

Budget

Carlisle Local (050419) - Warren County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Adjusted Allocation								0.00
Remaining								0.00

Application

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

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Grigsby Intermediate Intervention Improvement Project

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Grigsby Intermediate School in Carlisle, Ohio, is seeking the Straight A Fund to expand and improve our Response to Intervention program. The objective will be to increase student's annual yearly growth in reading and math and help to ensure all students meet the Third Grade Reading Guarantee requirements. We propose to do this by providing increased staff to lower the student to teacher ratio, provide researched based reading and math resources, and increased technology to supplement interventions and enhance 21st century skills.

360 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Shane Estep
Organizational name of lead applicant: Grigsby Intermediate School
Unique Identifier (IRN/Fed Tax ID): 050419
Address of lead applicant: 100 Jamiaca Road Carlisle, Ohio 45005
Phone Number of lead applicant: 937-746-8969
Email Address of lead applicant: shane.estep@carlisleindians.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant:
Organizational name of secondary applicant:
Unique Identifier (IRN/Fed Tax ID):
Address of secondary applicant:
Phone number of secondary applicant:
Email address of secondary applicant:

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

n/a

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

We currently staff one administrator, seventeen teachers, three intervention specialists, four unified arts teachers, three teacher aids, and two secretaries. Teachers at Grigsby Intermediate School include six 3rd, six 4th, and five 5th grade teachers who are all highly qualified. To implement the RTI program, we also utilize all available staff. Grigsby Intermediate School implemented the Response to Intervention program to increase student achievement beginning the 2011-2012 school year. As a building we have seen through data that this program has increased student achievement, however, we believe this achievement could be enhanced by providing a lower student to teacher ratio, utilizing researched based reading and math resources, and increasing technology to supplement interventions and enhance 21st century skills.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

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

- Student achievement
 Spending reductions in the five-year fiscal forecast
 Utilization of a greater share of resources in the classroom

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

- New - never before implemented
 Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
 Mixed Concept - incorporates new and existing elements
 Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

The goal of Response to Intervention (RTI) is to provide research-based instruction and intervention, regular monitoring and to use data over time to make educational decisions based on individual student progress. We currently begin each school year by assessing students' levels in Mathematics and Reading (Comprehension and Fluency) using AIMSweb. Each student is placed in an appropriate intervention class based on their academic level. Once placed, students participate in instruction based on their needs and are progress monitored weekly. Our current RTI groups range from ten students to thirty eight students. With groups of students this large, it is hard to meet the needs of all students in the intervention classroom. Our district goal is for each group to have no more than ten students. Our proposal is to create smaller group sizes, which are ten students or less, by hiring additional personnel to implement RTI. Many of our current resources are teacher created lessons and not researched based programs. According to the National Center on Response to Intervention, in order to implement RTI with fidelity, research based programs should be utilized. We are proposing the implementation of several researched based programs. This list includes: QuickReads, Accelerated Reader, and FocusMATH. QuickReads and Accelerated Reader are reading programs. QuickReads is intended for academically at-risk students and students with disabilities. Quick Reads is designed to improve students' fluency, comprehension, and background knowledge. Accelerated Reader is designed to reach all students at their reading level and improve comprehension and vocabulary. FocusMath is an intensive math intervention program designed to fit the RTI framework by providing age appropriate, purposeful practice for students at their level and work alongside all core math programs. Our school currently has one computer lab consisting of 30 computers, and a laptop cart consisting of 30 computers for all 360 students. In order to supplement interventions and enhance 21st century skills more technology is a requirement. The Accelerated Reader program requires students to have access to a computer. In order to successfully implement RTI we are requesting six computers per classroom.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

With the above support and resources requested, we will be able to decrease intervention class size to improve student achievement. Moreover, by providing teachers with research based programs this will lead to greater student achievement. By increasing the amount of technology available, students will be more engaged and will fully be able to participate in intervention programs. Our building's school improvement plan will not be detracted from this project, but will be enhanced by continuing and expanding RTI to raise student achievement in math and reading.

