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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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<td>327,635.00</td>
<td>0.00</td>
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</tr>
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</table>

Adjusted Allocation 0.00

Remaining -359,635.00
A) APPLICANT INFORMATION - General Information

1. Project Title:

2. Project Summary: Please limit your responses to no more than three sentences.
Building proficiency for at risk readers through personalized reading instruction and individualized digital libraries.

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.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>72 Pre-K Special Education</th>
<th>K</th>
<th>1st</th>
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<td>105 3</td>
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<td></td>
<td>131 5</td>
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<td></td>
<td>131 5</td>
<td>120 6</td>
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<td>Year 4</td>
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<td>131 8</td>
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</tr>
<tr>
<td>Year 5</td>
<td>128 K</td>
<td>128 1</td>
<td>128 2</td>
<td>128 3</td>
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<td>106 7</td>
<td>105 8</td>
<td></td>
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</tr>
</tbody>
</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.

This initiative encompasses our entire PK-8 student population.

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

First and last name of contact for lead applicant
Alison Sayre

Organizational name of lead applicant
Washington-Nile Local School District

Address of lead applicant
15332 US Hwy 52 West Portsmouth, Ohio 45663

Phone Number of lead applicant
740-858-3882

Email Address of lead applicant
alison.sayre@west.k12.oh.us

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

Data from state assessments, Early Learning Assessment, KRA, Aimsweb, STAR and Third Grade Guarantee and Reading Improvement Plans reveal literacy as the greatest area of deficiency within our district. Our students enter school significantly behind state and national peers. Our students have little to no access to text in their homes. This problem is escalated by the absence of a public library within the community. While our schools have libraries, they lack the robust text necessary to meet the needs of our student population. A comprehensive literature review shows that access to books and other forms of literature better prepare children for academic success in schools. One of the most important academic achievements for a young child is learning to read. A vast majority of students, including our own, are already behind when they enter kindergarten. Evidence indicates that children who fall behind in reading acquisition do not catch up (Beers, 2003; Boote, 2006; Clay, 1979; Cunningham & Moore, 2004; Fisher & Frey, 2014; Fisher, Frey, & Lapp, 2012; Fountas & Pinnell, 2010; Jule, 1988; National Early Literacy Panel, 2008; Rasinski, 2008; Shanahan, 2015; Stanovich, 1986). Francis et al. (1996) demonstrated that children who fall behind in reading at seven years of age continued to lag behind in reading at age twelve and beyond. Stanovich (1986) found that early lags in literacy become magnified with reading development; good readers become more fluent and effective, and poor readers lag farther and farther behind. Research is clear: early success in acquiring reading skills, coupled with on-going access to high-quality text through the middle grades, leads to academic success in reading and achievement and the development of 21st century skills (Allington, 2012; Irwin, Moore, Thomatore, & Fowler, 2012; National Research Council, 1998; National Reading Panel, 2000; National Early Literacy Panel, 2008; Partnership for 21st Century Skills, 2015).
b. The proposed innovation and how it relates to solving the problem or improving on the current state.
Through this project proposal, our school district seeks to provide our students unlimited access to an individualized digital library using myON, an intuitive, personalized literacy program that connects students, teachers, families, and community stakeholders. Building this community of readers fosters a lifelong love of reading, motivation, and engagement. The displayed links between achievement, motivation, and engagement indicate an opportunity to use technological innovation to improve all aspects of literacy. Students who are motivated to read and engage with fiction and nonfiction texts display greater academic achievement (Cox & Guthrie, 2001; O'Flahavan, Gambrell, Guthrie, Stahl, Baumann, & Alvermann, 1992; Sachs, 2001; Sankaran & Bui, 2001; Schunk, Pintrich, & Meese, 2007). This grant will re-envision literacy instruction, assessment, access to high-quality text resources, and the culture for our students and the community at large, through the establishment of the Portsmouth West Community Literacy Program. The Portsmouth West Community Literacy Program will be a comprehensive approach to Pre-K-8 literacy development, including a Literacy Leader, unlimited access to a vast collection of digital books and resources, writing instructional support, and literacy development tools for students, parents and teachers to meet the needs of all learners. The central hub of the Portsmouth West Community Literacy Program will be the Community Literacy Center, located at our centrally-located elementary building within our school district and filling the void of the absence of a public library. This Community Literacy Center will be an extension of the school day, connecting the school to the community, becoming a training center for both literacy and technology skills, and a place for families to be immersed in all aspects of literacy development, and interact with a literacy leader, classroom teachers, and numerous community partners. Regularly scheduled literacy programs will encourage stakeholders to unite with the school in supporting literacy development within our community. myON is a personalized literacy environment. Unique from other digital programs, myON allows students to download the text onto computers and personal devices, providing unlimited access to individualized, on-demand libraries based on their interests and ability. It provides our PK-8 students, teachers, families, and community partners access to a complete, personalized, digital library of over ten thousand titles. Students are assessed using specialized, reliable, and statistically valid pre-and post-tests. The results of these assessments allow for the development of recommended book lists to match the students’ Lexile reading levels. In addition, students complete an interest questionnaire to identify recommended books within various genres, which fosters student motivation and engagement. Combining appropriately-level texts with students’ individualized interest results in increased student achievement. Through this initiative, we will provide access to myON for students in grades Pre-K-4, using personal devices, and myON access using existing digital devices for students in grades 5-8. myON, coupled with enhanced literacy instruction within our schools, will support unrestricted literacy development for our students and the community. Flexible scaffolds within myON will support family engagement and allow children and families to read together even if there isn’t a proficient adult reader in the household.

