

Budget

Canton City (043711) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (95)

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	310,000.00	67,000.00	312,972.00	0.00	689,972.00
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	299,000.00	0.00	299,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	310,000.00	67,000.00	611,972.00	0.00	988,972.00
Adjusted Allocation								0.00
Remaining								-988,972.00

Application

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
K-2 Transformation to Literacy and Math Preparatory Schools, Brighter Tomorrow Plan

2. Executive summary: Please limit your responses to no more than three sentences.

The Canton City School District (CCSD) through a three year Brighter Tomorrow District K-12 plan will reach 100% of all third grade students performing at grade level in reading and math before they enter grade three by implementing the following Phase Two goals of the Brighter Tomorrow Plan: restructure all fourteen K-5 buildings to create seven kindergarten through grade 2 Literacy and Math Preparatory Schools; redesign K-2 classrooms from desks in rows to engaging learning centers with literacy and math stations that include technology for learning and assessments; provide a total literacy RETRAINING of 190 K-2 teachers and principals through Keystone Literacy, a scientifically based reading instruction program that will coach and train staff using sustainable literacy interventions that are practical, concrete, and are clearly defined; and additional re-training in math through nationally recognized, Carnegie Learning. Research has shown that restructuring school configurations at K-2 and 3-5 provide efficiency and cost reductions in scheduling, staffing, and greater control of class sizes and resource personnel needed for early intervention. Transformation will occur as a result of retraining grade level K-2 building teams in multisensory literacy techniques that are intensive, more explicit; systematic, and monitored requiring direct practices to improve fluency through a scientific research based reading approach for all certified K-2 staff and math training that is relevant and connected to common core standards in math.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

3000 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 |
| <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 9 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Adrian E. Allison

Organizational name of lead applicant
Canton City School District, Superintendent

Address of lead applicant
Canton City School District Admin. Center 305 McKinley Avenue NW, Canton, Ohio 44702

Phone Number of lead applicant
330-438-2500

Email Address of lead applicant
allison_a@ccsdistrict.org

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
 No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the

educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

The CCSD has had low performance on the Ohio Reading and Math Proficiency tests at grade three. Data this past fall included 435 students who were not proficient or above in reading out of 682 tested third grade students. The district examined all practices connected to student performance and concluded that significant change is needed to reach 100% of all students passing the third grade test next spring. The district has been heavily engaged in the Ohio Improvement Process (OIP) and has adopted a District Leadership Team format that meets once a month in the evening representing every building. The traditional K-5 building structure does not allow us to use all resources effectively and efficiently. In addition, we need a laser focus on front-loading literacy to ensure every K-2 student can read at grade level before they enter grade three. The project includes: restructuring from K-5 buildings to K-2 Literacy and Math Preparatory Schools and 3-5 Leadership/21st Century Schools; redesigning K-2 classrooms to be more engaging collaborative learning centers with technology for diagnostic assessments and individualized literacy reinforcement; and RETRAINING of all certified K-2 staff in scientifically research based literacy instruction through Keystone Literacy and real life common core math applications through Carnegie Learning. All certified staff will have forty minutes of daily team time prior to the instructional day. The buildings will be lead by literacy specialist principals who have been trained in reading and math instruction at K-2. The literacy block will be standards based with multiple reading blocks focused on personalized learning that will include core, phonics reinforcement, intervention and/or enrichment. All certified staff will be trained through Keystone Literacy using Scientifically-Based Research practices with systematic phonics instruction, direct instruction, and reinforcement using multisensory language training.

The proposed innovation and how it relates to solving the problem or improving on the current state.

The Canton City School District has a three year plan for District improvement called the Brighter Tomorrow Plan. This comprehensive plan focuses on restructure, redesign, and transforming our K-12 schools focusing on improving academic achievement through changes in adult instructional behaviors and student engagement. Phase one of the plan has taken place and involved redesigning all middle schools from grades 7-8 to becoming grades 6-8 interest based academies allowing for school choice. Phase two of this plan will transform elementary buildings from fourteen K-5 schools to seven K-2 Literacy and Math Preparatory Schools that are focused on reading and math instruction. and seven grades 3-5 Leadership/21st Century Schools. This transformation will allow innovative best practices that will help us to reach 100% of all third grade students reading at grade level before they enter grade three. Innovations include: training in a multi-sensory language program, daily teaming of K-2 teachers prior to the instructional day with students; daily collaboration on best practices that are focused on individual student growth; professional development that is K-2 scientifically researched based in literacy and math; technology training that is integrated into literacy centers; redesigned classrooms that are engaging for students and center based; continued use of a universal assessment screener, I-Ready and Dibels to measure student growth at specific intervals; training principals who are skilled leaders and literacy specialists; intense literacy RETRAINING for every K-2 classroom teacher with Keystone Literacy; a change in climate and culture through Positive Behavior Interventions for Students (PBIS) for all staff; and intense training on real life applications of math standards for all K-2 teachers through Carnegie Learning. This restructuring will be efficient and will reduce district costs over the next five years. The goals of increased student achievement and reduction in spending will yield both short and long term benefits and will meet the goals of the project listed in question 2. Restructuring buildings and redesigning classroom environments will streamline student services and cut expenses (staff, classroom materials, and student support personnel). This plan will provide for focused and intense tiered teacher training to improve instructional practices. The district's new three-year negotiated agreement supports extensive and ongoing professional development at a reduced training rate not per diem rate. (The contract provides for ten mandatory, summer training days.) Since improved instructional practice will reduce the need for costly interventions, transforming instruction will ultimately decrease overall educational costs per child. The Brighter Tomorrow Plan compliments the current school improvement plan in that it 1) targets optimal student achievement on each student's path to career and college readiness; 2) cultivates a safe and supportive school climate; 3) decreases costs in salary and fringe benefits; 4) allows us to improve student achievement through a more collaborative classroom learning environment that is developmentally focused and more streamlined; 5) allows for more teaming and collaboration of teachers at specific grade bands.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels,

