## 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)

### Object Code

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<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
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Adjusted Allocation: 0.00

Remaining: -99,600.00
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 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 (RIN/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 (RIN/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 (RIN/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
University of Dayton: Richard Stock, Business Research Group-UD

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.

Upload Grant Application Attachment.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 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 research-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

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11. Describe the innovative project.

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 (Leam to Earn, 2012). The Reading Success project blends computer assisted instruction, using iPad devices in primary grades, with traditional reading 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 a have a higher level of engagement, attention, and motivation (New Lebanon, 2012; Reid & Otagowski, 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, which has been used for numerous interventions for at-risk 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 group that used Read Naturally. 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-3 and Gray Oral Reading Test-5 (Nunnery, 2006). The Reading Success 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 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-3 and Gray Oral Reading Test-5 (Nunnery, 2006).

12. Describe how it will meet the goal(s) selected above.

- If school/district receives district school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

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

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.

** Narrative explanation/information (if applicable): Provide details about the costs of items included in the budget (i.e. staff costs and salary/benefits, equipment to be purchased and cost, etc.)

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/information (if applicable): Provide details about the expected savings (i.e. staff costs and salary/benefits, equipment to be purchased and cost, etc.)

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 costs that

- 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.
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  24,277.00 ** Specific amount of expected savings (annual)

  ** Narrative explanation/information (if applicable): Provide details about the expected savings (i.e. staff costs and salary/benefits, equipment to be purchased and cost, etc.)

- 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 costs that


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 steps you are taking to 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.)

* Narrative Timeline Details

Plan (MM/DD/YYYY): 09/23/2013

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<th>Event Description</th>
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<td>Kickoff meeting with stakeholders to discuss the project.</td>
</tr>
<tr>
<td>9/24/2013</td>
<td>Set up project management plan.</td>
</tr>
<tr>
<td>9/25/2013</td>
<td>Develop project milestones and timelines.</td>
</tr>
<tr>
<td>9/26/2013</td>
<td>Identify and engage key stakeholders.</td>
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<tr>
<td>9/27/2013</td>
<td>Establish project steering committee.</td>
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<tr>
<td>9/28/2013</td>
<td>Develop project budget.</td>
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<td>9/29/2013</td>
<td>Develop project scope statement.</td>
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<td>9/30/2013</td>
<td>Develop project risk management plan.</td>
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<tr>
<td>10/1/2013</td>
<td>Begin project execution.</td>
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Narrative explanation:

- September 2013 to October 4, 2013: The New Lebanon School 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 staff and solicitation of feedback from Build Leaders and the Technology Advisory Group. The New Lebanon School District and the Building Leadership Team coordinates Read On and Attendance Works with Reading Success so chronic absences are reduced. January 4 to 10, 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 for each of the above committees, implementation of the action plan, and providing feedback and continuing to engage families and students. January 16 to February 18, 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 4K-4th grade. February 20 through June 30, 2014: Building Leadership Team, parents and staff will continue to plan in response to Continuous Quality Improvement (CQI) data collection and brainstorming of solutions. Stakeholders continue again results of first year implementation in order to institutionalize effective practices and eliminate or change unsuccessful activities. ReadySetSoar helps with data analysis.

- 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 20, 2014: Staff members compare process benchmarks like purchase of equipment and license subscriptions to grant timelines to determine fidelity and address needs 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 program implementation and training on the use of iPads and Read Naturally and Accelerated Reader. Teachers work with the Building Leadership Team and other stakeholders to analyze and track data elements. Teachers engage students in understanding the importance of reading and tracking of data points during their class time. 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 part of 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 the use of 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.

- October 1, 2013 to June 30, 2014: Teachers will keep track of the intervention with the devices used for the summer program. Teachers and staff will collect data with iPads and software on attendance, discipline, reading achievement, and social-emotional learning. Attendance Works and Read On continue to monitor and collect data on the summer program. August 15, 2014, and through FY 19 Teachers continue to use iPads and reading programs with full institutionalization of innovations. Mentors and leaders encourage new teachers to use the program. RemainingSTaff members continue to participate in the technology professional development and training.

