

Budget

Lakewood City (044198) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (442)

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	119,380.00	0.00	0.00	0.00	119,380.00
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	16,150.00	0.00	0.00	0.00	16,150.00
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	135,530.00	0.00	0.00	0.00	135,530.00
Adjusted Allocation								0.00
Remaining								-135,530.00

Application

Lakewood City (044198) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (442)

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: Digital Delivery of Curriculum to the Classroom and the Home

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.

Our grant will enhance and scale up a proven and effective literacy/fluency program that is currently used in Emerson School's fourth grade classrooms. This grant would allow all fourth grade students to improve their academic achievement through the personal and regular use of technology, by allowing them to voice record their fluency reading, electronically chart their progress and share it in the same manner with their parents or guardians. This grant will also provide a reduction in copying cost to the district and provide an enhanced opportunity to share curriculum through such programs as Mastery Connect with the district teachers as well as teachers across the state of Ohio.

90 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Matthew J. Shields

Organizational name of lead applicant: Fourth Grade Teacher, Emerson Elementary, Lakewood City Schools

Unique Identifier (IRN/Fed Tax ID): [REDACTED]

Address of lead applicant: 13439 Clifton Blvd, Lakewood, Ohio, 44107

Phone Number of lead applicant: 216-529-4254

Email Address of lead applicant: matt.shields@lakewoodcityschools.org

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

First Name, last Name of contact for secondary applicant: Anne M. Nolan

Organizational name of secondary applicant: Fourth Grade Teacher, Emerson Elementary, Lakewood City Schools

Unique Identifier (IRN/Fed Tax ID) [REDACTED]

Address of secondary applicant: 13439 Clifton Blvd, Lakewood, Ohio, 44107

Phone number of secondary applicant: 216-529-4254

Email address of secondary applicant: anne.nolan@lakewoodcityschools.org

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.

Janice M. Peters, Fourth Grade Teacher, Emerson Elementary, Lakewood City Schools, IRN 036772, 13439 Clifton Blvd. Lakewood, OH, 44107, 216-529-4254, penny.peters@lakewoodcityschools.org

Dawn M. Peters, Title I Teacher, Emerson Elementary, Lakewood City Schools, IRN 036772, 13439 Clifton Blvd. Lakewood, OH, 44107, 216-529-4254, dawn.palmowski@lakewoodcityschools.org

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.

Matt Shields: Has implemented a literacy/fluency program through ARRA funded i pods with fourth grade reading classes. He was a source of study for Baldwin Wallace University, Berea, Ohio to validate the findings of the effect of the students recording, evaluating, and tracking this enhancement learning on reading fluency thus affecting achievement. Anne Nolan worked for four years as an academic coach for the Lakewood City Schools. She worked with classroom teachers who had received technology grants through the district, aided them in planning and implementation of technology in the classroom. Anne is currently teaching fourth grade. Janice (Penny) Peters has her Masters of Education, with TESOL endorsement and has taught many of our newly arrived ELL students. Dawn Peters has a Master's Degree in Curriculum and Instruction with an endorsement in TESOL. This is her third year at Emerson Elementary. She worked as Title III ELL for one year and this is her second year as a Title I teacher.

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 project is an endeavor to use current technologies to enhance reading fluency and mathematical knowledge in the primary grades. It is an expansion of a project currently being implemented at Emerson. It began using ARRA Grant funds in conjunction with B-W University. The initial study was designed to see if technology rich environments assisted in improving reading scores. Studies show that increased reading fluency directly correlate to improvements in reading comprehension. This grant will further that study by allowing more students to be part of the focus group. Research has repeatedly demonstrated the importance of initial reading instruction that includes the five critical components of reading. To be most effective, these need to be taught explicitly within classrooms that are strongly positive and engaging. Our proven program using DIBELS and iPod recording devices, allows students to be active participants in their learning in an engaging manner. Students record themselves, listen to their recording with a partner and evaluate their reading. They score the results, discuss their errors, and chart their growth using graphing programs. Engaging students improves the students overall success. This program, allows for meta-cognition. The DIBELS data from the 12-13 focus group proved that the program was working. The 12 students in the initial group were reading fluently by mid-year. All Tier 2 Title Groups in our fourth grade, as well as two large regular ed ability groups are now using the program. One regular ed group is entirely comprised of 'at risk', students. The data is being tracked via RIMP forms. This will provide verifiable data as to the program's success. The second group is slightly above the 'at risk' category. They are using the program to continue to improve their reading fluency. Only one group above 'at risk' is not using this process. They are the students who are well above grade level in their reading fluency and comprehension. The greatest potential of the current program comes from adding audio to the lessons, which allow greater access to the learning from 'at risk' students, ELL students, and even reluctant learners. The current books can be read by PDF Readers, narrated by the instructor, or even recorded by the students. Students can listen, video and evaluate their reading fluency. They can have the questions read to them from the narrations directly embedded in the virtual documents. All of this material can be placed electronically in a digital portfolio system, so parents, students and educators alike can access and disseminate to the stakeholders. Connectivity is an integral part of this program. Digital delivery allows for greater digital scoring and reporting. Students are currently getting instantaneous access to their performance. This allows for quicker thinking about their learning. Students will not be the only stakeholders who will benefit from the quick turn around time for math and reading scores. This group is currently using the online software of Mastery Connect, which allows the teacher to assess each child's content specific needs, and adapt the learning at the time they need it. There will be little grading overnight, returning scores to children a day later,

