## Budget

Jonathan Alder Local (048264) - Madison County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (36)

U.S.A.S. Fund #: 466
Plus/Minus Sheet (opens new window)

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**Adjusted Allocation** | 0.00
**Remaining** | -606,590.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   STRIVE: Supporting Technology-integrated Reading Instruction to inVigorate Education-PreK-4

2. Project Summary: Please limit your responses to no more than three sentences.
   STRIVE combines quality teacher PD, technology enhanced reading instruction, and family engagement to improve outcomes for K-3 students.
   *This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.*

3. Estimate of total students at each grade level to be directly impacted each year.
   *This is the number of students that will receive services or other benefits as a direct result of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

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</table>
4. Explanation of any additional students to be impacted throughout the life of the project. This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

Through project outreach, JALSD will invite surrounding school districts to participate in the PD program. The project’s impact will extend to other schools as additional teachers complete the PD and implement technology-integrated reading instructional practices in their classrooms. Estimating participation of 20 teachers per year from other districts, each with a typical elementary class size of 24 students, STRIVE has the potential to impact an additional 4,800 student by the 2021-22 school year.

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

First and last name of contact for lead applicant
Misty M Swanger

Organizational name of lead applicant
Jonathan Alder Local School District

Address of lead applicant
9200 US Route 42 South, Plain City, Ohio 43064

Phone Number of lead applicant
614-873-5621

Email Address of lead applicant
misty.swanger@japioneers.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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
No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

Reading on grade level by the end of 3rd grade is an important marker in student achievement (National Reading Panel, 2000). Jonathan Alder Local School District (JALSD) has an infrastructure to support reading instruction; but reading achievement for students who are not on track, remains low. JALSD 2014 Ohio School Report Card for K-3 Literacy was a D. At Kdg, 60% of students on reading improvement plans were still not on track by year's end. Grades 1-3 results are similar: Gr. 1-84%, Gr 2-75.9%, Gr 3 -43.6% were not on track by end of the year. Examination of elementary literacy program revealed 3 areas of critical need. 1. There are gaps in intervention services available for 'not on track' students. Classroom intervention (Tier 1) has not resulted in reading gains for students. Further, teachers do not have the opportunity or resources to provide the variety of independent and collaborative interventions essential to cement the skills needed to make reading gains. Teachers provide additional time for instruction, but methods generally follow their daily classroom instruction, which extends learning time, but may not meet targeted students' specific learning needs. 2. Elementary schools have access to print books (leveled readers); but, few other resources to target and support specific reading skills (word knowledge, fluency, phonics, etc.) are available for classroom teachers. Access to effective resources to provide independent practice, skill reinforcement, and foster collaborative intervention are limited. This resource gap negatively impacts teachers' ability to effectively intervene for students with specific reading deficiencies. 3. Parent outreach has
b. The proposed innovation and how it relates to solving the problem or improving on the current state.

Low report card scores in reading prompted a deeper look into how JALSD could better meet students' elementary literacy needs. This innovation, STRIVE, offers a comprehensive early literacy plan to target the reading achievement of JALSD PreK-grade 4 students by providing high quality professional development (through a partnership with OSU) to PreK-4 classroom teachers, building leaders, and other staff, equipping K-3 classrooms with iPads, interactive e-books, and digital tools and resources, and involving parents and instructional partners in teaching reading. By adopting this three-pronged approach to reading instruction JALSD will prevent deficiencies in reading through early diagnosis and effective Tier 1 instruction and intervention, accelerate learning of struggling readers through targeted, intensive intervention, and sustain gains among students performing at grade level. STRIVE builds on well-established, researched approaches (combining teacher PD with high quality resources) and leverages technological advances to enhance students' learning experiences. JALSD will provide all K-3 children with one-to-one mobile devices to facilitate greater access to digital content and assessments, support the seamless integration of technology into effective instruction and intervention practices, and deliver customized, personalized learning experiences to meet each child's individual learning needs. (Note: Devices for grade 4 purchased through district funds.) STRIVE will 1) improve teacher capacity to deliver effective instruction, diagnose and address reading deficiencies, and integrate technology into classroom instruction by providing all elementary teachers with a year-long PD experience with coaching; 2) increase access to reading materials by equipping classrooms with tablets, e-books, and other digital resources; 3) improve parent engagement by establishing a Family Literacy Academy to support home-school collaboration. Teacher PD: A team of OSU/ORC faculty and reading specialists will lead a year-long teacher PD program focused on reading research, instruction, and intervention practices, and the effective use e-books and digital tools into reading instruction. This customized PD program will begin with an instructional audit of all elementary classrooms in Spring 2016, followed by a 2.5 day summer institute. Two face-to-face sessions, monthly online sessions, and coaching will occur during the school year. Tablets and Digital Content: Classrooms will have one-to-one mobile devices for use during classroom instruction and intervention. OSU will work with JALSD to preload devices with free content to provide access to over 1,000 e-book titles and dozens of other free resources. Premium content will be added to target specific needs. Access to a wide range of apps and digital tools will be embedded in the PD program and utilized by teachers when planning reading support for individual students. Research shows the use of e-books and e-reader apps to target specific reading skills increases student engagement, increases access to online resources and digital tools, which in turn results in a drastically reduced use and cost of purchasing paper and print materials. (Schugar, H.R., Smith, C.A. & Schugar, J.T., 2013; Christ, T., Wang, X.C., & Chiu, M. M., in press). Digital content also allows teachers to collect data and track student progress more effectively. Family Literacy Academy: A Family Literacy Academy will be established to engage parents in early literacy. The district will work with OSU, the PTO and local library (through existing partnership) to host literacy events, informational sessions, and provide families with resources to support literacy at home. An online resource library will be developed (as part of PD program) to model effective, parent friendly literacy strategies for families.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information
to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

