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Adjusted Allocation: 0.00
Remaining: -3,645,823.00
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: Closing the Achievement Gap through Personalized Literacy Instruction & Intervention: The 3rd Grade Guarantee and Beyond

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.

3. 3121 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   - First Name, Last Name of contact for lead applicant: Jennifer Wene
   - Organizational name of lead applicant: Worthington City Schools
   - Unique Identifier (IRN/Fed Tax ID): IRN-045138
   - Address of lead applicant: 200 E Wilson Bridge Rd.
   - Phone Number of lead applicant: 614-450-6016
   - Email Address of lead applicant: jwene@worthington.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, last Name of contact for secondary applicant: n/a
   - Organizational name of secondary applicant: n/a
   - Unique Identifier (IRN/Fed Tax ID): n/a
   - Address of secondary applicant: n/a
   - Phone number of secondary applicant: n/a
   - Email address of secondary applicant: n/a

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.

   - First Name, Last Name of contact for secondary applicant: Jennifer Wene
   - Organizational Name: Worthington Public Libraries
   - Unique Identifier (IRN/Fed Tax ID): IRN-045138
   - Address: 200 High St., Worthington, OH 43085 614-857-2601
   - Email Address of contact for secondary applicant: cgibson@worthingtonlibraries.org

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

   * Letters of support are 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.

   Team includes: Thomas, Tucker, PhD., Superintendent Trent Bowers, Ed.D., Assistant Superintendent Jennifer Wene, Director of Academic Achievement and Professional Development - oversees Federal Grants, RIT, OPAPP and FAMS grants Jamie Lusher, Coordinator of English Language Arts and ELL - oversees writing and implementation of new learning standards, 3rd Grade Guarantee and Early Learning Literacy Grant Keith Schlarb, Director of Informational Technology Project Grant Advisory Council - will consist of teachers, principals, parents, curriculum leaders, instructional coaches, instructional technology staff Lisa Fuller, Worthington Public Libraries, oversees library program for children and adolescents, design and implementation of HomeWork Help Centers

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)
   - [x] Student achievement
   - [x] Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one):
    - [x] New - never before implemented
    - [x] Existing and research-based - never implemented in your district or community school but proven successful in other educational environments
    - [x] Mixed Concept - incorporates new and existing elements
    - [x] 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 Third Grade Reading Guarantee stipulates that any child not at grade level benchmark by the end of 3rd Grade will be retained in Reading. As a result, in the summer of 2014 using the Early Learning Literacy grant, we developed an innovative blended learning opportunity that included 9 weeks of summer literacy intervention and instruction to "off-track" students grades K-3. Our summer program provided 160 K-3 students a high yield research-based reading intervention. In this model teachers and reading specialists provided intensive reading intervention through the Leveled Literacy Intervention Program (LLI) and personalized reading menus using Learning A-Z. The results of this blended program were staggering with 84% of our students meeting or exceeding their grade level benchmark. It is from this success that we want to build and expand our instructional efficiency and effectiveness by providing every student a personalized learning pathway and intensive, extended day/extended year intervention to those below benchmark. Our ultimate goal is to improve the quality of literacy instruction within the general education classroom for all students and ensure all students enter Grade 4 reading proficient. As a result of this program we have developed a plan to build upon its success and provide researched based interventions in phonics, decoding skills, reading fluency, reading comprehension, and writing for current year students in grades K-3. By providing individual devices to all students, personalized learning pathways can be developed that will enable all students to work in their zone of proximal development, thus being challenged and growing at their own level and rate. Our partnership with the Worthington Public Libraries will enable the students to access resources such as the Tech Petting Zoo or download "just right" books using Overdrive. By using the Worthington Public Schools library databases students can access leveled reading that pair's fiction and non-fiction books thus supporting the new learning standards. All three libraries have Homework Help Centers in which students receive support for their learning. The Public Libraries' staff have been trained on the use of district resources enabling students to extend their learning outside of the school year and school day. Our summer Digital Learning Lab kits and resources will be provided to all students in the bonded district to provide them with the resources necessary for their summer learning. The Down should be able to extend their learning day and year through the use of their individual mobile device and web-based digital resources. The program will utilize resources and strategies that have already been proven to have high yield results and will ensure that by 2016 100% of grade 3 students will be at benchmark in reading.

