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Adjusted Allocation 0.00

Remaining -993,356.50
A) APPLICANT INFORMATION - General Information

1. Project Title:
In Support of Literacy

2. Executive summary: Please limit your responses to no more than three sentences.
Our project is to provide our kindergarten, first, second, and third grade teachers with tools for teaching struggling readers and for challenging advanced learners, for success of all students into the 21st century. These tools will include 5 Lenovo ThinkPad 11e Yoga devices for each classroom, as well as 3 class sets per elementary school and 2 class sets for our Early Childhood Learning Center. The goal of this project is to provide intervention support through technology, to ensure that students are prepared to meet Ohio's Third Grade Reading Guarantee.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

3. Total Students Impacted:
926
This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

<table>
<thead>
<tr>
<th>Pre-K Special Education</th>
<th>Kindergarten</th>
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5. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant
Dr. Michael Sander
Organizational name of lead applicant
Franklin City Schools
Address of lead applicant
150 East Sixth Street
Phone Number of lead applicant
937-746-1699
Email Address of lead applicant
msander@franklincityschools.com

6. Are you submitting your application as a consortium? - Select one checkbox below
   - Yes
   - No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below
   - Yes
B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Our problem is getting all of our third grade students to meet the Ohio Third Grade Reading Guarantee. At this time, prior to spring testing, we have 86 of 227 third grade students have not met Ohio’s Third Grade Reading Guarantee. Our teachers need additional intervention tools to assure our students’ success in passing this state mandated test. Franklin City Schools is a district of 3117 students supporting a Kindergarten Early Childhood Center, five elementary schools (1-6), one middle school (7-8), and one high school (9-12). Additionally, we have programs to support our Special Education students that include 16.22% of our population. To support these programs, Franklin City School District employs 186 part-time and full-time teachers. In April 2014, we have 50.43% of our students receiving free and reduced lunches. As noted through progress monitoring, classroom observation, and work samples, the primary teachers in our district are finding that all students have very different needs from each other. Some students struggle with phonics, while others have comprehension and fluency issues. Many have specific learning disabilities. Several have English as their second language. A few students are accelerated readers. When students have such diverse needs for intervention, technology plays a vital role in helping to meet these needs.

The proposed innovation and how it relates to solving the problem or improving on the current state.

Our innovative project is to provide Franklin students in the primary grades (K-3) with the tools needed to be successful in reading with fluency and comprehension for their appropriate grade levels, with the overall goal of meeting Ohio’s Third Grade Reading Guarantee. These tools include the Lenovo ThinkPad 11e (Yoga version) devices, including shared classroom sets as well as individual devices that will stay permanently in each classroom. These tools will be used for whole class interventions, small group interventions, and individual interventions, and provide enrichment, in order to differentiate for various learning styles and ability levels. These tools, along with reading intervention software, applications, and web-based learning will provide for meeting the needs of all our students and for offering our students competitive careers and employment for the 21 century. With this grant, each K-3 classroom will receive 5 Lenovo ThinkPad 11e Yoga devices, each of the 5 elementary buildings will receive 3 classroom sets (30 devices with cart) for use by the primary students, and our Early Childhood Center will receive 2 classroom sets for use with kindergarten students. Everyday reading instruction will be enhanced through the use of web-based programs: RAZ kids and Reading A-Z. RAZ Kids will provide teachers a diverse range of web based tools, including leveled books in which students are able to independently hear fluent reading modeled, record their own reading for practice, and check their comprehension. Teachers will have access to detailed student reports so they can monitor reading and comprehension and create student-specific assignments. Additionally, Reading A-Z provides reading and phonics lessons, vocabulary books, graphic organizers, word sorts and various tools for the reading classroom. The process begins with data collection using AimsWeb and the Fountas and Pinrell Benchmark Assessment System. Teachers will analyze the data and make decisions for what each student needs to be a successful reader. Students will be placed in RTI groups, depending on level, based on the data from these tests. The goal for K, 1, 2, and 3 is that all students will read on grade level or above, while 3rd graders will meet expectations of the Third Grade Reading Guarantee. In order to meet these goals, it is important that we take each student through the developmental sequence of alphabet recognition, phonological awareness, high frequency word recognition, and phonics lessons, leading then to skills in fluency, vocabulary, and comprehension. Teachers understand that students learn in different ways and at different rates. Thus the tools in programs like RAZ kids and Reading A-Z are vital for helping to make certain all our students build the skills needed to be success readers.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

- Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

Using the Fountas and Pinnell Benchmark Assessment System and the Ohio Third Grade Reading Guarantee to collect data on each student, we strive to meet the following goals per grade level: Kindergarten: By the end of Kindergarten 80% of students will be reading at a level D or higher. 1st Grade: By the end of 1st grade 80% of students will be reading at a level J or higher. 2nd Grade: By the end of 2nd grade 80% of students will be reading at a level M or higher. 3rd grade: By the end of 3rd grade 80% of students will be reading at a level P or higher. In addition, we will decrease the number of students being retained due to not passing the Third Grade Reading Guarantee by .5% each year, with the goal of having 0% retention by the year 2020.

- Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization’s executive board or its equivalent.)

1) Our current reading series is 12 years old. It is slated to be replaced in the 2015-2016 school year. The Reading A-Z series and the RAZ Kids series provided in this grant will be a replacement for our current reading series and provide us with a saving of $100,000. At this time, our teachers are piloting the Reading A-Z series. The price quoted to us for a five year subscription is $48,814.50 for 42 teachers in grades K-
With the grant purchasing this program, we will show a textbook reduction savings of $51,185.50 in year one. 2) The Lenovo Yogas will have a five year life span; with a plan to begin replacement in FY21 with Permanent Improvement Funds (PI). (See Projected Costs & Reductions for K-3 Implementation.)

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Time will be enhanced in the classroom, with the use of the devices, along with RAZ Kids and Reading A-Z. Time will be enhanced as students work independently, allowing teachers the opportunity to focus on small groups. Through Reading A-Z and RAZ Kids, students will independently practice and reinforce the reading strategies and skills they have been taught. The programs offer the repetition of skills necessary for word recognition, fluency, and comprehension to increase. The programs encourage students to become independent learners who are challenging themselves, while having just enough support from the program to be successful without frustration. Students will gain confidence as readers. As the students become more confident and experienced readers through using Reading A-Z and RAZ Kids, the teacher will be able to progress through the reading curriculum and succession on skills at an increased rate, being able to take students farther than before. Students will become more accomplished readers with greater achievement in a shorter period of time.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

993,356.50 State the total project cost.
**Provide a brief narrative explanation of the overall budget.**

In order to implement the instructional component of this proposal the following costs must be incurred: (See Projected Costs & Reductions for K-3 Implementation) Much consideration was given to the type of device that would best meet the needs of all students. The tool of choice will be the ThinkPad Ile YOGA version, a Windows 8.1 OS. It will facilitate a wide range of learning activities with one device: Laptop mode for report writing, Tent mode for watching instructional videos; Stand Mode for virtual collaboration; and Tablet Mode for reading assignments and accessing instructional apps. These devices will be managed and easily updated via the current Windows 2012 network environment. The required technology for implementation is: Each K-3 classroom will receive 5 Lenovo 11e Yoga devices for small group use; each of the 5 elementary buildings will receive 3 classroom sets (30 per set) for use by the 1-3 students, and 2 classroom sets for use with Kindergarten students and teachers for a total of 762 @ a cost of $1000, which includes ADR warranty ($762,000); Devices to be imaged prior to shipment ($19,050) ; 17 Spectrum Mobile charging carts ($25,500). Due to the age of our buildings electrical upgrades will need to be done to support the charging carts ($40,000). The district’s wireless infrastructure will need to be upgraded to support these wireless devices. This will be with Aerohive, a cloud based wireless management service. The total cost to upgrade the 42 K-3 classrooms in 5 elementary and the kindergarten center will be ($87,492) - includes Wireless Access Points and HiveManagement ($46,158), 48 port PoE switches ($28,734) and cabling/installation of all APs ($12,600). The primary goal for the K-3 implementation is to provide Franklin students in the primary grades (K-3) with the tools needed to be successful in reading with fluency and comprehension for their appropriate grade levels, with the overall goal of meeting Ohio's third grade reading guarantee. The programs to be utilized are RAZ Kids and Reading A-Z. This is a five year subscription ($48,814.50) and Educational Apps ($3,000). We know we will need to provide ongoing professional development and technical support to our teachers, students, parents, and building principals. This will be by using the Train the Trainer model. Members of the district Core Technology Committee (CTC) will be provided a stipend for developing appropriate professional development opportunities for each of the grades. Cost ($7,500).

