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Adjusted Allocation: 0.00
Remaining: -1,063,080.00
2. Executive summary: Provide an executive summary of your project proposal and its goals in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

The K-12 Interactive Literacy project will create a sustainable multi-level program impacting all content areas and grade levels of the district through a transliteracy approach. The concept of transliteracy moves beyond the traditional walls of the classroom and provides educators and students with an innovative curriculum, interactive library, and wireless technology in a collaborative and communicative environment. Interactive literacy seeks to blend text literacy, visual literacy and digital literacy across a range of disciplines so that students can be college and career ready in the 21st century.

2392 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant: H. Tucker Bacquet
Organizational name of lead applicant: Curriculum Director, 7-12
Unique Identifier (RIN/Fed Tax ID): 049437
Address of lead applicant: 103 Clever Lane Lexington, OH 44904
Phone Number of lead applicant: 419-554-1111 ext. 1920
Email Address of lead applicant: Bacquet.Tucker@lexington.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: Genelle Eggerton
Organizational name of secondary applicant: Principal, Western Elementary
Unique Identifier (RIN/Fed Tax ID): 049437
Address of secondary applicant: 385 W. Main St.Lexington, OH 44904
Phone number of secondary applicant: 419-554-2765
Email address of secondary applicant: Eggerton.Genelle@lexington.k12.oh.us

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

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.

The K-12 Interactive Literacy team members display a wide range of management abilities, educational backgrounds, budgetary experiences and grade levels. The team represents members from the teaching staff, building administration, Central Office and District administration. Specifically, the following are the team members with their relevant experience: Christy Thomas, Third Grade Teacher and Elementary Literacy Coach Danielle Basham, HS Lead Mathematics Teacher, Flipped Classroom Teacher Kathy Weidig, Principal of Central Elementary, K-4 Buddy Miller, Principal of Eastern Elementary Grades 4-6; Technology Kayla Heimann, JH Lead Science Teacher, NASA Grant Member Joy Bowman, K-6 Curriculum Director, TAP Grant Writer H. Tucker Bacquet, 7-12 Curriculum Director, RTf Grant Writer and 4-year Coordinator Genelle Eggerton, Elementary Principal, Ohio's Early Literacy and Reading Readiness Grant Writer and Implementation Coordinator, PEP Grant Writer and Implementation Team Levi Mowry, District Technology Director Christina Bennett, Treasurer; RTf Funds Manager J. Michael Zeiglehofer, District Superintendent, RTf Grant Writer and Funds Manager

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 research-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.

Our primary (K-6) schools will utilize its technology through generating leveled bookrooms that will integrate current teaching techniques, incorporate cross content instruction through the use of trade books, in a guided reading approach that spans the directives of the ELA Common Core. The leveled bookrooms will provide centralized resources to the educators and an environment to the students that are supportive of the 21st Century and College and Career learner. The leveled bookroom will contain interactive learning centers that will provide students a collaborative environment of shared resources in a 560 classroom environment where critical thinking, communication, and creativity can take place in an interactive literacy environment. The wall of whiteboards along with whiteboard desks will allow students to effectively communicate their ideas in a creative, planning manner that will interplay the critical thinking skills within the group and allow the teachers to see how each group is processing the literacy information. Our secondary (7-12) schools will utilize its funding through the reinforcement of interactive literacy established at the primary level. This means the continued commitment to recognize that 21st century “schooling” is ever changing and not always enclosed in a physical building or room. Students will continue to utilize interactive learning centers in both the Junior High and High School but will have the opportunity to make “interactive literacy” a formal part of their learning style. Purchased devices and software will continue to be utilized to reinforce student understanding of the fact that objectives, goals and knowledge transcend traditional classroom walls. Teachers and students, grade 1-12, will embrace technology tools to help them peer personal learning goals. Our purchase of 750 wireless devices will detach connection to the traditional computer lab and allow learning to occur anywhere. Our primary and secondary students will utilize Overdrive eBook Lending Library. Stakeholders will continue to engage in every reading level with this digital lending library service. Our interactive literacy program will continue to place the right digital resources in the hands of our students to support curriculum and instruction goals, best practices, and student achievement. In grades K-6, the primary problem is the use of outdated instructional methodology based on whole group instruction using basal readers. This one size fits all mentality towards reading instruction is not conducive to maximum student learning and growth. An additional problem within the district is that due to recent reductions in building libraries are being underutilized by educators and students. The K-12 Interactive Literacy Grant will create a sustainable multi-level program impacting all content areas of the district through a transliteracy approach. The K-12 Interactive Literacy Grant will transform underutilized library systems currently available within the district into an effective literacy center that will provide educators and students with innovative curriculum design through interactive literacy. This will increase the ability of teachers to instruct and students to learn in all content areas.
12. Describe how it will meet the goal(s) selected above. If school/district requires school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