and to parents the next day after that. Real time assessment, in conjunction with real time delivery of results to parents, allows educators a unique ability to adjust the learning model, at the point of delivery, not several days later. It also allows for instantaneous delivery of that information to all relevant participants, speech, ELL, Title I staff and administration.

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.
Student achievement: We will be using Dibels ORF benchmarking and progress monitoring as well as Achievement Test scoring as our measures. Research shows that improved reading fluency positively affects reading comprehension. The DIBELS ORF measure is an example of curriculum based measurement. It focuses on the direct and continuous measurement of student progress toward specific instructional objectives. According to the Florida Center of Reading Research there is substantial evidence of the validity and reliability of curriculum based measures in assessing oral reading fluency. Research also shows that when children are engaged in the learning process achieve at a higher rate. Spending reductions in the five-year fiscal forecast: As outlined in question 16 of this document, our fourth grade team spends about \$4,464.00 a year on Xerox paper alone. Having the children use the touch screen laptops instead of paper pencil and reading downloaded texts rather than Xeroxing copies will save approximately \$4,464.00 a year. With the onset of the PARCC assessments we hope that being awarded this grant will take some of the pressure off of the district in having to provide technology centers for students to take the assessments. The purchased technology will accommodate our students as well as other grade levels in our building as the technology is shared for assessment purposes. Utilization of a greater share of resources in the classroom. By having a one to one classroom, technology to student, every child will have access to all available resources. Materials for differentiation will be available online. The grant makes available all resources to all students, regular ed, ELL, Pre-functioning ELL, and SWD. The complete fourth grade staff (Title I, ELL teachers, IS) will have access to the devices to use with the students and access to the digital resources that support the student learning. This will provide for the uniform distribution of resources to all students at all times. If the school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan. According to the Emerson Elementary Improvement Plan, Goal 1 addresses Student Content Area: Reading and Math: Description: Student performance in all content areas as measured by the OAA/OGT will increase by 10% annually across all subjects and for all subgroups and progress will meet or exceed expected growth in reading and math as reported on ODE District Report Card. Performance Measure: OAA/OGT scores will increase by 10% annually in Reading, Mathematics and all subgroups. Observational data and summative and formative assessments will indicate that data is being used to drive instruction. Strategy; 1.3) Instruction, Intervention and Enrichment: Description: Develop and implement a system of providing PreK-12 instruction, intervention and enrichment that supports the achievement and annual progress of all subgroups. Action Step; 1.3.2) Screening Measures: Description: Emerson staff will administer and interpret district screening measures in reading and mathematics. Students new to the building will be screened in reading and math within the first week (DIBELS, MCAP) Students receiving intervention will be progressed monitored. Lowest groups will be progressed monitored in reading and math in 4th and 5th grade. This data will be used to flexibly group students. Our use of Dibels benchmarking and progress monitor data ties directly to Goal 1: Strategy 1.3: Action Step 1.3.2 of the Emerson Plan Overview and School Improvement Component in the CCIP.

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.

N/A

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

135,530.00 * 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, RttT 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.)