**13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?**

* Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

- Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

- No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

The Lenovo Yugas will have a five year life span; with a plan to begin replacement in FY21 with Permanent Improvement Funds (PI). (See Projected Costs & Reductions for K-3 Implementation.) Our current reading series is 12 years old. It is slated to be replaced in the 2015-2016 school year. The Reading A-Z series and the RAZ Kids series provided in this grant will be a replacement for our current reading series and provide us with a saving of $100,000. With the grant purchasing this program, (5 year subscription $48,814,500) we will show a savings over the 5 years. There will be no recurring cost for professional development. The Core Technology Members that are trained during the first year of the grant will be responsible for providing education and training to all other primary teachers throughout the remaining 4 years of the grant. RAZ Kids and Reading A-Z provide training and webinars to support professional development of their programs.

**14. Will there be any expected savings as a result of implementing the project?**

- Yes

- No

Applications with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

217,600.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain.

There is an expected savings for equipment purchases in the amount of $117,600 (K-3 computers). (See Projected Costs & Reductions for K-3 Implementation). Our current reading series is 12 years old. It is slated to be replaced in the 2015-2016 school year. The Reading A-Z series and the RAZ Kids series provided in this grant will be a replacement for our current reading series and provide us with a saving of $100,000. We anticipate printing and consumable costs to show a reduction as students and teachers become less dependent on hard copies of instructional resources.

**15. Provide a brief explanation of how the project is self-sustaining.**

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.
For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

The project is self-sustaining in that the costs associated with the project have a life time span of the five years. Replacement of equipment will begin in the FY21 budget year, funded by the district's Permanent Improvement (PI) fund. The costs and savings information is available in the documents "Projected Costs and Reductions K-3 Implementation" and "Financial Impact Table."

**D) IMPLEMENTATION - Timeline, scope of work and contingency planning**

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range Summer 2014- August 2015

  * List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Summer 2014- Fall 2014: Devices ordered, infrastructure upgraded in all elementary building- primary wings, as well as the early childhood learning center. August 2014-October 2014: Professional development opportunities will be offered during state issued "Waiver Days" in August, prior to the start of the 2014-2015 school year. Professional development will continue into the fall after a large group of primary teachers are initially trained. August 2014-October 2014: Data collection through Aims Web testing, the Fountas and Pinnell Benchmark Assessment System, and results of the fall testing for the third grade reading guarantee mandated by the state of Ohio. Teacher decisions, collaboration, and planning for specific uses of the devices for each student's individual learning needs in reading. October 2014-March2015: Teacher implementation of the individual learning plans for each student in grades K-3. Examples include: software, applications, web based learning activities, on line books for reading, and small group or large group reading activities. Teacher continued formative testing and collection of data on each individual student ongoing throughout the school year, with changes to use of the devices as students make strides. January 2015: Analyze data from AIMSweb testing and Fountas and Pinnell tests given midyear. Make adjustments to each student's individual learning plan for reading. March 2015-May 2015: Data collection through Aims Web testing, Fountas and Pinnell Benchmark Assessment System, and results of the spring testing for the Third Grade Reading Guarantee mandated by the state of Ohio. Analysis of data and growth measures obtained. Comparisons to the year previous, prior of use of the devices and differentiated learning plans. May-2015-August 2015 Plans for use of the devices and activities for the 2015-2016 school year, based on data collected and professional decisions made of individual

