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Adjusted Allocation: 0.00

Remaining: -52,058.67
**B) PROJECT DESCRIPTION**

The Olentangy Local School District would like to administer the Comprehensive Test of Phonological Processing Second Edition (CTOPP-2) to all incoming kindergarten and 1st grade students. Screening tests of phonological awareness skills in grades K & 1 predict with 95% accuracy who will have difficulties learning to read. (Lyon, 1997; California State Department of Ed., 2000) The goal of the project is to identify underlying phonological awareness skills necessary for reading development, so building administrators can be more purposeful about classroom placement with teachers that can provide targeted instructional practices. “Phonological awareness is the most potent predictor of success in learning to read.” (Stanovich, 1994) This early identification and targeted instruction will allow for early intervention and support to reduce the number of struggling students. Chard tells us: “…critical levels of phonological awareness can be developed through carefully planned instruction, and this development has a significant influence on children’s reading and spelling achievement…” (Ball & Blachman, 1991; Bradley & Bryant, 1985; Byrne & Fielding-Barnsley, 1989; Connor, Jenkins, Leicester, & Silcock, 1993). In addition, Torgesen reports children who are weak in phonological awareness show improved reading performance after being given intervention designed to improve their phonological awareness…” (Ball & Blachman, 1991; Brady, Fowler, Stone & Winbury, 1994; Cunningham, 1990; Lundberg et. Al., 1988; Torgesen, Morgan & Davis, 1992). Appropriate early classroom intervention supports the RTI process, reduces the number of students identified with specific learning disabilities in reading, or more specifically, dyslexia, and allows for greater intensity of service for students with more severe difficulties. “What is critical is that difficulties learning to read are identified as early as possible, and that intensive and well-targeted interventions be provided to students who are lagging behind…” (Torgensen, Forman, Wagner, FCCR Technical Report #8).

The Olentangy Local School District would like to administer the Comprehensive Test of Phonological Processing Second Edition (CTOPP-2) to all incoming kindergarten and 1st grade students. The test is designed to assess children’s phonological awareness skills, which are critical for reading development. The Olentangy Local School District will administer the CTOPP-2 during the spring kindergarten screening process at each of the district’s 15 elementary schools. All new students in grades K-1 will also be administered the CTOPP-2 to ensure proper classroom placement and instruction. Classroom teachers will be trained to administer the assessment, along with literacy support teachers, intervention specialists and speech language pathologists. Once students are identified and classroom placements secured, the district will ensure that classroom teachers have access to high quality professional development in the language to literacy continuum which includes phonological awareness skills and multisensory reading strategies using materials such as Wilson Fundations, SPIRE, and other Orton-Gillingham based resources, as well as Phonemic Awareness curriculum. Students identified will be closely monitored during the school year and the spring kindergarten screening process.

9600 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   - First Name, last Name of contact for lead applicant: Chris Ondrus
   - Organizational name of lead applicant: Olentangy Local School District

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: First Name, last Name of contact for secondary applicant:
   - Organizational name of secondary applicant:
   - Unique Identifier (IRN/Fed Tax ID):
   - Address of secondary applicant:
   - Phone number of secondary applicant:
   - Email address of secondary applicant:

7. Partnership and consortia agreements and letters of support: - Include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

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.

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.
End will be administered the CTOPP-2 annually to benchmark progress.

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.

According to the Pathways to Prosperity Project Report of the Harvard Graduate School of Education in 2011, by 2018, 60% of jobs will require at least some post secondary education, with 33% of jobs requiring a four year degree. Students without advanced literacy skills will not be competitive and successful in accessing college and careers. Early identification will ensure appropriate classroom based Orton-Gillingham strategies are used with students with poor phonological and phonemic awareness. These students will continue to make progress towards high level reading comprehension and advanced literacy skills, thus improving student achievement across all subject areas throughout their education.

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.