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.

We expect this initiative to directly increase student achievement by enabling us to utilize innovative approaches to education and technology implementation to meet the individual needs of our students and provide a personalized literacy environment for all Pre-K-8 students. Foundational educational research indicates that learning occurs best when it is individualized and engaging (Bandura, Bloom, Dewey, Reis, Tomlinson, and Vygotsky). Literacy research indicates that the literacy development in students is directly linked to the availability of books related to student interest and ability (Shin & Krashen, 2007). Personalized reading emphasizes choice linked to interest and preference. myON personalizes the learning process by supporting individual learning. Utilizing myON, students are immersed in literature within their personalized digital library that has been aligned to their individual ability and interests. This individualization, coupled with the expertise of our teachers, will allow us to ensure that the students have unlimited access to the text resources for appropriate and rigorous literacy development. In addition to literacy rate and rich, we must also consider students' learning profiles. Today's students are digital natives; they expect learning to be personalized, immediate, and unlimited. This project will enable students, teachers, and families to utilize the programmatic components of myON with fidelity within the classroom, at the Community Literacy Center, and at home. As students utilize the personalized literacy resources, teachers will have real-time access to reports on reading activity for students. Individual reading growth will be measured through embedded online Lexile placement and benchmark assessments. End-of-book quizzes and specialized myON teacher resources will be utilized to improve comprehension, vocabulary, inference, fluency, and writing, assisting teachers in developing all aspects of literacy growth in students.

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

This project assumes that foundational literacy research is accurate. In order for our outcomes to be realized, we must provide our students, teachers, and community members with the necessary training and professional development to fully utilize the new resources available. Additionally, the resources within myON and the Community Literacy Center must be used by teachers and students in order to meet the expectations of Ohio's Learning Standards and develop 21st century skills.

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

This initiative is grounded in solid foundational research which states that students who are motivated to read and engage with fiction and nonfiction texts display greater academic achievement (Cos & Guthrie, 2001; O'Flahavan, Gambrell, Guthrie, Stahl, Baumann, & Alvermann, 1992; Sachs, 2001; Sankaran & Bui, 2001; Schunk, Pintrich, & Meese, 2007). Further research states that early success in acquiring reading skills, coupled with on-going access to high-quality text through the middle grades, leads to academic success in reading and achievement and the development of 21st century skills (National Research Council, 1998; National Reading Panel, 2000; National Early Literacy Panel, 2008; Irwin, Moore, Thornatore, & Fowler, 2012; Partnership for 21st Century Skills, 2015). The effectiveness of the use of digital texts and the myON personalized literacy platform have been well supported in research (Brekus, 2011; National Literacy Trust, 2014; Picton, 2014; Rasinski, 2013; Stewart, 2012).

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).