  * Anticipated barriers to successful completion of the planning phase

1) Ongoing assessment and adjustments to individual learning plans: Since our project is based on use of the devices for differentiation of specific learning needs for reading, it will take time to analyze data and make appropriate decisions for how devices will be implemented with each individual student. Teachers will need to make changes throughout the school year based on formative testing and ongoing data collection.

2) Student use of Technology: The administrative team will make amendments to the current code of conduct to cover the use/misuse of equipment belonging to the district.

18. Implementation - Process to achieve project goals

* Date Range September 2014 - May 2015

  * List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

1. Roll out of devices to students a) Each mobile cart and set of devices will be set-up and ready for student use by the end of October 2014. b) Technology team members and the Technology Director will be on hand to help students with initial login and setup, as well as a basic overview of the devices. 2. Professional Development a) All technology team members will meet and discuss any questions or concerns with the new devices. They will also share suggestions and ideas for use of the new technology in the classroom-August 2014. b) Professional Development for K-3 teachers in September 2014. 3. Diagnostic Assessments a) Administer Fountas and Pinnell Benchmark fall and winter benchmark assessments i. Compare students' scores ii. Fall benchmark assessment given in August/September 2014, prior to implementation of devices b) Administer Fountas and Pinnell Benchmark spring benchmark assessment i. Compare students' winter and spring benchmark scores c) Administer State Testing for Third grade i. Compare students' scores and passage rate on the state
mandated Third Grade Reading Guarantee, from fall to spring. Third grade reading test given in April/May 2015

* Anticipated barriers to successful completion of the implementation phase.

Barriers 1. Teacher Implementation & Perception a) Technology team members will act as mentors and provide ongoing support by visiting classrooms within their building to give peer support to aid in developing technology competency. b) Teachers will need to continue ongoing formative assessments, making adjustments in individual plans. 2. Student Behavior a) The modified AUP will be used to instruct staff and students as to the use of their devices. b) Staff members will be responsible for holding students accountable and teaching students what acceptable use is. 3. Teacher Collaboration a) Teachers need time to meet as grade level teams to discuss the ongoing needs of students along with applications, software and web-based learning that best meets students' needs head on.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range Fiscal Years 2015-2020

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

1. Measurement of Success and Scope of Work a) Yearly survey of staff in regards to perception of technology use b) Fountas and Pinnell Benchmark Assessment data c) Third Grade Reading Guarantee data d) Annual review of budget e) In years 2018 - 2019- Analyze damage and implement a timeline to replace 25% of the devices in anticipation of damages after the 4 year warranty expires.

* Anticipated barriers to successful completion of the summative evaluation phase.

1. New Staff Members - K-3 will need training a) Each year at the New Teacher Orientation, new staff will be given their devices and trained on implementation in the classroom. They will be assigned a mentor that will help with this transition.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

Upon implementation of this project, students will experience significant changes in classroom intervention and enrichment. While students will be exposed to highly-qualified teachers in the reading classrooms, the teachers will now be equipped with the appropriate tools and resources necessary to ensure that all students achieve to their highest potential. The Reading A-Z and RAZ Kids interactive web-based reading programs will replace our current test book reading series. Teacher will be able to print books and materials, thus students will still have physical books in their hands to read. They will also have the added benefit of digital books and digital resources. The teacher will place every child in the class, whether low, medium or high achieving on an individual, specific reading plan.

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

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem (s) have been solved.

