

Budget

Worthington City (045138) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (257)

U.S.A.S. Fund #:

[Plus/Minus Sheet \(opens new window\)](#)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	822,384.00	400,000.00	2,241,539.00	0.00	3,463,923.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	181,900.00	0.00	0.00	0.00	181,900.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	1,004,284.00	400,000.00	2,241,539.00	0.00	3,645,823.00
Adjusted Allocation								0.00
Remaining								-3,645,823.00

Application

Worthington City (045138) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (257)

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.

Worthington's project proposal will increase reading achievement and growth in Grades K-3 through the use of research-based reading strategies implemented through a personalized digital platform in partnership with the Worthington Public Libraries. Each student identified as off-track or near off-track will also 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.

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.

Chuck Gibson, director/CEO Worthington Public Libraries, 820 High St., Worthington, OH 43085 614-807-2601 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, RtT, 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)

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 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 upon 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 to read and reading to learn. Fall assessment data confirmed the summer opportunity kept student learning levels intact. We saw far less summer regression. Students were able to access interventions at home and reported that it was very motivating to communicate with teachers through the fluency recorded passages, messaging and virtual correspondence. Parent surveys indicated that they loved the structure of the interventions and specific protocols of instruction with their guided readings to support their child over the summer as well as the ability to communicate with teachers throughout this time. 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 learning time during the school year and school day. Students below benchmark will be provided Tier 2 intervention (3 sessions per week 30 to 40 minutes per session) utilizing the Leveled Literacy Intervention (Fountas & Pinnell) coupled with a personalized learning pathway accessing digital reading resources. Teachers can monitor and provide ongoing feedback to students and parents as well as assign specific and targeted practice and/or re-teaching activities. We would also utilize both the individual devices and the LLI resource to expand (300+) the summer intervention program modeling the highly successful program of last summer. The LLI kits and the digital resources such as Learning A-Z 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. The combination of additional time, personalization and

powerful strategies will result in accelerated growth in reading for all with the greatest benefit to those behind.

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. Worthington's District Improvement Plan includes a goal of ensuring 100% of all 3rd graders are at benchmark no later than the summer prior to entry to 4th grade. It also includes a goal to accelerate reading growth for all students. This grant will strongly support both goals by providing the technology to ensure that all students can access the instructional resources and have the amount of time and monitoring needed to ensure that they grow. Leveled Literacy Instruction (LLI) is a highly successful researched-best practice. The personalization enabled through the use of devices ensures that each child is operating in their zone of proximal development, and are provided extended time during the day and the year. Extended time is a well-researched practice that accelerates academic growth particularly for ELL, SWD and students of poverty. This grant would fully support both Worthington Schools' improvement plan as well as the goals of the grant as described. The successful implementation of this grant prevent the district from expended monies on additional Grade 3 teachers and reading intervention teachers that would be required to accommodate students retained as a result of the Third Grade Guarantee. In our current bond levy we had earmarked monies to be spent on individual devices for students to accommodate both learning needs as well as requirements of the new assessments. By funding the devices through the grant we can then move our bond monies to second tiered projects such as updating the school libraries or making needed changes in the physical plant and technology infrastructure to ensure our schools are supporting 21st century learning. Primarily the grant monies will be put directly into classrooms through equipment and through the professional development of the classroom teacher. We believe by equipping teachers with the resources they need to facilitate the unique learning needs of their students we will better realize the goals of the grant and our district by accelerating each student's academic growth through personalized learning plans and extended time. Teachers will be able to enhance their implementation of the Balanced Literacy Framework, use of NWEA MAP (adaptive, computer-based reading, math and science assessments aligned with the Common Core), utilization of resources that access online learning, extend the learning day and year and better communicate with parents on student progress and needs. Teachers will be able to enhance their efficiency and effectiveness in accessing and using these resources, assessments and data throughout the day and throughout the year.

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.

There is no anticipated impact to the 5-year forecast as a result of implementation of this project. All resources and materials purchased will last a minimum of 5 years or longer. After the first year of the project all maintenance and professional development can be sustained with existing faculty. We do anticipate that this project will minimize the need to add additional FTE that could be the result of application of the consequences of the 3rd grade guarantee, however, with only 2-3 months for implementation this first year it will be difficult to predict when the impact of the project will result in a reduced need for FTE. Additional FTE related to the 3rd grade guarantee were going to be placed into the May, 2014 5-year forecast after the result of the Spring reading assessments were analyzed. The grant funds will allow us to dedicate resources, otherwise unavailable at this time, to provide a one to one technology solution for reading intervention. The devices will allow students to work outside of the standard school day which we anticipate will bring them on track for the requirements of the third grade reading guarantee. While we have uploaded the Financial Impact Template, we are showing no continued expenses needed through the duration of the 5 year forecast.