Long Term Goal: JALSD will create a replicable, scalable and cost effective model to increase effectiveness of elementary reading programs, as measured by key outcomes in reading achievement, teacher effectiveness in instruction and intervention, availability of quality classroom resources, parent engagement, and net cost savings. Specific outcomes: IMPROVE READING ACHIEVEMENT FOR K-3 STUDENTS: 1) Focus on preventative measures to reduce the number of K-3 students identified as "not on track" at the beginning of the school year. 2) Provide targeted intervention to increase the number of students who successfully move from "not on track" status to "on track" status by the end of one academic year. 3) Support elementary schools in meeting the state report card criteria for an "A" rating on K-3 Reading Intervention measures by 2020. PROVIDE MORE EFFECTIVE INSTRUCTION AND INTERVENTION: 1) Increase teachers' knowledge in core areas of reading instruction, intervention, and the use of e-books, devices, and digital content, as measured by pre- and post-assessments. 2) Increase the number of teachers engaged in professional development focused on early literacy and reading instruction. INCREASE THE AVAILABILITY OF QUALITY INSTRUCTIONAL MATERIALS, RESOURCES, AND TOOLS: 1) Increase the number of mobile learning devices in elementary classrooms. 2) Increase the number of digital reading resources (e-books, apps, and other materials) in pre-K3 classrooms from 240 (current average) to 600. IMPROVE PARENT ENGAGEMENT: 1) Establish and maintain a Family Literacy Academy to support parents of PreK-3 students. 2) Engage 75% of elementary parents in early literacy activities sponsored through the Family Literacy Academy.

ii. What assumptions must be true for this outcome to be realized?
Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

The outcomes for STRIVE are based on valid educational research in teaching and learning. Research shows that reading achievement improves significantly with a comprehensive approach to instruction (Marietta, 2010; Shanahan, 2010). ASSUMPTIONS FOR READING ACHIEVEMENT: 1) Early reading proficiency is a powerful predictor of later academic success for students (Butler et al., 1985, Fiester, 2013). 2) Students who are not reading on grade level by the end of third grade have difficulty catching up in later years (Snow, Burns, & Griffin, 1998). ASSUMPTIONS FOR PROVIDING MORE EFFECTIVE INSTRUCTION AND INTERVENTION: 1) Providing high-quality, sustained PD for teachers has a positive and significant impact on teacher efficacy (Dufo & Eaker, 1998; Yoon et al., 2007) and improves student achievement (Cochran-Smith, 2004). 2) Early diagnosis and intervention is a highly effective approach for preventing reading deficiencies and boosting reading achievement (Snow et al., 1998). ASSUMPTIONS FOR INCREASING THE AVAILABILITY OF QUALITY INSTRUCTIONAL MATERIALS, RESOURCES, AND TOOLS: 1) The use of high quality e-books and digital content is a strong complement to classroom instruction, and when implemented effectively, improves learning outcomes for students (Guernsey et al., 2012; Lindsay, 2010). ASSUMPTIONS FOR IMPROVING PARENT ENGAGEMENT: 1) Engaging parents in the educational success of their children increases their involvement in school-based activities, which, in turn, has a positive impact on student achievement (Epstein, 2001; Henderson & Mapp, 2003; Yenks, 2005).
Although STRIVE would be new to the district, OSU has been successful in supporting effective models in other districts to improve 3rd Grade results. Drawing upon decades of research and experience in early reading PD, instruction, and intervention, OSU has a strong track record in whole school reading reform. In recent years, integrating computer-based instruction with core reading instruction and providing extensive professional development for teachers has boosted test scores. Other research has validated these approaches, stressing collaboration among classroom teachers and other instructional staff (intervention specialists, tutors, etc.); consistent and dedicated time for reading instruction; use of student data to monitor student progress and inform instruction; intervention for students who need additional support; and working with parents as partners (Taylor et al., 2002; Edwards 2003). RESEARCH ON READING ACHIEVEMENT FOR K-3 STUDENTS: Effective programs focus on content and pedagogy, ensuring that students have access to quality learning materials and that teachers are equipped to make good instructional decisions to meet the needs of individual students (Taylor, 2008). Good early reading programs provide instruction in five core areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension to develop competent readers (NRP, 2000). RESEARCH ON EFFECTIVE INSTRUCTION AND INTERVENTION: A balanced approach to reading instruction has been shown to be most effective, specifically one blends direct instruction of skills and strategies with opportunities for students to apply those skills and strategies through collaborative and independent reading, writing, and speaking tasks (Pressley et al., 2007; NRP, 2000). High quality, sustained professional development for teachers is key in order to realize improvements in student achievement. Professional learning experiences that actively engage teachers in deep content learning, collective participation, and active learning within a cohesive infrastructure have a direct and positive impact on student learning (Yoon et al., 2007). RESEARCH ON THE AVAILABILITY OF QUALITY INSTRUCTIONAL MATERIALS, DIGITAL RESOURCES AND TOOLS: Decades of reading research have stressed the importance of access to quality classroom materials. Access to a variety of materials improves reading achievement, vocabulary, language use and other skills (Miller, 2008, Cunningham & Stanovich, 1998). The use of digital resources and tools has been shown to be an effective when used in conjunction with teacher-led instruction. The strategic use of multi-featured e-books (ones with features such as word pronunciation, dictionary, vocabulary supports) was found to support gains in reading comprehension, decoding skills, and vocabulary development (Pearman, 2008; van den Broek et al., 2009). Unlike static print texts, digital curriculum can be presented in a variety of formats, including videos, audio, and simulations. This is particularly important for addressing the diverse needs of early learners. Teachers’ skills in navigating digital content and technology integration allow them to create more personalized and differentiated learning paths by adjusting content, pace, and delivery for individual students. RESEARCH ON PARENT ENGAGEMENT: Parent engagement and family involvement can help decrease the achievement gap for all students and especially for those who come from low-income backgrounds. More specifically, when families are involved in students’ academic careers, research shows that literacy levels rise (Jeynes, 2005; Dearing, E., Kreider, H., Simkins, S., & Weiss, H. B., 2006). Providing opportunities for family involvement as part of a long-term plan for schools is one way to engage parents in school and community literacy achievement.

iv. List the specific indicators that you will use to measure progress toward your desired outcome. 