The goal of student achievement will be met through the professional development and implementation of Guided Reading in all grades K-6. In preparation, and consistent with implementing Guided Reading in the 2014-2015 academic year, the district has already adopted the Developmental Reading Assessment (DRA2) to evaluate student reading levels. Additionally, to support the district's decision to differentiate reading instruction it has devoted space to leveled book rooms in each building to support the teachers and students as we instruct each child at their individual reading level. As the district shifts its focus from whole group, basal reading instruction to individualized reading instruction using the research based Guided Reading method, our expectation is that student literacy achievement and growth will substantially increase. The district also expects to see a reduction in the number of students referred to Title I reading, less students on a Reading Improvement and Monitoring Plan (RIMP) and fewer students retained due to the requirements of the Third Grade Reading Guarantee. In addition to these results, the district also expects to see an increase in growth in the accelerated and advanced population. The districts' shift in instruction will also include an interactive literacy component that will introduce K-6 elementary students to the use of wireless devices and the Overdrive eBook Lending Library to further increase reading achievement. This method of interactive, multi-dimensional reading instruction, using high quality literacy literature and technology, will allow students to make substantial gains in their personal learning goals. The goal of student achievement will continue as the students move through the district into the secondary (7-12) grades through Plato Courseware which is a standards-based online learning program grounded in a tradition of research, sound pedagogy, and applied innovation. Stakeholders will utilize a rigorous and relevant curriculum that challenges students with a 21st century approach with them in interactive, media-rich content. Whether students are falling behind, at grade level, or advanced, it will accommodate their unique learning styles in an environment in which they will thrive.

Plato Courseware can be used in a lab setting, a blended model in which online courses supplement the traditional classroom, or through a completely virtual school. The school will continue to implement and embrace this new use of technology to further make gains in student achievement. As the district utilizes the wireless devices, Overdrive eBook lending and Plato Courseware will continue to prepare students with the skills needed for College and Career Readiness required for the 21st Century learner. Additionally, the goal of spending reductions in the five-year fiscal forecast would reduce the amount of textbooks being purchased in all content areas and grade levels, K-12. Finally, the goal of utilization of resources will be seen through the sharing of books, white boards, IBM Yoga devices, Plato Courseware, Overdrive eBooks in a rich, collaborative learning environment. The goal is to redesign the underutilized and outdated library spaces to create a collaborative learning environment which will be shared by all educators and students at each building.

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?

1,063,080.00 * 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, RTI 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).

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.

31,000.00 * 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.

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

25,000.00 * 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/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 K-12 Interactive Literacy Project is self-sustaining in that once purchased the leveled book rooms require no additional cost to the school district. The reoccurring costs would be to purchase the Plato Courseware and Overdrive eBook subscriptions. The reoccurring costs will not be as substantial of an investment for the district because the initial start-up costs are only realized in the first year. Therefore, the Plato Courseware and Overdrive eBook subscriptions can be paid for through the collection of school fees. Textbooks will no longer be needed in the district.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/02/2014

* Narrative explanation

The Stakeholders involved in the planning phase are teachers, administrators, selected community members and parents. The stakeholders would be brought together with the manufacturer’s project manager with specific vendors and outline the interactive literacy space. These meetings would be held at each of the different sites and in the exact space so that team members and vendors could visualize the different options available. The planning phase will be crucial to the success of each literacy space and we envision it taking numerous meetings and collaboration to design and meet the individual requirements of each building. Each building project will vary with the age band of the students it will serve and the stakeholders will be cognizant of the students for which this space will serve and their educational, physical and developmental needs. Additionally, the level of commitment among the stakeholders is extremely high and each understands the communication will be frequent and the investment of time a necessity for a project of this dimension. At the advice and experience of the manufacturer’s project manager it is expected that the physical planning phase of the project will span from January to April 2014.

