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<th>Object Code</th>
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<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
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Adjusted Allocation | 0.00

Remaining | -373,208.00
Application

Wadsworth City (044974) - Medina County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (339)

Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Coaching Partners in Literacy

2. Executive summary: Please limit your responses to no more than three sentences.
Creating a learning cooperative that will provide strong and sustaining literacy professional development for over 800 educators across four contiguous districts. The grant will allow us to build the capacity to sustain literacy coaching beyond the scope of the Straight A Grant monies and enrich the instruction of thousands of students.

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:
14000

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:
- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

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

First Name, last Name of contact for lead applicant
Paula Canterbury

Organizational name of lead applicant
Wadsworth City Schools

Address of lead applicant
524 Broad St., Wadsworth, Ohio 44281

Phone Number of lead applicant
330-335-1315

Email Address of lead applicant
wadc_canterbury@wadsworthschools.org

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

Throughout the four districts, reading achievement has remained stagnant. There has been little to no increase in student achievement over the last five years. Monies for professional development has dwindled for all four districts. With the implementation of the ELA Common Core Standards and the focus on deep reading and critical thinking, we need to provide our teachers with strong professional development tailored to their needs and the needs of our students. Strong literacy instruction touches on every subject area. ALL teachers must now be literacy "experts" and our plan will allow us to touch each teacher in all four districts on strong literacy instruction. Our innovation involves pooling the resources of four districts and money available through the grant to train a cadre of "home grown" literacy specialists, drawn from our current teaching ranks, to provide expertise to their colleagues, thus translating in stronger reading instruction for our students.

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

The innovative part of our proposal is that we will develop literacy experts in four different districts and share those resources amongst us. Instead of each district paying for professional development within their own ranks, the four literacy coaches will be interspersed between districts and provide specialized literacy instruction to all teachers. Training teachers to become literacy experts themselves is the ultimate goal resulting in student achievement. .

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.)

The beauty of this grant is that all grade levels across 4 districts will show a rise in achievement not only in reading, but in all content areas, as the literacy standards are found in every subject area. 2014-2015 Training for the literacy coaches 2015-2016 Increase of 3% in reading achievement for all districts 2016-2017 Increase of 3% in reading achievement of all districts 2017-2018 Increase of 2% in reading achievement of all districts 2018-2019 Increase of 1% in reading achievement of all districts Student achievement, in all areas of instruction, will be 95% or above in all subject areas. An increased collaborative spirit for all teachers, administrators, and community members for the participating districts.

- 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.)

Money saved on the hiring of four coaches.

- 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.)

Having four literacy coaches to use throughout the districts will help to target specific teachers for professional development. These literacy coaches can go from classroom to classroom, shared district by district, and have the flexibility of being able to reach teachers before, during, and after school for strong literacy guidance. They would be available to model instruction in actual classrooms while teachers observed these best practices. The literacy coaches would have the time to progress monitor our teachers to make sure they were implementing sound literacy practices.

- 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.)

Our model will train a literacy coach from each district in a different grade level band. They in turn will be the "experts" in literacy design. Specialization in grade level bands will allow the coaches to become stronger in their specified band and create true experts who can then service all districts in their particular band.

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
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.

Applied 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.

373,208.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The overall budget allows for four teachers to be trained as literacy coaches which includes salaries and fringe benefits for one year. They will be sent to strong professional development along with bringing in professional development for teachers in all four districts as well. Money has been allotted for parental/community involvement, providing parents, especially parents of young students, with strategies, examples, help with how to work with their children in the area of literacy. Technology will also be a key piece for our literacy coaches and for teachers and students. Training and purchase of iPads along with applications will be a key component for our coaches to help train teachers to incorporate technology in all parts of literacy instruction.

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 literacy coaches will return to the classroom, having had the opportunity to train all teachers in all four districts.

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

☐ Yes
Applicants 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.

373,208.00 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

The cost of hiring four literacy coaches for our districts would equal exactly the above amount. The idea of sharing the services and expertise of each of these coaches would save our districts substantial monies they don't have.

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.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The four districts will have had the use of four literacy coaches who have trained all teachers in the four districts on strong literacy instruction.

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 a 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 time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range August, 2014 - June 2015

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

Professional Development for the four literacy coaches, planning for this professional development will be coordinated by the four curriculum directors of the four contiguous schools. Communication between the four coaches will be weekly for the first year of professional development. They will work collaboratively to create, along with guidance from the directors, a plan for implementing professional development for the four districts.