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

Several indicators will be used to measure progress toward the outcomes stated in the section above. These indicators will inform the project planning, implementation, and ongoing monitoring. INDICATORS FOR READING ACHIEVEMENT: 1) The language and literacy scores for entering kindergarten students. 2) The number and percentage of K-3 students identified as "on track" and "not on track" in reading. 3) The percentage of students scoring at the proficient or above level on the 3rd grade reading assessment. INDICATORS FOR EFFECTIVE INSTRUCTION AND INTERVENTION: In addition to the indicators stated for reading achievement, measures for teacher professional development will be tracked. 1) Percentage of classroom and other instructional staff completing the year-long professional development program. 2) Percentage of K-4 teachers demonstrating significant gains in knowledge from the beginning to the end of the project. 3) Number and percentage of teachers implementing specific instructional and intervention strategies. INDICATORS FOR QUALITY INSTRUCTIONAL MATERIALS, TOOLS, AND RESOURCES: 1) The number of grade appropriate materials and resources in K-4 classrooms, as measured from start to end of school year. 2) The frequency of usage for digital content and mobile devices in K-3 classrooms (teacher reported data and electronic tracking). INDICATORS FOR PARENT ENGAGEMENT: 1) The number of parents participating at least one Family Literacy Academy sponsored activity or event. 2) The number of parents (by grade level).

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

DATA POINTS FOR READING ACHIEVEMENT: 1) Language and literacy scores from the Kindergarten Readiness Assessment. 2) Diagnostic reading scores (beginning-of-year and end-of-year) for K-3 students, specifically the number of students on-track/not-on-track 3) End of year scores on Ohio's State Test for 3rd grade reading 4) Longitudinal reading assessment data for specific student cohorts (from Kindergarten through grade 4 across the duration of the project. DATA POINTS FOR EFFECTIVE INSTRUCTION AND INTERVENTION: In addition to the data points for reading achievement, the following data will be collection 1) Teacher attendance rates at the summer institutes, waiver day sessions, and online sessions 2) Teacher reported evaluation data on the professional development experiences 3) Teacher scores on the pre- and post-assessment 3) Teacher documentation and reporting of classroom implementation of strategies 4) Classroom data collected using observation checklist by PD leader. DATA POINTS FOR QUALITY INSTRUCTIONAL MATERIALS, TOOLS, AND RESOURCES: 1) School reported classroom and grade level data on instructional materials inventory 2) Teacher reported implementation and usage data during monthly online sessions (used to inform PD planning and monitor implementation) 3) Data collected through web-based usage reports (student level data used to inform classroom instruction and track trends in usage). DATA POINTS FOR PARENT ENGAGEMENT: 1) Parent attendance information at face-to-face sessions, access data for online videos and materials, parent evaluation data for events. 2) Website usage data for parent website.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?  

Multiple touch points are built into the project to gauge progress and impact. These measures provide formative feedback about implementation success and identify areas where greater attention may be needed. The first priority is to establish a well-coordinated leadership team, focused on achieving the grant’s outcomes, to track progress and alter the plan where needed. The leadership team (district and building administrators, teacher leaders, and key external partners) will take an iterative approach to implementation. Monthly check-in meetings have been included to provide a structure for project leaders review implementation against goals and milestones and make adjustments as needed. The second priority is to develop a year-long implementation plan with clear monthly goals and milestones. This plan provides a roadmap for the implementation team and allows the leadership team to use formative data to identify areas of
success, challenges, and anticipate potential barriers. Grant activities will be adjusted in response to data and feedback. In addition, a number of steps were taken during the proposal phase to identify potential barriers and take action to increase the likelihood of success. One potential barrier to success is lack of buy-in from participants. To address this issue, district and building administrators have held pre-application meetings with teachers to build support and garner buy-in. Additional contacts with PTO leaders, local library, PD providers, and others have advanced planning and facilitated discussions for collaboration. Teacher readiness may also be a barrier, particularly with regard to technology use. Plans are in place for the tech staff to provide support and targeted tech support will be embedded in the teacher PD program. If awarded, additional steps will be taken during the planning phase of the grant (March-May) to communicate clear expectations for timelines, activities, incentives, and other program requirements.

### b. Spending reductions in the 5 year forecast

#### i. List the desired outcomes.

*Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.*

**DEMONSTRATE NET COST SAVINGS:** Annually sustain innovation without additional income as measured by combination of cost savings within project & re-allocation cost savings as described on FIT.

#### ii. What assumptions must be true for this outcome to be realized?

*Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.*

**ASSUMPTIONS FOR COST SAVINGS:** Educational technology, when implemented well, can improve achievement and be cost effective. Findings from Project RED indicated that when implemented well, educational technology has a positive impact. Continuous access to a computing device for every student increased academic achievement and financial benefits; technology-transformed interventions in reading intervention was a main predictor of improved test scores, dropout rate reduction, course completion, improved discipline, and better attendance.

#### iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

JALS has continually worked internally and with valued partners to develop systems that allow the district to operate efficiently and reduce costs. While STRIVE is a new project, the district is confident that the fiscal systems are in place to meet the desired outcomes of cost reduction as described in FIT.

#### iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

*These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).*

**INDICATORS FOR COST SAVINGS:** 1) The amount and percentage of decreased cost of professional development. 2) The amount and percentage of decrease costs for text purchases. See FIT for detailed data points.