21. 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 response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

Ted Hasselbring, research professor of special education at Peabody College of Vanderbilt University in Nashville, Tennessee and author for the intervention programs READ 180, System44, and FASTT Math, sites five ways that technology can be a game changer for struggling readers: 1) Technology is adaptive. "Adaptive technology, using software that constantly assesses students as they learn, is able to respond instantaneously to student progress and deliver instruction and practice at the optimal level." 2) Technology is good at facilitating repetitive practice. "Smart technology is great at this. If it's adaptive, it knows which skills a student is struggling with and can tee up the right kind of practice until it knows the student has mastered it." 3) Technology is available anytime and anywhere. "As technology becomes ubiquitous in our lives, it allows for learning outside the classroom." 4) Technology is superb at gathering and processing data. Teachers can "look up the day-by-day progress of a struggling student, see which concepts have been holding him or her back, then use that information to create an individualized learning plan for that student." 5) Technology is motivating. "For almost anyone, but especially for a student caught in a cycle of failure, the greatest motivator is success http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/Five-Reasons-Readers-Need-Technology.aspx Reading A-Z and RAZ Kids: Reading A-Z and RAZ Kids both provide developmentally appropriate resources for the classroom, based on research for best practices in reading education. "Reading A-Z pays close attention to the National Reading Panel's recommendations and other research findings when developing its reading resources. The student and teacher resources on the Reading A-Z Web site have been developed to reflect the instructional practices and reading strategies that are best supported by research findings from a wide variety of sources. The resources also correspond to the findings of the Put Reading First federal initiative. ??In 2000, the National Reading Panel published its research-based findings on the reading strategies and instructional practices that demonstrated the best results for reading achievement in developing readers. The panel reviewed more than 100,000 reading studies, and from those,
22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

* 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 project's progress).

* Include the method by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

We will monitor the following goals set in this project: Kindergarten: By the end of Kindergarten 80% of students will be reading at a level D or higher. 1st Grade: By the end of 1st grade 80% of students will be reading at a level J or higher. 2nd Grade: By the end of 2nd grade 80% of students will be reading at a level M or higher. 3rd Grade: By the end of 3rd grade 80% of students will be reading at a level P or higher. In addition, we will decrease the number of students being retained due to not passing the Third Grade Reading Guarantee by .5% each year, with the goal of having 0% retention by the year 2020. If measured progress is insufficient to meet project objectives, we will analyze the surveys below and provide professional development and time for teachers to collaborate. For those teacher showing success, methods of usage of the program will be shared with others to strive toward meeting the needs for all students in K-3. Teacher surveys will be included in the data. Teachers will be surveyed in the second and fourth years to check for teacher usage of the materials, teacher confidence in knowledge of the programs, and teacher's feelings on student progress. With these surveys, the committee will analyze the need for further professional development and provide this to teachers needing assistance. We will make our Fountas and Pinnell Benchmark Assessment results available to other districts and educational professions to utilize and drive student achievement across Ohio. We will share through online blogs, district websites, and requests to our district. We will host onsite visits, professional development opportunities, and provide printed materials as requested.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

With an increased success by our students in achieving high fluency and comprehension in reading, the impact means higher levels of achievement and success in all subject areas. Literacy is the basis of all learning. With technology as one of the many tools teachers have at their disposal, achievement in reading means achievement in school, life, and into the future of every student. The grant will measure the outcomes of students through the Fountas and Pinnell Benchmark Assessment and Ohio’s Third Grade Reading Guarantee as follows: Kindergarten: By the end of Kindergarten 80% of students will be reading at a level D or higher. 1st Grade: By the end of 1st grade 80% of students will be reading at a level J or higher. 2nd Grade: By the end of 2nd grade 80% of students will be reading at a level M or higher. 3rd Grade: By the end of 3rd grade 80% of students will be reading at a level P or higher. In addition, we will decrease the number of students being retained due to not passing the Third Grade Reading Guarantee by .5% each year, with the goal of having 0% retention by the year 2020. Our goal is to continue to have the same outcomes well after the grant has expired. K-3 teachers will continue to use the devices along with the Reading A-Z and RAZ Kids programs, as their primary source and tool for differentiating for students in reading.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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.

The applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

Fountas and Pinnell Benchmark Assessment System data will be collected for grade K-3, three times per year, in the fall, winter, and spring. Ohio Third Grade Reading Guarantee data will be collected for 3rd graders twice per year, in the fall and winter. We strive to meet the
**PROGRAM ASSURANCES:** I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

Dr. Michael Sander
Superintendent Franklin City Schools
No consortium contacts added yet. Please add a new consortium contact using the form below.
Partnerships

Franklin City (044008) - Warren County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Save And Go To

Partnerships

No partners added yet. Please add a new partner by using the form below.
## Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deborah</td>
<td>Mears</td>
<td>Assistant Superintendent</td>
<td>Mrs. Mears will communicate and collaborate with the technology department on implementing educational best practices as well as selecting appropriate software and hardware.</td>
<td>She has served as a member of district-wide technology committees and has piloted many new technology hardware and software products.</td>
<td>Her previous work as a teacher, administrator and grant recipient ensures her understanding of how to implement a grant as well as implement new technology.</td>
<td></td>
</tr>
<tr>
<td>Michael</td>
<td>Sander</td>
<td>Superintendent</td>
<td>The role of the Superintendent will be to oversee and evaluate the quality (using the rubric outlined within this grant) and implementation of the grant. He will communicate with all stakeholders regarding the impact of the programs.</td>
<td>Dr. Sander has been responsible for the upgrade in infrastructure in multiple districts in the state of Ohio. He has served as a member of district-wide technology committees.</td>
<td>Dr. Sander has implemented 1:World technology in his previous district for all students. He was able to successfully provide this technology for all of the students, with no increase to the district budget.</td>
<td></td>
</tr>
<tr>
<td>District Technology Committee</td>
<td>Various Franklin Staff members</td>
<td>Core Technology Committee</td>
<td>The role of the Core Technology Committee will be to communicate with staff members regarding the use of technology. These committee members will be responsible for training, supporting, and helping teachers develop quality instructional practices.</td>
<td>The CTC has trained staff on the use of SMART Boards, SMART Airliners, iPads, document cameras, student response systems and software such as ProgressBook, Study Island, Nova Net and InfOhio. The technology department has mass purchased and installed SMART Boards and software for all classrooms in both districts.</td>
<td>The CTC members have presented at HSTW. They have also shared their knowledge with other districts.</td>
<td></td>
</tr>
<tr>
<td>Technology Department</td>
<td>Jean Creech, Craig Irgens, Andrew Hetzler</td>
<td>Director and Network Administrators</td>
<td>This department will be responsible for performing district or school-based duties, providing technical assistance with the installation and maintenance of hardware, software, network communication and workstations.</td>
<td>The technology department team has served the district over 10 years in their roles. They have continued to stay updated on current technology and implementations.</td>
<td>The technology department has experience with the implementation of many district-wide technology initiatives through SchoolNet Plus, Title II-D, and assistive technology grants. There department is also responsible for the E-Rate Telecomm reimbursement.</td>
<td></td>
</tr>
<tr>
<td>Jana</td>
<td>Bellamy</td>
<td>Treasurer</td>
<td>Mrs. Bellamy will make sure the grant is fiscally sound and sustainable. She is responsible for ensuring continued consistency and accurate record keeping. She will evaluate the program to identify additional cost savings to keep the program sustainable beyond FY20.</td>
<td>Mrs. Bellamy has been a treasurer for over 25 years. She has received the Auditor of the State Award for timely financial reports and receiving a &quot;clean&quot; auditor report for 3 years in a row.</td>
<td>Mrs. Bellamy has served on many committees that have written grants and then followed Federal and State guidelines for implementation.</td>
<td></td>
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