   We would also utilize both the individual devices and the LLI kits to provide powerful and effective research-based instruction and intervention. The devices enable the teacher to personalize the learning, progress monitor and extend the students learning through the day and into the summer.
D) IMPLEMENTATION

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.

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.

The overall budget for this grant submission was designed to build upon the success of the Worthington School Summer Reading Intervention program. This project utilizes resources acquired through that grant and then allows us to build the program by adding instructional and assessment materials, training, technical support and individual technology devices ensuring 100% of K-3 teachers have been trained and have adequate access to resources. $3,645,823 from the grant will provide the student and teacher devices, training, technical sources and LLI kits/assessments. $226,953 has already been expended from the general fund for a 5-year subscription Learning A-Z. $55,000 from the general fund will be used for salaries/benefits for teachers implementing the 2014 Summer Literacy Intervention program. The summer program was already allocated in the current five-year forecast to support our efforts regarding the 3rd grade guarantee. The additional materials and devices funded through the grant will substantially increase the efficiency and effectiveness of both school year instruction as well as the summer program.

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.

   * Specific amount of expected savings (annual)
   * Specific amount of new/recurring cost (annual cost after project is implemented)

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

   * Specific amount of expected savings (annual)

   Primarily we anticipate that this grant will enable the effectiveness of an already existing program as well as maximize the use and impact of existing resources by allowing every student to engage in their learning at their "just right" level. The primary budgetary savings that will be driven by this will be the cost of additional FTE that would be necessitated by the mandatory retention of all students not at the designated benchmark in reading. According to the 2013 data this would be 42 students that would roughly translate into 4-5 FTE for an approximate cost of $240,000-$300,000 per year. This amount would increase as the cut score increased and when we move to the more rigorous assessments in 2014-15. Over the 5 years of the grant, then, the additional FTE needed as a result of the 3rd grade guarantee would be $1,500,000. This savings, however, is difficult to predict until we see the effect of the program and the impact of the new assessments in 2014-15. Although not included in the 5-year forecast the monies allocated for devices in grade K-3, $2,000,000, can now be diverted to support other projects that will be determined a high priority by the existing technology committee that oversees the implementation and updating of the Technology Plan.

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.

This project is self-sustaining in that it will be supported and sustained by existing frameworks within the district. Our professional development and curriculum leaders will continue to support professional learning in the best practices of intervention, instruction and assessment. Our technology department and instructional coaches will support teachers with the implementation and access of the one-to-one technology. If awarded this grant, there would be a reduction in cost of instructional resources, technology resources and most importantly the potential to reduce the need of hiring additional teachers to support students that will be retained as a result of the 3rd Grade Reading Guarantee. The project will have exponential impact well beyond the life of the grant because the project is sustainable through the existing frameworks that have been developed to support innovation in our district. Simply put, it is the frameworks of ongoing, site-based professional support, technology advancement and curriculum & instruction that will efficiently support an enhancement of intervention and implement one-to-one instruction and differentiation for students. We do not anticipate additional costs beyond the scope of this grant to ensure sustainability of the project. This has been planned for with intention by the sustainability of the project through the existing personnel and organization leadership within the Worthington City Schools.