#### v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

**DATA POINTS FOR COST SAVINGS:** 1) District and school reported financial data. See FIT for detailed data points.

#### vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

With assistance of Dr. Raeal Moore, Executive Director, Evaluation Data Solutions at least bi-annually, JALS treasurers will review forecasts and report on cost savings directly associated with project implementation. The information will be provided to ODE as required per grant. If, at any time, fiscal data suggests that the assumptions made are false or the outcomes will not be realized, treasurer will convene a work session with Planning Team and external evaluator. During that work session, the team will make plans to adjust course of the project to improve outcomes and/or make shifts in project delivery/shared service plans to improve project fidelity. JALS will also report such challenges to ODE with request for clarification or technical assistance.

### c. Utilization of a greater share of resources in the classroom

#### i. List the desired outcomes.

*Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.*

#### ii. What assumptions must be true for this outcome to be realized?

*Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.*

#### iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

#### iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

*Note: this is the preferred indicator for this goal.*

#### v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.
These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

1. List the desired outcomes.
   Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

2. What assumptions must be true for this outcome to be realized?
   Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

3. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

4. List the specific indicators that you will use to monitor progress toward your desired outcomes.
   These should be measurable changes, not the accomplishment of tasks.
   Example: consolidation of transportation services between two districts.

5. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.
   Example: change in the number of school buses or miles travelled.

6. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

   a. New - Never before implemented
   b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
   c. Replication - Expansion or new implementation of a previous Straight A Project
   d. Mixed Concept - Incorporates new and existing elements
   e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

   b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

   c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

   Upload Documents

   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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

   606,590.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.
   Responses should provide a rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should
Personnel Costs (Salaries and Benefits): Total $35,848 $31,050 is budgeted for teacher stipends for completing the 2.5 day summer PD institute (June 2016 and June 2017). Costs are calculated using the district-negotiated rate of $450/teacher for 69 teachers. These stipends will directly support the goal to provide effective instruction and intervention by engaging teachers in PD in early literacy. (One time cost for implementation year only) $4,798 is budgeted in retirement benefits for the teacher stipends. These costs reflect the standard a 14% retirement benefit rate and 1.45% for Medicare benefit rate for the district. These costs align to outcomes for teacher PD. Providing high-quality, sustained professional development for teachers has a positive and significant impact on teacher effectiveness. Purchased Services: Total $301,742 $21,600 is budgeted to purchase multi-year content licenses for e-books, digital tools, apps, and other content. The content budget is calculated at $30 per student for 720 students at K-3. This expense directly aligns to project outcomes to increase access to quality content and to improve reading achievement for students. Multi-year contract (thru 6/2022) allowable per guidance - 100% license are allowable as implementation - not sustainability cost), $4,500 is budgeted for contracted services for fiscal and admin support in the implementation of the grant. This contract is budgeted at $3,000 for admin/reporting and $1,500 for fiscal support. Contracting for these services adds to the district's infrastructure to administer the grant in compliance with state requirements. $220,642 is budgeted for contracted services for professional development and instructional support from OSU/ORC. This multi-year contract (6 yrs) covers all development and delivery of PD services for Yr 1 for Preschool-2nd grade teachers and Year 2 for 3rd & 4th grade teachers, and one summer institute (total of 5 sessions) for each year thereafter for new cohorts. Cost includes classroom audits for Yrs 1 & 2, PD sessions, and teacher materials. Multi-year contract (thru 6/2022) allowable per guidance document - only work with new cohorts - no sustainable PD costs). These costs align to outcomes for teacher PD. Providing high-quality, sustained professional development for teachers has a positive and significant impact on teacher effectiveness. $55,000 budgeted for contracted services for external project evaluation. This multi-year (6 yrs) contract covers all costs for data collection and secure storage, formative and summative analysis, annual reporting and summative evaluation report. External evaluator will work with district staff and PD coordinator to provide data collection with project implementation. (multi-year contract (thru 6/2022) allowable per guidance - evaluation is implementation cost). Capital Outlay: Total $269,000 $256,500 is budgeted for the purchase of 540 iPad Airs. This cost is calculated at the educational rate of $4,750/10 pack, which includes a 3-year AppleCare+ package to cover any repairs needed for the devices. The purchase of the iPad Air tablets aligns outcomes to improve reading achievement and to increase access to quality materials. The iPads will support classroom instruction and intervention for reading, delivery of digital content, diagnostic assessment and progress monitoring. $12,500 is budgeted to purchase storage carts and charging/syncing stations for the iPads. Carts will allow content to be uploaded, managed, and updated efficiently.

### Table 1: Financial Impact Table

<table>
<thead>
<tr>
<th>Year</th>
<th>Personnel Costs</th>
<th>Equipment Costs</th>
<th>Purchased Services</th>
<th>Total Costs</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>$2,250</td>
<td>$5,250</td>
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<tr>
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<td>$228,100</td>
</tr>
<tr>
<td>Year 3</td>
<td>$12,750</td>
<td>$5,250</td>
<td>$220,642</td>
<td>$242,642</td>
</tr>
<tr>
<td>Year 4</td>
<td>$12,750</td>
<td>$5,250</td>
<td>$220,642</td>
<td>$242,642</td>
</tr>
<tr>
<td>Year 5</td>
<td>$12,750</td>
<td>$5,250</td>
<td>$220,642</td>
<td>$242,642</td>
</tr>
</tbody>
</table>

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

<table>
<thead>
<tr>
<th>Year</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>$2,250</td>
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<tr>
<td>Year 2</td>
<td>$2,250</td>
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<tr>
<td>Year 3</td>
<td>$12,750</td>
</tr>
<tr>
<td>Year 4</td>
<td>$12,750</td>
</tr>
<tr>
<td>Year 5</td>
<td>$12,750</td>
</tr>
</tbody>
</table>