content areas as appropriate) in the box below.)

100% of K-2 students will be able to read at third grade level upon entrance to third grade and be proficient in math as assessed by third grade reading and math performance assessments. This will occur through RETRAINING of all K-2 certified staff utilizing best practice instruction and increased knowledge of common core. A literacy audit in February of 2014 through Keystone Literacy, a national scientifically based research organization identified the deficits needed for attainment of at level and above reading goals. The audit was based on classroom observations, administrator interviews, I-Ready performance data, OAA reading data, professional development forms, curriculum materials forms, lesson plan reviews, building schedules, and the ODE Building report cards. Goals for this collection focused on instructional practices, non-instructional variables, the reading achievement gap for at-risk students in the district, and the declining performance seen district-wide, beginning in second grade. Data from that audit showed a need for a significant increase in phonics instruction taking place in K-2 classrooms, more skilled delivery is needed in the areas of phonemic awareness, decoding, and fluent text reading with appropriate intensity and practice. Auditors observed impure sounds during instruction and recommend more individual small group interventions using individual screenings where appropriate. Auditors observed that more consistent corrective feedback is needed with multisensory instruction. Research data was presented on the assessment of six early interventions with good instructional practices. Our beginning reading program at K should be solidifying students knowledge of the alphabet, engaging students in phonemic awareness activities, and listening to students reading stories and informational texts read alouds. The goals with this project in literacy will be "How We Teach to Reach", essential instructional elements, teacher behaviors (modeling, specific praise, corrective feedback, monitoring, scaffolding, and pacing. In addition all K-2 teachers will receive retraining in math instruction using Common Core. We have been following a prescribed math series in the past rather than focusing on training that is real-life focused using the Common Core math standards. The learning needs to be meaningful and relevant to students. Retraining will occur using the Common Core in real life applications. The District will be cost efficient and will be able to reduce spending as a result of this project through the restructuring of schools, the ability to control class sizes, streamline resources, and better utilization of support services.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

We will save a significant amount of money in the areas of salary and benefits as a result of restructuring our schools from K-5 to K-2 and 3-5. We have uploaded specific budget sheets for your review. The savings is a total of \$821,770. per year. Phase one of Brighter Tomorrow has restructured the traditional 7-8 middle schools to 6-8 academies and is complete. This grant application is focused on phase two which will restructure 14 traditional K-5 neighborhood schools to seven K-2 and seven 3-5. This restructuring is efficient and sustainable because it saves money through consolidation of instructional and support staff. We have completed a five year projection that this will save \$821,770. per year. (salary and benefits). The plan will balance the classrooms to class sizes of 1-20 at K-2. Reconfiguring schools to K-2 and 3-5 creates balanced and efficient class sizes. Additionally, resource and support staff can be more efficiently utilized. After studying the enrollment data, class sizes, staffing and bussing, the project is sustainable. There will be better control of class sizes and support and resource staff needed, thus reducing expenses. After reviewing retirement notices that have been turned in to date, eight K-2 classroom teachers and one resource teacher will not have to be replaced. Since these people are at the higher end of the salary schedule, these savings are significant. It is also anticipated that more retirement notices will be given by the end of the year that might not require replacements or the replacements would be at a much lower salary. We have included enrollment data, teacher data and projected need based on this restructuring. K total enrollment 739 students at 20 per room. We project 37 classroom teachers needed. We have projected teacher data, student enrollment and classes needed for each grade level. As a result of these projections under the new configurations we see the following data: through restructuring and attrition, we will be able to reduce kindergarten, grade one and grade two by a total of 8 teachers and one resource teacher by still maintaining low class sizes saving us a total of \$821,770. per year. In addition, we may be able consolidate resource and support staff.

