

Budget

New Lebanon Local (048710) - Montgomery County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (230)

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	6,000.00	0.00	0.00	87,350.00	93,350.00
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	6,250.00	0.00	0.00	0.00	6,250.00
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	12,250.00	0.00	0.00	87,350.00	99,600.00
Adjusted Allocation								0.00
Remaining								-99,600.00

Application

New Lebanon Local (048710) - Montgomery County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (230)

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: Reading Success

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.

New Lebanon Local Schools will provide students with the individualized, research-based reading instruction necessary to meet the requirements of the 3rd Grade Guarantee and build the foundation of college and career readiness to be achieved by graduation. The technological supports from this funding request will not only make increased individualized reading instruction possible; it will create district savings by eliminating the need for materials that must be purchased each year to support reading instruction. Receiving this grant will allow New Lebanon Local Schools to devote more resources to the direct instruction of students by fostering more engaged learning time for students at different levels, supporting growth for students at varying levels and allowing teachers to devote more time to students who need the most support.

550 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Dr. Greg Williams

Organizational name of lead applicant: New Lebanon Local School District

Unique Identifier (IRN/Fed Tax ID): 048710

Address of lead applicant: 320 S. Fuls Rd, New Lebanon, OH 45345

Phone Number of lead applicant: 937 687 1301

Email Address of lead applicant: gwilliams@newlebanon.k12.oh.us

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.

Supporting Partners: Montgomery County Educational Service Center: Shannon Cox, 048660, 200 South Keowee Dayton OH 45402, 937 225 4598, shannon.cox@mcesc.org Dayton Metro Library: via ReadySetSoar (see below) ReadySetSoar: Robin Lightcap, 4801 Springfield St., Dayton OH 45431, 937 236 9665, robyn.lightcap@readyssetsoar.org University of Dayton: Richard Stock, Business Research Group-UD, [redacted] 300 College Park Av. Dayton OH 45469, 937 229 2453, rstock1@udayton.edu

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.

A very strong, team will implement the Reading Success project aimed at primary grade students at Dixie Elementary School in the New Lebanon District. Dr. Greg Williams, Superintendent, Dena Shepard, Director of Curriculum and Instruction, and Treasurer, Rob Wannemacher, will work with the Building Leadership Team (BLT). The BLT includes Aaron Smith, Principal; master-level, veteran teachers from each grade; parent representation; and the Tech. Coordinator, Rick Wilson. The New Lebanon District believes in the potential of each student to become successful life-long learners who are prepared for college and careers and demonstrate respect, responsibility and achievement. District staff and the BLT have executed many projects of similar scope to this Straight A Fund grant. The district and building staff provide effective stewardship of \$10,189,450 in annual levy, state and federal funds. Dixie Elementary has been designated a School of Promise by meeting value-added criteria for 3 years as well as receiving an Excellent rating for 3 years. This leadership resulted in greater family engagement through innovations such as the online portal for Progress Books, allowing parents to review student scores and monitor growth. This focus on parent communication will be critical to the success of this grant. The BLT also successfully started a dynamic project to improve attendance and a bold summer learning loss prevention program. Both efforts are integrated thoroughly with this project. The BLT and Teacher-Based Teams are extremely active in analyzing student performance data to drive instructional decision-making. The teams evaluate attendance, discipline incidents, Ohio Achievement Assessment (OAA) results, Northwest Evaluation Association Measures of Academic Progress (MAP) scores, and other formative/summative assessments. The teams also create curriculum maps, use positive behavior intervention/supports (PBIS), and promote alignment of instruction to Common Core standards. Team members were active in creating this Straight A Fund proposal. The New Lebanon has implemented a large Race to the Top grant, which led to Teacher-Based Teams using effective Formative Instructional Practices (FIP). Building-level FIP facilitators move colleagues through modules with peer-to-peer skill demonstration. The support from the union and individual teachers has resulted in much more intentional lesson planning related to the Common Core, and commitment to the Ohio Teacher Evaluation System (OTES). The Race to the Top grant created connections to each part of educational reform, i.e., FIP, OTES, Common Core standards and professional development, which greatly increased teacher understanding and use of innovative practices. A strong partner in Reading Success is the Montgomery County Educational Services Center (MCESC), which is a leader in providing training regarding innovative, evidence-based instruction. The Executive Director of Instructional Services, Shannon Cox, will assist dissemination of replication and evaluation data. The MCESC has operated projects of county-wide scope and manages millions in funding. Another partner is ReadySetSoar, a birth to age 8 collaborative, bringing together hundreds of administrators, teachers, childcare staff, business leaders, community agencies, parents and government officials to enhance academic outcomes. ReadySetSoar has managed more than \$900,000 in grants from the prestigious PNC Foundation's Grow Up Great effort. New Lebanon Schools have been an active participant in the Read On initiative in Montgomery County. ReadySetSoar led the effort resulting in the selection of Montgomery County as one of two sites in Ohio recognized by the 2012 All-American City Grade-Level Reading Campaign. For this grant, ReadySetSoar will provide data analysis in conjunction with Richard Stock, Ph.D from University of Dayton, and assist with dissemination of replication tools.

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.

