

Budget

Miami Valley Academies (132944) - Montgomery County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (66)

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	124,740.00	2,000.00	8,500.00	0.00	135,240.00
Support Services		0.00	0.00	42,000.00	0.00	0.00	0.00	42,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	5,000.00	0.00	0.00	0.00	5,000.00
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	171,740.00	2,000.00	8,500.00	0.00	182,240.00
Adjusted Allocation								0.00
Remaining								-182,240.00

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: i-Block 4 Reading

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.

Miami Valley Academies plans to increase student achievement through implementation of the "i-Block 4 Reading Project" by creating individualized and blended student learning opportunities for our K-6 students. By using Imagine Learning, an award-winning and research-based technology literacy tool and purchasing perpetual licenses, we will increase student usage and support. Our expansion into this adaptive differential instructional tool will enrich our ELA block and will increase the number of students receiving direct intervention opportunities yet individualized resource for our students (struggling readers upto gifted) to improve their skills and increase their individual student growth plus, it will allow teachers to have more time to use other resources during direct instruction and create more activities built specifically for the Common Core.

126 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Jennifer Claypool

Organizational name of lead applicant: Miami Valley Academies

Unique Identifier (IRN/Fed Tax ID): 132944

Address of lead applicant: 5656 Springboro Pike, Dayton, OH 45449

Phone Number of lead applicant: 937-294-4522, ext. 201

Email Address of lead applicant: jclaypool@miamivalleyacademies.com

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

First Name, last Name of contact for secondary applicant: N/A

Organizational name of secondary applicant: N/A

Unique Identifier (IRN/Fed Tax ID): N/A

Address of secondary applicant: N/A

Phone number of secondary applicant: N/A

Email address of secondary applicant: N/A

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.

The i-Block Team will be responsible for implementation of this innovative literacy software reading program. The teacher based team consists of the K-6 literacy teachers, Curriculum Director for K-8 and Administrators. This team has also worked together on implementing a literacy project that brought in a K-8 leveled library of over 5,000 titles and an after-school tutoring program. The partnering group for this innovative project is Imagine Learning, Inc. it is researched-based and has proven to increase student achievement in English Language Arts. Our partner has data to prove this from other states as well as Ohio and internationally. Currently, the Imagine Learning software is in more than 3,500 schools in the U.S. Imagine Learning has a support group of more than 240 full-time employees to ensure the implementation of this adaptive instructional program is successful for both students and school districts.

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 i-Block 4 Reading project will enhance the existing ELA block that is being implemented with limited resources. Students will be taught how to use this adaptive software. Students will be able to pace themselves and will be given instantaneous assessment results. Students will be given more scripted instruction on the five essential reading components of phonemic awareness, phonics, vocabulary, fluency and comprehension. This instruction will help prepare them to answer comprehension questions on state exams. The differentiated instruction feature recognizes if remediation or an accelerated path and re-teaching is needed. The i-Block 4 Reading project will model skills and strategies to ensure clarity for each student. Inference is taught by a character through a thought-model example. Vocabulary is also taught by using activities that teach valuable cross-curricular ideas. The reports that are generated immediately will allow teachers to remain informed of students performances and progress but the program will automatically re-teach as needed so time is not wasted in class while students are waiting on their teacher to let them know what they need to proceed too. The students are engaged in learning and the teachers can focus on other areas of instruction and other learning centers within the classroom. This will allow a seamless transition in the classroom during center work and keep students on-task. By starting with an adaptive pretest and building on an individualized learning path the individual students reports will help generate a prescriptive model that informs teachers, administrators, and parents on what students have accomplished and where they need extra help.

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.

The i-Block 4 Reading project is directly aligned with the school improvement goals and specifically the action steps that state teachers will provide extensions and interventions during small group instructional time within the regular education classrooms. This software will provide research-based resources for instruction aligned with common core standards to improve student achievement and provide instantaneous assessment reports to students and teachers so teachers can focus on other areas of instruction. The curriculum is automatically adjusted for each student within the program so teachers can spend valuable time instructing students instead of devoting time to adjusting the curriculum within the program. Students are provided with the content they need for measurable growth and feedback teaches students so they truly understand a concept rather than guessing.

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?

182,240.00 * 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 majority of the costs will be applied to the Imagine Learning perpetual licenses for each student in K-6 which includes support and upgrades for 6 years. 126 licenses (\$119,700) will be purchased. Headsets with adaptive software is required so 126 headsets (\$5040) is included in the grant. The implementation services which includes installation and two trainings for teachers with a third training to take place after the first year of service (\$5,000). Support Services includes a Literacy Coach Consultant(\$42,000) to support teachers. Capital Outlay (\$8,500) will be used to increase technology accessibility for students by purchasing computers/laptop/cart which will be added to our existing system. Supplies (\$2,000) will be used for students print needs with the Imagine Learning software options and for parental communications. IT support may be shared with eRate costs.

