

Budget

Madison-Plains Local (048272) - Madison County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (254)

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		15,000.00	0.00	0.00	0.00	131,600.00	0.00	146,600.00
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	56,400.00	0.00	0.00	0.00	56,400.00
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		15,000.00	0.00	56,400.00	0.00	131,600.00	0.00	203,000.00
Adjusted Allocation								0.00
Remaining								-203,000.00

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: District-Wide Leveled Literacy Intervention (LLI)

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.

Madison-Plains Local School District (MPLSD) proposes to provide high-quality reading intervention in grades K-12 as we expand the focus of the Third Grade Reading Guarantee to ensure that all students read on grade-level and graduate college and career ready. Research indicates that students reading below grade level are more likely to be unsuccessful in math and science and therefore decreasing their opportunity to find success in STEM related careers. This grant will ensure that students have access to high-quality, research-based reading intervention, thereby increasing reading levels and improving student achievement through a greater share of resources in the classroom.

500 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Karen Crites Grigsby, Director of Curriculum

Organizational name of lead applicant: Madison-Plains Local School District

Unique Identifier (IRN/Fed Tax ID): 048272

Address of lead applicant: 55 Linson Road London Ohio 43140

Phone Number of lead applicant: 740.490.0639

Email Address of lead applicant: kgrigsby@mplsd.org

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

First Name, last Name of contact for secondary applicant: NA

Organizational name of secondary applicant: NA

Unique Identifier (IRN/Fed Tax ID): NA

Address of secondary applicant: NA

Phone number of secondary applicant: NA

Email address of secondary applicant: NA

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.

NA

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.

The team responsible for leading project implementation includes the MPLSD Superintendent, Director of Curriculum, Director of Student Services and all building principals. These individuals have led previous district-wide initiatives and are integral to the Madison-Plains Improvement Plan (MPIP) in both its creation and implementation. The Superintendent has 37 years experiences leading educational initiatives. The Director of Curriculum serves as the district's Race to the Top leader, overseeing all relative state-initiatives including the pilot and implementation of Thinkgate, Ohio's Instructional Improvement System (IIS). She also is responsible for the implementation of our Resident Educator program and ensures that each aspect of the program is aligned to Ohio Department of Education (ODE) requirements. In addition, the Director of Curriculum leads a district-wide effort to align all courses to Ohio's New Learning Standards through a curriculum mapping process that meets the standards outlined by ODE. She is instrumental in moving our district forward in the use of research-based reading initiatives that target instruction toward meeting Ohio's Third Grade Reading Guarantee. Another member of the implementation team is the Director of Student Services who oversees special education and all federal grants. In her role, she leads Response to Intervention Programs and supervises all intervention specialists. The Junior High Principal works with the Director of Curriculum to lead both the Student Learning Objectives (SLO) Team and the implementation of professional development surrounding Formative Instructional Practices (FIP), as our district implements both of these programs this year. She also serves as the leader of the district's one to one iPad initiative. At present, each 7th-8th grade student has been issued an iPad as a tool for gaining greater access to resources that meet Ohio's New Learning Standards. The High School Principal led our district in the pilot and implementation of Ohio's Teacher Evaluation System (OTES). He leads a committed group of staff members as we continue to use and align this tool with state requirements and eTPES. Also, he has led his building in the implementation of High School that Work and AdvancEd programs. The Intermediate Principal serves on the Local Professional Development Committee and the Elementary Principal works to ensure standards of the Third Grade Reading Guarantee are upheld.

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.

Through this project, we would extend our efforts with Leveled Literacy Intervention (LLI) in the elementary building to include all grade levels. Leveled Literacy Intervention focuses on implementing a small group intervention for students who find reading and writing difficult to learn. We currently have four trained LLI teachers who provide this supplemental support as a safety net for below-grade level readers in our elementary building. Through this project, we will train 10 classroom teachers and 11 intervention specialists from grades K-12 in LLI through the Literacy Collaborative at The Ohio State University. This project will allow us to extend LLI to our special education program K-12. By training classroom teachers as well as intervention specialists we will increase levels of teacher knowledge, practice, collaboration and professional dialogue to meet all students' needs while allowing more intervention to take place in the classroom. Because we recognize and ensure that the standards for High Quality Professional Development (HQPD) as established by the state are met, we seek to provide our teachers with the best possible situation for fully implementing LLI with integrity and fidelity as safety net for balanced-literacy practices that are currently being established in our district. In our first year, we will use these funds to ensure each teacher has the professional development provided directly from The Ohio State University. We will supply each teacher with the necessary materials to successfully implement this high-quality intervention program with below grade level readers beyond third grade. The project will also allow us to create cohorts of reading specialists throughout the district who will be able to support all teachers with reading strategies. These cohorts will meet in professional learning communities to discuss, study and analyze their practice to refine their instructional techniques. In the following years, we will use these reading specialists as experts in reading instruction to provide

additional professional development to other teachers.