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

988,972.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Restructuring buildings and redesigning classroom environments will streamline student services and cut expenses (staff, classroom materials, and student support personnel). Transformed instruction will begin with teacher training. The district's new three-year negotiated agreement supports extensive and ongoing professional development at a reduced training rate not per diem rate. (The contract provides for ten mandatory, summer training days.) Since improved instructional practice will reduce the need for costly interventions, transforming instruction will ultimately decrease overall educational costs per child. The brighter Tomorrow Plan at K-2 compliments the current school improvement plan in that it 1) targets optimal student achievement on each student's path to career and college readiness through a strong literacy and math focus ; 2) cultivates a safe and supportive school climate; 3) decreases costs in salary and fringe benefits; 4) allows us to improve student achievement through a different classroom learning environment that is developmentally focused and more streamlined; 5) allows for more teaming and collaboration of teachers at specific grade bands, specific training per grade band levels that will move instruction, and 6) lays solid reading and math foundations at K provides for high quality professional development that makes an impact on adult behavior and teacher instructional practices. The literacy training has 3 tiers: All certified staff will have tier one and tier two training which includes the Essential Components of Literacy Instruction (Core)and Assessment and K-5 Multisensory Approaches for Teaching Reading.(group intervention support.) Infrastructures will be added for efficiency of learning centers and on-line diagnostic assessments. Professional Development costs are \$2500.00 per certified staff member to complete five all day sessions of Tier One, five day training through Keystone Literacy including all principals. Total cost for this comprehensive training is \$315,000 for 126 staff members. We have grant funds that will cover \$100,000 of the \$315,000. \$190,000 = Intense Literacy Training through Keystone Literacy (cost of training) \$49,000 Classroom Design for Learning Centers = Round Tables (\$95 per 48 inch adjustable tables)in 98 classrooms \$120,000 = Carnegie Math training \$ 273,126= Mac Airs(BJ376LLA 11.6 GHz i5/46B/128 flash storage intel HD graphics 5000 (3) per classroom for 98 classrooms, 5 pack cost is \$4645. at \$929 per macair = \$273,126 plus \$39,846 = two to three ipads per grade two classroom 87 ipads IPAD2 (16GB with WIFI)BH446LLA (10 packs at 4580. per 10) = \$458 per Ipad = \$39,846 \$67,000 = Teacher Literacy Kits, Multisensory and Carnegie math materials \$250,000 infrastructure for hardware, wiring, dense wireless - aruba access points, a controller, licensing, switches cable and installation Total = 988,972

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

Phase one of Brighter Tomorrow has restructured the traditional 7-8 middle schools to 6-8 academies and is complete. This grant application is focused on phase two which will restructure 14 traditional K-5 neighborhood schools to seven K-2 and seven 3-5. This restructuring is efficient and sustainable because it saves money through instructional and support staff. We have completed a five year projection that this will save \$821,770 per year. (salary and benefits). The plan will balance the classrooms to class sizes of 1-20 at K-2. An example of present inefficiency is if there are 32 K students at a grade level in a building, two classes of 16 students are required. Reconfiguring schools to K-2 and 3-5 creates balanced and efficient class sizes. Additionally, resource and support staff can be more

efficiently utilized. After studying the enrollment data, class sizes, staffing and bussing, the project is sustainable. There will be better control of class sizes and support and resource staff needed, thus reducing expenses. After reviewing retirement notices that have been turned in to date, eight classroom teachers and one resource teacher will not have to be replaced. Since these people are at the higher end of the salary schedule, these savings are significant. It is also anticipated that more retirement notices will be given by the end of the year that might not require replacements or the replacements would be at a much lower salary. We have included enrollment data, teacher data and projected need based on this restructuring. K total enrollment 739 students at 20 per room. We project 37 classroom teachers needed. We have 40 teachers. This is a reduction of -3 Grade 1 total enrollment 749 at 20 per room 38 teachers needed. We have 41. This is a reduction of -3 grade 2 enrollment is 687. 35 projected. We have 36 teachers. This is a -1 grade 3 enrollment is 621 at 22 per room. We have 33. We need 29. This is a -4 grade 4 enrollment is 599 at 22 per room. We have 30 staff and need 28. This is a -2 grade 5 enrollment is 610 at 22 per room. We have 30 staff and need 28. This is a -2 The figures listed above mean a savings of 9 certified staff per year based on this redesign of buildings. This is a savings of \$821,770. per year, for the next five years based on our current district enrollment. Final 5 year savings will be \$4,108,850.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

821,770.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

Savings will be realized in the areas of salary and benefits. We have uploaded specific budget sheets for your review. The savings is \$821,770 per year. Because we are able to control class size and programming, at 7 buildings instead of 14 buildings, we will be able to operate with 8 less staff members per year and still provide small class size numbers to achieve our goals. This grant has caused us to look at how we can operate our organization more efficiently and at the same time improve our student achievement and performance. We will be able to improve our organization as a result of this grant. The redesign will save \$821,770 per year totaling at K-2. (salary and benefits = \$607,063, salary and benefits \$214,707 per year. At the same time, we will be able to make a one time up front purchase of technology, infrastructure for wireless networks and classroom furniture that is not the traditional desks and chairs in the form of flexible learning labs, and training for teachers,