Summative evaluation (MM/DD/YYYY): 10/1/2013

* Narrative explanation:

November 1, 2013 to June 30, 2014: Evaluation of the summer program will include a summative evaluation of the program conducted by the district. The evaluation will assess the effectiveness of the summer program in achieving the goals and objectives established in the grant proposal. The evaluation will include both formative and summative components. The formative evaluation will be conducted throughout the summer program and will provide information on the implementation and outcomes of the program. The summative evaluation will be conducted at the end of the summer program and will provide information on the overall effectiveness of the program. The evaluation will be conducted by a third-party evaluator and will be based on a comprehensive set of data collected from a variety of sources, including student achievement data, program implementation data, and stakeholder feedback. The evaluation will assess the following:

- Student achievement: The evaluation will assess the impact of the summer program on student achievement, including reading and other academic skills.
- Program implementation: The evaluation will assess the implementation of the summer program, including the extent to which the program was delivered as intended, the extent to which the program was implemented in a consistent manner across sites, and the extent to which the program was delivered in a cost-effective manner.
- Stakeholder feedback: The evaluation will assess stakeholder feedback, including feedback from students, parents, teachers, and other program stakeholders.

The evaluation will use a combination of qualitative and quantitative methods, including surveys, interviews, focus groups, and document analysis. The evaluation will be conducted by a qualified evaluator with experience in evaluating summer programs, and the results will be reported to the district and the state. The evaluation findings will be used to inform future grant applications and to improve the summer program.
The Reading Success project creates substantial and lasting value. According to the WhyRead Website, parents who read with their children from birth to age three are more likely to have students who “Read Fluently and at Grade Level” by third grade. Reading achievement is a good indicator of long-term success;

This means that in traditional classrooms, many students are in 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/historical events that will foster reading across the curriculum. Other innovative changes in organizational practices come from the Explore Montgomery County Partnership, which seeks new ideas and expands the scope of service delivery. New Lebanon thousands of staff hours from these programs and 117 hours of county staff. The county staff 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.

The Reading Success project is highly aligned with the What Works Clearinghouse and the National Education Improvement Project (NEIP). 23% to 29% of high school graduates in 2003 to 2005 completed an associate's degree within 6 years. This relegates too many New Lebanon students to poverty. Clearinghouse, only 23% to 29% of high school graduates in 2003 to 2005 completed at least an associate’s degree within 6 years. 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% of students reported positive effects. The IES reviewed a complete list of 100 studies of Accelerated Reader. The studies reported that students as well as randomized control trials and showing an average increase of 16% 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, provides effective instruction and improve differentiation/scaffolding. The initial set up of hardware and professional development is manageable. The videos purchased and free webinars reviewed as part of professional development will be provided to other districts. The project includes integration of this project and Accelerated Reader (McIntosh, 2008; Reinke et al., 2018). 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 achievement.

The Reading Success project creates substantial and lasting value through improving early reading achievement and reducing 3rd grade retention. The Technology Coordinator will also include recommendation for setting up the carts and the Reading Success pilot program. The pilot program will allow teachers to assist students. Information will be provided to support providers. 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. MCES regularly hosts trainings for school/districts and promotes adoption of effective techniques across communities of practice (Wilson, 2011). ReadySetSoar engages local foundations, corporations and government in providing fiscal support for use of the What Works program. ReadySetSoar holds a kit of local funders, which includes 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 through K-12. A recent study in Chicago included a longitudinal analysis on 3rd grade students in 1998-99 school through and into college. The study found 3rd grade reading is predictive of 8th grade performance, high school graduation and college attendance (Lesnick et al, 2010). The Reading Success project creates substantial and lasting value through improving early reading achievement and reducing 3rd grade retention.

The Reading Success project creates substantial and lasting value through improving early reading achievement and reducing 3rd grade retention. 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.

The Reading Success project creates substantial and lasting value through improving early reading achievement and reducing 3rd grade retention. By 2018, 66% of all jobs will require a college degree or higher (Carnevale, Smith and Strohl, 2010). This relates too many New Lebanon students to poverty. The Reading Success initiative is a bold, innovative 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 set a goal of increasing the percentage of persons age 25 to 64 with a postsecondary degree to 32% in 2018 and 36% in 2026. This does not change the fact 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 not a proactive response. A far more practical and forward-thinking response is to ensure individuals are differentially and scaffolded reading by using scaffolding. The Reading Success project creates substantial and lasting value through improving early reading achievement and reducing 3rd grade retention.

The research indicates 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 performance can negatively impact the entire classroom environment. In addition, the student with lower performance in reading and reading-related skills will have trouble keeping up with the rest of the class.

New Lebanon has set a goal of increasing the percentage of persons age 25 to 64 with a post-secondary degree to at least 60% by 2025 (2012). This aggressive goal does not even these variables, or make explicit assumptions about the impacts of additional Current Core Achievements. But 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 anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.
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 on 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 evidence-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.

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