It is the expectation of this initiative that students be deeply immersed in their personalized digital libraries. We expect all students to be actively engaged with myON resources at least twice per week. We expect students and community members to utilize the Community Literacy Center for Literacy Development Programs, which will be offered at least once a month. All Pre-K-8 teachers will teach literacy development skills to their students through the use of the myON resources. Grade level teachers will create at least two units of study, one cross-curricular unit and one content-specific unit, incorporating myON resources, to be implemented during the academic school year. These units will establish the framework for how students may utilize myON for academic, collaborative, and independent purposes. Professional development for teachers, students, parents, and community stakeholders will include rich learning experiences, developing the necessary skills to utilize the resources and tools provided through the grant. Teacher training will be specifically focused on how to provide high-quality informational literacy skills instruction to their students utilizing the new resources and data.

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

Baseline data will be drawn from at least four of the six sources: state assessments, Kindergarten Readiness Assessment data, Aimsweb, STAR, pre-and post-assessments for each unit of study, and surveys of teachers, students, and parents. In order to effectively assess our project implementation, we will conduct a thorough analysis of our implementation practices and the impact on student achievement, student engagement, and teaching methodologies. The evaluation will draw on a wide variety of data for both formative and summative reports. Quantitative data (e.g., standardized test results including state assessments and STAR scores) will be used in conjunction with questionnaire and observation data, as well as with qualitative data (e.g., Community Literacy Center calendars, curriculum materials, professional development records) to ensure a thorough and balanced evaluation. We will survey our stakeholders in order to collect both qualitative and quantitative data about the implementation of Portsmouth West Community Literacy Program. We will conduct an Impact Study with teachers, students, and community members. The impact study will collect data on student engagement, teacher/student comfort and aptitude with the myON resources and tools, and changes in instructional practices. We will then conduct an analysis of the Community Literacy Center data. We will look at this data to develop a full perspective of the impact of resources utilized from the implementation of this project. Summative evaluations will continue to occur on an annual basis through year 5 of the grant's sustainability period, to ensure we are meeting the project goals.

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

If analysis of our evaluative data reveals ineffectiveness within our implementation process, we will modify our implementation methodologies. This may include necessary changes in the professional development opportunities provided for teachers, students, parents, and community stakeholders in order to ensure that student achievement is being attained. For example, further, purposeful professional development on how to utilize the available literacy development tools within the myON platform may be necessary in order to help teachers learn how to integrate fluency skills into their content area. Additionally, we are prepared to modify the resources and programs offered within the Community Literacy Center if data indicates a discord between available resources and stakeholders’ needs.

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.

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.

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. 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).

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

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

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

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

C) BUDGET AND SUSTAINABILITY

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
12. What is the amount of this grant request?

The total cost for this proposal is $359,635. To implement this proposal with fidelity, the following costs will be incurred: iPads with cases for grade Pre-K-2 ($201,285) plus storage units for the iPads ($16,800). Our decision to purchase iPads for Pre-K-2 was made based on the following: a small device that is mobile and durable for easy handling of small children, the ease of one-touch use, and offers an interactive interface. We will also be purchasing Lenovo Chromebooks, grades 3-4 ($79,350) and storage units ($16,200). Our decision to purchase Chromebooks for grades 3-4 was made based on the following: web-browser friendly, built-in keyboard, and the availability of the Google Suite. In order to provide digital access in the Community Literacy Center, we will be purchasing desktop computers ($14,000) so students/families can participate in family literacy events, "Summer Boost" programs, and myON training. We will need to provide a supplemental ($8,500) to a Literacy Leader to oversee the Community Literacy Center. We will need to train our staff to implement the myON program ($5,000). The cost of the myON program ($18,500). These tools allow our district to provide our students and families unlimited access to a personalized literacy program and individualized digital library.

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a rational 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.

In order to sustain this project, the following costs will be incurred each of the five years: $750 for ongoing professional development, $8,500 for a supplement for the Literacy Leader of the Community Literacy Center, $1,200 for maintenance of hardware, $1,000 for annual software maintenance agreements, and $8,500 for the Literacy Leader to oversee the Community Literacy Center. We will need to train our staff to implement the myON program ($5,000). The cost of the myON program ($18,500). These tools allow our district to provide our students and families unlimited access to a personalized literacy program and individualized digital library.