One CTOPP-2 kit per elementary building. $330 x 10 = $3,300. One CTOPP-2 manual per test administrator. $185 x 75 = $13,875. CTOPP-2 Record Booklets (packs of 25) for first year: 104 x $69 = $7,176. Substitute costs for 104 CTOPP-2 training: $180 x 65 = $11,700. Substitute costs for initial CTOPP-2 administration: 82 x $106.11 = $8,742.02. Product shipping (5%) - $1,225. Substitute kit costs include $90 per day plus benefit of $16.61. This project will be sustainable and have a great impact on student achievement because of the substantial investment the Olentangy Local School District makes on an annual basis to provide high quality reading interventions. The district currently employs a full time Dyslexia Specialist who provides professional development, observations, and supervised practicum experiences for over 30 Olentangy staff members. The district also has trained over 200 regular classroom teachers in multisensory reading strategies using materials such as Wilson, Fundations, SPIRE, and other Orton-Gillingham based resources, as well as phonemic awareness curriculum. Once staff members are trained to administer the CTOPP-2 by the Dyslexia Specialist, the existing professional development opportunities offered by the district will continue to support current and future teachers. CTOPP-2 data will allow district staff to provide the Orton-Gillingham based interventions to children at an earlier age, preventing many of them from struggling with phonological awareness skills in future grades and possibly requiring special education. A reduction in students with disabilities will result in a reduction of intervention specialists needed to provide specially designed instruction in reading and a cost savings to the district.

14. What is the total cost for implementing the innovative project?

52,058.67 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTtT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefit, equipment to be purchased and cost, etc.).

This project requires funds to purchase CTOPP-2 teacher manuals and building kits that can be reused for years to come. It also required funds to properly train teachers to use the materials and to administer CTOPP-2 for the first year.

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.

4,388.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

The only new or recurring cost is that of new CTOPP-2 Student Record Booklets and shipping for approximately 1400 students per year at approximately $2.93 cents per student.

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

55,612.00 * 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.).

The district will see the maximum annual savings of $55,612 beginning in FY17, or a total of $158,650 over five years. By providing appropriate interventions to specific students earlier, the district will save in the reduction of students requiring small group or individual specially designed instruction from an intervention specialist in the future. According to the Ohio Department of Education Office for Exceptional Children, the maximum number of students with specific learning disabilities served by an intervention specialist is 16. We estimate the early identification and interventions will prevent the need for one currently budgeted intervention specialist in 2018-2017 school year. Since this position will not need to be filled in the future, the savings of one staff member will compound annually. In FY15, the district will see the recurring cost of CTOPP-2 Student Record Booklets and shipping costs of $4,388. In FY16, the district will see the recurring cost of $4,388 for a total of $8,776 in two years. In FY17, the district will see the recurring cost of $4,388, but a savings of $60,000 by not hiring a currently budgeted intervention specialist. This savings would offset the FY15, FY16 and FY17 costs for the CTOPP-2 Student Record Booklets for a savings of $46,836. In FY18, the district will see the recurring cost of $4,388, but a savings of $60,000 by not hiring a currently budgeted intervention specialist in FY17. This would save the district $55,612 for FY18. *CTOPP-2 records booklets and shipping costs of $4,388 per year for 5 years would equal $21,940 and the savings of one intervention specialist position for 3 years would equal $180,000, saving the district $158,600 in five years.

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 Olentangy Local School District is committed to continued professional development to staff in Orton-Gillingham and multisensory reading strategies using materials such as Wilson Fundations, SPIRE, and other Orton-Gillingham based resources, as well as phonemic awareness curriculum. The position of Dyslexia Specialist is already in place, as well as the professional development opportunities for staff members. By administering the CTOPP-2, the district will be able to apply interventions already in place to students at an earlier age.

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 entites.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 02/03/2014

* Narrative explanation

January, 2014 - Purchase CTOPP-2 materials. February, 2014 - Dyslexia Specialist will provide 1-day training to all elementary intervention specialists, speech-language pathologists, kindergarten teachers, 1st grade teachers, and literacy support teachers. Training will include administration of the CTOPP-2, as well as the value of identification and instruction in phonological awareness skills.

Implement (MM/DD/YYYY): 03/10/2014

* Narrative explanation

March 2014 thru April 2014 - Administer the CTOPP-2 during 15 kindergarten screening days. April 2014 thru March 2014 - Administer the CTOPP-2 to all 1200+ current kindergarten students. June 2014 thru August 2014 - Building administrators will use CTOPP-2 results to develop class placements and align resources for student needs. Pupil Services Department will provide professional development opportunities in Orton-Gillingham and multisensory reading strategies using materials such as Wilson Fundations, SPIRE, and other Orton-Gillingham based resources. August 2014 thru September 2014 - Administer the CTOPP-2 to all kindergarten and 1st grade students who did not take the CTOPP-2 the previous year. September 2014 thru May 2015 - Pupil Services Department will continue to provide professional development opportunities in Orton-Gillingham and multisensory reading strategies using materials such as Wilson Fundations, SPIRE, and other Orton-Gillingham based resources.