Of the New Lebanon 3rd graders, 80.2% tested as proficient on the 3rd grade reading Ohio Achievement Assessment (OAA) for 2012-13 school-year (ODE, 2013). Nearly 20% of the students are at risk for retention at 3rd grade for reading remediation. When the OAA is fully aligned to Common Core standards, the number of New Lebanon children retained may potentially double (Learn to Earn, 2012). The Reading Success project blends computer assisted instruction, using iPad devices in primary grades, with traditional reading skill teaching. The district will purchase 5 carts of 30 iPads each for the Dixie Elementary primary grades. Research studies indicate that Apple iPads are effective mobile teaching devices with access to 20,000 academic applications, assist with student story-telling, and appear to have a higher transfer of knowledge than traditional textbooks (Shepard & Reeves, 2011; Gertner, 2012; Alyahya & Gall, 2012; Reid & Ostashevski, 2011). The iPads will operate software designed to reinforce and build reading skills, including the Read Naturally program, which is effective in increasing reading fluency and comprehension (Arvans, 2010; Christ & Davis, 2009). Students will also use the Accelerated Reader program, which increases general reading achievement (Bullock, 2005; Ross, Nunnery & Goldfeder, 2004). Families of "at risk" students will use the award-winning One Minute Reader program from Read Naturally and parent investment in reading at every point in the project, using strategies that are consistent with the work of Henderson and Mapp (2002). The reading programs operated on the iPad devices allow for a personalized learning for each child, which includes embedded assessment and targeted instruction. The Read Naturally and Accelerated Reader programs offer assessments that guide instruction. The program can also prescribe the intensity needed to improve reading skills. Improvements for individual students are measured through the formative and summative assessments within the software, as well as through the Measures of Academic Performance (MAP) scores and increases on the Ohio Achievement Assessment. Each iPad will also allow for students to practice with e-book leveled readers, as well as to read the best in children's literature, including Caldecott and Newbery Award winners. The iPad also allows access to free primary grade e-books available through the Dayton Metro Library. The use of iPads and e-books also has the long-term potential to substantially increase the use of New Lebanon library resources. Many classic e-books are free and leveled readers can be purchased at a fraction of the paperback or hardback price leading to permanent, verifiable spending reductions over the five year budget forecast in curriculum and supplies that also increase the amount of resources available for classroom instruction. Research indicates that reading difficulties correspond to behavioral problems for many children. (McIntosh, 2012) The Reading Success project will decrease behavior issues related to reading difficulties and will provide intervention for children with pre-existing discipline problems. Both of these actions will lead to greater allocation of staff resources to classroom instruction as less teaching time is lost due to disruptive behavior and the principal has more time to act as an instructional leader (Fleming et al., 2004). The reading intervention on iPad devices will be connected to a new effort to reduce summer learning loss. Students will use the Ready Naturally and Accelerated Reader during the summer in Partnership with Read On. The Reading Success effort will also be connected to an Attendance Works program designed to improve school attendance, an essential part of the National Campaign for Grade Level Reading. Currently, in K-3rd grade, 10.8% of students are chronically absent.

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 innovative proposal is fully integrated into the school improvement plan for New Lebanon and Dixie Elementary School. The goal is to increase proficiency in reading with significant strides made by FY15. The improvement plan calls for use of "formative instructional practices to improve instruction and monitor student achievement and growth...and implementation of intervention strategies, including Response to Intervention (RTI) strategies to increase student achievement and growth." Both of the reading programs can be used for Tier I, prevention of reading difficulties and acceleration for on-track students. In addition, Reading Success helps to meet the criteria for Tier II and III reading interventions. The Reading Success program is also consistent with reform efforts articulated in the plan and has the support of the teachers, teachers union, principal, administrators, technology staff and the treasurer. The National Center for Intensive Intervention (NCII) cited the research from 4 Minnesota schools showing increased gains for the random group that used Read Naturally program. This evidence-based program is consistent with the goal to substantially improve student achievement. The Read Naturally intervention group average scores in fluency increased by 27.5 points on Minnesota Comprehensive Assessments compared to an average increase of 23.2 for the control group (Heistad, 2005). The NCII also cited a study showing after 10 weeks of intervention that students who used Read Naturally demonstrated higher gains in accuracy, reading rate and fluency than the control group on the Gray Oral Reading Test 4th Edition (Tucker & Jones, 2011). Accelerated Reader has also been used as an effective intervention tool (Arlington, 2006) and New Lebanon has used the software previously and will be purchasing more licenses to expand efforts to provide reading intervention. The Accelerated Reader allows for considerable scaffolding and differentiation to meet the diverse needs of students. A best practice for teachers is to allow a 30 to 60 minute block of independent reading time. In addition, the One Minute Reader will be used by families with students who are already behind in reading. This program has been used effectively to engage families in critical reading reinforcement at home and is part of an overall effort to engage all parents in reading at home with their children. The goal is to ensure that both school staff and parents realize that education is a collaborative enterprise (Mapp, 2004). The All American City Campaign for Grade Level Reading believes that schools must address chronic absences; while at the same time providing reading intervention programs (Bruner, Discher & Chang, 2011). The New Lebanon district has already worked extensively with Richard Stock, PhD of University of Dayton to collect baseline attendance measures. These results show 11.8% of students have chronic or severe chronic absences (more than 10% of days missed). In order to reach achievement goals, efforts to engage parents, address family stability issues, reinforce positive attendance and intervene early with truancy must also occur in conjunction with the use of reading intervention and use of iPad devices. Research indicates that correcting reading problems plus implementation of school wide positive behavior intervention and supports (PBIS) will reduce teacher and principal time spent on discipline (McIntosh, 2012). New Lebanon has already implemented an aggressive PBIS program, but needs an improved reading program consistent with a Response to Intervention focus. New Lebanon had 35 out of school suspensions and 65 in school suspensions. It is New Lebanon's belief that early grade level reading will result in reduced discipline referrals over time. Reducing discipline issues will result in more resources being utilized in class instruction and more educator focus on instruction.