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.

3,000.00 * 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.

The costs of supplies (\$2,000) will be ongoing each year. Tech support (\$1,000) may be a costs that warranties do not cover. Possible staff training (\$1,500) may be needed if we have a high turnover in K-6 teaching staff.

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

8,500.00 * 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 savings from using this grant would be in the capital outlay. This would allow us to reallocate these funds to other uses in the classroom. We run a very lean budget that does not allow us to purchase the adaptive instructional software. The grant would allow individualize instruction during our Language Arts Block for our struggling readers.

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 perpetual student licenses for Imagine Learning will be a one-time upfront cost for when the grant is implemented. This includes ongoing software upgrades, technical support, and scheduled trainings for school-level contacts as well as teachers. The train the trainer model will be in place, including site experts. Also, podcasts of screen images with online support for new staff to demonstrate "how to" to keep ongoing training in place. The Literacy Coach will be a one-time upfront cost and the K-8 Curriculum Director will be trained as the site expert and continue this support. The one-time costs of the increased technology will bring the accessibility of access to computers to the level necessary to the K-6 students.

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): December 17, 2013 - September 1, 2014

* Narrative explanation

The grant award letters (December 17, 2013) are released. As soon as substantially approved dates are given technology will be ordered and Imagine Learning will be set-up on schools system. Current student enrollment of the K-6 grades will be added for student access. Website will add an additional page specifically for this grant to inform stakeholders (board members, sponsor, parents, teachers and consultants, etc) of timelines and additional information will be posted to share updates and overall student progress as data is formed and becomes available. Professional development days that are on the existing district calendar will allow time for teacher training. January 3, 2014 will be the first training date for staff. February 14, 2014 will be the next date for training staff. A Literacy Coach (January, 2014) will be contracted for one year and will establish the system to collect data and monitor progress. Data meetings (March - May) with teacher based teams will address student implementation and progress. May 27-28, 2014 professional development days will address Imagine Learning reports and adjustments will be made to prepare the use of the program for the next school year. August, 2014 additional training will be given to staff and the use of the online training will also be implemented. A list of K-6 students who will have access to Imagine Learning will be finalized for the new school year. The largest barriers that could delay our project would be the timing of the technology arriving at the school and the set-up of the technology. Another barrier would be after-school training dates with teacher's busy schedules. Winter can bring poor weather and days of training could be delayed and pushed back.

Implement (MM/DD/YYYY): January 3, 2014 - May 30, 2014

* Narrative explanation

Our goal is to have Imagine Learning implemented during the second semester of the 2013-14 school year. January 3, 2014 will be our first staff training during our district professional development day. January - February the technology and program will be unpacked and put into place for student and teacher access. After the February 14, 2014 district professional development date the i-Block 4 Reading program will be integrated into the ELA block for the K-6 schedule. The program will be reviewed at the April 11, 2014 district professional development day to discuss student progress and achievement.

Summative evaluation (MM/DD/YYYY): October 30, 2014 and May (2015-2019)

* Narrative explanation

The summative evaluation will review student achievement and growth at the conclusion of each school year to judge if the efficacy of the program is making a significant difference. Data will be compared to each individual's growth from the baseline data, benchmark assessments and generated reports from Imagine Learning. Student standardized test scores will be used to make comparisons of the adaptive placement test and yearly outcomes to focus on the effects of Imagine Learning on students' standardized test scores. If student standardized test scores are made available to the district in May they will be used for the summative evaluation but an addendum may need to be made if scores come in over the summer.

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

Increased instructional time during the language arts block by using un-mastered skills reports attached to appropriate interventions to help guide teachers during their time with students. The instructional time saved with this data to inform instruction versus teachers having to assess students for gaps and/or progress 1:1 will be reduced. Classroom teachers will now be using the same tool to facilitate and support their struggling readers. The data can be shared across grade levels and will look the same increasing communication during the data meetings for K-6 staff. Imagine Learning reports will have a common look so teacher-based teams can communicate student progress across the curriculum vertically. This common vocabulary of assessments with teachers will help recognize progress and gains with data and will allow teachers to see gaps in student achievement. This will help inform instruction on an on-going bases. The turnaround for making adjustments in curriculum for students is on-going and built into the program so academic content is cycled to students accordingly.

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.