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

3,927,776.00 * 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, 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/benefits, equipment to be purchased and cost, etc.)

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 5-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.

0.00 * 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.

\$2,009,139 - Capital Outlay - This will purchase 3121 student devices and 191 teacher devices. This will not be a recurring amount as the devices will be recycled with the exiting 3rd graders handing down their devices to the incoming kindergartners. \$232,400 - Capital Outlay - 138 charging stations - one for each classroom and an additional one per building for the support teachers devices. This will not be a recurring cost as the lifetime of this equipment is beyond 5 years. \$758,448 - Instruction Purchased Services - this provides a 5-year warranty for devices that are lost, stolen or damaged. There is no recurring cost as the warranty extends through 5 years. \$63,936 - Instruction purchased services - Set up of the devices No recurring cost as they will then be maintained by the classroom teacher and our existing IT department after initial set-up. Professional Development purchased services - PD for the classroom teachers on the operation and instructional use of the devices. There will be no recurring cost as ongoing PD and PD for teachers new to the district will be provided by technology support staff, curriculum leaders and instructional coaches \$150,000 - Professional Development purchased services - to provide substitutes for teachers to participate in one full day of professional development on the operation and instructional use of the devices and \$31,900 - 1 full day iPad training provided to each of the 11 buildings (11 days) \$400,000 Instruction - Supplies - for the purchase of 120 LLI kits and 150 Fountas & Pinnell Assessment systems to ensure every K-3 teacher and intervention teacher has a the resource to provide this research-based Tier 2 intervention to qualifying students in their class/program.

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

0.00 * 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.)

Primarily we anticipate that this grant will enable us to maximize 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 training 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 supporting 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 entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 10/01/2013

* Narrative explanation

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 are already 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

* Narrative explanation

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 timeline is anticipated: December, 2013 - Submit all purchase orders for devices, LLI kits, and contracted services, analyze Fall MAP and DRA assessments to identify below benchmark 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, provide teachers with LLI materials; March - Provide PD for teachers on care and use of devices; provide refresher training on use of LLI, ensure all students can access Learning A-Z and 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 perceptual survey to teachers, parents and students. June-August - 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

* Narrative explanation

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 resource usage 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 and in the summer;. As we will 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.

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

The expected changes to instructional and organization practices as a result of this grant will be far reaching. First, instructionally, every teacher will have access to the best possible research-based interventions to support reading growth in every student. Additionally, their overall classroom instruction and assessment practices will be enhanced to support data based and differentiated instruction for students. This will provide greater support and effectiveness in meeting the needs of all learners. Teachers will utilize high-fidelity, high-yield interventions to provide, in an explicit way, an additional layer of support. This is significant because students will not only receive additional instruction through effective intervention, but they will do so in the least-restrictive environment. The classroom teacher will own the interventions and be responsible for EVERY child. Students will not be pulled out for their additional scoop; rather the push-in model will lead to best practices and co-teaching opportunities. Secondly, technology will be utilized to enhance the individualization of learning for every student. One-to-one technology will provide an increased efficiency and effectiveness in the use of district resources, purchased interventions and 24 hours a day-7 days a week of high-interest instructional opportunities for students. Additionally, these digital resources will provide our district with great feedback regarding access and actualization of the interventions. Through usage reports and progress monitoring, we will be able to track our students' progress and usage. Further data will inform our communication and continued outreach with teachers and parents. This grant will enable our organization to reach students on an individual basis and give them ample opportunities to read, analyze, explore, research and technically write. Through the partnership with the Worthington Public Libraries our students will be able to extend their engagement with effective instructional resources through their day and their year. The staff of Worthington Public Library has committed to providing staff to be trained and, in turn will also provide training for our staff, parents and students. They will solicit staff and volunteers to work with our students in the Homework Help Center located in all three public library locations. This will also greatly extend our community's understanding of 21st century practices and resources used in our schools. Currently, the Worthington Public Library support outreach programs (including summer reading and homework help) to ensure every student in all eighteen schools have access to the library and the resources there in.

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.

