### Budgetual Analysis

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<th>Object Code</th>
<th>Salaries 100</th>
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<th>Capital Outlay 600</th>
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**Adjusted Allocation**: 0.00

**Remaining**: -373,208.00
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: Partners in Literacy

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.

In order to increase student achievement, our Partners in Literacy Grant will create a learning cooperative that will provide professional development for over 800 educators in the area of literacy across four contiguous districts. The grant will allow us to build capacity to sustain literacy coaching beyond the scope of the Straight A Grant monies.

3. Annual budget: Select the closest matching budget

- $100,000 to $299,999
- $300,000 to $499,999
- $500,000 to $699,999
- $700,000 to $899,999
- $900,000 to $999,999
- $1,000,000 and over

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

- First Name, last Name of contact for lead applicant: Paula Canterbury
- Organizational name of lead applicant: Wadsworth City Schools
- Unique Identifier (RIN/Fed Tax ID): 044974
- Address of lead applicant: 524 Broad St., Wadsworth, Ohio 44281
- Phone Number of lead applicant: 330-335-1315
- Email Address of lead applicant: wadc Canterbury@wadsworthschools.org

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

- First Name, last Name of contact for secondary applicant: Laurie Boedicker
- Organizational name of secondary applicant: Highland Local Schools
- Unique Identifier (RIN/Fed Tax ID): 048496
- Address of secondary applicant: 3880 Ridge Rd., Medina, Ohio 44256
- Phone number of secondary applicant: 330-239-1901 ext. 1218
- Email address of secondary applicant: boedicker@highlandschools.org

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, Phone Number of contact for All Secondary Applicants in the box below.

- Wadsworth City Schools
- Highland Local Schools
- Cloverleaf Local Schools
- Buckeye Local Schools

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

- Letters of support will be required for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

- If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

- UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

The four curriculum directors of the contiguous districts have over 30 years of experience in providing curricular direction to four high performing districts. Paula Canterbury is the primary federal programs coordinator for Wadsworth City Schools and charged with administering and reporting the districts' allocations. Laurie Boedicker and Barbara Guikelman have both been the coordinators for the federal programs in their respective districts, including Race to the Top initiatives. Robert Hevener also manages federal programs in his district. All four curriculum directors have experience in all levels of instruction and a broad base of literacy knowledge.

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

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

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

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

- New - never before implemented
- Existing and 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.

Throughout the four districts, reading achievement has remained stagnant. Even though the districts perform above the proficiency level, there has been little to no increase in student achievement over the last five years. With the implementation of the ELA Common Core Standards and the focus on deep reading and critical thinking, we need to provide our teachers with strong professional development tailored to their needs and the needs of our students. Our innovation involves pooling the resources of four districts and money available through the Straight A Fund to train a cadre of “home grown” literacy specialists, drawn from our current teaching ranks to provide expertise to their colleagues. These literacy specialists will receive training from noted experts in the field of strong literacy instruction using research-based literacy resources. Districts will provide release time for those trained “specialists” to work as literacy coaches/instructors in classrooms and alongside their colleagues. By empowering our own teachers we create a culture of specialists to promote these strategies to propel students to higher levels of achievement.

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.

Curriculum directors from the aforementioned districts will meet in January 2014 to coordinate the application process for teachers interested in literacy coaching opportunities. Qualifications will be consistent for the four districts, ensuring quality candidates for these positions. Selected candidates will attend a series of trainings for coaching, co-teaching, data analysis, and research-based reading strategies. Upon completion of training, these “specialists” will be assigned to appropriate schools and grades levels to work with teachers and students in the classroom. For one year, these teachers will be on a coaching sabbatical to travel throughout the districts to provide coaching and modeling directly in the classroom.

### 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.

Sustainability: Our project will not impact the five-year forecasts of any of the four districts. The allotted monies already designated for professional development in each district will be able to cover the cost of the substitute teachers needed after the grant monies are depleted. The added cost would have been in the hiring or procuring of outside experts into the districts. With the experts in the district, extra costs will not be incurred. Four districts sharing those resources is truly the cost savings for the partnership.

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

| 373,208.00 | * 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, RTfT money, local funding, foundation support) and provide details on the cost of personnel included in the budget (i.e., staff counts and salary/benefits, equipment to be purchased and cost, etc.).

Salaries include costs associated with four literacy specialists (one from each district) and substitute costs to cover the professional development of other teachers by the coaches in year one. Professional development costs include specialized literacy training (ie Wilson, Max Teaching, etc.) and the supplies needed to conduct further professional development conducted by our own 4 literacy coaches. Equipment costs include devices for teachers and needed applications to perform professional development for staff and students. Supplies for family literacy nights and stipends for literacy coaches to lead family activities is included in the grant. Cost of materials for copying, creating literacy binders for teachers, and student and parent packets for activities to promote literacy are included in the grant.

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.

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

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

Districts already cover the costs of substitutes for professional development through their professional development budgets, already set through their five-year forecast.

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

| 100,000.00 | * 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.)

By creating a partnership with all four districts, we have invested in the knowledge and expertise of our collective staffs. We can share resources, personnel, and materials by the collaboration that was formed throughout the Straight A Fund grant opportunity. Having the literacy training and coaching available within our districts will save the cost of bringing in specialists from outside the districts which can prove to be very difficult and costly.

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 cost savings of this partnership is the availability of shared expertise between the districts. The comprehensive training our 4 literacy coaches will serve as a catalyst for professional growth for our teachers and support staff. Our literacy coaches will model strong classroom instruction for all teachers and work closely with teachers and students on interventions to ensure all our students are strong readers.