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The one time costs that are involved in this project will allow us to do the following: Restructuring K-5 to K-2 and 3-5 buildings; train staff on tiers one and two literacy and math, provide learning centers for k-2 buildings with hardware and infrastructure for hardware utilization. We can sustain this project without ongoing costs. We will utilize the train the trainer model. Our organization will become more streamlined and efficient as a result of this alignment and restructuring of staff. We will be able to control class sizes which will make us more efficient in the future. Our buildings will be reconfigured into grade bands which will provide more teaming at grade level and collaboration of staff. We will be able to have more student focused schedules with ninety minute blocks of reading in the morning at all K-2 schools that includes an engaging design and school facility climate for young children. This means options for learning that are not traditional desks in rows but utilizing learning labs that can be moved around in small group or large group structures. Instruction at k-2 will be literacy and numeracy focused to ensure all students are achieving at grade levels and above in reading and math.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range: January 2014 to June, 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

January 2014 - Planning Timeline * Identify PreK-2 and 3-5 schools based on location, structure and capacity - Establish a Literacy Council* Identify members of Innovation Council Design Teams and develop an aggressive meeting calendar * Identify transportation team to establish bus schedules and building times * Develop intense marketing campaign with community meetings * Develop an internal transfer process for staff - Complete Literacy Audit from Keystone Literacy, Establish a comprehensive literacy training plan as a result of data and audit -Meeting with Carnegie Learning on math professional development *Develop calendar for site visits to best practice design classrooms *Develop technology time lines so that all items are ordered, contracts are met and installation and cabling timelines are established. *Develop a calendar for Internal Organizational Meeting by grade levels at the district and building levels, develop an oversight council and technology/facility team- Design literacy and math block schedules This innovative project will be communicated to community, parents, students, and staff members through face-to-face meetings, on-line videos, and through regular updates via emails. In addition, updates will occur on our district website. The website will serve as a communication tool for all stakeholders to see regular updates. All K-5 staff participated in a futuristic classroom design on what classrooms should look like, feel like, and professional development needs. Those results are posted on our intranet. Develop monitoring and assessment calendar and determine systems and processes

* Anticipated barriers to successful completion of the planning phase

Barriers: The biggest barrier to the planning phase is time. Meeting expectations will be set to be able to efficiently use the time available. Team members will arrive a meeting on time with tasks completed and ready to move forward with additional tasks/projects. Our team is committed to this project and has and will meet all deadlines. Our oversight innovation council will keep us on task in meeting all deadlines. All stakeholders informed of meetings, responsibilities and goals met through electronic communications as overseen by Asst. Supt. and oversight team

18. Implementation - Process to achieve project goals

* Date Range: January 2014 to June 2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

*Develop building transition committees of parents, teachers and leadership *Transition teams/committees develop calendar of activities through August for the opening of buildings *Site visits to view best practice innovation classrooms - Oversight/Innovation Council Team meetings to ensure all grant obligations are being met *Identify Professional Development Team to begin planning professional development in literacy instruction and innovative innovative classroom design*Continue community meetings - Complete literacy audit and review findings to plan literacy training - Begin Literacy training in June - Review classroom design findings to prepare K-2 classroom infrastructure -Begin principal training for monitoring adult literacy and math practices- September, coaching activities for certified staff. Order classroom design capital outlay- Develop math team to Meet with Carnegie Learning and review professional development plan for math retraining.

* Anticipated barriers to successful completion of the implementation phase.

Barriers will be time and holding stakeholders accountable to meet all deadlines.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range: June 2015

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

We will develop a comprehensive list of all activities and events to reach our benchmarks through the Leadership Team and Data and Accountability Office. K-2 Teacher Literacy Knowledge Survey - pre already complete, post completed by June 2015 Analysis of Survey results - share with staff Develop improvement plan K-2 Culture and Climate Survey for staff, students and parents, June 2014, post 2015 Analysis of Survey results - share with staff Develop improvement plan Literacy Audit - Pre complete, post Develop training plan based on audit results Comprehensive analysis and improvement plan after all diagnostic tests. K-2 Diagnostic and Summative for reading and math - Pre is used as diagnostic screener (August 2014), the post is used as a summative assessment (April 2015) Fall of 2015, state assessment in reading Improvement plan based on Fall 2015 results in reading

* Anticipated barriers to successful completion of the summative evaluation phase.

There are no barriers. The biggest challenge will be monitoring of all principals to ensure fidelity to for consistency at all buildings. We will handle this challenge.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