Imagine Learning is an innovative language and literacy software program that gets struggling readers up to speed. Through explicit instruction in reading skills and strategies, students learn to read at grade level and develop college and career readiness skills. The program offers over 2,500 engaging activities, it is common core-aligned instruction, it has embedded 2,800 vocabulary words, countless curriculum paths for individual students and it has 13 types of detailed reports on student, school and district progress. Multiple case studies in various states shows evidence of students reading assessment scores increasing above expected growth levels. Kindergarten and 1st grade students in Illinois who used Imagine Learning more than doubled the median improvement of their peers on their state composite scores. Denver Public Schools, Colorado used Imagine Learning as a supplemental tool in the classroom and as an SES program afterschool at dozens of campuses. In 2009-10 and 2011, the Colorado Department of Education released an evaluation showing students using Imagine Learning achieved the highest improvement rate of technology-based SES programs in Colorado. This was based on student improvement rates on the two state assessment tests given. Elementary students in California, Utah and Florida where other studies were conducted regarding the effectiveness of Imagine Learning reflect the findings of those studies, focusing particularly on the effects of Imagine Learning on students' standardized test scores. Each study had real results showing the highest increase in student progress where those students who used Imagine Learning compared to those who did not. Also, the higher - usage students had the highest mean scores. By using technology as a learning resource which delivers individualized and differentiated instruction, providing each student with targeted instruction and empowering teachers to work more effectively and efficiently in the classroom with the prescriptive outcomes that Imagine Learning provides for each individual student.

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

Yes

No

22. If so, how?

Imagine Learning is fully staffed to support implementation of multiple districts. They are an established company ready to scale-up. They have proven data to show student growth with other districts who have similar student demographics and resources as our district. Districts who would replicate this model are supportive of an adaptive technology approach to individualize and differentiate instruction. Teachers in the classroom need training and professional development so they buy-in to the program and see its benefits. The school schedule must reflect dedicated time for student usage and conduct data meetings so teachers have time to reflect on student growth and progress by reviewing detailed reports from Imagine Learning.

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

We serve a substantial population of at-risk students (90% free and reduce lunch) due to economically disadvantage and transit in our community. The adaptive placement test will be a huge change for any K-6 student who enters our school and can immediately be placed in the proper level of reading based on their adaptive placement test. Their targeted instruction which is individualized based on their unique needs will assist them through the curriculum. This adaptive placement tests will also be a great tool to share with parents when they enroll their child. Parents will be able to see concrete evidence of their child's growth and conversations with teachers and parents are going to be more specific and meaningful because of the detailed reports. Quantifiable measures will include surveys of Parent Involvement using SurveyMonkey, Student Engagement Measures through walk-through data, triangular data to show overall student achievement over a measurable amount of years after the grant period has expired. By using Imagine Learning data, state assessments and formative assessment results the i-Block 4 Reading Team will be able to make decisions on curriculum needs using student data to drive change.

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.

The first specific benchmark identified in question 9 is student achievement the second benchmark is utilization of a great share of classroom resources. Miami Valley Academies wants to implement an innovative approach to increase student achievement in reading and allow more time for teachers to provide personalized help. By comparing our processes to best practices that are being used in other districts we have identified our need for an adaptive placement tests and a individualized and differentiated instructional program that continually monitors student progress and adjusts instruction, re-teaches concepts or accelerates instruction as needed. We need a program that produces reports in a timely manner to support curricular changes and keep stakeholders informed of progress on assessments. By comparing our results and processes with those districts that are successful we will develop plans on how to make improvements or adapt specific best practices, with the aim of increasing student progress and achievement and increasing the utilization of classroom resources. This will be a continuous process in which the i-Block 4 Reading Team will seek to improve their practices. A Logic Model will be implemented with testing dates. This will help develop the short-term goals set for each year to determine student growth data points. Long-term goals will be set with the end-of-year data meetings to compare short-term growth with state assessment results for the K-6 program. Specific data points will include the baseline data from the first placement test. The next required data point will be approved state assessments given twice a year. The last data point will be the required grade level assessment. The increase in student achievement will validate successful implementation of the project.

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.

Imagine Learning provides a series of reports that enable teachers and administrators to personalize instruction and ensure a best-practices implementation. The teacher reports are available to teachers and administrators at any time and can be accessed through Imagine Manager, the management portal of the software. The weekly data meetings will include Individual Summary Reports, Organization Learning Gains Report, and Students Learning Gains Report. The student's reports will be compared to their first placement tests for short-term growth data at the weekly and monthly data meetings. The long-term growth data will be the approved state assessments given twice a year. Also included in the long-term growth data will be the state grade level assessment which will provide data on where the student compares to other students in the same grade level across the state which is given once in the spring. Growth measures will be monitored closely to track the individual student growth and to adjust curriculum and teaching strategies where student growth is not at (yellow) or above expected growth (green). These charts will be kept on the Shared Drive and Mediascape will be used at meetings to display reports for the i-Block 4 Reading K-6 teacher based teams to see and to compare back and forth efficiently. Quantitative measures will be set after the first placement tests and will be compared to the end of year state assessment outcomes. The growth measure will be set new each year according to the student population that returns to Miami Valley Academies.

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" Jennifer Claypool, Superintendent Miami Valley Academies.com 10/20/13