* Anticipated barriers to successful completion of the planning phase

None

18. Implementation - Process to achieve project goals

* Date Range August 2015-June 2020

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

Parent Literacy Workshops, Teacher Workshops, Book Clubs for students, parents, and teachers. Newsletters, emails, Twitter, Facebook, all levels of social media to broadcast and get the information out to parents, students, and the community.
### 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.

* Leading literacy change begins with strong literacy coaches and an administration that recognizes the need for change. Research shows that in order to solidify any reading initiative you must evaluate the school's progress then maximize the teacher effectiveness through strong professional development. All four districts have done their evaluation and have seen the need for stronger reading instruction across the content area. With minimal funds for professional development, this grant will allow our districts to create experts who will in turn train all administrators and teachers to maximize teacher effectiveness in literacy instruction.

#### 22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

- Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

<table>
<thead>
<tr>
<th>Evaluation will come through student achievement, parent involvement, teacher effectiveness in literacy instruction</th>
</tr>
</thead>
</table>

- 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).

<table>
<thead>
<tr>
<th>Progress monitoring through MAPS, DIBELS, DRA, and achievement scores.</th>
</tr>
</thead>
</table>

- Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

<table>
<thead>
<tr>
<th>Each year the plan will be evaluated for effectiveness through achievement and progress monitoring data, surveys of staff, parents, and students.</th>
</tr>
</thead>
</table>
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.

Strong literacy instruction for our students in all four districts. C What better gift or success attainment can there be than to guide a child successfully to be an accomplished reader? None.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Benchmark Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>Training for the literacy coaches 2015-2016 Increase of 3% in reading achievement for all districts 2016-2017 Increase of 3% in reading achievement of all districts 2017-2018 Increase of 2% in reading achievement of all districts 2018-2019 Increase of 1% in reading achievement of all districts Student achievement, in all areas of instruction, will be 95% or above in all subject areas. An increased collaborative spirit for all teachers, administrators, and community members for the participating districts.</td>
</tr>
</tbody>
</table>

* Spending Reduction in the five-year fiscal forecast

None

* Utilization of a greater share of resources in the classroom

Teachers will be able to work collaboratively, literacy coaches can travel between districts, allowing flexibility for professional development in a group setting or individualized.

* Implementation of a shared services delivery model

From the beginning of this grant, the literacy coaches will be trained and used throughout the districts.

* Other Anticipated Outcomes

Increased collaboration between the contiguous districts.

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

- Yes
- No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

Our project would lend itself to the perfect collaborative model as it shares resources along with personnel.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

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).

We will abide by all the rules and regulations specified by the Straight A Fund Grant.
Consortium

Wadsworth City (044974) - Medina County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.
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<th>Last Name</th>
<th>Telephone Number</th>
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<th>IRN</th>
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<th>Delete Contact</th>
</tr>
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<tbody>
<tr>
<td>laurie</td>
<td>boedicker</td>
<td>330-239-1901</td>
<td><a href="mailto:boedicker@highlandschools.org">boedicker@highlandschools.org</a></td>
<td>Highland Local</td>
<td>048496</td>
<td>3880 Ridge Rd, Medina, OH, 44256-7920</td>
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</tr>
<tr>
<td>barb</td>
<td>gunkelman</td>
<td>330-234-7761</td>
<td><a href="mailto:bgunkelman@buckeyelocal.org">bgunkelman@buckeyelocal.org</a></td>
<td>Buckeye Local</td>
<td>048470</td>
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<tr>
<td>bob</td>
<td>havener</td>
<td>330-335-1972</td>
<td><a href="mailto:bhavener@cloverleaflocal.org">bhavener@cloverleaflocal.org</a></td>
<td>Cloverleaf Local</td>
<td>048488</td>
<td>8525 Friendsville Rd, Lodi, OH, 44254-9706</td>
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</tr>
<tr>
<td>Paula</td>
<td>Canterbury</td>
<td>Director of Curriculum</td>
<td>Oversee the distribution of monies for professional development, hiring, and data collection.</td>
<td>Superintendent's License Principal's License Teaching License</td>
<td>CCIP Grant Manager for Wadsworth City Schools</td>
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