

Budget

Watkins Academy (014194) - Montgomery County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (509)

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		7,200.00	0.00	0.00	19,438.00	0.00	0.00	26,638.00
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	0.00	0.00	0.00	0.00	0.00
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		7,200.00	0.00	0.00	19,438.00	0.00	0.00	26,638.00
Adjusted Allocation								0.00
Remaining								-26,638.00

Application

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Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Reading to Exceed Expectations

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.

The proposed program is a reading and literacy intervention program that will enable at risk students to improve their reading skills. This program is designed to improve reading achievement for grades K-3rd, that is aligned with the growth expectations according to the common core standards and third grade guarantee. This project will support various extra-curricular activities, resources for students, and professional development for staff in an effort to provide adequate and appropriate support for students who have learning disabilities, such as attention deficit disorder, dyslexia, or other economic (poverty, crime, unemployment, and low educational attainment) and language based difficulties.

51 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Bobbie Tyree

Organizational name of lead applicant: Watkins Academy

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

Address of lead applicant: 7601 Bassett Dr. Dayton Ohio 45424

Phone Number of lead applicant: 9378235188

Email Address of lead applicant: watkinselementary@hotmail.com

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

First Name, last Name of contact for secondary applicant: n/a

Organizational name of secondary applicant: n/a

Unique Identifier (IRN/Fed Tax ID): n/a

Address of secondary applicant: n/a

Phone number of secondary applicant: n/a

Email address of secondary applicant: n/a

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Superintendent, Bobbie Tyree, M.Ed. is the Superintendent of Watkins Academy. Bobbie Tyree has developed afterschool tutoring programs for other organization that have been proven to help at risk youth. E1T1 tutoring group is one of the programs that she has developed recently to help student in the Dayton and surrounding areas. Sarah Cripps, 2nd Grade Reading Teacher, experience teacher who has successful support other teaching in implementing reading intervention programs to aid at risk students in the areas of reading Yvonne Watkins is a 12 year experience teacher with a degree in early childhood education. She has successfully implemented early intervention programs to support at risk students. Additional Recruited Tutor

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.

n/a

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.

Addressing Student Reading Achievement: The proposed program will incorporate afterschool Reading tutoring program, Saturday Reading Enrichment Programs and additional academic enrichment activities that support student achievement in the classroom, and help students meet proficiencies required by Ohio Department of Education. Watkins Academy has established a promotion policy requiring that students being promoted from second to third grade meet the performance requirements in at least two of the three cornerstone areas of reading, writing and number sense. The afterschool Reading Program includes Reading to Exceed expectations is a supplemental program that will prevent or remediate skill deficits for students who are below or significantly below grade level. - Small group tutoring session twice a week - Individualize lesson plans to meet the needs of the individuals students being serviced in the program - Assistive Technology to support instruction for the learners with disabilities - Hands on activities and audio style supported materials to reach different learning styles

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

The afterschool programs will utilize suggested equipment that is specifically designed to enhance the success of an at risk learner. The Assistive Technology software enables all students' access to the curriculum materials that are aligned with the Ohio's Common Core Curriculum. The students will have an aligned lesson plan that include appropriate and effective tools and materials. Students will successfully have great opportunities to meet the necessary expected growth toward meeting state's requirements such as the 3rd grade guarantee. Implementing this after school program with provide adequate support to those student identified. Research shows that Assistive Technology is necessary and appropriate for students who have specific learning disabilities. The software that we are implementing in our program will help student specifically on reading and reading comprehension. Each student will be able to eventually read alone and comprehend what they are reading. Watkins Academy goal is to implement this early intervention reading program to prevent severe challenges in the areas of reading and writing. The afterschool program will also provide an opportunity for the students to work at a pace that is suitable and comfortable for the individualize child. The program will also promote success for a at risk student through it individualize lesson plan for each child. Each student will be taught based on his/her needs.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

n/a

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

26,638.35 * 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 current amount listed above will support the start of this program. See attachment for specific amounts and items.

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.

7,520.00 * 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 Reading to Exceed Expectation will only incurred further cost for employing staff to complete the program. That cost is only 27% (\$7,200.00) of the total budget. The equipment aligned with the schools educational program and the common core curriculum that is in place at Watkins Academy. The software may require updates in the near future but that is also only about 1% (\$320.00) of the total budget. The other resources, supplies, and instructional support materials will be well maintain to ensure that they last the lifetime of the program.