15. Please provide a narrative explanation of sustainability costs.

**Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.**

Sustainability Year 1: No new costs to support sustainability. Personnel: Expansion costs only for salary and benefits-included in grant; no budget impact for personnel costs-net neutral. Equipment: Expansion costs only-included in grant; no budget impact for equipment costs-net neutral. Purchased Services: Expansion costs only-for digital content licenses-included in grant; Multi-year contract for fiscal/admin support-costs included in grant; multi-year contract with OSU for teacher PD-costs included in grant; multi-year contract for external evaluation-costs included in grant. No additional purchased services for sustainability-net neutral. Sustainability Year 2: Personnel: Teacher stipends budgeted at $2,250 for 5 new teachers (based on hiring trends) from Title 2A funds. No additional budget impact for personnel costs-net neutral. Equipment: No budget impact for equipment costs-net neutral. Purchased Services: Multi-year contract for fiscal/admin support-costs included in grant; multi-year contract with OSU for teacher PD-costs included in grant; multi-year contract for external evaluation-costs included in grant. No additional purchased services for sustainability-net neutral. Sustainability Year 3: Personnel: Teacher stipends budgeted at $2,250 for 5 new teachers from Title 2A funds. No additional budget impact for personnel costs-net neutral. Equipment: No budget impact for equipment costs-net neutral. Purchased Services: Multi-year contract for fiscal/admin support-costs included in grant; multi-year contract with OSU for teacher PD-costs included in grant; multi-year contract for external evaluation-costs included in grant. No additional purchased services for sustainability-net neutral. Sustainability Year 4: Personnel: Teacher stipends budgeted at $2,250 for 5 new teachers at $450 per teacher from Title 2A funds. No additional budget impact for personnel costs-net neutral. Equipment: iPad replacement budgeted at $10,500 from general funds (after warranty ends). Standard lifespan of iPad exceeds 5 years and district expects to replace devices that cannot be repaired. Budgeted amount is for 20 devices with AppleCare+; costs; no additional budget impact for equipment costs-net neutral. Purchased Services: Multi-year contract for fiscal/admin support-costs included in grant; multi-year contract with OSU for teacher PD-costs included in grant; multi-year contract for external evaluation-costs included in grant. No additional purchased services for sustainability-net neutral. Total costs for Year 4: $12,750. Sustainability Year 5: Personnel: Teacher stipends budgeted at $2,250 for 5 new teachers at $450 per teacher from Title 2A funds. No additional budget impact for personnel costs-net neutral. Equipment: iPad replacement budgeted at $10,500 from general funds for 20 devices with AppleCare+; costs; no additional budget impact for equipment costs-net neutral. Purchased Services: Multi-year contract for fiscal/admin support-costs included in grant; multi-year contract with OSU for teacher PD-costs included in grant; multi-year contract for external evaluation-costs included in grant. No additional purchased services for sustainability-net neutral. Total costs for Year 4: $12,750.
17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

To achieve cost savings, the district is going to decrease the current amount budgeted for professional development from the five-year forecast by $42,000. These cost savings are for the professional development for elementary teachers and intervention specialists. These will be replaced by the professional development that is imbedded in the grant and the ongoing training provided within the grant. The district is going to decrease the amount budgeted for classroom libraries from the five-year forecast by $27,500. These cost savings are for book purchases for updates to elementary classroom libraries. These purchases will be replaced by the e-book purchases and access to free digital libraries (e.g., INFOOhio, Epic) that are included in the grant.

0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table

Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.

Reallocations of funds imply that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine upfront what can be replaced in order to ensure the life of the innovative project.

The district is not reallocating any funds to this grant to cover sustainability. PD stipends for new teacher will be covered through existing district budget from Title 2A funds. Costs for Ppad replacement in Year 4 and Year 5 of the grant will be covered through general funds for technology purchases.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

Add Implementation - Key Personnel

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

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

21. Planning

a. Date Range March 1, 2016-May 31, 2016

b. Scope of activities - include all specific completion benchmarks.

PROJECT MANAGEMENT & OVERSIGHT: Establish leadership team to monitor all aspects of project; set up communications and internal reporting plan to track project activities and benchmarks; create process for budget tracking and management. Set meeting dates for leadership team. Form work groups to manage and complete project activities in core areas of the grant: 1) Professional Development 2) Technology & Content 3) Evaluation 4) Family Literacy Academy. Each Work Group will develop project timelines with key dates and benchmarks and related activities for Year 1. A communications plan will be developed to ensure coordination across work groups and among partners. PROFESSIONAL DEVELOPMENT: Set dates for the instructional audits. All audits will be completed during the planning phase. Review audit data in order to inform PD content. Complete the development of summer PD; establish dates and finalize location for the 2.5 day summer PD sessions; set dates for follow up sessions (in person and online); complete teacher registration, and procure teacher materials. TECHNOLOGY & CONTENT: Initiate the purchase of mobile devices, in compliance with district purchasing policies. Develop a tech support plan to provide product orientation for teachers, troubleshoot problems, and manage equipment installation and inventory. FAMILY LITERACY ACADEMY (FLA): Meet with local library and PTO board to begin planning and set meeting dates; identify topics for Yr 1 sessions; establish dates and venues for family literacy sessions.EVALUATION: Initiate contract with external evaluator; evaluator develops timeline for data collection and secure storage, reporting, detailing methods and frequency, for Yr 1. Coordinate timelines for data collection with PD activities to ensure proper coordination. Develop and validate instruments for teacher pre- and post-assessment.