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.

This project will directly improve student achievement throughout our district. As students become adept at reading, not only will their reading levels increase, but their ability to achieve in content areas will also rise. We expect to see gains in all tested areas as a result of this program and believe this will allow us to meet our Annual Measurable Objectives (AMO) and directly target our largest student subgroup, students with disabilities. By focusing funds on curriculum resources necessary for LLI, we will expand the number of leveled reading resources available to teachers and therefore put more literary and informational text in students' hands. This allows us to be certain that appropriate texts are being used as we worked to meet individual student needs and attain the levels of rigor in text complexity required under Ohio's New Learning Standards. As students have access to more and varied text appropriate to their reading ability, they will begin to increase their capacity and stamina for reading. As a high poverty school district, we continually need to access more books for students as they are missing literacy experiences outside of school. This again will directly reflect back on student achievement. While MPLSD does not receive school improvement funds from the state, we began the Ohio Improvement Process (OIP) last school year because we recognized a need to make improvement efforts. From this, we created and are implementing the Madison-Plains Improvement Plan (MPIP). The MPIP is based on two goals: meeting expected academic growth in all subject areas as measured by district and state approved student growth measures; and providing an educational environment that supports all learners.

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?

203,000.00 * 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.).

The projected budget is based on the cost of the training at The Ohio State University for 21 teachers and the required book for the professional development. The budget also includes the cost of substitutes for 6 days of training for each teacher. Additional funds are allotted in the budget for purchasing of LLI kits for each teacher. In some cases, depending on grade level and projected student reading levels, the price of two kits is allotted for some teachers. Our federal Title funds are used to pay the salary/benefits of Elementary Title teachers.

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.

MPLSD has a stable population of teachers and sees little overturn in staff. We expect minimal costs in further training. Should the need for further training arise due to new hires, we will prioritize our current professional development budget to include training of new teachers for this project. The cost of LLI kits is also a one-time cost. While some book replacements may occur, these costs can be accounted for in our general budget.

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.).

NA

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.

MPLSD has a stable population of teachers and sees little overturn in staff. We expect minimal costs in further training. Should the need for further training arise due to new hires, we will prioritize our current professional development budget to include training of new teachers for this project. By having reading experts in every building we will sustain the level of teacher knowledge in intervention for struggling readers. By training our current teachers, both regular and special education, this project will invest funds in teachers and the quality of instruction and intervention they deliver. As mentioned previously, the project will also allow us to create cohorts of reading specialists throughout the district who will be able to support all teachers with reading strategies. These cohorts will meet in professional learning communities to discuss, study, and analyze their practice to refine their instructional techniques. In the following years, we will use these reading specialists as experts in reading instruction to provide additional professional development to other teachers.

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): 06/30/2014

* Narrative explanation

By June 30, 2014, we will have established a plan for the implementation of this program that includes the timeline for purchases of resources, training dates, assessment dates and beginning dates for instructional support to begin. This plan will be contingent upon the dates of offerings by The Ohio State University for the LLI training.

Implement (MM/DD/YYYY): 09/30/2014

* Narrative explanation

By September 30, 2014, we will have completed all benchmark assessments sent teachers to beginning dates of LLI training and have purchased all instructional materials. We will phase in training over the course of the 2014-2015 school year so that we do not have 21 teachers absent on the same dates. This will mean the use of LLI will be systematically implemented over the course of the first year.