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.

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<th>Cost</th>
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<td>28,750.00</td>
</tr>
<tr>
<td>Sustainability Year 4</td>
<td>40,250.00</td>
</tr>
<tr>
<td>Sustainability Year 5</td>
<td>40,250.00</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.

In order to sustain this project, the following costs will be incurred each of the five years: $750 for ongoing professional development, supplemental for the Literacy Leader of the Community Literacy Center $8,500, maintenance of hardware $1,000, annual software maintenance cost of $18,500. In years four and five we will start replacing computers (start with 50 computers each year $11,500).

16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

6.00%

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.

We will eliminate software ($14,300/year and classroom textbooks ($4,200/years 1-3 and $4,950/years 4-5).

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%

44.00%

19. Please explain the source of these reallocated funds.

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

We will reduce the district's professional development ($4,250/years 1-3 and $5,000/years 4-5). Eliminate library books ($6,000/year) and reduce the purchase of copiers ($10,000/years 4-5).

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

21. Planning


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

During the 2013-14 school year, we examined root causes for the lack of student success. The outcome of this analysis was the glaring need for literacy development and access to books at both school and in the home. We determined that our students living below the poverty line are at significant disadvantage and are at risk. We began researching innovative methods of increasing student achievement and providing equitable access to literacy resources and discovered myON. During the 2014-15 school year, we thoroughly researched myON and formed a partnership with Southern Ohio Medical Center and Shawnee State University. A Board of Directors, made up of community partners, business leaders, and educators from WNLS, was created to make policy decisions in support of this initiative. The key stakeholders for this proposal are: Southern Ohio Medical Center, Teachers, Principals, Parents, Curriculum and Special Education Director, Technology Department, and the Superintendent. Upon receipt of the grant, we will review our analysis of our technology infrastructure and identify the specific needs for the full implementation of the grant. Congruent to the technology needs assessment, we will conduct a site visit to a community literacy program utilizing myON, collecting specific information about recommendations for implementation. The next steps in the implementation process will involve selecting, purchasing, and installing the equipment for the Community Literacy Center, hiring the Literacy Leader, preparing literacy development resources and curriculum for teachers, students, parents, and community stakeholders, and establishing the hours of operation for the Community Literacy Center. Professional development will begin with coordination between our district staff and the myON implementation coordinator. We will survey our teachers, students, parents, and community stakeholders ensure we provide individualized, on-going professional development that is aligned with needs.

22. Implementation (grant funded start-up activities)

a. Date Range 2016-9/2016

b. Scope of activities - include all specific completion benchmarks

When implementing this grant, myON training for teachers will begin upon receipt of the grant and will continue throughout the sustainability period. Our technology department will prepare the new devices to access the myON resources. A Kickoff event, highlighting the new Community Literacy Center and available resources will be advertised and held. myON portal training for students, parents, and community stakeholders will occur, family literacy events will be conducted, and "Summer Boost" programs will be created and provided. Throughout the implementation period, all stakeholders will be surveyed and adjustments to the implementation process and professional development will occur as necessary.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range 9/2016-07/2021

b. Scope of activities - include all specific completion benchmarks

We will measure the impact of the Portsmouth West Community Literacy Program and the Community Literacy Center using multiple qualitative and quantitative methods during each school year within the grant period and beyond. We expect students to show growth in their reading comprehension and fluency, ability to access and evaluate information, and use and manage information within each course they take. This will be measured using the following assessment tools: pre and post assessments, writing rubrics, formative and summative assessments, and surveys. Additionally, myON data reports will provide specific information related to the diversity of resources utilized by students and stakeholders and identify any needed modifications to the professional development provided. Student, parent, teacher, and stakeholder surveys will provide qualitative supporting evidence of the lasting impact on student achievement and the effect of increased resources to the classroom. These surveys will also provide quantifiable evidence of lasting changes in library/instructional design and delivery. We will continue the educational and financial investment of this project beyond the 5-year sustainability period because research states that meeting the needs of individual student achievement is the best instructional methodology. Foundational educational research clearly identifies that individualizing the instructional process for students leads to increased student achievement, motivation, and engagement (Bandura, Bloom, Dewey, Reis, Tomlinson, and Vygotsky). The project framework identified within this grant proposal will allow us to continue implementing this educational initiative with fidelity. We also understand that as new informational delivery methodologies emerge through technology evolution, we may need to adapt our framework to capitalize on new opportunities.
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.