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

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

We project with lower student to teacher ratio, researched based intervention programs, and increased technology that student achievement will increase. When funding expires, we will present AIMS Web student data showing reading and math gains to the Board of Education. This will be evidence of the project's value. With data to support student success, we predict this project will be sustainable. All the research based programs we are requesting have proven to impact students by increasing achievement. The technology we are proposing will influence students by engaging them in the content we are presenting and will prepare them for the 21st century. Finally, the increased staffing will cause the student to teacher ratio to be smaller. Teachers will be able to have a greater impact on student learning. Our project budget includes \$76,027.50 for additional staff and their background checks, \$18,378 for research based intervention programs, \$93,737.98 for technology.

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

188,143.48 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RtT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

-Additional Intervention Staff (5 per grade level which is a total of 15 staff members) \$75,127.50 Price Per Staff Member: 150 days x \$11.13 per hour x 3 hours (minus \$701.19) (minus \$72.62)= \$5008.50
Price given to committee by school treasurer, Dan Bassler. -Background Checks for Intervention Staff (\$60 per staff member x 15) \$900 *Price quoted at Warren County Educational Service Center - QuickReads \$8,000 *QuickReads price quoted from Amanda Dempsey, QuickReads representative-amanda.dempsey@pearson.com -Accelerated Reader \$5,378 *Price quoted from Russ Kezeske at Renaissance Learning - Russell.kezeske@renlearn.com -FocusMATH \$5,000 *FocusMath price quoted from Pearson Publishing -Laptop Computers (6 per classroom with a total of 30 classrooms) \$72,000 *price per Hewlett-Packard -14 Printers (\$100 per printer) \$1,400 *price per Hewlett-Packard -Wireless Upgrades \$15,000 *Price per technology coordinator at school district, Bruce Terry -14 Mobile Laptop Charging Station (holds 10 laptops) \$5,337.98 (this price includes \$593.66 shipping and handling) *Price quoted from School Outfitters

15. What **new/recurring costs** of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

78,467.50 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

One yearly cost is for the renewal of the Accelerated Reader program. The renewal cost is \$2,500. Another recurring cost is to employ the additional fifteen staff members to provide extra intervention support. The yearly cost to employ the fifteen staff members is \$75,127.50. Once the ink runs out, the printers will need new cartridges. We are estimating that we will purchase two new cartridges per printer a year for a total cost of \$840 (price per Hewlett-Packard website).

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

0.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

There are no monetary savings. Our proposal is performance based. The greatest benefit will be student achievement.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

Some aspects of our project are self-sustaining for a certain period of time. The computers and laptop carts will not require upgrades for several years. The QuickReads and FocusMATH resources will be reusable without cost to the district. As long as we maintain the same employees, background checks will not be required until five years have lapsed. There is a projected cost of \$78,467.50 after the term of the grant. This amount would provide renewal of Accelerated Reader program, fifteen staff members, and new printer cartridges. Once the grant expires, the district finances will be analyzed and cost reductions will be made where needed. Cost reductions will be made in ways that do not impact student achievement.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/06/2014

* Narrative explanation

Our building administrator approached us on September 18, 2013 and inquired if we had interest in applying for the Straight A Fund. We began having weekly meetings to research and develop our plan for the fund. These meetings have increased in frequency over the past two weeks. We had meetings with our administrator, Treasurer, School Media Specialist, and Technology Coordinator. With the help of these staff members, we created our project. When the Straight A Fund is received, Board of Education Approval for the monetary donation would be put on the January Board Meeting agenda. After Board Approval, we would then begin contacting program representatives to order the technology and resources described in our project. During this time, we will also continue to collaborate with the Treasurer and Technology Coordinator to begin the process of installing wireless connections and preparing the job description for the additional staff we will employ, beginning the 2014-2015 school year. This communication with the Treasurer, Technology Coordinator, and all other parties involved will be ongoing. We will meet several times to prepare for the first two in-service days of the 2014-2015 school year. The first two staff in-service days will be professional development on the new programs and technology we have received and our plan for implementation. The greatest barrier we foresee is the hiring of additional staff to lead intervention groups. Due to these employees only working three hours a day, this may limit our pool of applicants. Our plan is to target college students studying education, retirees, and stay-at-home parents. We will also advertise these job openings at Miami Middletown and Wright State University, a letter will be sent home to parents of Kindergarten and Preschool students who would be available during these hours, and an ad will be placed on the local district news network.