Implement (MM/DD/YYYY): 02/03/2014
The implementation phase includes leveled book rooms that would be implemented immediately as a team of parents have been trained on the Fountas and Pinnell Guided Reading organizational system of leveled book rooms. The ship date on leveled book rooms is approximately three weeks from the order date so an expected arrival date would be late January 2014. The assembly, organization and housing of book room materials will take approximately one week. The housing of leveled books this year only would be in a temporary space until the summer 2014 interactive library renovation is complete and then team parents will move to the new interactive library. In March 2014, the professional development phase of the project, which involves training of all K-6 teachers by author and guided reading literacy coach Debbie Miller, would be scheduled for March 2014. The date of this phase is dependent on the travel preferences of Literacy Coach Debbie Miller who does not fly to northern states in winter months. The timing is still advantageous as it would allow teachers to implement, ask questions, seek additional resources as the shift from whole group basal reading to research based Guided Reading occurs in the classroom this year. The purchase of the leveled book rooms in conjunction with the spring professional development training would encourage teachers to implement guided reading using high quality, authentic texts and thereby impacting student learning and growth this year. In April 2014, upon the completion of the physical plans from the manufacturer the order for each library would be placed by April 2014 so that the ship and arrival dates of all items are in the district by June 2014. The plan for the renovation and implementation of the five (5) interactive libraries would begin June 2014 so that the interactive libraries would be available for educators and students in August 2014. The months June through August would be spent on constructing and implementing Guided Reading and the IBM Yoga devices. Additionally, the district will provide professional development on the Plato’s Courseware, e-book library, and the IBM Yoga devices. The possible barriers which we have identified to overcome are the following: 1. Scheduling of professional development that meets the needs of all teachers 2. Communication and buy-in: There is concern that staff will see this initiative as another passing phase and will not have true "buy-in." Additionally, staff may feel that parts of this initiative are being or will be imposed upon them rather than feel developed with them. To mitigate these risks, our Curriculum Team will develop communication pieces that show alignment between Common Core Standards and research based instructional practices. 3. Pace and magnitude of changes: With simultaneous work on many fronts and support from various partners, there is a risk that work will be rushed and there will be no time for robust input. We will mitigate these risks by creating a detailed, with key milestones that will be shared with all stakeholders. We will use our Curriculum Team to monitor and communicate progress on key milestones and adjustments to timelines, when necessary.

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

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

Yes [ ]
No [ X ]

22. If so, how?

Yes, this project is able to be replicated to other districts in Ohio by following the timeline established for our project. The timeline is set up in terms of months 1, 2, 3, etc. as the beginning project would vary depending on dates that resources were accumulated or awarded. The timeline is approved by the district for a need of the project identify key stakeholders and members of the team. At this point in the planning process, the guiding team would meet with the author and guided reading literacy coach Debbie Miller. The professional development phase of the project would involve scheduling and planning a team of parents should be trained in the guided reading organizational methods of bookrooms through Fountas and Pinnell. The planning phase will be crucial to the success of each interactive library space and we envision it taking numerous meetings and collaboration to design and meet the individual requirements of each building. Each building project will vary with the age band of the students it will serve and the stakeholders should be cognizant of the students for which this space will serve and their educational, physical and developmental needs. At the advice and experience of the district’s selected project manager, it is expected that the physical planning phase of the project would span approximately 3-4 months, depending on the number of interactive libraries being implemented. Additionally, the books would be provided by the manufacturer in books of 80-100 bookroom units in Monarch bookcases. The shipment phase of the project, which involves training of all K-6 teachers by author and guided reading literacy coach Debbie Miller, would be scheduled for spring/fall months due to preferences of the literacy coach. Additionally, the district will provide professional development on the Plato’s Courseware, e-book library, and the IBM Yoga devices. Months 3-4: Upon the completion of the physical plans from the manufacture the order for each library would be placed by April 2014 so that the ship and arrival dates coincide with summer. The plan for the renovation and implementation of the libraries should begin June so that the interactive libraries would be available for educators and students in August.

