

Budget

Wickliffe City (045088) - Lake County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (211)

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		43,100.00	7,000.00	0.00	6,000.00	0.00	0.00	56,100.00
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	34,000.00	0.00	0.00	0.00	34,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		43,100.00	7,000.00	34,000.00	6,000.00	0.00	0.00	90,100.00
Adjusted Allocation								0.00
Remaining								-90,100.00

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: Literacy Plus

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.

Student achievement in our PreK-4th grade building is the focus of the Literacy Plus initiative through which we will train a current staff member as a literacy coach through the Literacy Collaborative (LC) to work with staff and students in using the literacy collaborative framework in grades 3&4. This training will supplement current LC training of a K-2 literacy coach to address the standards associated with the Third Grade Reading Guarantee, the transition to the Common Core standards, an increasingly transient and lower socio economic student population, and the rigor of upcoming PARCC assessments.

590 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Diane Wieland, Principal

Organizational name of lead applicant: Wickliffe Elementary School

Unique Identifier (IRN/Fed Tax ID): 026055

Address of lead applicant: 1821 Lincoln Road, Wickliffe, Ohio 44092

Phone Number of lead applicant: (440) 943-7767

Email Address of lead applicant: diane.wieland@wickliffeschools.org

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

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

Organizational name of secondary applicant: N/A

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

Address of secondary applicant: N/A

Phone number of secondary applicant: N/A

Email address of secondary applicant: N/A

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

N/A

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Diane Wieland, Principal; Marylou Ezzo, Assistant Principal; Angie Burkholder, Kindergarten Teacher; Denise Pandon, Third Grade Teacher; Becky Pike, Title I Reading Teacher. Mrs. Wieland has implemented the Early Literacy Grant awarded to Wickliffe Elementary School in 2013 and as an elementary school teacher was a National Board Certified Teacher. Mrs. Burkholder is currently participating in Literacy Collaborative to become a literacy coach. Ms. Pandon will participate in the Literacy Collaborative should the grant be awarded. Mrs. Pike and Mrs. Ezzo are currently overseeing the implementation of the school's transition from Targeted Title I to Schoolwide Title I designation.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Student achievement

Spending reductions in the five-year fiscal forecast

Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one:)

New - never before implemented

Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

Mixed Concept - incorporates new and existing elements

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

The demographic profile of the student in the Wickliffe City Schools has changed over the past 4 years. Transiency and low socio economics have resulted in more students arriving to school with below grade level literacy skills. The LC will train current staff members in research-based programming to improve student literacy.

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 Year 2 Literacy Coach will teach kindergarten for half of the day and spend the other half coaching in classrooms and providing ongoing professional development to colleagues. The Year 1 Literacy Coach will participate in a blended model of face-to-face and online professional development through OSU while continuing to teach full time. Having two building-level Literacy Coaches on staff to provide ongoing PD and coaching will reduce our dependence on outside literacy experts and will additionally provide a resource to Language Arts colleagues in grades 5 & 6 at Wickliffe Middle School. The United States Department of Education's What Works Clearinghouse has reviewed LC and determined it to be the highest-rated beginning reading readiness intervention. The K-2 coach will work intensively with all teachers who work with primary students with the goal of students entering 3rd grade as grade level readers. The 3-4 coach will support teachers working with students experiencing difficulty passing the state assessment, who are retained in grade 3, and those promoted to grade 4 requiring additional reading support. Research conducted by a team led by Dr. Anthony Bryk (currently president of the Carnegie Foundation for the Advancement of Teaching) found that with implementation of the LC framework students' average rates of literacy learning increased by 16% in the first year of implementation, 28% in the second and 32% in the third, with achievement rising across all levels of students.

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.

While there is no expected direct change to the five-year forecast, resources that are currently deployed in remediation will be redirected to support on-level and enrichment learning.

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

90,100.00 * 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.)

Ohio State Literacy Training - \$25,000 Materials - \$6,000 Tuition - \$3,500 Travel Expenses 13 Days Literacy Training - \$3,500 Gas and mileage 13 Days Literacy Training - \$1,000 .5 FTE for release of Year 2 Literacy Coach - \$46,000 Substitute Teacher - 35 days - \$4,100 LC Site Visit Costs - \$1,000 The cost of the project includes associated costs from Ohio State University for Literacy Coach training through the Literacy Collaborative, travel and lodging costs from Cleveland to Columbus and the related staff costs to provide the release time for participating staff members.

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.

102,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

Additional costs are anticipated to be curricular materials to support the Literacy Framework of the LC. These costs will be one-time and will be offset by relinquishing the need to purchase updated basal reading texts/programming. Anticipated cost: \$10,000 (Instructional supplies) Additional costs will also include two .5 FTE to provide release time for the Literacy Coaches to provide embedded staff development. Anticipated cost: \$92,000 (\$79,200 salaries, \$12,800 retirement and fringes)

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

0.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

N/A

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.

