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Adjusted Allocation: 0.00

Remaining: -136,800.00
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Intervention Programs to Increase Achievement Opportunities for Disadvantaged Students

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 purpose of this project is to provide high quality, extended learning opportunities for students who would not otherwise have access to structured tutoring, adult mentors, and research based interventions to address gaps in learning. Expected outcomes of the program are: (a) Direct increase in student achievement, (b) Reduction in district spending on remediation programs, (c) Narrowing of the achievement gap in our district.

275 3. Total Students Impacted:

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

First Name, last Name of lead applicant: Kershini Naidu
Organizational name of lead applicant: Orange City School District
Unique Identifier (IRN/Fed Tax ID): 046581
Address of lead applicant: 32000 Chagrin Blvd., Pepper Pike, Ohio 44124
Phone Number of lead applicant: (216) 831-8600 x 6618
Email Address of lead applicant: knaidu@orangecsd.org

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

First Name, last Name of secondary applicant: Jennifer Felker
Organizational name of secondary applicant: Orange City School District
Unique Identifier (IRN/Fed Tax ID): 046581
Address of secondary applicant: 32000 Chagrin Blvd., Pepper Pike, Ohio 44124
Phone number of secondary applicant: 216-831-8600 x 6620
Email address of secondary applicant: felker@orangecsd.org

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

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.

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

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

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

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

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

11. Describe the innovative project.

The proposed intervention program will incorporate tutoring, adult mentoring and academic enrichment activities that support student achievement in the classroom, and help students meet and exceed achievement targets set forth by the Ohio Department of Education. Data such as mid-term grades, teacher referral, and standardized assessment reports are used to identify target students. The program is intended to provide an extended learning opportunity either before or after school so that students can engage in individualized goal setting with an adult mentor. Goals will be developed by students in collaboration with the adult mentor in both academic and social/emotional areas. Students will be instructed in how to develop a progress monitoring plan, and weekly progress checks in collaboration with the adult mentor will take place throughout the program. Explicit academic instruction provided by highly qualified teachers is expected to occur during every tutoring session and tailored to meet the individual needs of each student. In order to fill gaps in instruction that have occurred over the course of the child’s educational career, the program will incorporate a blended learning model that utilizes online, well vetted programs for gap filling.

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.

The project is expected to meet the goals of: (a) Increasing student achievement by providing high quality extended learning opportunities to target the needs of students at risk for school failure, (b) reduce spending as reflected in the five-year forecast by reducing the monies that would be earmarked for special education and remediation services. It is expected that as students receive the preventive supports and appropriate intervention, there would be fewer referrals for special education and as a result, lower costs related to special education programs. (c) increase in the utilization of greater share of resources in the classroom by diminishing the need for specialized programs due to narrowing the achievement gaps between students. We do not received School Improvement Funds.

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:

- Enter a project budget
- List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: 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.

- 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.

Upload Grant Application Attachment.aspx
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.

<table>
<thead>
<tr>
<th>Budget has been entered in grid and five-year financial impact has been uploaded.</th>
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</table>

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

| 136,800.00 | "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, RTT 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).

Project is self-sustaining because we are anticipating that a total of 275 students will be served across the district. The project requires the support of 38 teaching staff to provide extended learning opportunities 5 hours per week, 37 weeks during the school year at the cost of $3,600 per teacher per year. The total cost would be $136,800 in supplemental pay. Given that the program targets students at-risk for identification into special education and remedial programs, a potential cost avoidance equivalent to the average salary of a Special Education Intervention Specialist ($77,000) and a paraprofessional ($37,000) would be realized in projected staffing needs.

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

| 136,800.00 | * Specific amount of new/recuring 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.)

Project is self-sustaining because we are anticipating that a total of 275 students will be served across the district. The project requires the support of 38 teaching staff to provide extended learning opportunities 5 hours per week, 27 weeks during the school year at the cost of $3,600 per teacher per year. The total cost would be $136,800 in supplemental pay. Given that the program targets students at-risk for identification into special education and remedial programs, a potential cost avoidance equivalent to the average salary of a Special Education Intervention Specialist ($77,000) and a paraprofessional ($37,000) would be realized in projected staffing needs.

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

| 136,800.00 | * 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.)

Given that the program targets students at-risk for identification into special education and remedial programs, a potential cost avoidance equivalent to the average salary of a Special Education Intervention Specialist ($77,000) and a paraprofessional ($37,000) would be realized in projected staffing needs.

17. Present 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/recuring costs detailed above. If there are no new/recuring costs, explain in detail how this project will sustain itself beyond the life of the grant.

Project is self-sustaining because we are anticipating that a total of 275 students will be served across the district. The project requires the support of 38 teaching staff to provide extended learning opportunities 5 hours per week, 37 weeks during the school year at the cost of $3,600 per teacher per year. The total cost would be $136,800 in supplemental pay. Given that the program targets students at-risk for identification into special education and remedial programs, a potential cost avoidance equivalent to the average salary of a Special Education Intervention Specialist ($77,000) and a paraprofessional ($37,000) would be realized in projected staffing needs. There are no new or recurring costs for the program because the supplemental pay to staff is a stipend that will remain constant over time and the cost savings realized in salary costs saved due to not needing to hire a special education teacher and assistant will offset the program costs.