<table>
<thead>
<tr>
<th>Please enter your response below:</th>
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<tbody>
<tr>
<td>One-on-one technology has been transforming instruction for our 5-8 students since 2014. With this proposal, the grant would provide Pre-K-4 students with access to devices for the purpose of increasing student achievement. This proposal will specifically and strategically target the literacy gap identified by our needs assessment and as measured by the Ohio Department of Education's testing. Our students with disabilities and economically disadvantaged students have continued to demonstrate deficiencies in literacy. Research such as Payne's verifies early exposure to formal register of language prepares a student to formal schooling, yet the casual register of language has been shown to be the only one students with low literacy scores have prior exposure to. Capitalizing on the resources within myON, including the audio feature to enhance fluency, the built-in dictionary to expand vocabulary, our students will have the opportunity for marked increased in student achievement as they are exposed to new worlds within text. myON will open up worlds beyond the casual register; raise students to the formal register used in education, making them better prepared for college and careers. This initiative is our opportunity to develop our students into life-long learners who are prepared to meet the demands of the 21st century. To sustain the momentum of this initiative, we will work with our community partners to develop the Early Childhood Literacy Committee. This group will advocate for improved literacy for our students. The committee will seek to build awareness and create outreach material regarding the initiative and will also strive to build support of family literacy and best practices to prepare children for school readiness.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Please enter your response below:</th>
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<tbody>
<tr>
<td>Jeff Stricklett Washington-Nile Local School 15332 US Hwy 52 West Portsmouth, Ohio 45663 740-858-1111</td>
</tr>
</tbody>
</table>

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.

| We will conduct short and long-term benchmark evaluations. Quantitative data on student achievement will be collected each year from state administered and locally administered standardized tests. This data will be compared to data from recent cohorts that did not have access to the new resources and the Community Literacy Center. Two-sample t-tests will be used to evaluate whether mean differences in scores are statistically significant. Student engagement will be measured using self-reported surveys. Internal consistency of these surveys will be tested using Cronbach’s alpha for reliability. Each set of surveys will be compared to previous years’ surveys using Kolmogorov-Smirnov tests. Data from these surveys will be compared using partial correlation coefficients to determine if there is a statistically significant relationship between student engagement and achievement. Student motivation will be measured using the Academic Motivation Scale, which has been shown to be time-and gender-invariant with strong reliability and internal consistency. Each set of surveys will be compared to previous years’ surveys to determine if the Portsmouth West Community Literacy Program and the Community Literacy Center are increasing students’ motivation over time. Kolmogorov-Smirnov tests will be used to ascertain if these differences are statistically significant. |

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 estimation 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.

| The integration of the Portsmouth West Community Literacy Program and the Community Literacy Center directly impacts student achievement and the development of 21st century skills, making it a meaningful opportunity for school districts across the State of Ohio. Our model, including planning, implementing and sustaining the initiative for our students, can be fully replicated by school districts and communities. We are willing to share all components of this project with any district in the State of Ohio. We will provide access to all of our working documents and grant proposal research data. This will enable any building or district to apply our processes to meet the needs of their own student population. We will provide full access to a site visit as well, so others can see our implementation in action. |

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 agree
### Consortium Contacts