Implement (MM/DD/YYYY): 08/18/2014

* Narrative explanation

The successful implementation of this project will begin the summer prior to the 2014-2015 school year. With our RTI program already up and running, we feel like it will be best to implement the new programs along with the technology, during the next school year. The three programs that we are requesting to provide to our students and staff require professional development. This professional development will be provided during the teacher workdays and has already been included in the cost provided. Implementing the updated RTI program next school will also give the district adequate time to interview and hire the personnel required for the successful implementation.

Summative evaluation (MM/DD/YYYY): 01/14/2015

* Narrative explanation

Our evaluation will be ongoing. Benchmarking occurs in September, January, and May. After the January benchmarking date, the program would have been utilized for approximately 16 weeks. We will compare this data to the previous school year and September benchmarking data. We look for decreases in the number of students in Tier Two and Three.

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

Groups of students will be organized into smaller more homogenous groups. Due to the smaller homogenous groups; teachers will be able to tailor their instruction to meet the unique needs of the learners in their group. All teachers and classrooms will be used in the organization of these groups. The instructional resources that teachers use to meet the needs of the learners in their group will all be research based. Due to the shared instructional resources, students will be receiving the same quality resources no matter which staff member leads their instruction. Currently students do not have technology available to them within the classroom. Teachers have to take turns using the one school computer lab and one school laptop cart. Instructional gains in computer knowledge and processing skills will improve as a result of the newly available technology. Students will also be able to use the Accelerated Reader instructional resources more readily because it requires the use of a computer. Student achievement will be measured by comparing AIMSWeb data from previous school years to the year the project is implemented.

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

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

After researching many different options, the committee decided upon QuickReads, FocusMATH, and Accelerated Reader. What Works Clearinghouse, which helps educators identify credible and reliable evidence to make informed decisions about educational products, gave Accelerated Reader a high rating in effectiveness. Also, this intervention program met the National Center on Student Progress Monitoring's criteria for scientifically based progress monitoring tools. The use of the QuickReads program has proven to be effective as stated in a study published in the Journal of Educational Psychology and a Remedial and Special Ed. publication. FocusMATH provides assessments for screening and determining specific needs among mathematic topics aligned with the curriculum focal points (NCTM, 2006). Technology is becoming increasingly critical in providing instructional practices and increasing student achievement. Properly integrated technology has been shown to increase learning in areas such as motivation, cooperative learning, critical thinking, and problem solving. Technology rich environments can also be effective for at-risk students who don't have exposure to technology at home. Instruction through technology is effective due to it being non-judgmental, motivational, and providing immediate and frequent feedback to both the student and teacher. The use of specialized education software applications can help support and enhance students' literacy and mathematical skills.

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

Yes No

22. If so, how?

A previous administrator brought AIMSWeb into our district in the 2010-2011 school year. Although this assessment tool has been invaluable in determining students' current instructional levels, we do not have the research based intervention programs in place to enhance student learning. If research based programs like Accelerated Reader, QuickReads, and FocusMATH were available to us, we feel we would have seen a greater increase in student achievement. Beginning the 2014-2015 school year, all students will be administered the PARCC assessment online. Students' ability to have access and instruction with technology will be crucial. This project would be best replicated in districts who do not have enough staff to meet the needs of all their students, do not have resources that are research based, and with few technology resources.