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 organizations.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 10/01/2013
Administrators, teachers and partners worked together to develop the grant proposal and the accompanying detailed implementation and communication plan. We have a strong foundation for this grant built by the successful implementation of the Summer Literacy Intervention program. Communication materials, parameters for identification of students, progress monitoring and professional development were in place. Program improvements have already been recommended. Our greatest barrier will be bandwidth, however, that will be expanded no later than January 2014 and will easily accommodate the increase in use. Input for the development of the grant has been gathered from administrators, teachers, Worthington Public Libraries, student performance data and the technology planning committee. The grant will be submitted October 25, 2013 and then we will begin to develop the specifics of the implementation plan. Quotes have been developed in anticipation of the grant and are attached.

Implement (MM/DD/YYYY): 12/17/2013

Upon notification of the receipt of the grant purchase orders will be issued for all equipment, materials and services designated in the fund. The following timelines are anticipated: December, 2013 - Submit all grant materials, LLI kits, YLI, Fountas, and Pinnell assessment to identify below benchmarks, screen, and assess all students. January - Establish a progress monitoring project team to assist with data analysis and program improvement recommendations (parents, teachers, administrators, community members if possible); Schedule training for Worthington Schools' staff and Worthington City Library staff. Contract for services of PD and set up of devices February - Assess all identified students using the Fountas and Pinnell assessment; Set up devices, pair teachers with LLI materials, March - Provide PD for teachers on use and use of devices; provide refresher training on use of devices; ensure all students can access Leveled Literacy Intervention (LLI), other web-based resources on their device. March - May - Implement grant activities; collect observational data through walk throughs; administer NWEA Spring MAP using devices; administer survey to parents, teachers and students. June-July - Implement the summer literacy intervention program; collect assessment data (pre and post) on all students August - September - Administer required reading assessment on all students grades K-3; administer the perceptual survey to teachers, parents and students participating in the summer program.

Summative evaluation (MM/DD/YYYY): 8/1/2014

Our intent will be to begin a yearly data analysis of the effectiveness of the program through the collection and analysis of the following data. 1. The number of students receiving Tier 2 intervention through LLI 2012-13 compared to 2013-14; continue every year 2. Track the Spring to Spring growth of all students who received LLI as measured by Fountas and Pinnell and NWEA MAP; track this growth yearly 3. Administer online surveys to collect perceptual data from teachers, parents and students on the use of the individual devices on learning; administer yearly 4. Collect and track usage data and conduct a data analysis of the relationship between usage resource and academic growth; develop correlation after collecting data for 3 years; 5. Worthington Public Libraries will collect data regarding the number of students who are participating in the Homework Help Center both through the year in and the summer. As we only have 2 months of implementation of activities related to the grant we will continue to collect this data yearly. Adjustments will be made to the implementation of the plan based on the analysis of the data.
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.

The evaluation of this plan will be comprehensive and embedded within the current district and building improvement plans. Students are benchmarked no less than 3 times per school year utilizing the Developmental Reading Assessment or Fountas & Pinnell Benchmark Assessment as well as the universal screening of Measures of Academic Progress (MAP). This information is used formatively to guide instruction. Additionally, we will use this data to monitor the progress of our students and to ensure that the long-term impact of this program ensures aggressive growth for students in reading. We will evaluate usage reports regarding student access of digital resources and analyze the correlation between academic growth and student use of the resource. While we will gather this information at the end of the school year there will not be enough time in the grant timeline to determine correlations. We will, however, continue to gather this information yearly and determine correlation between use of resource and academic growth. Perceptual surveys will also be administered to teachers, parents and students to determine their attitudes towards the use of individual devices. The survey will include the following aspects: ease of use, impact on learning, impact on engagement, use of data, etc. This data will be collected yearly and feedback then will be used to make adjustments in how the devices are used. By using a three pronged (achievement data, usage data, perceptual data) we should be able to make recommendations every year to adjust and, therefore, increase the effectiveness of the instructional plan. This data will be collected annually and program adjustments made as indicated from the data. Our Advisory Group will also provide input and recommendations upon review of the data.

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. Dr. Thomas Tucker, PhD., Superintendent October 25, 2013