22. Implementation (grant funded start-up activities)

a. Date Range June 1, 2016-June 30, 2017

b. Scope of activities - include all specific completion benchmarks

PROJECT MANAGEMENT & OVERSIGHT: Leadership Team holds scheduled meetings and communicates with partners and stakeholders to monitor implementation. Monthly meetings with Leadership Team and work group leaders; review activities and project benchmarks to
<table>
<thead>
<tr>
<th>23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)</th>
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<tbody>
<tr>
<td><strong>a. Date Range</strong> July 1, 2017–June 30, 2022</td>
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<table>
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<tr>
<th><strong>b. Scope of activities - include all specific completion benchmarks</strong></th>
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<tbody>
<tr>
<td><strong>PROJECT MANAGEMENT &amp; OVERSIGHT:</strong> Leadership Team holds meetings (monthly for Year 2; quarterly thereafter) and continues communication with partners/stakeholders to monitor expansion and sustainability. Yr 2 continue monthly meetings with Leadership and work group leaders; review monthly activities and project benchmarks; identify and address barriers, and manage ongoing communication and reporting. Plan to ensure smooth transition from implementation to expansion to sustainability. <strong>PROFESSIONAL DEVELOPMENT (in collaboration with PD partner):</strong> Yr 2 complete two face-to-face and monthly online sessions for grades 3-4 teachers. Continue PD (5 day summer institute) for new hires, with empty slots being offered to teachers from surrounding districts. Provide formative feedback to teachers completing PD. Monitor teacher participation and completion rates for Yr 2; upload data to secure site for evaluator. <strong>TECHNOLOGY &amp; CONTENT:</strong> Continue support for iPad integration through tech support. Make replacement purchases in 2020-21 and 2021-22. Continue data collection and reporting to external evaluator. Provide monthly updates to leadership team in Yr 2. Attend and present at state and national conferences. <strong>EVALUATION:</strong> Continue collaboration with PTO and local library to host family literacy sessions; collect and report data. Continue to add resources to family literacy portal; track and report usage data. Provide monthly updates to leadership team in Yr 2; complete quarterly reports thereafter. <strong>FAMILY LITERACY ACADEMY (FLA):</strong> Complete collaboration with PTO and local library to host family literacy sessions; collect and report data. Continue to add resources to family literacy portal; track and report usage data. Provide monthly updates to leadership team in Yr 2; complete quarterly reports thereafter. <strong>EVALUATION:</strong> Begin long-term data collection based on timeline established in evaluation plan. <strong>TECHNOLOGY &amp; CONTENT:</strong> Complete short-term evaluation; revise and update long-term evaluation plan. Provide updates to leadership team.</td>
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</table>

E) **SUBSTANTIAL IMPACT AND LASTING VALUE**

24. 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 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:

District/School: The purchase of iPads for K-3 classrooms accelerates the district’s efforts to achieve a 1:1 ratio in technology and integrate more digital content into classrooms. In addition to instructional changes, iPads improve efficiency of reading assessment by reducing the time teachers need to spend administering assessments. The PD program presents a new model for teacher collaboration and professional learning. The year-long focus on literacy will enhance collaboration among teachers and bring about greater consistency in instructional practices from classroom to classroom. Further, the PD will provide a common set of effective instructional strategies for all teachers, emphasize the use of data to improve practice and target intervention more effectively. The online component of the PD provides a collaborative network for teachers that can be sustained throughout the project. Classroom: The grant will lead to significant changes in elementary classrooms. The increase in quality materials, specifically e-books, will expand access to grade appropriate content for all classrooms. The addition of digital content will increase classroom libraries from 240 titles to over 600 titles per classroom. Sufficient access to texts is a critical component for improving student achievement. The use of technology also extends learning opportunities for students. iPads in classroom, when integrated into core literacy practices, supports peer-based learning strategies and fosters more purposeful independent learning. Teachers and Students: After completing the PD program, teachers will have the resources, tools, and knowledge they need to be more effective instructors. Teachers will learn the strategies they need to diagnose and address the specific reading deficiencies of struggling readers in order accelerate learning. The grant provides structured opportunities for teachers across grade levels to collaborate. By working in concert with preschool staff and elementary teachers, will take steps to identify and address common reading issues before students fall behind. The grant will encourage and formalize better, more consistent communication with families in order to engage them in their child’s learning. Greater use of technology-based teaching/learning will also enhance student engagement in reading and build their competence in using technology for learning. With access to these resources, teachers can provide more customized learning opportunities.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.
26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

Systems-based evaluation approach. EDS will use a theory-based model for systematically assessing the implementation and impact of the program on teachers’ and students’ outcomes, and for identifying the factors that most influence successful implementation, teaching, and student learning. This work will adhere to best practices for evaluating educational programs, teacher professional development, and adult learning. It will have both formative and summative components, identified by the data elements collected. Multiple data collection strategies with a mixed methods. EDS will use diverse and redundant data from different sources for triangulation. Multiple perspectives enable the evaluators to verify the validity and reliability of the findings for a truer picture of implementation and impact. Both quantitative and qualitative procedures achieve a balance between breadth and depth of information. To ensure a comprehensive evaluation, EDS, will use information from project-wide, school, and classroom sources. This will generate an accurate picture, on an ongoing basis, of the relationship between program implementation and impact. Data collection: 3/1/16-5/31/16: Finalize instruments and protocols; Confirm data collection methods and communication plan with district and partners; secure approvals and permissions. Attend planning meetings as needed. 6/1/16-12/31/16: Administer teacher pre-assessment for baseline data; collect baseline student data; collect baseline data for other target areas as specified in plan. Provide formative data (quarterly reports) to program leaders. 1/1/17-6/30/17: Continue monthly and quarterly data collection. Provide formative data (quarterly report) to program leaders. Draft prelim report for Yr 1. 7/1/17-6/30/21: Continue short-term and long-term data collection. Provide annual reports to district. Complete summative analysis and provide summative evaluation report and impact data. Quantitative Data analysis. Both descriptive and inferential analyses will be performed. The initial treatment of the quantitative data will involve the calculation of descriptive statistics including measures of central tendency and variability. These statistics will be calculated for each variable in the conceptual framework, and for aggregate variables. To determine whether participation in the program has a statistical and meaningful impact on key teacher and student outcomes, General Linear Model (GLM) will be used to estimate the nested nature of the data (i.e., students nested within teachers nested within schools). Longitudinal data on students and teachers for several years before program implementation will be requested, to control for historical effects. Effect size calculations in conjunction with power analyses and hypothesis testing p-values will be used to determine the statistical and meaningful magnitude that the program has on improving teaching quality and student learning. The qualitative data gathered will be synthesized through content analyses. Qualitative and quantitative results will then be integrated to provide a rich analysis of the project. Reporting. Data analysis and reporting will be formal; reports provided each program year, with interim trends and findings shared regularly with partners. Evaluation data will be organized and presented to support ongoing project management. Findings from the interim and annual evaluation reports will be shared with stakeholders through periodic meetings and briefings, progress reports at predetermined intervals, and written evaluation reports. The interim evaluation meetings and briefings will provide a forum for ongoing conversations and continuous feedback on all aspects of the evaluation, including the achievement of project milestones, implementation problems and solutions, and forecasts. All written reports, interim and annual, will be presented in a manner suitable for distribution to a broad audience of policymakers and practitioners.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimate of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