This plan focuses on critical changes that are instructional and organizational practices. Instructional changes include: RETRAINING all K-2 certified staff and principals on researched based multisensory approaches to literacy instruction relevant and rigorous math instruction. RETRAINING in math practices will occur through Carnegie learning training. These practices will be monitored through principals and assessment data. In addition, coaching and monitoring will occur to ensure that these strategies are implemented consistently. Coaching will occur through Keystone Literacy and monitoring through principals and assessment data regular reviews during daily team meetings. Our organization will become more streamlined and efficient as a result of this alignment and restructuring of staff. We will be able to control class sizes which will make us more efficient in the future. Our buildings will be in developmental grade bands which will provide more teaming at grade level and collaboration of staff. We will be able to have more student focused schedules with ninety minute blocks of reading in the morning at all K-2 schools that includes an engaging design and school facility climate for young children. This means options for learning that are not traditional desks in rows but utilizing learning labs that can be moved around in small group or large group structures. Instruction at k-2 will be literacy and numeracy focused to ensure all students are achieving at grade levels and above in reading and math. Students will be in redesigned classrooms with innovative technology that will allow for a blended learning environment. Students will have the ability to utilize technology through classroom learning centers for literacy and assessment. Student achievement will improve with students achieving reading and math standards early We will accomplish all of this through this one time front-load of spending. Teachers will be trained for their specific grade band areas, teaming through negotiated teacher based team time that is before students arrive and is part of the teacher day. Best practice sharing will occur as well as the Five step process used as part of the Ohio Improvement Process to improve achievement and climate and culture. We are committed to the OIP Process and are modeling a District Leadership Team monthly meeting process that meets

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. 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 response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

An Executive Summary by the Center on Organization and Restructuring of Schools Wisconsin Center for Education Research on Successful School Restructuring concluded that school restructuring can improve student learning when focusing on four key factors: Student learning, Authentic Pedagogy, School Organizational Capacity, and External Support. (October 30, 1995) The CCSD Innovative project will be focusing on the vision of high quality student learning. More important than the physical design/structure of the buildings is the development of curriculum, instructional techniques, assessment tools and staff development to ensure quality student learning. Authentic Pedagogy challenges students to develop an in-depth understanding and to the ability knowledge to apply to real-life problems. One of the district's goals is to provide an education that will lead all students to be college and career ready. Our 21st Century Schools design will capture this goal and provide students with learning that focuses on critical thinking, collaboration, communication, leadership, and creativity utilizing blended learning and innovation. In order to for quality student learning and instruction to occur, staff needs time to collaborate to build school capacity. Beginning with the 2013, CCSD created a school day that ensured all staff time to be able to work collaboratively in Teacher Based Teams (TBT's) five (5) days a week. With this structure already in place, this will enable the staff to build strong professional communities that promotes high quality student learning, while supporting instructional practices. Having multiple staff at a single grade level allows for increased collaboration among staff at the same grade level. In addition to TBT's, four professional development days are embedded into the school calendar/summer at a lower cost than per diem rate. The opportunity to receive the additional funding through this grant will provide the external support need to bring this proposal to fruition. Staff will be trained to utilize innovative classroom instructional strategies that are best practices and innovative as well as intense training at K-2 in literacy and numeracy. These changes will not only impact teaching and learning but student engagement through classroom design. These changes will also impact our budget in a positive way as they will reduce costs over the future. Research supports the importance of providing appropriate, high-quality reading instruction to children in grades K-3. Furthermore, explicit and direct teaching is more likely to be effective than simply leaving growth to chance. The National Reading Panel (2000) reports that early intervention (in grades one and two) is most effective than later intervention because intervention at grades three and beyond require more hours, more expertise, and more concentrated practice.(Torgeson et al. 2000) The most efficient way to prevent reading difficulties is to ensure that every child receives appropriate high-quality instruction in grades K-3 (Snow et al, 1998)

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process,

timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

Outcome 1 - All CCSD K-2 students will be on grade level or above in reading and math by the end of grade two - measured through I-ready formative and summative results, third grade state assessment; Internal Evaluators; Dr. Faith Kittoe, Assistant Supt. ; Dr. Fred Dawson, Testing Director; Kim Kingsbury and Lori Davila, Transformation Specialists improved instruction as a result of intense RETRAINING for staff in reading and math - collection of adult implementation data which will include (principal walkthrough data, KeyStone post audit through Keystone, I-Ready diagnostic data given three times per year, final time is summative and is used as the teacher effectiveness student growth score for Ohio Teacher Evaluation Score; decrease in RIMPS, Reading Improvement Monitoring Plan results decreased from year to year. External Evaluator, Dr. Rebecca Tolson, Keystone Literacy, and Kim Kingsbury and Lori Davila, Transformation Specialist, External State Support Team Members, feedback to district on Building Leadership Team minutes Outcome Two -Sharing of Best practices as a result of team and collaborating with peers, sharing of resources, and k-2 trained principals in literacy and math. - Monitored through the Ohio Improvement Five Step Process that is reported out through Teacher Based Team (TBT), Building Leadership Team (BLT) and the District Leadership Team (DLT) - Internal principals, Kim Kingsbury and Lori Davila, Transformation Specialists Outcome Three -The operating will be reduced as a result of less salary and operating costs. School climate will be improved as a result of best practices and engaging classrooms that address individual students. - Evidenced through five year forecast and budget spending data Treasurer and Superintendent Outcome Four - more engaging classrooms, less behavior problems. Behavior referrals will decrease as a result of student engagement, constant student feedback, and cycle assessments that are on-line and formative

* 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 project's progress).