Upon approval by the superintendent and the Board of Education, an MOU will be developed with each district and their respective teacher's bargaining union for release of one teacher per district for the 2014-2015 school year interested in leaving the classroom for one year to become a literacy coach. The four curriculum directors will meet to create the application form for teachers in their districts interested in applying to be literacy coaches. Directors will create a job description and expectations using The Reading Coach by Jan Hasbrook and Carolyn Denton (2005) and Taking the Lead: New Roles for Teachers and School-based Coaches (Killon & Harrison, 2006) as resources for support throughout the implementation of the new program. Requirements will be consistent between the districts and selection processes the same. Upon selection, teachers will be notified of their new assignment and curriculum directors can begin to coordinate the professional development of the literacy coaches and staff beginning in August of 2014.

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) | 01/06/2014 |

Upon approval by the superintendent and the Board of Education, an MOU will be developed with each district and their respective teacher's bargaining union for release of one teacher per district for the 2014-2015 school year interested in leaving the classroom for one year to become a literacy coach. The four curriculum directors will meet to create the application form for teachers in their districts interested in applying to be literacy coaches. Directors will create a job description and expectations using The Reading Coach by Jan Hasbrook and Carolyn Denton (2005) and Taking the Lead: New Roles for Teachers and School-based Coaches (Killon & Harrison, 2006) as resources for support throughout the implementation of the new program. Requirements will be consistent between the districts and selection processes the same. Upon selection, teachers will be notified of their new assignment and curriculum directors can begin to coordinate the professional development of the literacy coaches and staff beginning in August of 2014.

| Implement (MM/DD/YYYY) | 08/25/2014 |

**Narrative explanation**

The literacy coaches will begin training in research-based programs and attend professional development geared to strong literacy instruction. Programs include Wilson Reading System, Orton-Gillingham/IMSE (Institute for Multi-Sensory Education), Levelled Literacy Intervention System, AFTCRIP (American Federation of Teachers Comprehensive Reading Instruction Program, Tolson Reading Intervention Program. As our coaches receive their professional development, they will begin inservice teaching, providing literacy coaching and mentoring teachers, and co-teaching alongside their peers. They will model strong classroom instruction for all teachers and work closely with teachers and students on interventions to ensure all our students are strong readers.

Building the baseline knowledge of principals, coaches, and teachers will be the mantra for year one of the grant.

| Summative evaluation (MM/DD/YYYY) | 06/05/2015 |

**Narrative explanation**

There will be a yearly summative evaluation of literacy professional development, literacy strategies used in the classroom, and parent literacy night using results from student, parent, and teacher surveys. Evidence of performance noting effective literacy instructional practices will be measured and monitored. Student achievement data will be collected and analyzed across districts for trends and goal-setting. The four districts will share data with literacy coaches, staff, students and parents. The literacy coaches will be surveyed for their input on making the program stronger each year.

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

Literacy instruction in classrooms Prek-12 will become unified and cohesive. The professional development and support from literacy coaches from all four districts will be apparent in all classroom instruction. Teachers will be empowered to include strong literacy instruction in all subjects and to coaches themselves to support their peers both in and out of the classroom. The ELA Common Core standards along with the literacy standards included in all subjects require all of our teachers to be reading teachers. Expertise and support from our literacy coaches, along with the professional development they provide by training our teachers on best literacy practices, can only help our students become better readers.

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.

Research supports that having a literacy coach or instructional coach in your building/district to model lessons, provide constructive feedback, provide resources, or take over a teacher’s class so the teacher can observe a peer in the classroom. Citing Hasbrook and Denton (2010) and Killon and Harrison (2006) cite literacy coaches as an essential component of providing the necessary support for teachers and improves reading instruction for students in turn increases student achievement. With literacy standards included in all subject areas, all teachers must be "reading" teachers. Everyone needs to be involved in teaching literacy or supporting literacy instruction from principals to teachers to parents. Our literacy coaches will be trained and they will train our teachers and principals on what effective literacy instruction should be for years to come.

21. Is this project able to be replicated in other districts in Ohio?
22. If so, how?
By training personnel that are already employed by each district, schools invest in their own people, and sustainability is assured. So often when experts are brought in for professional development, it is not ongoing, sustainable, or high impact. Using teacher specialists who remain on site and among the districts ensures that buy-in from staff is already there along with the idea that the coaching will not go away, but will be available throughout the years to come. Our teachers, administrators, and students will be using common strategies throughout the county and the consistency from district to district can only improve achievement.

23. Describe the substantial value and lasting impact that the project hopes to achieve.
Through literacy training, the number of students on RIMPS (Reading Improvement and Monitoring Plans) will decrease by 20% each year. Teacher awareness of literacy standards and best practices will be measured through surveys, peer and administrative observations and walkthroughs. Principals will be trained in recognizing best literacy practices and note those through walkthroughs and observations in the OTES evaluation system. Students will be better prepared with strategies for the rigor of the Common Core standards. We expect to see an increase in student achievement long after the initial grant year ends. Our homegrown literacy specialists will be able to provide continuous support in and out of the classroom. The wealth of knowledge gained from professional development of these individuals along with training all teachers on staff remains within our districts for years to come.

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.
Student achievement: specific benchmarks the districts within five years include a 3% increase in student reading achievement each academic school year with a total 15% by the 2018-2019 school year.

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.

Progress monitoring of grant goals will occur quarterly. Pre and post teacher, student, and parent survey results will be collected and evaluated yearly in order to monitor progress. All teacher trainings will include an evaluation instrument and results of those evaluations will be used to adjust to the needs of the individual teachers in the project. Walkthroughs and evaluations will be monitored for increased frequency of the usage of literacy strategies that were modeled by the literacy coaches. Districts will evaluate and share program and achievement data together with all teachers, administrators, parents, and students.

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.