Summative evaluation (MM/DD/YYYY): 09/30/2019

* Narrative explanation

The district will be benchmarking our success with this program using the guidelines established in question 24. By September 30, 2019, we will be able to evaluate the success of this project over a 5 year implementation program. We have established benchmarks of success in student achievement based on two factors: our district report card and the Fountas & Pinnell Benchmark Assessment. While formative assessments will be done throughout the year to measure student progress, these specific benchmarks will measure end of year results for the next five years. At present, 43% of our K-6 students are reading at or above grade level according to the Fountas & Pinnell Benchmark Assessment. We are currently in the process of assessing our 7th-8th grade students with this assessment. The following benchmarks have been set for this assessment: -By June 2015, 60% of our K-8 students will be reading at or above grade level according to the Fountas & Pinnell Benchmark Assessment and 75% of those K-12 students receiving supplemental intervention through LLI will achieve a minimum of one-year's growth as measured by this assessment. -By June 2017, 75% of our K-8 students will be reading at or above grade level according to the Fountas & Pinnell Benchmark Assessment and 80% of those students receiving supplemental intervention through LLI will achieve a minimum of one-year's growth as measured by this assessment. -By June 2019, 85% of our K-8 students will be reading at or above grade level according to the Fountas & Pinnell Benchmark Assessment and 85% of those students receiving supplemental intervention through LLI will achieve a minimum of one-year's growth as measured by this assessment. We expect to see shifts in our student achievement and value-added data, however, due to the changes being made in state testing in the next few years, it is difficult to pinpoint exact data for those tests. We have chosen to focus our measurements of success on gap closing using Reading and Math Annual Measurable Objectives (AMO). We believe that an increase in students' reading levels will positively correspond to their ability to read and reason about mathematical text. For this reason, we have included Math AMO benchmarks. Our current report card shows

the following data that we will use as baseline measurements for this project: Reading AMO for all students is 80%, falling 3.4% below the state goal Reading AMO for special education is 47.6%, falling 35.8% below the state goal Math AMO for all students is 72%, falling 3.5% below the state goal Math AMO for special education is 40.2%, falling 38.3% below the state goal Our benchmarks for success with this project relative to AMO data: By September 2015, Reading and Math AMO for all students will be within 2.5% of the state AMO goal and Reading and Math AMO for special education will be within 30% of the state goal. By September 2017, Reading and Math AMO for all students will be within 1.5% of the state AMO goal and Reading and Math AMO for special education will be within 20% of the state goal. By September 2019, Reading and Math AMO for all students will meet the state AMO goal and Reading and Math AMO for special education will be within 15% of the state goal.

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

Our district has been undergoing a change from using a traditional basal reading program to the use of a Comprehensive Literacy Framework. With the support of LLI to target our lowest readers accompanied by a balanced literacy program, we expect to see a positive instructional shift in reading throughout the district. Through regular meetings and assignments that will become part of our established Teacher-Based Teams, teachers will learn about the language and literacy teaching framework, the rationales & theory behind it, and how to implement and refine their practices. They will also begin to monitor student progress through individual student assessments, data collection, and analysis. Our literacy coaches will provide individual coaching for teachers as they learn to implement the framework across the training year. Through built-in professional development, as offered by our coaches, and a clear support structure for our most struggling readers, teachers will continue to collect and analyze student data and receive ongoing coaching and professional development to refine and strengthen their practice. All of this together will lead to our ultimate goal of increasing student reading levels with complex texts to raise student achievement.

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.

Last year, our district made the step of implementing LLI in our elementary Title program and began professional development in Comprehensive Literacy by sending ten teachers to OSU for summer training. We have trained our teachers in the use of the Benchmark Assessment System for reading so that we have a clear grasp on our students' reading levels and deficiencies. This year, we are sending two instructional coaches to OSU for training and began more intense training in Guided Reading, Interactive Read-Aloud and Writing Workshop. The expansion of these efforts through this project will strengthen our instructional practices leading to more proficient readers each year. Districts throughout the country who have implemented a balanced literacy program supported by LLI as a supplemental program for struggling readers have found great success. As stated in "Assessing the Value-Added Effects of Literacy Collaborative Professional Development on Student Learning," a paper, written at Stanford University, reporting results of a four-year USDOE-funded study of student achievement in 18 Literacy Collaborative schools across the U.S. where 10,000 students were tested, the average rate of student learning increased by 15% in Year 1 of implementation and by 28% in Year 2. In another Stanford study researchers found that Average measured teaching expertise improved, and the amount of individual teacher improvement was linked with the amount of professional development teachers received in Literacy.