Short Term I-Ready - Diagnostic data Sept and April - collected and tracked electronically through the electronic platform Long term IReady summative assessment - April(summative) show student growth tracked electronically and used as a measure of student growth for teachers Ohio Teacher Evaluation System Long Term State assessment in reading and math - tracked electronically by district assessment director Short - Principal walk throughs and I-Ready progress monitoring - tracked through OTES on the Go electronically and monitored by four transformation specialists and external monitors through Keystone Literacy through Audit in February Long Term - reduction of RIMPS Reading Improvement Plan - internal monitor Dr. Dawson, Director of Testing and Assessment Short Term - reduction in behavior referrals and time spent out of the classroom for discipline as a result of high student engagement and instruction to meet needs of individual students, Internal Tracking Student Success Plan - monitored by Krista Allison, Director of Student, staff and community support Long Term - decreased behavior referrals and 100% student engagement

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

Through the Ohio Improvement Process our District Leadership Team meets on a monthly basis to monitor and make adjustments following the five step protocol. The accountability team will meet weekly to review monitoring, timeline implementation, and activities leading to meeting goals and outcomes.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

The value and impact is that 100% of students at K-2 will be on track at grade level in reading and math before entering third grade which is a state goal from our Governor and is further evidenced by third grade guarantee legislation. Reaching this goal will lead to student success and career and college ready. This project has sustainability after the grant period. We will be fiscally responsible to all stakeholder by reductions in spending and raising the bar for our students and staff. Students will rear and be proficient at grade level and above in reading and math. Teachers will be retrained to utilize the very best instructional and assessment practices to attain this goal. All CCSD students will be on grade level or above in reading and math by the end of grade two as a intense training for teachers in reading and math, team and collaborating with peers, sharing of resources, and k-2 trained principals in literacy and math and the use of engaging learning centers with electronic assessments that give immediate feedback results. By staying within the present budget with this one time front load of funds, we will continue to be fiscally responsible to all stakeholders in "raising the bar" for all students but keep the costs low. Attainment of goals will continue after the grant period. Staff will be highly skilled in literacy and math as a result of RETRAINING in the use of best practices for instruction and assessment. Staff has built in teaming and training time daily prior to the instructional school day as a result of redesigning time in the schedule. This will allow for constant and on-going professional development to improve teaching and learning at no cost.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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 applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

We have three benchmarks which are cost efficiency, student achievement, and engagement.innovation/design/technology. We will be cost efficient by restructuring our schools. We plan to do this to improve our district in student achievement and spending reductions. Secondly, we need to raise student achievement. We have adopted an i-Ready, a universal measure K-12 in reading and math which will be one of our progress monitoring areas to measure growth and instructional needs. Benchmark Goals (Long term) Current results vs. anticipated results in 5 years *I-ready Diagnostic for K-3 in reading and math 3. Current number of students on RIMPS vs. anticipated results in 5 years (Focus on K-3 Literacy Standards) Students below in math on iReadys OAA Results graded 3-5 OAA results grades 6-8 (This will allow us to see

trend data over the next five years). Current numbers of students proficient vs. anticipated results in 5 years on PARCC (Focus on K-3 Literacy Standard) Growth measures provided by i-Ready. We will create engaging classrooms through an innovative design plan that will include collaboration centers and technology for both instruction and assessment.

* Spending Reduction in the five-year fiscal forecast

822,000 per year

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

Yes, this project can be replicated in other districts as a model for restructuring and transformation at K-2 through our Brighter Tomorrow Plan plan. We currently have team members that document our work and are readily available to share our innovative practices leading to our transformation as evidenced through visits and presentations we have done this year. Our Transformation Specialists along with our teaching and classified staff are readily available to share as has been evidenced through presentations presently being shared at Ohio Leadership Advisory Council (OLAC) and through visitations to our District. Our team is well versed on the components of our plan in both successes and lessons learned. We have a professional powerpoint of this K-2 model developed and have team members that can share with other districts on the planning, the systems and processes needed to get us there, and the implementation plan. Since we document our work as we move forward, and our staff is engaged, we can share this project with very little effort. We currently have phase one replicated on-line through video showcases and powerpoints. Phase one, was the restructuring of our middle school academies to choice, interest based academies. We have many of the successes as a result of phase one documented on our website and through videos on our CCSD television station for community and students to access. We also have presented some of our best practices at the State level such as daily teaming of all instructional staff prior to the school day, the morning welcome which is a common time with all students and staff to celebrate and set goals, and our OIP process that meets in the evening monthly. We would be willing to provide site visits as we have done in the past for the Columbus City Schools, SST's from other regions, and Dr. Pam Vanhorn and her team from ODE. We have shared our OIP process which is a monthly, evening District Leadership Team (DLT) meeting from 3:45pm to 6:45pm. All 26 building principals, and one member from every Building Leadership Team (BLT) participate. We review our district goals in both academic and climate/culture and go through the 5 step process. We welcome outside teams to visit and watch our systems and processes as we attain our goals.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

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Consortium

Canton City (043711) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Canton City (043711) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Rebecca	Tolson	330-705-6342	rebecca.tolson@tolsondyslexia.com	Keystone Literacy		7783 Compton , , North Canton, Ohio, 44720	