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.
NA

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

99,600.00 * 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, RtT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

The financial impact table shows the original FY 14 budget and ongoing, permanent reductions in various cost items throughout the five year forecast. The following narrative describes the key features of the budget. Personnel: The budget does not include any staffing changes for the first three years of the grant. The existing Building Leadership Team, Superintendent, Director of Curriculum and Instruction, Technology Coordinator and Treasurer will all be performing specific roles in the implementation. In addition, our partners have agreed to provide services and supports without requesting additional dollars. This is a huge cost-saving. The existing budget for teachers remains the same throughout the five years except for a reduction in intervention costs the last two years related to far fewer students needing remediation and retention due to low reading achievement. This is a very conservative projection. The cost saving will be \$16,000. Equipment: Staff reviewed various options for equipment purchase to obtain most cost effective estimates. The equipment to be purchase includes 5 iPad carts. Each cart costs \$2,799.95 and holds 30 iPads for a classroom. The total cost for cost is \$13,999.75 for the entire school. The iPad devices are purchased in bundles of ten. 15 bundles of 10 iPad devices will be purchase. The cost per bundle is \$4,790 or \$479 per iPad. The total equipment purchase is \$71,850. The Device Manager process to ensure effective configuration and roll out of the iPads is \$1,500. Professional Development: The professional development costs are estimated at \$250 per teacher. With 25 teachers being trained the total cost is \$6,250. The five year forecast also projects that revenue and expenses remain relatively stable over time. A further crisis in home foreclosures and loss of revenue related to real estate taxes would jeopardize specific line items. The ability to project an overall cost savings provides a margin of safety for New Lebanon that could not have occurred previously. The Reading Success program also supports the project with funds associated with delivering interventions designed to reduce summer learning loss. This is a critical part of the Straight A Fund proposal. The cost for this intervention is \$7,513 which comes from the general fund. Over 5 years the total cost is \$37,565. This is an expense already in the district budget. These supporting funds, along with resources from partnerships, represent a considerable local investment in the Reading Success project.

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.

1,400.00 * 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 ongoing costs associated with the implementation of the iPad devices, carts, and reading programs is limited to the subscriptions to Accelerated Reader and Read Naturally. The Accelerated Reader cost is \$7,890 per year. The district has been paying for this subscription already and it will not add new expenditures to the budget. The Read Naturally Live with The One Minute Reader cost will increase from \$599 to \$1999 during year 4 and 5 for a total of \$1400 per year. The ongoing costs with this project are very limited and are more than compensated by the budget reductions in supplementary educational materials, leveled readers, paper, copying, folders/records, and eventually a decrease in reading remediation/intervention related to low achievement.

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

24,277.00 * 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 expected savings for this project are noted in the narrative below and will ensure that the project is not only sustainable, but is actually creating a safety net of savings while at the same time the quality of instruction is increasing. Paper used by teachers will decrease on a weekly basis for a yearly projected savings of \$7,425 each year. The paper used by students will decrease on a weekly basis for a yearly projected savings of \$2,275 each year. The iPad will eliminate the need to buy 4 sets of leveled readers at a total cost of \$28,000 over five years. The cost per set of leveled readers is \$7,000. Another \$5,000 will be saved in terms of other supplementary educational reading materials, especially non-fiction books and subscriptions over the five years. Folders and record keeping materials reduction are projected to save \$850 per year. Cost per material is \$1.50/student and will be eliminated through the online management of assessment data. What is not captured in these budget forecasts is the cost savings when 20% of the 3rd graders are not retained for reading remediation. The difficulty of providing this remediation while maintaining on track education in math is significant. The cost to individual students in terms of lower self esteem and anxiety related to being retained for reading is also something where a price cannot be placed. The belief that this effort will greatly increase reading achievement led to the decision to remove \$16,000 in intervention costs in FY 18 and FY 19.

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 project achieves sustainability by achieving approximately \$120,000 in cost savings over five years compared to only \$2800 in costs over 5 years. By subtracting the ongoing costs related to licenses at \$2800 from the \$120,000 in total cost savings over five years, New Lebanon achieves a \$117,200 offset. The cost savings is not equally distributed, but accelerates in the last two years when the amount of intervention resources/hours is reduced by \$16,000. When most grants are not sustained and the benefits institutionalized over time, this analysis projects the program will continue without further revenue enhancements. This is critical to avoid the cycle of creating and dismantling grant funded programs. The entire philosophy of New Lebanon School District has always been to continue successful programs once they are put in place. The administration and faculty are very pleased to have this opportunity to execute the Reading Success program as a self sustaining endeavor.