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

The significant, positive change we envision involves the community and its diverse stakeholders. Education is a community enterprise and the results will impact the people and activities well beyond the school walls. Vital to the state’s future and is intimately tied to educational improvement. We acknowledge the importance of working closely with the individuals and organizations that will be integral to our success, including parents and families, community members, business leaders, civic leaders/organizations, higher education, philanthropic organizations and federal, state and local officials/agencies. Key strategies and lasting impact of the project include: 1. Increasing awareness/commitment for a new vision for educating children in the 21stcentury. 2. Lead discussions including data about the future of work and the future of work as a career. 3. Provide opportunities for expertise of volunteers across multiple stakeholder groups. 4. Engage parents and students to embrace the vision for change and rationale for all students to be college- and career-ready. As our stakeholders--administrators, techs, our essential support professionals, students, parents, community members and others--will embrace the concept that “school” is about a process based on reflection and growth that never ends. Continuous learning requires new strategies and approaches to advance
teaching and student learning. To succeed in the 21st century, we will implement focused professional development strategies and will evaluate our progress in terms of student outcomes. Lexington Local Schools’ constant goal has been and will be to realize that through excellent instruction there is meaningful learning that provides each student every opportunity to be as well prepared as possible for whatever comes next.

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.

In the next five years, the district will see primary teachers (K-6) increase in their knowledge and instructional methodology of guided reading and its research-based, professionally energized, highly targeted, scaffolded reading instruction that propels students toward confident, independent reading of high quality grade level books across a diverse array of literature and informational genres. Reading well for students will mean reading with deep, high quality comprehension and gaining maximum insight or knowledge from each source. Student achievement will be benchmarked by the teacher through the Developmental Reading Assessment (DRA2) quarterly assessment and progress monitoring will take place to measure growth within the assessment period. All students, no matter where they are on the reading continuum, will be expected to make a year or more growth in the area of reading with both narrative and informational text. Student growth will not only be measured by the DRA2 assessment but also by the growth measures in the state assessment. Students will increase in the quintile ranking and teachers will maintain growth in all quintiles. The district will see a reduction in students who qualify for Reading Improvement Monitoring Plan (RIMP) and Title I services due to an increase in their reading abilities. At the secondary level (7-12) level, the teachers will incorporate interactive reading materials into their content areas and will make use of ebooks and computers throughout their lesson, which incorporates 21st Century skills. Students will also be provided with Plato Software that will increase their knowledge across all content areas. Teachers and students will embrace there technology tools to help them meet personal learning goals and increase their quintile ranks among the state assessment. Teachers will assess student progress through short cycle assessments and will see student levels improve through their state quintile rankings. In addition, due to spending reductions, the district can focus their savings in other areas of need that would appeal to all stakeholders involved. Reductions in the five year forecast will be realized and utilized to meet the greatest need within the district. Textbook savings and the consolidations and utilization of a greater share of resources among grade level classrooms will benefit and reduce the cost spent annually on materials.

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

The plan to evaluate the impact of the concept will be through data and information will aid our decision-making and involved learners in self-assessment and goal setting to address gaps between performance and potential. This will be part of our fundamental measure of success. Teachers and administrators will embrace data which will aid in the modification and improvement of professional development. Just as data will enable us to differentiate instruction for students, data will enable formative-oriented educator learning and growth. Reinforcing that students are the ultimate beneficiaries of the Interactive Literacy Project is our priority. Through our work with enhancing instruction, students will benefit from: more relevant and rigorous course work and learning; higher expectations backed by formative instruction that propels all students to mastery; better use of data to guide students into instructional settings that recognize their potential and improve their chances of fulfilling it; improved integration of technology; use of student input to make better school- and district-level decisions; and, a more fully informed and engaged community that supports the components of a truly successful 21st-century education. We recognize that our transformation work does not proceed on its own. Our vision includes a well-informed community that understands and supports our work. This may require some shifting from past perceptions about how schools operate and why change and reform is in everyone’s best interest.

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 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.