Once the cost of the Literacy Coach training has occurred, structures exist to provide Literacy Coaches opportunities to meet with staff members to provide the PD needed for further implementation of the Literacy Collaborative Framework. Structures include a weekly PLC meeting time negotiated during the most recent collective bargaining, and weekly grade level/special area team meetings. Materials that will be needed will be supported with curriculum cycle funding and are not expected to recur on an annual basis.

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): 01/04/2014

* Narrative explanation

During this time, the intermediate level literacy coach will be identified and will work with the currently training primary level literacy coach and the building literacy team to design the introduction and roll-out of the Literacy Collaborative framework in the 2014/2015 school year. Potential barriers include the attention required by other educational initiatives in the state, particularly the Third Grade Reading Guarantee and implementation of the Common Core. This will be mitigated by emphasizing the correlation of the Literacy Collaborative framework to the Common Core and its effect on student achievement. Throughout the process, the building literacy team and TBTs will work collaboratively to plan the structure of the instructional literacy block. Intervention specialists will be included in the planning to address the needs of students receiving special education services and closing the gap in achievement that exists between identified and non-identified students. Parents of students will be informed via the District web page, parent meetings, and conferences, particularly with parents of under-achieving students.

Implement (MM/DD/YYYY): 08/26/2014

* Narrative explanation

The primary level Literacy Coach will begin delivering professional development and coaching services during the 2014/2015 school year. She will meet minimally with 14 classroom teachers at least 2x/month in a coaching/facilitation model. Additional PD will take place during weekly staff meetings and team meetings on a topic-specific basis determined by an examination of student assessment data. The intermediate level Literacy Coach will complete intensive training during the 2014/2015 school year to begin coaching in the same model during the 2015/2016 school year. Potential barriers include the attention required by other educational initiatives in the state, particularly the Third Grade Reading Guarantee and implementation of the Common Core. This will be mitigated by emphasizing the correlation of the Literacy Collaborative framework to the Common Core and its effect on student achievement. Throughout the process, the building literacy team and TBTs will work collaboratively to plan the structure of the instructional literacy block. Intervention specialists will be included in the planning to address the needs of students receiving special education services and closing the gap in achievement that exists between identified and non-identified students. Parents of students will be informed via the District web page, parent meetings, and conferences, particularly with parents of under-achieving students.

Summative evaluation (MM/DD/YYYY): 06/30/2015

* Narrative explanation

Baseline data of student reading has been collected via the ODE Reading Diagnostic Measure. Data will be added in the spring of 2014, fall of 2014, and spring of 2015. Teacher and parent surveys will also be developed and given to determine changes in instructional practices and involvement of parents in the literacy growth of the students.

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

Reading instruction at Wickliffe Elementary School is rooted in whole group instruction from a basal reading series. During the 2010/2011 school year, a building-wide study of guided reading was conducted. During the 2011/2012 school year, a book room was established and teachers began to implement some guided reading into their literacy instruction. Curriculum development occurred during the 2012/2013 and current school year to align to the Common Core. The Literacy Collaborative framework will provide the structure to deliver the new curriculum with fidelity and common practice in all classrooms, allowing for differentiated instruction based on student need and including both remediation and enrichment. The LC framework will shift emphasis from teacher-directed to student-directed learning, from whole group to small/interest-based group, from lower-level thinking to deeper exploration, and from summative evaluations to formative evaluations and mastery learning.

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 conducted by a team led by Dr. Anthony Bryk (currently President of the Carnegie Foundation for the Advancement of Teaching) found that: Students' average rates of literacy learning increased by 16% in the first year of implementation, 28% in the second, and 32% in the third. Achievement rose across all levels of students. Teacher expertise increased substantially and the rate of improvement was predicted by the amount of coaching a teacher received. Professional communication increased among teachers over three years of implementation. The literacy coach became more central in the schools' communication networks. (Biancaros, Bryk & Dexter, 2010 and Attebery & Bryk, 2011)

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

Yes

No

22. If so, how?

Literacy Collaborative training is available to districts through The Ohio State University.

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

An increase in student reading scores as measured by the ODE Diagnostic assessment will result in fewer students being identified as Not on Track. NWEA MAP testing will be used to measure student growth over time with the goal of every student achieving at least one year's worth of growth for every year of instruction using the Literacy Collaborative framework. Students who are proficient readers by third grade will perform at higher levels of achievement throughout their school years. Students who have not reached the proficient level by third grade will benefit from intensive, systematic, research-based intervention in 3rd through 6th grades as needed.

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.

Based on the research conducted by Biancaros, Bryk & Dexter; and Atteberry & Bryk, it is expected that students' literacy learning will increase at the same rate as noted in Q.20 in years 1-3, as measured by NWEA MAP assessment or comparable instrument.

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.

Student literacy learning will be measured by the NWEA MAP assessment or other comparable instrument a minimum of 2x/year for students On Track and a minimum of 4x/year for student Not On Track. Meeting the projected growth target of the Bryk research is the goal of the project during its first implementation years(s) - 2014/2015 for students in grades K-2 and 2015/2016 for students in grades 3-4, and beyond. Results of the project will be shared through the Literacy Collaborative at Ohio State through the ongoing site visits by LC training staff.

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 Diane Wieland, Principal Wickliffe Elementary School 10/25/2013