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): 09/23/2013

* Narrative explanation

September 23, 2013 to October 4, 2013: The New Lebanon district administration and Building Leadership Team identified a plan for Reading Success. October 7, 2013 to October 20, 2013: Meetings occurred to clarify the role of partners and the Building Leadership Team, which included discussions of the relationship between this grant and school improvement efforts included in the Race to the Top grant. The Treasurer and Superintendent lead sustainability planning. October 19 to October 25, 2013: The planning process included agreement of Montgomery County Educational Services Center and ReadySetSoar to act as partners in the implementation of the grant. Evaluation assistance will be sought from Richard Stock, Ph.D. who is a recognized local evaluation expert and Director of the Business Research Group at University of Dayton. Dr. Stock is a long time partner with ReadySetSoar. Information was gathered regarding the permanent, spending reductions to be achieved through this grant, as well as achievement benchmarks and plan for greater use of classroom resources. A logic model was created connecting inputs, outputs and outcomes. Strong connections are emphasized between the Read On initiative and the Reading Success proposal. October 28 to December 13, 2013: During the grant review, the Implementation Team and partners continue the planning with stakeholders. New Lebanon District moves forward for planning for the purchase of the iPads, Read Naturally and Accelerated Reader licenses, and also continues work on pilot to improve kindergarten through 4th grade attendance as well as programs to prevent summer learning loss guided by participation in Read On. December 19 to 20, 2013: New Lebanon School District receives a letter of award and alerts other Implementation Team members. Staff members review iPad hardware checklist for ordering and notify School Board regarding the award. January 4 to 16, 2014: Building Leadership Team and partners continue planning and licenses and hardware are all ordered and will be received prior to the end of the month. Specific committees oversee each component with implementation: Evaluation/Replication and Sustainability Team, Professional Development and Technology subcommittees will refine action steps, dates, roles and responsibilities. District informs parents of the award. Families are critical stakeholders and investors in the planning, implementation and evaluation process. The goal is not just to inform parents, but to engage their voices in this collaboration (Mapp, 2004). January 17, 2014: The district will provide training for teachers and others on the use of iPad devices. Professional development includes videos, demonstration and use of manuals for Read Naturally and Accelerated Reader. Consistent with FIP, facilitators will assist other teachers and teachers will demonstrate their skills. January 21 through February 19, 2014: Planning continues as part of the implementation phase and continuous quality improvement as a result of evaluation findings. The hardware is received, carts are set up, and licenses are activated. Staff members enter student rosters into the software for individual tracking. February 19, 2014, the district receives 150 iPad for K-4th grade. February 20 through June 30, 2014: Building Leadership Teams, parents and partners continue to plan in response to Continuous Quality Improvement (CQI) data analysis and brainstorming of solutions. Stakeholder involvement in planning mid-course corrections occurs FY 15-19. If the date of the award is postponed, New Lebanon will initiate and expedited timeline. Funds will be expended by June 20, 2014. If weather creates delays, teachers, parents, administrators and partners will be comment via Linked In site and online survey tools.

Implement (MM/DD/YYYY): 12/20/2013

* Narrative explanation

December 20, 2013 to January 28, 2014: District submits purchase orders for iPad and license subscriptions with Board approval of collected hardware bids. Teachers create individual plans with blocks of time allocated to each reading program within their planned classroom instruction. Teachers also complete professional development including training provided by the district and training through Read Naturally and Accelerated Reader. District seeks parent engagement in reading initiative and their voice in implementation via extensive communication strategy that includes newsletters, flyers, personal contact, web site, Linked In and social media. Building Leadership Team coordinates Read On and Attendance Works with Reading Success so chronic absences are reduced. February 3 to 19, 2014: Technology Coordinator receives hardware and sets up carts. If the order is delayed, staff set a contingency date of February 24, 2014. Technology Coordinator ensures all devices are operating correctly. Coordinator resolves any issues with companies providing the equipment. Individual teachers, who are early adopters, agree to be Reading Success mentors to other teachers. Attendance Works and Read On continue as staff members continue to engage all families as partners in this reading achievement effort. February 19 to February 26, 2014: Teachers begin to orient students to the devices following agreed upon schedule. Teachers complete student assessments using software. District and BLT uses baseline MAP data as well as Fall OAA scores for 3rd grade. Teachers thoroughly integrate iPad devices into the school day including cross curricular activities. Teachers and other staff continue innovative efforts to engage parents through media and personal contact. Teachers identify families for One Minute Reader intervention at home and begin outreach/orientation process. February 27 to March 31, 2014: Teachers use iPads and software in each classroom and provide feedback to Building Leadership Team (BLT) and/or Technology Coordinator regarding any issues related to use of the devices. Teachers make changes to blocks of time on iPad as needed and use feedback from students or parents. Attendance Works and Read On efforts continue along with ongoing communication with families regarding importance of reading. Staff members expand discussions about integration of iPads into prevention of summer learning loss. April 1, to May 22, 2014: Implementation of reading programs, as well as access to e-books continues. Staff members make changes as indicated by program evaluation and continuous quality improvement. Attendance Works continues along with outreach to and engagement with parents. Teacher-Based Teams place strong emphasis on the use of programs to prepare for OAA Spring testing. Continuous Quality Improvement data analysis and brainstorming with all stakeholders, i.e., teachers, parents, administrators and technology representative sets up plan for FY 14-15 implementation. District also gathers data needed for replication and dissemination of results. New Lebanon continues outreach to family and recognizes parents for their involvement in the reading effort. June 1 to June 30, 2014: District encumbers all expenses. Treasurer reviews progress on sustainability and spending reductions. Summer learning loss program implements software. Staff members complete work on replication tool kit to increase the ease of implementation by other districts in Montgomery County and across the state. July 3 to July 31, 2014: The reading programs are continued as part of summer programming. August 15, 2014: and through FY 19 Teachers continue use of iPads and reading programs with full institutionalization of innovations. Mentors and principal orient new teachers to the program. Family engagement continues. Ongoing evaluation results drive decision-making. Attendance Works continues to decrease the number of chronic absentees.