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

Yes

No

22. If so, how?

This project is able to be implemented in other schools working to achieve higher achievement among struggling readers and special education populations through the training of intervention specialists and classroom teachers. This can be replicated in Literacy Collaborative districts who already have classroom structures in place that support all students in reading and writing. Title funds can be used in the training of teachers in LLI.

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

We plan to see long-term gains in reading levels and student achievement over the next five years as a result of this project. We will see a shift in instructional practices from whole-group, text-book driven reading to small-group reading individualized to student reading levels and skill development. From this shift, we expect to see increases in state-tested subjects both in achievement and Annual Measurable Objectives (AMO) especially in our special-education population. This project is an expansion of our efforts in shifting reading instruction and is meant to provide a safety net for those students who have been in our school system. After five years using balanced literacy practices coupled with LLI support provided through this grant, we expect to see a decrease in number of students needing supplemental reading intervention due to a shift in classroom practices.

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 have established benchmarks of success in student achievement based on two factors: our district report card and the Fountas & Pinnell Benchmark Assessment. While formative assessments will be done throughout the year to measure student progress, these specific benchmarks will measure end of year results for the next five years. At present, 43% of our K-6 students are reading at or above grade level according to the Fountas & Pinnell Benchmark Assessment. We are currently in the process of assessing our 7th-8th grade students with this assessment. The following benchmarks have been set for this assessment: -By June 2015, 60% of our K-8 students will be reading at or above grade level according to the Fountas & Pinnell Benchmark Assessment and 75% of those K-12 students receiving supplemental intervention through LLI will achieve a minimum of one-year's growth as measured by this assessment. -By June 2017, 75% of our K-8 students will be reading at or above grade level according to the Fountas & Pinnell Benchmark Assessment and 80% of those students receiving supplemental intervention through LLI will achieve a minimum of one-year's growth as measured by this assessment. -By June 2019, 85% of our K-8 students will be reading at or above grade level according to the Fountas & Pinnell Benchmark Assessment and 85% of those students receiving supplemental intervention through LLI will achieve a minimum of one-year's growth as measured by this assessment. We expect to see shifts in our student achievement and value-added data, however, due to the changes being made in state testing in the next few years, it is difficult to pinpoint exact data for those tests. We have chosen to focus our measurements of success on gap closing using Reading and Math Annual Measurable Objectives (AMO). We believe that an increase in students' reading levels will positively correspond to their ability to read and reason about mathematical text. For this reason, we have included Math AMO benchmarks. Our current report card shows the following data that we will use as baseline measurements for this project: Reading AMO for all students is 80%, falling 3.4% below the state goal Reading AMO for special education is 47.6%, falling 35.8% below the state goal Math AMO for all students is 72%, falling 3.5% below the state goal Math AMO for special education is 40.2%, falling 38.3% below the state goal Our benchmarks for success with this project relative to AMO data: By September 2015, Reading and Math AMO for all students will be within 2.5% of the state AMO goal and Reading and Math AMO for special education will be within 30% of the state goal. By September 2017, Reading and Math AMO for all students will be within 1.5% of the state AMO goal and Reading and Math AMO for special education will be within 20% of the state goal. By September 2019, Reading and Math AMO for all students will meet the state AMO goal and Reading and Math AMO for special education will be within 15% of the state goal.

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.

Benchmark assessments on reading levels will be collected three times each year using the Fountas & Pinnell benchmark assessment by reading specialists and classroom teachers. All students K-8 will be assessed each September and May as well as all 9-12 students identified for LLI instruction. All students who scored below grade level on the September assessment will be placed on a Reading and Improvement Monitoring Plan similar to that required by the Third Grade Reading Guarantee. Those students will be assessed again in January. Data for AMO goals will be monitored upon the release of the state report card each year. Should we not reach our benchmarks as planned, we will assess our program according to the guidelines set forth by The Ohio State University on balanced-literacy programs specifically looking at the following questions: Have we provided the professional development necessary to be successful with this program? Have we provided the necessary resources to be successful with this program? Have we provided the appropriate environment for expected success with this program? If the answer to any of these questions is no, we will prioritize our existing professional development and curriculum resources to guarantee success with the program and then re-evaluate.

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, Karen Grigsby, Director of Curriculum Madison-Plains Local Schools October 25, 2013