Computer/equipment Totaling - \$84,730 90 Asus Touch Screen Computers, extended warranty on 90 computers 3 Luxor LLTM 30-B laptop Charging stations Logitech - H390 USB Headset with Noise-Canceling Microphone -Mizco - Stereo Headphone Jack Splitter Cable Computer app and software licenses Totaling - \$34,650 90 perpetual licenses to ActivEngage (Promethean) which will reside with the machines. 3 licenses for 5 year each for Mastery Connect Initial apps loaded to all computers, including but not limited to audio recorder, numbers, LAZ libraries levels K-U. The remainder of the app funds would be converted to i-tune cards for future purchases. Registration and Travel for 4 to Alan Novembers, Building Learning Communities 2014, Conference Totaling - \$16,150 -Main conference reservations for Alan November's Building Learning Communities Education Conference, BLC 14, July 15-18, 2014, Boston MA. -Early conference reservations for Alan November's Building Learning Communities Education Conference, BLC 14, July 13-14, 2014, Boston MA. -3 rooms, 7 nights in Boston, MA. - 4 round trip airfare Cleveland to Boston.

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.

0.00 * 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.

All recurring costs have been built in purchases in the original grant. An unforeseen cost would be an additional teacher added to the fourth grade team. If our fourth grade enrollment goes above 90 students we could, with current electronics, accommodate them with machines to participate in the initiative, but additional teachers would not have the Mastery Connect account, and ActivEngage would need to be purchased for the additional computers.

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

22,320.00 * 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.)

The statute states that the funds must be "offset by verifiable, credible and permanent spending reductions". This grant meets those criteria in the following ways. The purchase of the hardware is in itself a savings to the district. Lakewood City Schools will need to be prepared to have every student take the PARCC Assessment by 2015. That is going to require the district purchase enough machines to support that goal. By purchasing 90 machines with grant funds, that allows the district to use their money to bring other elementary buildings up to the specs demanded by the new assessment system. This equipment can be used by all of Emerson Elementary, which currently is the largest elementary building in the district. Its numbers bring it very close to the actual size of the middle school buildings. By supplying the hardware now, the building can focus on each student being ready to take the digital assessment. One of the main goals of the grant is to develop digital literacy in the fourth grade, so that the students will always be taking most assessments in a digital format. The following year, the students will be in Emerson's fifth grade, and the effects will carry over. This grant will in essence prepare both grades by the second year of its implementation. There will be expected savings in paper costs after the initial purchase of hardware. This satisfies the need for permanent spending reductions. The three classrooms will be doing most work in digital format. The scores will be loaded electronically, and shared with all involved participant groups. This will allow for greater ease in targeting student weaknesses at an earlier stage, and remedying those with interventions. The district is currently spending an exorbitant amount of money on copy paper. The verifiable spending reductions will go into effect immediately upon receipt of the grant. Much more will be saved as the program becomes more electronic based in subsequent years. Cost savings; Current paper expenditures at Emerson are \$26.00 per carton of paper. That contains 500 * 10 = 5,000 sheets of paper. The fourth grade is currently using 20 sheets per Reading A-Z and Science A-Z booklets. There are 80 students in the Fourth Grade. 20 pages per booklet = 1,600 pages per booklet. We use an average of three booklets per week. (2 Reading; 1 Science) 1,600 * 3 = 4,800 pages per week. On average, we are spending \$30.00 per week on paper copies just for our reading booklets. Copier maintenance and toner, average \$.01 per copy * 4,800 copies = \$48.00 per week. The total copy costs per our grade level at the one building is about \$78.00 per week. Average yearly copy costs for reading books alone = \$78.00 * 36 = \$2,808.00. We estimate that we use an additional \$46.00 of paper for other copies. These are intervention reading programs, (Reading-Tutors, Vocabulary A-Z) math, (Response to Intervention class worksheets/homework, daily homeroom math worksheets), spelling, and social studies. \$46.00 * 36 = \$1,656.00. All paper costs per year, per grade level = \$2,808.00 + \$1,656.00 = \$4,464.00 \$4,464 * 5 yrs. = \$22,320 over five years.

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.

The work connected to this grant is currently under way within our district. Therefore, it is already being sustained. This grant will enhance the delivery of the program, providing for even greater depth. It will provide differentiation to further accommodate diverse learning styles, enhance support for English Language Learners (ELL) and Students with Disabilities (SWD). It will systematize the program so that it can be utilized, monitored, and adjusted by all involved parties; ELL instructors, Title I staff, Core Classroom Instructors, Intervention Specialists (IS) as well as Parents. The program can be replicated throughout the district because the materials are currently adopted and being used at a high volume. The digital reading materials (Learning A-Z licenses, ActivInspire software, & iDevice Apps) have been purchased for the past several years, and the demand is such that further materials have been purchased each additional year. The grant money, used to purchase the hardware, is the means to take this proven program to the next level of saturation. It has proven to be successful in one class setting, and is being adopted in all Title I groups, and several other class settings this school year (2013-14). The added hardware will make it possible to extend the fluency program to even more stakeholders in subsequent years.