Implementation Team

Canton City (043711) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Lori	Davila	Transformation Specialist	Lori will be the lead in all math training through Carnegie Learning. She will implementing all training, audits, monitoring through principals, timelines with the math portion of this project, student growth, and evaluation. She will work closely with the assistant superintendent on timelines, meeting with Accountability team, implementation of grant, and professional development.	Lori Davila graduated from Kent State University in December of 1985 with a Master of Science in Elementary Education (1-8). Davila returned to Kent State in 1988 to pursue a Master's Degree. Davila graduated in August 1992 with a Master's Degree in Readin	Lori Davila began her career in September 1986 as a 4thgrade teachers in Plain Local Schools. While teaching, Davila worked with neighboring districts and the Stark County Educational Service Center presenting "best practices" to classroom teachers. In 1993, she was the recipient of a Martha Holden Jennings Scholar Award. She continued in the classroom until 1998 when she accepted the position of assessment consultant for the district. During that time she coached staff in "best practices", interpreting test data, school and district and developed curriculm units. In 2001 she was appointed an elementary principal in the Massillon City Schools. Under her leadership for nine years her school became "Excellent" and was named "A School of Promise" three times. She later became a curriculum director for the district and moved the district up to receive their first designation of an "Effective." rating. She presently is a transformation specialist for the Canton City Schoold District and responsible for elementary buildings, professional development, evaluation of principals, and coaching principals to attain district goals.	
Kim	Kingsbury	Transformation Specialist	Organize and implement all RETRAINING in literacy working with Keystone Literacy Monitor all coaching and principal monitoring of literacy best practices Serve on accountability committee Work closely with Data and Accountabilty Department on all data Monitor results of all assessments to report out growth Work closely with district asst. superintendent to make sure all grant systems and processes are taking place to improve	Kimberly Kingsbury received her Elementary Education degree in 1994 from The University of Akron. From there she completed her Masters of Arts in Education in Reading from Malone University in 1998. During the 2000-2001 school year, Ms. Kingsbury completed Reading Recovery Training through the Ohio State University. Then in 2008, she completed the Literacy Specialist Endorsement Program through the	Ms. Kingsbury is a long-time employee and graduate of The Canton City School District. She began her career teaching first grade at Belden Elementary. From there she became a Reading Recovery Teacher in both Belden and Gibbs Elementary. Ms. Kingsbury then moved into the curriculum department where she served as the district's literacy specialist for grades K-6 and also as interim Curriculum Director. After	

			<p>growth Work with technology department to order all technology and make sure it is appropriately placed Monitor school engagement and teaming practices and report results to asst. supt.</p>	<p>University of Akron. Finally in 2009, she finished the Educational Administration program with Principal Licensure through the University of Arkon. Ms. Kingsbury's Ohio Certification includes the following: Elementary Education, grades 1-8, Reading Endorsement, K-12, Literacy Specialist Endorsement, and Principal Licensure.</p>	<p>several years in the Curriculum Department, Ms. Kingsbury became the principal of Dueber Elementary. Ms. Kingsbury is currently a Trasnformation Specialist in the district where she supervised and coaches five elementary principals and leads many district initiatives.</p>	
Adrian	Allison	Superintendent Canton City School District	<p>Dr. Allison introduced the Brighter Tomorrow Plan to the staff, students, parents and community in January 2013. He has lead and organized the District restructuring and transformation plan. Phase one has been completed which transformed middle schools grades 7 and 8 to interest-based middle school choice academies grades 6,7, and 8. These academies opened in August 2013 and have been successful. Dr. Allison has extensive educational experiences having worked at the Ohio Department of Education as the Director of Improvement and has had national experiences in school improvement. His responsibilities will be to continue leading phase two of this project and communicating with the Canton City School District staff and community. He will be the major communication link to the Board of Education, Ohio Department of Education, and lead on any reports to the Ohio Department of Education.</p>	<p>Dr. Allison introduced the Brighter Tomorrow Plan to the staff, students, parents and community in January 2013. He has lead and organized the District restructuring and transformation plan. Phase one has been completed which transformed middle schools grades 7 and 8 to interest-based middle school choice academies grades 6,7, and 8. These academies opened in August 2013 and have been successful. Dr. Allison has extensive educational experiences having worked at the Ohio Department of Education as the Director of Improvement and has had national experiences in school improvement and school reform.</p>	<p>Dr. Allison introduced the Brighter Tomorrow Plan to the staff, students, parents and community in January 2013. He has lead and organized the District restructuring and transformation plan. Phase one has been completed which transformed middle schools grades 7 and 8 to interest-based middle school choice academies grades 6,7, and 8. These academies opened in August 2013 and have been successful. Dr. Allison has extensive educational experiences having worked at the Ohio Department of Education as the Director of Improvement and has had national experiences in school improvement and school reform.</p>	
Rebecca	Tolson	Keystone Trainer	<p>Rebecca will lead and organize all training through Keystone Literacy. She will be responsible for all content, dates of training, materials, reading pre audit and post audit. Rebecca will assist district in training principals to monitor changes in adult instructional practices.</p>	<p>Rebecca Tolson has done extensive literacy training over the past fourteen years having trained in Scientifically Research Based Practices such as Wilson and Orton-Gillingham. She is a prtner in Keystone Literacy working with school districts throughout Ohio. Rebecca is a Certified Academic Language Therapist who is an expert in providing remediation to children and adults with dyslexia. She has a Master's of Education from Southern Methodist</p>	<p>Rebecca Tolson has done extensive training locally and nationally on literacy data based implementation of high fidelity scientifically research based literacy instruction. She trains teachers at both the elementary and secondary level in reading instruction. psycholgists. She is the owner of Tolson Dyslexia Services, LLC, and partner in Keystone Literacy. She is an adjunct professor at both Ashland and the University of Akron. and has provided a multitude of presentations on</p>	