This project is built on research-based components to support comprehensive school change: high-quality professional development for staff and support for effective implementation, specific, well-defined goals and benchmarks for improvement, strong alignment to student achievement measures, and meaningful parent and community engagement. This approach provides a blueprint for initiating change in other areas within the district and serves as a model for other districts. Within the district, the investment in mobile devices and digital content will support early reading achievement, and it will allow teachers to expand the impact of the program by applying instructional strategies learned through the PD program to social studies, science, and other subjects. Additionally, the infusion of mobile devices in classroom gives elementary schools the infrastructure needed to support mathematics instruction and intervention. Using the PD program as a model, schools will be able to scale up their programs to enhance math instruction and intervention. Although this project is being implemented in a single district, some aspects of the project will be expanded and made available to surrounding school districts. JALSD participates in a local network of similar districts where educators share ideas and best practices and collaborate on projects. This network will be the primary outlet for expansion of the grant. Three specific areas of the grant will be disseminated. 1) Expand Teacher PD. Beginning in the summer of 2018, the PD program will be offered as a summer session to support cohorts of new teachers in the JALSD district. Sessions will accommodate up to 30 teachers, with priority for registration given to new teachers in the district or grade shifts within the district. 2) Disseminate Family Literacy Academy materials. All of the materials created to support family engagement will be made available to network districts. Additional information about the FLA will be shared through presentations at network meetings. 3) Share instructional ideas through teacher-to-teacher approaches. A structure for classroom observation is already in place. To extend the PD program, teachers from surrounding districts will be invited to observe elementary classrooms and meet with teachers to share instructional ideas. As an extension of the PD program, teachers will be selected to co-present at state (OCTELA and OETC conferences) and national (K-5 Literacy) conferences with the OSU/ORC team. Conference presentations will begin in the 2017-18 school year. Teachers will also be invited to contribute to a digital publication about the project (published and disseminated through OSU) to share lessons learned from their participation in the project. This publication will be shared with districts across the state through OSU/ORC’s outreach efforts.
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).

Gary Chapman, Superintendent, Jonathan Alder Local Schools  Misty Swanger, Assistant Superintendent, Jonathan Alder Local Schools
Consortium