Summative evaluation (MM/DD/YYYY): 10/01/2013

* Narrative explanation

October 1, 2013 to October 25, 2013. A logic model was created as part of development of the grant and will guide data collection during implementation. Stakeholders participated in collection of baseline data as well as delineation of process and outcome benchmarks on interim and long-term basis. December 19 to 20, 2013: District receives a letter of award. District also notifies partner organizations. January 4 to 30, 2014: Staff members compare process benchmarks like purchase of equipment and license subscriptions to grant timelines to determine fidelity and address need for further contingencies to address any delays. All stakeholders move forward with Continuous Quality Improvement (CQI) cycle of data analysis, brainstorming of solutions, implementation of plans and further data collection. Teachers and other staff complete evaluation of professional development, including training by the district. Individuals also evaluate the effectiveness of the Reading Success mentors. District and stakeholders analyze attendance and discipline data elements. Teachers engage students in understanding the importance of reading and tracking of data points regarding their progress. Any weather delays in January through February that interfere with stakeholder CQI meetings are addressed through email, Linked In and online surveys. February 3, to 28, 2014: The evaluation examines adherence to timelines and the CQI process continues, using all initial assessments completed along with prior baseline data. The prescriptive ability within each reading application guides individual intervention, while evaluation monitors aggregate progress and tracks individual student growth over time. CQI process looks at whether acceleration is occurring with gifted students as well as remediation with struggling students. Mentors also provide feedback as part of qualitative analysis regarding their roles and suggestions for the future. Stakeholders review family engagement, attendance and discipline statistics, as well as problem solve regarding any delays in data collection. March 3 to 28, 2014: CQI brainstorming with stakeholders drives any changes in program implementation. Formative assessments measure individual progress. Reports also track the use of the software by individual teachers, along with parental adoption of reading strategies and use of One Minute Reader. Evaluation explores use of e-books and internet to complement reading instruction or for cross-curricular purposes. Evaluation also reviews attendance and discipline data elements. April 7 to June 30, 2014: Evaluation examines the assessment scores and the numbers of students who are receiving each type of instruction, along with the amount of minutes per week for each reading program and use of e-books, etc. Students complete Spring OAA and evaluators reviews MAP scores secured as part of the first year summative evaluation. Evaluators also review satisfaction with iPad devices and reading program as well as parental engagement, drawing upon all stakeholder feedback. Stakeholders also look at final attendance and discipline results. July 1, 2014 to August 11, 2014: District collects summer data and the analysis is part of future summer program planning. Stakeholders also examine again results of first year implementation in order to institutionalize effective practices and eliminate or change unsuccessful activities. ReadySetSoar helps with data analysis. Montgomery County ESC also helps with dissemination of qualitative and quantitative results as part of replication. August 14, 2015 to June 30, 2019: During next 5 years, the data collection and analysis continues. The staff members institutionalize the CQI process as a best practice. District continues to track formative and summative data, OAA results, MAP scores, student data points, attendance measures, discipline occurrences, family engagement and sustainability performance.

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

The use of technology in the primary grades is a needed innovation within the New Lebanon School District. Although teachers and the union have been enthusiastic adopters of the reforms enacted through the Race to the Top grant and the school has achieved distinction as a School of Promise for three years, the district budget severely limits innovative computer assisted instruction. Increased access to technology has been a long-term goal of the district and this Straight A Fund grant drives the district forward in creating personalized, student-centered learning tied to increased family engagement. This Reading Success project will show that a rural school can implement state-of-the-art mobile devices and technology at the earliest grades with only one pre-existing Technology Coordinator when those efforts are supported by teacher mentors. The access to technology at school also alleviates the digital divide, which exists in rural communities. Research shows that 57% of rural homes have access to technology and broadband Internet compared to 70% of urban homes (US Department of Commerce, 2011). The iPad changes formative instructional practices by placing exciting, interactive technology in the hands of young students. The blocks of time for computer assisted instruction automatically differentiates and scaffolds instruction in a way that was simply impractical in a