The innovation as outlined in this proposal is the residual outcome of a tremendous success of the use of LLI and the Summer Literacy Intervention program in our district. The Leveled Literacy Intervention Summer Program provides research, practice and data demonstrating double rates of student growth. Coupling this with universal technology access will leverage our program to have the maximum benefit to our students. Our Reading Intervention Specialists worked with students to build skills in phonics, decoding, vocabulary acquisition, fluency, comprehension, and writing. Student progress was monitored through running records, Fountas & Pinnell Benchmark Assessments, DRA, leveled text assessments and MAP. Eligible participating students were required to attend the 6-weeks of classroom sessions as well as 3 weeks of on-line intervention. This blended learning opportunity allowed students to listen to text, read text, record fluency passages and continue to increase literacy skills during 3-weeks of on-line collaboration with their teachers. Parents were able to play an active role in this program also. Our results were even better than we had predicted or hoped. 84% of our students either met or exceeded their grade level benchmark. Students that entered the program as an at-risk reader left on or above grade level. This is significant because research is unambiguous that regression over the summer months is the typical outcome for most learners; in particular those students coming from low socio-economic households. Our data further confirmed that the blended learning opportunity was effective in keeping student learning levels intact. This project will enable us to expand these proven results thus ensuring that all students are at benchmark upon entering grade 4 or sooner. Ultimately, the impact of this grant is far reaching. Reducing and/or eliminating retention, decreasing dropout rates, increasing student's belief in their ability to learn are anticipated outcomes that are difficult to put into dollars and cents. This project will enable us to provide the best possible instruction and intervention aligned with our New Learning Standards to all students in a way that is fiscally responsible and efficient; thus moving us a long ways towards the fulfillment of our mission as a school district and to our responsibility to our taxpayers.

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

Yes

No

22. If so, how?

Yes, other districts could certainly use this model of collaboration between explicit research-based intervention and individualized instruction through one-to-one technology. We will provide documentation regarding both the implementation and evidence of success to enable others to replicate.

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

There could be no greater impact than to ensure that all students are promoted to grade 4 as a result of reading at grade level upon the completion of Grade 3. The research is very clear that retention may have a substantially negative impact on a student's social skills and may, in fact, contribute to increasing the likelihood of dropping out of high school ("Retention and Social Promotion," Principal Leadership, September, 2012, pg 12-16). In addition, by enabling every student to access resources that enable ongoing formative instruction all will grow at a rate that ensures a minimum of a year's (expected) growth or greater. This means that the grant would have the most profound impact on those behind but also benefit all by accelerating their learning rate and ensuring that they are constantly challenged and growing. We would track carefully the growth of all students throughout the years through the analysis of NWEA MAP that is administered 3 times per year as well as the DRA and F&P reading assessments. Although we will only have two - three months of implementation we will be able to compare our NWEA MAP growth data from that Spring testing window (2013) to the growth data of the Spring testing window (2014). Teachers will become increasingly comfortable and proficient at teaching through a digital format and be able then to devote increasing amounts of time to more direct instruction and intervention (and enrichment) with their students. An anticipated, but difficult to measure outcome, would be the enhancement of their formative instructional practices as their use of formative assessment and differentiated instruction become increasingly utilized in their daily planning and actions.

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 - The primary purpose of this program is to support the increase of student achievement in reading. When a child struggles to read in the Worthington City Schools, this grant will enable our schools to provide the best possible intervention and level of support for students. Additionally, the individualization of student learning through one-to-one devices will support the stretching and enrichment of all students in reading. Students will have access to resources, research opportunities, global discussions and a broad range of engaging learning opportunities to ensure every child is reaching their fullest capacity for reading growth. Spending Reductions in the Five Year Forecast - The projected spending reductions, as a result of this programming, could certainly include a reduction in the cost of acquiring technology resources, instructional resources and ultimately in staffing needed to enact the 3rd grade guarantee. Utilization of a greater share of resources in the classroom - Classrooms will benefit exponentially from this program. Classrooms will have access to individualized technology access, intensive supports for students and a classroom environment whereby enrichment and intervention supports are accessible by every child. Teachers will be afforded the opportunity to extend their instructional practices through an enhanced repository of interventions, as well as unlimited access to technology resources to support differentiated instruction. Our partnership with the Worthington Public Libraries will allow the instruction that began in the school classroom to extend after school, weekends and through the summer. Our primary benchmark in this grant is that 100% of all Grade 3 students will be reading at grade. Additionally we expect to see our Value-Added growth for all students in reading to be at expected or above in grades K-3 as measured by NWEA MAP.

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.

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