learning and accountable for their learning. The program accountability will be the Dibels benchmark scores as well as the OAA and future PARCC assessments. The success will be student achievement and engagement in their learning, which will be measured by the achievement tests, surveys about engagement and anecdotal observation of the enthusiasm and challenges of the students. There is no reason to imagine that the project will not continue after the grant period has expired. Mr. Shields has had measurable success on an individual classroom scale. The use of technology by the students increases at a fast pace at Emerson. The program is being used by a number of support staff working with Mr. Shields’ class. It is being used in Mrs. Nolan’s classroom and by Title staff with other classrooms. The grant will provide for uniformity of the technology being used for the fourth grade team, it will meet the criteria of the Straight A Fund goal to utilize a greater share of the resources.

We will be progress monitoring monthly all at risk students, using the district adopted Aimsweb, Dibels and Daze. Additionally team members will analyze their own classroom data from Mastery Connect and will discuss all grade level data at our TBT meetings and other grade level meetings with all stakeholder teachers. Other anticipated outcomes would be the acquisition and application of 21st century skills of creativity, critical thinking, problem solving, communication and collaboration as well as our district technology standards for grade 4. Dibels benchmarking and progress monitoring scores will measure our early success points. Our long-term success will be measured by the student improvement on our state assessments and transfer of the skills they learn and of learning that they carry with them, which will not be measurable by us, but hopefully notable to others. Cost savings, which is point 2 in question 9 will be measured on the district CCIP budget pages. Point 3, the utilization of a greater share of resources in the classroom will be reflected in the growth indicators of the children as they experience a new level of engagement of their learning through the interaction with the computers and our program which helps them become the engineers of their progress.

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.

Mr. Shields, which qualifies them for our purpose in this proposed program on a small scale. Our quantifiable measure will be an increase in quartile Dibels benchmark data for each student, but specifically for students in the below grade level categories and district subgroupings contributing to our low NMO scores, which are ELL and SWD. Florida Reading Proficiency has numerous studies and reports about the attributes of Dibels as a measure of student achievement. It also has studies about the success children when they are engaged in their own learning and accountable for their learning. The program accountability will be the Dibels benchmark scores as well as the OAA and future PARCC assessments. The success will be student achievement and engagement in their learning, which will be measured by the achievement tests, surveys about engagement and anecdotal observation of the enthusiasm and challenges of the students. There is no reason to imagine that the project will not continue after the grant period has expired. Mr. Shields has had measurable success on an individual classroom scale. The use of technology by the students increases at a fast pace at Emerson. The program is being used by a number of support staff working with Mr. Shields’ class. It is being used in Mrs. Nolan’s classroom and by Title staff with other classrooms. The grant will provide for uniformity of the technology being used for the fourth grade team, it will meet the criteria of the Straight A Fund goal to utilize a greater share of the resources.

We will be progress monitoring monthly all at risk students, using the district adopted Aimsweb, Dibels and Daze. Additionally team members will analyze their own classroom data from Mastery Connect and will discuss all grade level data at our TBT meetings and other grade level meetings with all stakeholder teachers. Other anticipated outcomes would be the acquisition and application of 21st century skills of creativity, critical thinking, problem solving, communication and collaboration as well as our district technology standards for grade 4. Dibels benchmarking and progress monitoring scores will measure our early success points. Our long-term success will be measured by the student improvement on our state assessments and transfer of the skills they learn and of learning that they carry with them, which will not be measurable by us, but hopefully notable to others. Cost savings, which is point 2 in question 9 will be measured on the district CCIP budget pages. Point 3, the utilization of a greater share of resources in the classroom will be reflected in the growth indicators of the children as they experience a new level of engagement of their learning through the interaction with the computers and our program which helps them become the engineers of their progress.

We are the benchmarked in Dibels three times a year, in the fall, in January, and in the late spring. In the fall we will review the grade three state tests as well as the students Dibels scores and trend from the previous school year. We will look at our fall benchmarking and set our program goals for each child. We will train all stakeholders. In the time between our fall meeting and the January benchmarking, we will monitor the successes of the students both in their fidelity to the method and for reading achievement. We will survey all stakeholders during this time to address concerns and questions. After winter benchmarking we will review the scores, review our records of the student work, our surveys and make adjustment to the program as needed. Adjustments may include re-teaching skills to children, encouraging help from home, aiding parents/guardians to access student work, small group or individual work with students, realign reading fluency passage level for individual students, modify the parent hand out and the time frame. The teachers will take this data and adjust the lesson plan based on the students needs to better meet them.

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.

I Accept

Jeffrey W. Patterson, Lakewood City Schools Superintendent - 8/24/2013

I Accept

James E. Estle, Lakewood City Schools Superintendent - 8/24/2013