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): 10/21/2013

* Narrative explanation

From the date of submission the fourth grade team will get information and details about the purchase of the computers, carts, and additional licenses, computer apps prepared for the district so that when the monies become available (add dates here) from the grant the district is ready to move on the purchases

Implement (MM/DD/YYYY): 8/22/2014

* Narrative explanation

Prior to implementing the grant plan at the beginning of the 2014-2015 school year, we would work with the purchasing agents of the district to assure the materials are ready to use within the first two weeks of school. The team would work with the IT staff to download apps and prepare the hardware with school identification. The team will organize all materials and have digital portfolios prepared for the students within the first two weeks of school. IT staff will insure all devices operate under our current wireless network. During the first month of school training will be provided by the grant team to the support staff. The grant team will host a parent/student/other stakeholder open house to introduce the program, and outline the system for parent communication. Parents/guardians will be encouraged to file Acceptable Use Policies with the district so that the grant team can communicate with them electronically. Parents who prefer another method of communication will be accommodated. A follow up stakeholder open house will be held mid-year to gather information about the program and gather input. Barriers: Parents who do not attend fall open house; will be contacted to inform them of the program and answer any questions. Reluctant Staff: may be a barrier, but our current staff are enthusiastic about using technology with all students. If we encounter reluctant staff the team will work with them to alleviate their concerns. Families who do not have computer access at home: Field trip to Lakewood Public Library during the day with all children to access their computer lab, which is available to all families in Lakewood during regular operational hours. The grant team will coordinate an evening open house for families to access their computer labs and assist with training. The grant team will present to ASIA, INC. (ASIA is an established ELL tutoring program working in conjunction with Lakewood City Schools, housed at Emerson) soliciting their cooperation with our grant program and we will in-service their volunteer staff, so that they may access our materials in their after school program.

Summative evaluation (MM/DD/YYYY): 10/30/2015

* Narrative explanation

We would prepare our summative evaluation after the release of the District report card in the fall of 2015 after having a year's worth of data on the students. We would prepare a quarterly report prepared during the 2014-2015 using District Progress Monitoring data, documenting student growth as well as a stakeholder survey.

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

There will be a change in the delivery of instruction to the students as fewer paper resources are used and technology replaces them. The impact will be a more in-depth delivery of instruction which engages the students and provides embedded support. Implementation of our program will change assessment, reporting and feedback of assessments. The impact of this change will be that the students will benefit from immediate feedback from the Mastery Connect and the ActivEngage programs. In addition a greater skill level and ability to respond to the State of Ohio Assessments because the children will be used to reading and responding electronically. This would make the transition from paper pencil assessment to electronic based assessment as seamless as can be at this stage. Another change is that our program would allow us to adapt the learning environment, allowing us the unique ability to adjust the learning model at the point of delivery, not several days later. This will allow us to regroup students with higher frequency and greater fluidity. The impact is that student needs will be met at an earlier stage and at a point in time when the accommodations will have the greatest effect.

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.

Mr. Shields has been using this program on a smaller scale during the 2011-2012 school year with children who were at risk of failing the state reading assessment. These children upon entering his reading groups scored below grade level on the fall 2012 Dibels benchmark. By the winter benchmark these students had moved from the "below average" category, to the "at grade level" in their reading fluency. 12 student were in the focus group. From that group, eleven were reading at benchmark by the second assessment in winter. Of those eleven students, eleven passed the reading portion of the 2012 OAA. The same program was tested in the 2010-2011 school year. The difference was that only grade level scores were taken, not scores for individual students. During the 2010-2011 school year, 49% of Emerson's fourth grade were not reading fluently on the fall benchmark. By the winter benchmark, only 31% were not reading fluently. The incentive of reading on an iPod, purchased by the Baldwin-Wallace grant, motivated the students to become engaged in their growth. The team feels that this success, on a larger scale will benefit the entire grade level. As the data from this school year indicates, a program of this design could benefit all students in the district who are at risk for reading fluency. Mr. Shields' implemented this on a small scale and having significant success we wish to duplicate on a larger scale involving all fourth grade students