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

By implementing this project, we hope to achieve consistently greater student achievement. This achievement will be able to be seen in all subject areas by comparing AIMSWeb data from previous school years to the year the project is implemented. Through the funds this project will provide, students will have access to researched based reading and math resources and increased technology. The subject areas of reading and math tie into writing, science, and social studies. Due to this, gains will be able to be seen in these subjects as well. Using our proposed resources will increase students' self-confidence and help them make the connection between their effort and their achievement. Starting next school year, all public school districts in the state of Ohio will be administering the PARCC assessment to their students. PARCC is an online assessment comprised of multiple components. Each component is computer delivered and will use technology to incorporate innovations. Next year students would be tested in the areas of reading, math, and/or science. With the number of computers our school currently has, scheduling the administration of this assessment during the window of time allotted will be a challenge. With the increased technology we are proposing in this fund, students would have greater access to technology during our PARCC testing window. Students will also have increased knowledge of computer and word processing use. Over time, these skills along with the researched based resources should lead to increases in scores on the PARCC assessment.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

AIMSWeb benchmark scores will be used to measure how utilizing the researched based resources will effect student achievement. Students will take AIMSWeb tests in reading (comprehension and fluency) and math (facts and computation) in September, January, and May. These benchmarking points will give teachers the data they need to analyze the effectiveness of the project. Benchmarking and progress monitoring data is also used to place students into the intervention group to best meet their needs. Currently, in third grade, our school has: 32.7% of students are receiving tier two intervention in reading fluency, 12.5% of students are receiving tier three intervention in reading fluency, 21% of students are receiving tier two intervention in reading comprehension, 12% of students are receiving tier three intervention in reading comprehension, 15% of students are receiving tier two intervention in math concepts and applications, 8% of students are receiving tier three interventions in math concepts and applications, 22.8% of students are receiving tier two interventions in math computation, 7.5% of students are receiving tier three interventions in math computation. In fourth grade, our school has: 18% of students are receiving tier two intervention in reading comprehension, 4% of students are receiving tier three intervention in reading comprehension, 33.5% of students are receiving tier two intervention in math concepts and applications, 6.6% of students are receiving tier three interventions in math concepts and applications, 33% of students are receiving tier two interventions in math computation, 10% of students are receiving tier three interventions in math computation. In fifth grade, our school has: 27% of students are receiving tier two intervention in reading comprehension, 8% of students are receiving tier three intervention in reading comprehension, 28.6% of students are receiving tier two intervention in math concepts and applications, 9.5% of students are receiving tier three interventions in math concepts and applications, 24% of students are receiving tier two interventions in math computation, 5% of students are receiving tier three interventions in math computation. The data used for these tier two and three intervention groups was from Fall AIMSWeb Benchmark data. With these funds, our goal is to decrease the percentage of students in tier two and three in each grade level.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

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

Weekly progress monitoring will occur for tier two and three intervention groups. Data will be used to determine the effectiveness within each grade level and modify the instruction provided to increase student achievement. Benchmarking will occur for all students in September, January, and May. After benchmarking, teachers will analyze data to see which students need tier two and three interventions. Benchmark percentages in tiers two and three will be compared to September data to analyze the effectiveness of the project. Modifications will be made accordingly. If measured progress is insufficient, our grouping and teaching methods will be analyzed. Once analyzed, we will pinpoint deficiencies and implement changes to increase achievement. The method of benchmarking and progress monitoring students we use is the program AIMSWeb. This program helps to identify at-risk students early, monitor them, and report student progress. AimsWeb is the leading assessment and RTI solution in schools today. It is a web-based tool for universal screening, progress monitoring, and data management. AIMSWeb provides guidance to administrators and teachers based on accurate, continuous, and direct student assessment.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I Accept Shane Estep Grigsby Intermediate Principal Carlisle Local Schools 10-25-2013