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 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/or businesses, as well as educational personnel in the affected entities.)

<table>
<thead>
<tr>
<th>Proposal Timeline Dates</th>
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<tbody>
<tr>
<td>(MM/DD/YYYY): 07/01/2014</td>
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* Narrative explanation

| Activity: Collected relevant student data in order to identify target students for the program - Potential Barriers: Data may be unavailable or not compiled in a uniform data warehouse - Plan to mitigate Barriers: Determine data needed prior to program implementation data, ideally at the end of the 13-14 school year. Enlist support of the district data team to dis-aggregate necessary student data based on economic disadvantage and history of low achievement over time. -Stakeholders: District data team members, students, and staff coordinating each-one-reach one program - Communication Plan: Create agenda item with District data team chair to attend district data meetings to discuss data need to disaggregate data for the purpose of identifying target students for the each-one-reach one program - Activity: Identify target students and invite them to participate in extended learning opportunity -Potential Barriers: Students and/or parents may be unwilling or unable to participate due to transportation barriers - Plan to Mitigate Barriers: Work with the transportation supervisor to make sure the extra bus is in place - Table: Students, Parents, students, and staff coordinating each-one-reach one program, and Transportation department - Communication Plan: Send letters and make calls to families about need for transportation to the program, follow up with student need communicated to transportation supervisor.

| Activity: Students meet with teacher mentors and begin in program - Potential Barriers: Designated classroom space, materials, and supplies - Plan to mitigate Barriers: Determine how many classrooms, amount of supplies, and staff needed to run program prior to end of 13-14 school year. -Stakeholders: Administrators of each building, students, and staff coordinating each-one-reach one program - Communication Plan: Communicate via sharing of timelines with building administrators and staff clear arrangements for where program will be housed in each building and what staff have been identified to staff program.

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

While we cannot anticipate the number of economically disadvantaged students entering the district on a yearly basis, we would expect that any new students that fall under this category would impact the instructional requirements to address their issues. In this case, it would require more financial burden. The reverse would happen should we see a decline in this type of enrollment. However we will continue best practice at identifying students at risk and providing the programming support needed to address the needs of all students.

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

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.

In the Straight A Schools, 15% of our students are considered Economically Disadvantaged although teachers and social work staff consider this percentage an under-reporting of the actual percentage of affected students. Extended Learning Time (school day and year) school models that extend the traditional school day and calendar to balance the core curriculum with enrichment opportunities; also includes after-school programs, which are structured programs in out-of-school time that coordinate with schools and provide children and youth supervised and safe activities designed to promote learning across time, contexts and developmental stages. We are confident that this program will result in beneficial student outcomes because we have piloted the program on a smaller scale last year and realized tremendous gains in student achievement for the students that participated in the program. We were also able to quantify school climate indicators such as decrease in disciplinary referrals, increase in attendance, and students self-reporting of closer connection to school as a result of participation in the small scale pilot program from last year.

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

Yes No
This program provides a model for the identification of target students that could be implemented in any school district as it utilizes data that most districts are required to maintain including: trend data related to performance on standardized tests, disciplinary referrals, attendance data, and grades obtained on report cards. Additionally, with relatively small investment in staff training, teachers can receive professional development in "Adult Mentoring" and training in facilitating "Individual Goal Setting" for students. These 2 elements of the intervention program have contributed to high student achievement outcomes.

23. Describe the substantial value and lasting impact that the project hopes to achieve.
As a result of closing achievement gaps for students, it is expected that the following outcomes will be realized (a) higher enrollment of students considered economically disadvantaged in high rigor honors and AP classes, (b) meeting and exceeding value added and gap closing targets, (c) positive post secondary outcomes for students considered economically disadvantaged that include enrollment in 4 year Colleges.

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 5 years, it is anticipated that students who participate in the program will: (a) have graduated high school in 4 years, (b) have enrolled in advanced training or 4 year colleges, (c) will be reading at or beyond grade level, (d) will steadily earn credits toward graduation, (e) based on student surveys, will "see" themselves as successful at school. The anticipated value and lasting impact for elementary and middle school level students will be realized in (a) closer connections and engagement in school, (b) internalization of responsibility for one's own learning, (c) reading and math at grade level, (d) avoidance of placement in special education and remedial programs.

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).

Baseline data on all students participating in the program will be collected in the following areas: Academic data in the form of standardized test performance, grades, Measures of Academic Performance (MAP) data benchmarked in Fall, Winter, and Spring, weekly work completion data measured by review of student completion in Progress Book program. Social and Emotional Data as measured by pre and post scores on tests of resilience (i.e., GRIT scales), and student climate survey data. Students will self monitor and graph progress weekly in collaboration with their teacher mentors. On a monthly basis, progress will be uploaded on academic goals and work completion. In the Fall, Winter, and Spring, MAP test data will be used to chart progress in Reading and Math. If students are not making progress toward monthly academic and social/emotional goals, teacher mentors and students are expected to conference about the appropriateness of the student developed goal and the changes in program that need to be made in order to support student success.

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. Kersh Naidu Director of Student Support Services Orange City Schools 32000 Chagrin Blvd. Pepper Pike, OH 44124 October 25, 2013