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

Yes

No

22. If so, how?

The materials we develop will be available on Mastery Connect. Any teacher who is a member would be able to access them. We are looking at providing reading fluency and reading comprehension instruction in a different manner. The pedagogical techniques we are using are not new, nor the content. The delivery method is. Any classroom that has access to devices that can record the children reading and support text will be able to replicate the rudiments of this grant. Professional development in the use of the programs and details about the organization and data collection could be reproduced. The information will be available from our quarterly and summative evaluations. Other grade levels or schools that would like to replicate the program would have to make the technology available to the staff and students. The teachers and support staff would have to be in-serviced on the technology, the program and the theory of use. Students would need to be trained on the use of the technology and their progress monitored for success. Time would need to be set aside to talk with the parents of the children involved. Other districts adopting the program would have to have a reliable measure for reading success, such as Dibels, in place. It is exciting to hear that there will be a round 2 of grant opportunities. We would encourage our building and district to take advantage of the grant and to replicate our success district wide.

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

We will have Dibels data for most of our students for 2014-2015 dating back to Kindergarten, we will have third grade OAA fall and winter and DAZE scores. Children have been and will be assigned a composite score from the Aimsweb data, which qualifies them for our RTI, Response to Intervention program. Mr. Shields has shown data on the impact of our purposed program on a small scale. Our quantifiable measure will be an increase in quartile Dibels benchmark data for each student, but specifically for students in the below grade level categories and district subgroups contributing to our low AMO scores, which are ELL and SWD. Florida Center for Reading Research has numerous studies and reports about the effectiveness of Dibels as a measure of student achievement. It also has studies about the success children have when they are engaged in their own learning and accountable for their learning. The program accountability will be the Dibel benchmark scores as well as the OAA and future PARCC assessments. The success will be student achievement and engagement in their learning, which will be measured by the achievement tests, surveys about engagement and anecdotal observation of the enthusiasm and challenges of the students. There is no reason to imagine that the project will not continue after the grant period has expired. Mr. Shields has had measurable success on an individual classroom scale. The use of technology by the students increases at a fast pace at Emerson. The program is being used by a number of support staff working with Mr. Shield's class. It is being used in Mrs. Nolan's classroom and by Title staff with other classrooms. The grant will provide for uniformity of the technology being used for the fourth grade team, it will meet the criteria of the Straight A Fund goal to utilize a greater share of the resources.

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.

We will be progress monitoring monthly all at risk students, using the district adopted Aimsweb, Dibels and Daze. Additionally team members will analyze their own classroom data from Mastery Connect and will discuss all grade level data at our TBT meetings and other grade level meetings with all stakeholder teachers. Other anticipated outcomes would be the acquisition and application of 21st century skills of creativity, critical thinking, problem solving, communication and collaboration as well as our district technology standards for grade 4. Dibels benchmarking and progress monitoring scores will measure our early success points. Our long-term success will be measured by the student improvement on our state assessments and transfer of the skills they learn and joy of learning that they carry with them, which will not be measurable by us, but hopefully notable to others. Cost savings, which is point 2 in question 9 will be measured on the district CCIP budget pages. Point 3, the utilization of a greater share of resources in the classroom will be reflected in the growth indicators of the children as they experience a new level of engagement of their learning through the interaction with the computers and our program which helps them become the engineers of their progress.

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.

Our students are benchmarked in Dibels three times a year, in the fall, in January, and in the late spring. In the fall we will review the grade three state tests as well as the students Dibel scores and trend from the previous school year. We will look at our fall benchmarking and set our program goals for each child. We will train all stakeholders. In the time between our fall meeting and the January benchmarking, we will monitor the successes of the students both in their fidelity to the method and for reading achievement. We will survey all stakeholders during this time to address concerns and questions. After winter benchmarking we will review the scores, review our records of the student work, our surveys and make adjustment to the program as needed. Adjustments may include re-teaching skills to children, encouraging help from home, aiding parents/guardians to access student work, small group or individual work with students, realign reading fluency passage level for individual students. We will meet every 6 to 8 weeks through the course of the year to review progress-monitoring data with our Title staff also. All the adjustments and consideration mentioned above would be taken into consideration at these progress-monitoring meetings and changes made to individual students programs as needed.

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 Jeffrey W. Patterson, Lakewood City Schools Superintendent - 8/24/2013 I Accept James E. Estle, Lakewood City Schools Superintendent - 8/24/2013