traditional classroom with a single teacher. The reading programs build specific skills, and the iPad also enables students to use other internet resources to expand their understanding of what they read. The use of such technology not only reinforces an enjoyment of reading that is critical to fluency, but access to other resources results in greater understanding of the text and greater cross curricular learning. For instance, as students read a book such as A Good Night for Freedom, children can examine resources on the Internet regarding the Underground Railroad. When they read A Place Where Sunflowers Grow, students may explore information regarding the Japanese internment and the history of World War II. As a mobile learning device, the iPad puts amazing resources within the grasp of each student, which supports inquiry-based learning as part of reading. Students can ask their own questions about the book, A Giraffe goes to Paris, and use the iPad as part of their own student-centered project exploring Paris, the natural habitats of giraffes, or other questions that stimulate learning and new ideas (Thomas, 2000; Darling-Hammond, 2008). The level of student-centered and personalized learning changes over time, shaped by the developmental stages and the unique characteristics of each child. The individual needs and abilities of each child dictate the use of the Accelerated Reader or Read Naturally. The ability of students to work on their own self-paced path also frees up teachers to work 1-on-1 with struggling students. New Lebanon possesses a limited budget for purchasing leveled readers and additional books to give students practice in reading. The iPad vastly increases the ability of the district to purchase more leveled readers and to put award winning books that capture the interest of children in the hands of young readers. Access to e-book resources through Dayton Metro Library allows students to embrace a much wider range of reading including biographies of famous people, information on sports/dance/art, children's magazines, and current/historic events that will foster reading across the curriculum. Other innovative changes in organizational practices come from the simultaneous implementation of an Attendance Works project that includes intervention with families with chronic absenteeism. New Lebanon believes, and studies confirm, that concurrent focus on attendance is essential to reading success (Chang & Romero, 2008). This project also enacts vibrant family engagement through One Minute Readers and personal outreach.

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.

New Lebanon Schools believe that the innovative Reading Success project will significantly enhance reading achievement for K-4 students with the goal of a 50% reduction of the students retained at 3rd grade. The increased reading scores will be evident on MAP and other formative/summative assessments. This rationale for increased achievement is based upon research indicating iPads are effective, mobile learning devices (Shepard & Reeves, 2011; Gertner, 2012; Alyahya & Gall, 2012). The iPad has been used with students in post-secondary, secondary and middle school settings, and multiple applications have been written for iPads designed for primary grade readers, including Read Naturally Live, and Accelerated Reader. These programs will be used in the primary grades because rigorous research studies indicate their positive results in building reading skills. This technology results in greater differentiation, an element that is crucial to student success (Koeze, 2007; Tomlinson, 1999; NCR, 2000). The reading intervention will also be tied to outreach to parents of chronically absent students, family engagement in The One Minute Reader program, as well as an innovative strategies to increase parent collaboration in education (Epstein & Sheldon, 2002; Mapp, 2004). The What Works Clearinghouse of the Institute of Educational Sciences (IES) reviews studies and selects research using randomized controls or quasi-experimental methodology. Studies must also show an adequate sample size. The IES reviewed 3 random control studies and 1 quasi-experimental study of Read Naturally (Arvans, 2010; Christ & Davis, 2009; Hancock, 2002; Kemp, 2006). The studies showed an average 7 percentile point gain in reading fluency and an average 10 percentile point gain in general reading achievement. Also, more than 30 other studies indicated positive effects. The IES completed a review of 100 studies on Accelerated Reader. The studies highlighted as containing randomized control trials and showing an average increase of 16 percentile points for general reading achievement were completed by Bullock, 2005 and Ross, Nunnery and Goldfeder, 2004. The second major goal of this innovative project is to not only boost student achievement, but to also provide, at a lower cost, greater access to high quality, books, provide effective instruction and improve differentiation/scaffolding. The rationale for this ongoing, credible and verifiable reduction is based upon an extensive analysis of spending on books and leveled readers. During this planning effort, staff also examined the cost of worksheets, copying and folders/recorders for capturing manual assessments. The cost associated with additional remediation was originally projected in the 5-year forecast. This cost is now reduced in the final 2 years. National studies on cost savings were also examined. One estimate showed national savings on copying alone was \$2.2 billion per year (Greaves et al, 2010). A 2012 analysis of the US Department of Education believes that use online learning provides critical differentiation and achieves significant savings which shift resources into the classroom. The third goal of Reading Success is to allow for a greater utilization of resources in the classroom through increased teaching time that comes with reduction of discipline issues. The connection between reading problems and behavioral problems is well documented (Rutter & Yule, 1970; Hinshaw, 1992; Horn & Packard, 1985; Smart, Sanson & Prior, 1996; McIntosh, et al, 2008; Reinke et al, 2008). Studies indicate 1) the connection between reading and behavioral problems leads to increased discipline referrals over time; 2) negative results are highest if students externalize behavior; and 3) students with both discipline and reading issues have the worst outcomes (Fleming et al., 2004; Morrison et al., 2001; Nelson et al., 2004; Roeser & Eccles, 2000; Keilam et al., 1998; McKinney, 1989; Reinke et al., 2008).