				<p>University. She is a Wilson Level I and II certified trainer and has taken Orton-Gillingham introduction and advanced courses. She has fifth grade reading experience and has fourteen years of private practice using multi-sensory language techniques. She is an adjunct professor through Ashland University. Her training sessions focus on how to improve the overall reading performance in a district. She is currently working on her Ph.D in elementary education.</p>	<p>multisensory structured language for Educational Service Centers and school districts. She has been actively involved in the Ohio dyslexia legislation movement and serves on the Ohio Board of Regents Dyslexia task force. She served on the international Dyslexia national board review.</p>	
Faith	Kittoe	Asst. Superintendent and Chief Academic Officer	<p>Oversee all implementation plans Serve as liaison to Accountability Team Oversee all timelines and goals to attain this plan Oversee all evaluation Report all findings to Superintendent Complete all reports Oversee budget Work with treasurer and business dept to implement spending processes Work with technology and instructional team to implement all grant goals</p>	<p>Dr. Kittoe has extensive experience in school improvement, grants management, professional development and district transformation. She has experience in leading a district to the top 10% in performance statewide. She has served as a building principal, curriculum director, OTES trainer through the Ohio Department of Education, and FIP consultant for Battelle for Kids. She is a Baldrige examiner and has extensive experience with systems and processes that lead organizations to success. She has served as a lead examiner for five years for the Ohio Partnership for Excellence. Dr. Kittoe leads the district office of Best Practices, Innovation, and Learning. She has her doctorate in Educational Administration and holds a Superintendent License. She has served as an adjunct professor at the University level in gifted education. She has worked with the School Support Team and understands the Ohio Improvement Process.</p>	<p>Dr. Kittoe has extensive experience in school improvement, grants management, professional development and district transformation. She has experience in leading a district to the top 10% in performance statewide. She has served as a building principal, curriculum director, OTES trainer through the Ohio Department of Education, and FIP consultant for Battelle for Kids. She is a Baldrige examiner and has extensive experience with systems and processes that lead organizations to success. She has served as a lead examiner for five years for the Ohio Partnership for Excellence. Dr. Kittoe leads the district office of Best Practices, Innovation, and Learning.</p>	
Dr. Fred	Dawson	Director of Testing and Assessment	<p>Dr. Dawson is a data and analysis expert and will be responsible for all assessment grant data and accountability He will report to the accountability committee and to Dr. Kittoe. He will be responsible for overseeing all data that is a part of this Straight A grant that is academic and climate/culture focused. He will manage</p>	<p>Dr. Dawson has held a variety of positions surrounding data collection and analysis, program evaluation, assessment, and accountability at both district and state levels. He has participated in the National Center for Education Statistics Cooperative Systems Fellows Program, received an award for</p>	<p>Dr. Dawson has a wide range of experience in moving district performance. He was part of the team that moved Dayton Public Schools from Academic Emergency to Continuous Improvement. This was accomplished by ensuring EMIS data were accurately reported as defined by the Ohio Department of</p>	

			<p>benchmark data and report all outcomes using accountability measures in the grant.</p>	<p>Outstanding Contributions to Middle Level Education in Illinois, and attended the Harvard Institute for School Leadership. Dr. Dawson current sits on the Ohio Department of Education's Testing Steering Committee and has been called on provide input to the Department of Education on a variety of data issues. He has served as a teacher, Executive Director of Accountability, and Chief Information Officer. Dr. Dawson has worked as part of a state level team whose proposals were funded by the U.S. Department of Education 11 times in a single year. Dr. Dawson holds a Ph.D. from the University of Illinois at Urbana-Champaign in Education. He additionally holds a Masters of Arts in Mathematics Systems (statistics) from the University of Illinois at Springfield and an Administrative Specialist in Educational Research.</p>	<p>Education. Once Continuous Improvement was achieved, the Dayton Board of Education gave a large percentage of the credit to Dr. Dawson and his efforts. Through accurate reporting of data, Dr. Dawson was able to increase the graduation rates in two districts in collaboration with district staff. He has conducted complex data analysis used in grant applications that have been judged exemplary in state and federal levels.</p>	
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