No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole</td>
<td>Luthy</td>
<td>614-247-6042</td>
<td><a href="mailto:luthy.22@osu.edu">luthy.22@osu.edu</a></td>
<td>Ohio Resource Center, College of Education and Human Ecology</td>
<td></td>
<td>1900 Kenny Road, Columbus, Ohio, 43210</td>
<td></td>
</tr>
<tr>
<td>Rael</td>
<td>Moore</td>
<td>614-571-2563</td>
<td><a href="mailto:moore1219@gmail.com">moore1219@gmail.com</a></td>
<td>Evaluation Data Solutions, LLC</td>
<td></td>
<td>168 Frebis Ave, Columbus, Ohio, 43206</td>
<td></td>
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<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
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<tr>
<td>Micki</td>
<td>Hughes</td>
<td>Teacher Leader</td>
<td>Ms. Hughes will work closely with the Project Manager assigned to the project to ensure that all project outcomes are completed on time and within budget. She will work with the PD team leaders to ensure successful and timely implementation of the instructional audit and teacher PD program. Working with the implementation team, external evaluator, and local partners, Ms. Hughes will attend monthly meetings to guide the project activities and track progress of activities. These meetings will focus on monitoring progress and reporting outcomes.</td>
<td>Ms. Hughes has over five years' experience as teacher leader in the Jonathan Alder district, currently serving as teacher leader at Plain City Elementary School. The focus of her duties includes providing teacher professional development, data analysis, and OTES evaluations.</td>
<td>As teacher leader, the scope of Ms. Hughes's work has included innovative scheduling to include additional intervention time and planning and leading multiple professional development sessions, including differentiated instruction and MAP test proctoring and data. She works with teacher teams and individuals to interpret formative and summative assessment data and to use this data to plan targeted instruction for students of all readiness levels. Ms. Hughes has also provided professional development for teachers using ST Math and Imagine Learning, insuring that both programs are being used with fidelity. She is currently working on helping elementary teachers implement NWEA's Skills Navigator.</td>
<td>She has a bachelor's degree in early &amp; middle childhood education from OSU and a master's degree in educational leadership from UD.</td>
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</tr>
<tr>
<td>Dr.</td>
<td>Scharer</td>
<td>Professor, Department of Teaching and Learning, College of Education and Human Ecology, The Ohio State University</td>
<td>Dr. Scharer will serve as the lead for the instructional audits, supervising early literacy trainers as they act as consultants for this project. Dr. Scharer will work closely with Anita Gonzalez (ORC) to customize the summer institute and other professional development for the district, utilizing data from the instructional audits and feedback on the current literacy intervention implemented by the district.</td>
<td>Dr. Scharer is a Professor at The Ohio State University in the areas of literacy in early and middle childhood and has over 25 years experience. Currently, she chairs the national Literacy Collaborative Trademark Committee and is conducting federally-funded research in partnership with the University of Chicago, Lesley University and Stanford University. She has led professional</td>
<td>Dr. Scharer is currently involved in two literacy projects, Literacy Collaborative, a K-8 school reform model training on-site coaches to support teacher professional development and intervention. She has led multiple grant-funded initiatives, including $3.9M to study the impact of Literacy Collaborative professional development on both teachers and student's literacy achievement and a $54 million federal i3 grant to scale up the Reading Recovery intervention program across the United States.</td>
<td>Dr. Scharer has a B.S in elementary education, a M.A. in Reading and a PhD in Reading, Literature &amp; Language Arts, all from the Ohio State.</td>
<td>20</td>
</tr>
<tr>
<td>Dr. Nicole Luthy</td>
<td>Director, Ohio Resource Center, College of Education and Human Ecology, The Ohio State University</td>
<td>Development programs for schools across Ohio and in other states.</td>
<td>Dr. Luthy will serve as the Principal Investigator (PI) for the OSU contract and will provide leadership for the development and delivery of the professional development and other services to the district. Dr. Luthy will work with the PD team leaders to ensure successful and timely implementation of the instructional audit and teacher PD program. To this project, Dr. Luthy brings extensive experience and expertise in project leadership and management and literacy instruction and intervention.</td>
<td>Most recently, Dr. Luthy served as OSU PI for the multi-million dollar Straight A project, EDCITE, which provided PD to more than 170 teachers across five districts. Dr. Luthy has over 15 years of experience in implementing state and national grants in K-12 education, including ODE and ODHE programs, Gates Foundation/Educause, and USDOE.</td>
<td>Dr. Luthy holds a B.A. from Emory University, M.A. and Ph.D. from The Ohio State University.</td>
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<p>| Misty Swanger | Assistant Superintendent | In her role at ORC, Dr. Luthy manages multiple K-12 academic and educational technology projects, leads the development and delivery of PD, and supervises staff and monitors budgets. | Dr. Swanger will handle project oversight and partnership development. As the district leader, Dr. Swanger will ensure that the project aligns with the district's overall mission and improvement plans. She will manage the project budget, oversee consultant contracts, and monitor implementation at the building level. She will work closely with the Teacher Leader/Project Manager assigned to the project to ensure that all project outcomes are completed on time and within budget. Working with the implementation team, external evaluator, and local partners, Dr. Swanger will lead monthly meetings to guide the project activities and track progress of activities. These meetings will focus on monitoring progress and reporting outcomes. Dr. Swanger will continue to reach out to new partners in Ohio, focusing primarily on districts in regional network, to expand collaboration and share findings. She will manage the project budget to ensure fiscal expenditures occur on time and within budget. | Dr. Swanger has over 15 years’ experience in education and 8 years as an educational administrator. She manages two 21st century grants for JALSD that provide enrichment and afterschool programming for elementary students. | She holds a B.A from Kent State University, M.A. and Ed.D from Ashland University, and graduate certificate from Johns Hopkins University. |</p>
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<th>Dr. Swanger will make revisions as needed, complete all fiscal and programmatic reporting, and communicate project updates to the superintendent and school board members.</th>
<th>Anita Gonzalez</th>
<th>Reading Content Specialist, Ohio Resource Center, College of Education and Human Ecology, The Ohio State University</th>
<th>Anita Gonzalez will lead the development and delivery of the teacher professional development program and serve as the primary liaison between OSU and the JALSD. Ms. Gonzalez will coordinate the instructional audits, lead the development and delivery of PD sessions, provide site visits, and serve on the grant leadership and implementation teams. She will also manage the timeline and project deliverables to ensure timely implementation. Ms. Gonzalez has extensive experience in early literacy instruction, intervention and in PD development/delivery for reading instruction and technology integration.</th>
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<td>In her role at ORC, Ms. Gonzalez curates and manages a clearinghouse of digital resources; creates and delivers face-to-face and online PD to K-12 educators in Ohio; oversees reviews of digital content related to English Language Arts and participates in grant funded projects as an ELA specialist.</td>
<td>Ms. Gonzalez recently served as an ELA content specialist for the Straight A project EDCITE, creating and providing PD to teachers across five districts in Ohio. She has over 10 years of experience developing and delivering PD for teachers in the area of literacy at the school, district, and state level and has been involved in multiple grant projects over the past 3 years.</td>
<td>Ms. Gonzalez holds a B.A. in Criminology from Capital U, a M.A. and Ph.D. in Quantitative Research, and Evaluation from The Ohio State University.</td>
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<td>To fulfill the requirements of this project, Evaluation Data Solutions (EDS) will serve as external evaluator, led by Raeal Moore, Ph.D. Dr. Moore directs EDS, an independent research and evaluation firm with over a decade of experience conducting external studies of critical educational initiatives. Dr. Moore will lead the short-term and long-term evaluation, managing all aspects of the evaluation from data collection, analysis, and reporting. Dr. Moore and her team will work collaboratively with district leaders and other partners to execute the evaluation plan.</td>
<td>The EDS team of professionals has a depth of knowledge and experience in quantitative and qualitative evaluation methodology, multivariate statistical analysis, LEA program implementation and evaluation, value-added professional development, and school reform. They possess a deep understanding of the unique challenges of evaluating system change in educational settings. Moreover, their evaluation experience provides them with extensive experience in early literacy instruction, intervention and in PD development/delivery for reading instruction and technology integration.</td>
<td>The EDS team has worked with multi-level projects such as the state-wide Mathematics and Science Partnership (MSP) in Ohio, the federal Teacher Quality Partnership (TQP) initiative, the IES Striving Readers grant, and 21st Century Learning Communities programs.</td>
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grounding in teacher professional development programs and the use of technology for creating communities of learning.