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

Yes

No

22. If so, how?

The implementation of the Reading Success project in K-4 results in a high-value, cost effective project that is easy to replicate. Initial investment with more than 500 students is \$99,600. The ongoing cost is more than offset by spending reductions. The initial set up of hardware and professional development is manageable. New Lebanon School District is committed to providing a tool kit needed for other communities to implement this project easily. The tool kit includes information crucial to dissemination of the knowledge gained from the implementation of this grant to other school districts within Montgomery County and ultimately throughout the state. Montgomery County ESC and ReadySetSoar through the Read On program are partners for local county replication and will also be able to provide technical assistance in the creation of critical information to share with out-of-county districts and schools. The replication tool kit provides information regarding the innovative strategy to build engagement with teachers, parents and create investment in the project. The kit includes electronic examples of flyers, web updates, newsletters, and use of social media. These samples can be easily modified by other districts. The tool kit contains critical information from ongoing CQI and program efforts, giving teachers and administrators the benefit on-the-ground learning. The kit also includes evaluation results that can greatly ease implementation and satisfaction feedback. The qualitative and quantitative data indicates the success with specific populations. In addition, the replication tool kit contains New Lebanon teacher model lesson plans that integrate use of the reading programs, e-books and inquiry-based learning with traditional classroom instruction. The kit incorporates overview of how professional development was implemented along with any locally made presentations or other training materials. The videos purchased and free webinars reviewed as part of professional development will be provided to other districts. This project includes integration of this project with Attendance Works and Read On efforts with families of chronically absent students and operation of summer learning loss prevention programs. The tool kit includes analysis of the impact of these programs as well as strategies for implementation. The information gives strategies for outreach, protocol for differentiating absences, and results of efforts. In addition, the kit incorporates learning activities as well as suggested staff and student ratios used by teachers during prevention of summer learning loss. The tool kit gives critical information designed to assist both urban and rural areas with information required for implementation. Data on the specific products and licenses used will help districts because the web pages advertising different technology options can be confusing or even overwhelming. The Technology Coordinator will also include recommendation for setting up the carts and the Reading Success mentors will offer suggestions on how to assist colleagues. Information will also be included regarding reaction to the support provided by mentors. Both ReadySetSoar and Montgomery County ESC will assist with dissemination of information regarding the success of this project and will provide "hands on" support to county implementers. MCESC regularly hosts trainings for schools/districts and promotes adoption of effective techniques within communities of practice (Wilson, 2011). ReadySetSoar engages local foundations, corporations and government in providing fiscal support for use of highly-successful interventions. Each year, ReadySetSoar holds a summit, which draws more than 300 parents, childcare providers, teachers, administrators, business leaders, foundation officers and government staff as well as elected officials. ReadySetSoar has the ability to galvanize local funders to support this effort in other districts.

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

The Reading Success project creates substantial and lasting value through improving early reading achievement and reducing 3rd grade retention. Reading achievement translates to better academic outcomes throughout K-12 and college. A recent study in Chicago included a longitudinal analysis on 3rd grade students in 1996-97 through school and into college. The study found 3rd grade reading scores were predictive of 8th and 9th grade performance, high school graduation and college attendance (Lesnick et al, 2010). The benefit to society and to individuals is tremendous. The Bureau of Labor Statistics indicates that in 2009, the average unemployment rate for persons without a high school diploma was 14.5% versus 9.7% for high school graduates and 5.2% for persons with a bachelor's degree. The median weekly earnings for the 4 year college degree were \$1,025 compared to \$454 for students that do not graduate high school. Currently, using data from the National Student Clearinghouse, only 23% to 29% of high school graduates in 2003 to 2005 completed at least an associate's degree within 6 years. By 2018, 66% of all jobs will require a college degree or higher (Carnegie, Smith and Strohl, 2010). This relegates too many New Lebanon students to poverty. The Reading Success initiative is a bold, innovation within New Lebanon designed to change the trajectory of students. Without such a project, 20% of students may potentially be retained for remediation at a tremendous cost to New Lebanon. When the OAA is fully aligned to the Common Core, Learn to Earn Dayton projects that the rate of retention is likely to double (Lasley, 2012). This has astonishingly negative consequences for New Lebanon and school districts across the state. National studies indicate that the aggregate cost of retention of students is \$12 billion annually. Remediation is essential for these students, but very costly. New Lebanon believes that intervention at the point where students should enter 4th grade is simply not a proactive response. A far more practical and forward-thinking response is to increase the differentiation and scaffolding of learning by using scientific, research-based reading programs where randomized trials indicate improved outcomes in comparison to control groups that did not receive the instruction. Tremendous cost savings for New Lebanon are achieved by integrating the iPad and reading programs, introducing concepts in kindergarten and escalating the reading skills at each grade. In addition, although our focus is on the struggling student, self-paced learning leads to greater reading acceleration for gifted and on-track students who are not challenged in the current traditional classroom environment. In fact in 2009, the National Assessment of Educational Progress reported that one of the most substantial barriers to academic success is the huge range of student abilities within the typical classroom. This means that in traditional classrooms, many students are bewildered because the reading is too fast-paced and does not address missing skills and other students are restless and frustrated with the material. Both groups are potential discipline challenges because their learning environment is not personalized or responsive. If more New Lebanon students do not experience school success and graduate college, the implications are dire for the local economy. Learn to Earn Dayton has set a goal of increasing the percentage of persons age 25 to 64 with a post-secondary credential to at least 60% by 2025 (2012). This aggressive goal does not even keep pace with the growth in jobs that require college degrees. If New Lebanon students cannot access higher wages, better employment rates and lifetime income, the negative effect ripples throughout the county. If the proposed innovation is successfully adopted by other districts, the positive impact can greatly change the landscape for the long term success of Montgomery County.

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.