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

* Narrative explanation

August 2015 thru October 2015 - Administer the CTOPP-2 to those students who were identified as needing multisensory reading supplemental instruction during the first CTOPP-2 administration.
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

The Olentangy Local School District understands that there is not one specific program that works for all children, but the administration of the CTOPP-2 will allow staff to provide the best intervention to a child earlier. The district uses a balanced literacy framework and relies heavily on Leveled Literacy Intervention (LLI) for small group and one-on-one intervention in the regular education classroom. Many K-3 teachers also use multisensory reading strategies using materials such as Wilson Fundations, SPIRE, and other Orton-Gillingham based resources, but not in all classrooms and buildings. The administration of the CTOPP-2 will allow administrators and teachers to be more purposeful in the specific type of reading intervention used for specific students based on their phonological awareness skills. It is expected that this early intervention will result in a reduction of special education referrals, students with specific learning disabilities, and intervention specialists required in the five year forecast. More importantly, it is also expected that the district will see increased student achievement across all subject areas.

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.

According to the 2012-2013 Report Card for the Olentangy Local School District, 94.8% of 3rd grade students passed the Ohio Achievement Assessment. This Straight A Fund proposal aims to increase student achievement reflecting a passage rate of 99.0% for 3rd grade students in five years. The other anticipated outcome of this project is the reduction of students requiring specially designed instruction once a child has qualified as a student with a disability.

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

☐ Yes  ☐ No

22. If so, how?

All districts are proficient in the administration of assessments, so the administration of the CTOPP-2 would not be different than other assessments given on an annual bases. Districts would have to review their current multisensory reading intervention strategies to ensure that proper teacher training and teacher resources are in place to address the needs identified from the CTOPP-2 administration.

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

The Olentangy Local School District is committed to continued professional development to staff in Orton-Gillingham and multisensory reading strategies using materials such as Wilson Fundations, SPIRE, and other Orton-Gillingham based resources, as well as Phonemic Awareness curriculum. Earlier identification and intervention for students with difficulties in phonological awareness skills will allow them to make progress in reading similar to their peers. It is our hope that this project will help all students read at or above grade level throughout their school careers leading to more opportunities in college and careers.

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.

According to the 2012-2013 Report Card for the Olentangy Local School District, 94.8% of 3rd grade students passed the Ohio Achievement Assessment. This Straight A Fund proposal aims to increase student achievement reflecting a passage rate of 99.0% for 3rd grade students in five years. The other anticipated outcome of this project is the reduction of students requiring specially designed instruction through special education in small group or one-on-one environments. Reduced numbers in instructional groups would produce more intensive or individualized instruction, closing the gap at a quicker pace for students with greater needs. Fewer students requiring this intense level of support will result in fewer intervention specialists and a cost savings to the district.

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

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

There are two major areas of measurement to evaluate the impact of the Kindergarten Screening using the Comprehensive Test of Phonological Processing Second Edition (CTOPP-2). Building administrators will use the results for purposeful kindergarten classroom placement prior to the school year. Each of the 15 elementary principals will be provided the names of students with difficulties in phonological awareness skills so they can group them with teachers trained in phonological awareness skills and multisensory reading strategies using materials such as Wilson Fundations, SPIRE, and other Orton-Gillingham based resources, as well as Phonemic Awareness curriculum. During the course of the school year, teachers will monitor phonological awareness skills to ensure appropriate progress is made. The first area of measurement to evaluate the impact of the program is to compare CTOPP scores of students identified with difficulties in phonological awareness skills from their kindergarten screening day to the end of their kindergarten year. The CTOPP will continue to be administered annually to all students with continued deficits in this area. The second area is increased passage rates for all students on the reading portion of the Ohio Achievement.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today’s date.

Accept Chris Ondrus Director of Pupil Services Olentangy Local School District 10/25/2013