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

25,000.00 * 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.)

This project will save us an annual amount of 25,000 for equipment. The quality of each item purchase should last the entire lifetime of the program. The purchase equipment will replace other expected technology that was initially included in the five year forecast.

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.

There are recurring cost that will occurred over the next few years. This 28% recurring cost is for updates and salaries of staff conducting the program as we identify students at risk. Watkins has begun developing partnership and fundraising opportunities that will support the financial success of the program. The schools initial application of operation states that we will conduct community fundraising events and develop partnership to help maintain sufficient and appropriate tools and programs that meets the needs of the population of students.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/07/2014

* Narrative explanation

Watkins Academy will implement the Reading to Exceed Expectation program beginning January 2014. The selected teachers will attend a training on how to effectively utilize of all the tools and resources provided to help each at risk learner.

Implement (MM/DD/YYYY): 02/03/2014

* Narrative explanation

Step 2 Watkins Academy program administrator and teachers will meet with the selected at risk student and their parents to discuss the benefits of the program and attend a demonstration. During this meeting the program administrator will inform the parents and students of the program expectation. Step 3 Watkins Academy program teachers will evaluate the reading levels of each student and develop an individual reading plan that will be monitor throughout the entire program Step 4 The afterschool program will begin for all students who fall under the at risk category in the areas of reading/reading comprehension

Summative evaluation (MM/DD/YYYY): 06/04/2014

* Narrative explanation

Step 5 Watkins Academy's program administrator will monitor and evaluate the student program in April and May to ensure that the students are showing an adequate amount of growth Step 6 Watkins Academy's program administrator will conduct a final assessment on each individual student in the program

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

This project aims to provide financial support to Watkins Academy, which is projected to service 40 to 80 students in Montgomery County, Ohio. Families who live in Montgomery County, Ohio face serious challenges, including poverty, crime, unemployment, and low educational attainment. The proposed program does directly target student achievement. This project will support various extra-curricula activities, resources for students, professional development for staff, and many more valuable components that align with the purpose and mission of Watkins Academy. With the support of the program the environment, suspected discipline rate, and academic achievement will increase. Additional Changes Basic conditions for student achievement (having qualified teachers at each school site, sufficient instructional materials available for students, and school facilities in good repair). -Programs or instruction that benefit low-income students and English language learners. - Implementation of Common Core content standards and progress toward college and career readiness (as measured by the Academic Performance Index, graduation rates, and completion of college-preparatory and career technical education courses).

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.

Research shows that individualize tutoring and assistive reading technology is necessary and appropriate tools to help at risk students become success at mastery state level objectives. Research also proves that schools who utilizing tools such the Kurzweil, audio equipment, creative lesson, multi sensory, small group tutoring and reading alternatives, will allow the students to gradually become success in the general educational classroom. This indeed allow all learners to participant in a least restrictive environment.

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

Yes

No

22. If so, how?

n/a

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

The programs goal is to enable at risk student and students with learning and reading disabilities to improve their reading skills. This program will also build confidence in each of the students in an effort to help them succeed in school and life. Developing their reading skills at an early age will also prepare them for high school and post secondary education. Studies have shown that poor readers, who are reading at a grade level or more behind, are more likely to be disruptive in the classroom, truant from school, and at risk of dropping out of high school.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The main program benchmarks are to improve reading skills by using intervention strategies during the earlier stages of life. The program directed will conduct benchmark assessment on the identified student and maintain the records for as long as they are in the district. The students progress throughout the years will be monitored to effective examine the long term effects of early intervention programs.

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 program director will use Pearson DRA2 Beachmark Assessment which measures each student's reading proficiency through systematic observation, recording, and evaluating of performance. 1st benchmark Observe student reading habits, preferences, and goals 2nd benchmark Analyze and record oral reading 3rd benchmark Evaluate how well students understand the information they are reading 4th benchmark Use assessments results to personalize instruction to meet the individual needs 5th benchmark Evaluate using the above assessment to check and monitor growth 6th benchmark Final evaluation, collect and organize data

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