New Lebanon has created a comprehensive system for benchmarks which includes process goals such as dates for setting up the iPad carts and completion of professional development. In addition, the benchmarks use formative and summative assessments to track individual student growth over time. The benchmarks also use changes in the aggregate outcomes for New Lebanon students. This narrative addresses areas that are difficult to benchmark such as feelings of individual student mastery and success. Each of the benchmarks is consistent with the overall logic model. By January 28, 2014, 100% of teachers will have completed professional development. 95% of teachers will be satisfied with professional development on reading programs and training on technology. By January 28, 2014, information for parents will be communicated through a variety of means with a focus on innovative approaches like social media sites, web and personal contacts as well as use of traditional newsletters. Another benchmark requires set up of the iPad carts for use in classrooms by February 19, 2014. By March 31, 100% of teachers report using iPad and embedded assessments are completed for students on Accelerated Reader and Read Naturally. 85% of students will show growth when assessment scores are compared over time. 80% of parents given the One Minute Reader will report using it regularly with their children by June 30, 2014. Students in 1st through 4th grade are trained how to track data points relative to use of Accelerated Reader which is a recommended best practice (Hattie, 2009). Survey of stakeholders involved in planning indicates that 85% believe that the implementation demonstrated fidelity to the grant description and that any modifications were the result of a CQI process. Analysis confirms spending reductions in particular line items highlighted in the budget narratives for FY 14. These spending reductions are also assessed in FY 15, FY 16, FY 17, FY 18, and FY 19. Read On and Attendance Works efforts in conjunction with the Reading Success program will decrease the number of children with 5% or more missed days from 10.8% in FY 14 to lower than 5% in FY 19. A significant benchmark involves increasing by the number of students who are proficient in reading at the 3rd grade level as measured on the OAA. With this goal, New Lebanon realizes that over time the assessment will incorporate all Common Core features and become more difficult. In 2012-13, 80% of students must test as proficient in reading on the OAA. By 2017, we want to ensure at least 90% of

student testing as proficient. Interim benchmarks include: 80.5% proficient in FY 14, 81.5% proficient in reading in FY 15, 82.8% in FY 16, 84% proficient in reading in FY 16, 86% proficient by FY 17, 88% proficient in FY 18, and 90% proficient in FY 19. The benchmarks will include growth in MAP assessment scores yearly. The goal is for 90% of students to meet growth projections predicted by MAP by FY19 and maintaining that level into the future. Other benchmarks that are not quantified include mastery that students feel regarding increased learning, increased positive parent and child communication as result of enhanced reading at home, family stability that emanates from Read On and Attendance Works supports and services, and greater satisfaction that teachers experience when technology differentiates and scaffolds according to unique student abilities.

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.

The evaluation of the project is based upon a logic model with an articulated theory of change and action. Based upon a review of research as well as input from stakeholders, New Lebanon believes the following: If students are provided with student-centered, personalized learning via computer assisted instruction using evidenced-based reading programs... If students have access to a greater range of leveled readers and other educational materials... If innovative outreach through social media, web pages and personal contact is provided to parents to reinforce learning at home... If intervention is offered to the families of students with chronic or at risk absences... If the summer learning loss activities incorporate the personalized learning using evidence-based reading programs... Then a higher percentage of students will achieve proficiency in reading as measured by the OAA, MAP RIT scores will increase over time, and fewer students will be retained for remediation in 3rd grade. ...Then fewer children will experience office referrals K-12 related to co-morbidity of reading difficulties and behavior problems. ...Then more children will be successful during academic careers including graduating from high school on time, enrolling in and completing college. Qualitative as well as quantitative data will be collected that is consistent with the description of benchmarks. Continuous Quality Improvement cycles and changes in instructional methods, frequency of programs, contact with parents, and other changes will be made in response to data collection. CQI will be part of monthly tracking. Changes will also be made if evaluation data indicates disparate results after disaggregating by economic, homeless, ethnic, grade or disability status. The qualitative data will examine program fidelity and focus groups will provide information regarding effectiveness/efficiency of implementation. Teachers will be asked about their integration of Read Naturally and Accelerated Reader into the classroom day. These teachers will express feedback on the strengths and weaknesses of the mentoring assistance and the process of peer-to-peer demonstration of skills. Parents will be surveyed regarding their use of the One Minute Reader, their satisfaction with the program, as well as their opinions regarding obstacles and strengths in the implementation process. These responses will drive decision-making. Many of the formative/summative assessments are embedded in the Read Naturally and Accelerated Reader products. The Building Leadership Team (BLT) along with district administration and Teacher-Based Teams (TBT) will be examining student growth at least monthly along with patterns of use data. This will allow for changes in instruction, use of different blocks of time and other changes to take place on an ongoing basis. Additional data includes MAP RIT which is conducted at intervals during the school year as well as OAA yearly data. The data also will be monitored by the BLT and TBT in order to gauge effectiveness of strategies over 5 years. This cohort of students will be tracked K-12 and examined at point where they should have enrolled in and graduated college via Student Data Clearinghouse. Attendance is monitored on a daily, weekly, monthly and annual basis. Students who miss more than 4 days in the year are identified for Tier II and III intervention. Students will chart progress on data points from Accelerated Reader. Teachers will offer feedback. Tracking occurs at regular intervals during each quarter. Discipline occurrences are tracked daily and monthly as part of PBIS and 6 referrals creates Tier II or III designation. Greater engagement is expected to reduce Tier II and III intervention. Evaluation results disseminated through Montgomery County ESC and ReadySetSoar as well as local stakeholders. Evaluation results are also embedded into replication tools.

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.

Accept Dr. Greg Williams Superintendent, New Lebanon Local Schools 10/25/13