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>
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<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kara</td>
<td>Redoutey</td>
<td>74-356-5000</td>
<td><a href="mailto:Redoute@somc.org">Redoute@somc.org</a></td>
<td>Southern Ohio Medical Center</td>
<td></td>
<td>1805 27th Street, Portsmouth, Ohio, 45662</td>
<td></td>
</tr>
<tr>
<td>Sandy</td>
<td>Mers</td>
<td>740-354-7761</td>
<td><a href="mailto:sandy.mers@scoesc.org">sandy.mers@scoesc.org</a></td>
<td>South Central Ohio ESC</td>
<td>125658</td>
<td>522 Glenwood Ave, New Boston, OH, 45662-5505</td>
<td></td>
</tr>
<tr>
<td>Paul</td>
<td>Madden</td>
<td>740-351-3205</td>
<td><a href="mailto:pmadden@shawnee.edu">pmadden@shawnee.edu</a></td>
<td>Shawnee State University</td>
<td>063321</td>
<td>940 2nd St, Portsmouth, OH, 45662-4303</td>
<td></td>
</tr>
<tr>
<td>Brandon</td>
<td>Entler</td>
<td>740-876-8634</td>
<td><a href="mailto:thewestcomplex@yahoo.com">thewestcomplex@yahoo.com</a></td>
<td>The COMPLEX</td>
<td></td>
<td>1420 13th Street, West Portsmouth, Ohio, 45663</td>
<td></td>
</tr>
<tr>
<td>Leichia</td>
<td>Davis</td>
<td>740-858-4100</td>
<td><a href="mailto:rwdfh@yahoo.com">rwdfh@yahoo.com</a></td>
<td>Roger W. Davis Funeral Home</td>
<td></td>
<td>1310 3rd Street, West Portsmouth, Ohio, 45663</td>
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<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
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<tr>
<td>Sherry</td>
<td>Patterson</td>
<td>Treasurer</td>
<td>Oversee finances of project.</td>
<td>District Treasurer Member of OASBO</td>
<td>The district has implemented large scale projects including: After-School Learning Programs, Ohio Reads, Response to Intervention K-4, OTES Implementation, the Ohio Improvement Process, and Collaborative Language and Literacy Instruction Project.</td>
<td>Bachelor of Business Administration</td>
<td>5</td>
</tr>
<tr>
<td>Christopher</td>
<td>Jordan</td>
<td>Middle School Principal</td>
<td>Supervise and oversee teaching staff in the middle school to make sure implementation is taking place.</td>
<td>12 Year Principal</td>
<td>The district has implemented large scale projects including: After-School Learning Programs, Ohio Reads, Response to Intervention K-4, OTES Implementation, the Ohio Improvement Process, and Collaborative Language and Literacy Instruction Project.</td>
<td>Master's in Educational Administration</td>
<td>40</td>
</tr>
<tr>
<td>William</td>
<td>Platzer</td>
<td>Elementary Principal</td>
<td>Supervise and oversee teaching staff in the elementary to make sure implementation is taking place.</td>
<td>27 Year Educator 16 Year Elementary Principal</td>
<td>The district has implemented large scale projects including: After-School Learning Programs, Ohio Reads, Response to Intervention K-4, OTES Implementation, the Ohio Improvement Process, and Collaborative Language and Literacy Instruction Project.</td>
<td>Master's in Educational Administration</td>
<td>40</td>
</tr>
<tr>
<td>Jeff</td>
<td>Stricklett</td>
<td>Superintendent</td>
<td>Lead and oversee planning, implementation, and evaluation</td>
<td>Each team member possess unique leadership strengths and communication skills that, when combined, provide a</td>
<td>The district has implemented large scale projects including: After-School Learning Programs, Ohio Reads, Response to Intervention K-4, OTES Implementation, the Ohio Improvement Process, and Collaborative Language and Literacy Instruction Project.</td>
<td>Masters in Educational Administration</td>
<td>5</td>
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<tr>
<td>Name</td>
<td>Title</td>
<td>Experience</td>
<td>Qualifications</td>
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<tr>
<td>Wilma Erwin</td>
<td>Special Education Director</td>
<td>Oversee planning, implementation, and evaluation of project with special education and gifted students.</td>
<td>40 year educator Hold certification in school counselor, administrator, curriculum. The district has implemented large scale projects including: After-School Learning Programs, Ohio Reads, Response to Intervention K-4, OTES Implementation, the Ohio Improvement Process, and Collaborative Language and Literacy Instruction Project.</td>
<td>Master of School Administration</td>
<td>20</td>
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</tr>
<tr>
<td>Alison Sayre</td>
<td>Curriculum Director/Preschool Director</td>
<td>Oversee planning, implementation and evaluation of project, work with literacy coaches on implementation of project, work with literacy leader on Community Literacy Center</td>
<td>Reading Recovery trained 22 year educator OIP External and Internal Facilitator Grant Writer RTI Trainer SIRI Trainer</td>
<td>Master's in Educational Administration</td>
<td>25</td>
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