### Lake Erie Academy (143503) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (275)

#### U.S.A.S. Fund #:

**Plus/Minus Sheet (opens new window)**

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**Adjusted Allocation**: 0.00

**Remaining**: -116,635.00
A) APPLICANT INFORMATION - General Information

1. Project Title: Improving and Studying Reading Skills in an Urban Environment Using Read Naturally Live

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

This project seeks to improve the reading ability of K-8 students at Lake Erie Academy using the computer-based program, Read Naturally Live (RN). The project will be a collaborative implementation and research effort between Lake Erie Academy and Bowling Green State University to implement the program, train staff and to determine the effects of the program. Over the course of the grant period the BGSU professor, Dr. Starr Keyes will train LEA teachers on how to implement the Read Naturally program with the students. As the program is implemented Dr. Keyes, her graduate assistant, the staff and leadership will study the impact of the program on reading achievement at Lake Erie, continue with professional development in reading achievement and make the necessary instructional adjustments to assure student success. The goal of the project is to improve reading at all grade levels at Lake Erie Academy.

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.

2703. 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:

- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

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

First Name, last Name of contact for lead applicant
Karyn Benner
Organizational name of lead applicant
Lake Erie Academy
Address of lead applicant
2740 West Central Avenue, Toledo, OH 43606
Phone Number of lead applicant
(419) 475-3786
Email Address of lead applicant
karyn.benner@leonagroup.com

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

Lake Erie Academy failed to meet achievement indicators on its OH Report Card, meeting only 1 of 19. A contributing factor to this factor is the fact that students at Lake Erie are not scoring well on the Ohio Achievement Assessment and the Ohio Graduation tests. Passing rates for students in reading are: 3rd grade (25%); 4th grade (88.9%); 5th grade (50%); 6th grade (36.8%); 7th grade (33.3%); 8th grade (41.4%); and 10th grade (82.5%). 3rd grade reading scores are 56% behind the OH state average; 5th grade 24% behind; 6th grade 45% behind; 7th grade 43% behind; 8th grade 45% behind; and 10th grade 25% behind. The schools gap score is also far behind expectations, nearly 45% points behind the expected AMO score. Lake Erie Academy's school improvement goal is for all students to improve their annual performance on the ELA and Mathematics by 10% each year. In addition, all subgroups will decrease the number of students failing to achieve at a proficient level by 10% annually. To achieve this goal the school has been engaged in professional development focusing on content specific reading strategies to include: Non-fiction, Fiction, Reading Process and vocabulary acquisition as well as strategies to increase fluency and comprehension across the curriculum. Teachers have also received professional development focusing specifically on increasing student achievement through building background knowledge which includes: strategies for including academic vocabulary in daily instruction, seeking out resources for vocabulary instruction, creating and monitoring vocabulary centers in classrooms, and seek outside resources for phonics-based vocabulary instruction. There have been gains in reading, but to make significant progress continued, but more focused professional development, implemented with 10% fidelity is needed. This project, focused professional development using Read Naturally in partnership with BGSU is designed to do just that.

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

This project is important because Lake Erie students, like many of the nation's children, continue to struggle with reading. Research has shown this is especially a problem for children who attend urban schools. Nearly 100% of the students at Lake Erie are minority and from low socio-economic families. Technology could play an important role in preventing and addressing these students' reading problems, thereby reducing the need for remediation in later school years. This project will provide students with individualized instruction on the computer, with many opportunities to respond to and engage with the material. This will increase the reading skills of students with disabilities and students at risk for reading failure. Furthermore, this project will strengthen the use of computer-assisted instruction (CAI) in the school, as the teachers will feel more empowered by their skill level with implementing CAI in reading. The teachers will also be able to use the evidence-based practices (EBPs) embedded in the reading program to enhance their traditional classroom teaching. Thus, teachers can still implement the EBPs even without the technology. The intervention is teacher-driven and implemented in a practical setting, which makes it sustainable. These anticipated benefits directly impact the students and staff, as it will increase student reading achievement and may further CAI use in more classrooms across other subject areas. Teachers will receive intensive professional development in the use of Read Naturally as an intervention strategy, This web-based intervention efficiently applies the research-based Read Naturally Strategy to accelerate reading achievement. Because the software and data are "in the cloud," there's no server to set up or maintain. Students can access the program from desktop computers, laptops, Chromebooks, or iPads. This project will likely use Chromebooks. Read Naturally Live provides an interactive reading intervention for RTI implementation, options to easily differentiate the program to meet individual needs, motivating informational text for reluctant readers, from first grade to adult, extensive, computer-generated reports on student progress, and nonfiction reading opportunities as required by Common Core State Standards. Research of the program has shown that students build fluency and motivation in reading, increase their reading accuracy and expression, strengthen their comprehension and vocabulary, improve their decoding and phonics levels, and most importantly, experience success and an improved attitude toward reading. The professional development will be planned and delivered by BGSU partner Dr. Starr Keyes, PhD who has done extensive research on the effectiveness of Read Naturally. She is continuing her research into Read Naturally by investigating the effect of intensive professional development accompanied by frequent and focused feedback on the implementation of the intervention. The project will provide one year of intensive professional development and feedback to teachers with regard to implementation and gains in student achievement followed by four years of follow up support and additional training. It will allow teachers an opportunity to not only improve their skills, but to co-study the effects of the intervention on student achievement. The goal of the program is to improve reading skills of students at Lake Erie to a level comparable, if not better than the reading skills of all students in Ohio. With the implementation of this project the school improvement goal at Lake Erie Academy will realistically be, "100% of all students at Lake Erie Academy will be accelerated or advanced in reading by school year 2019-20."

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,
The project anticipates improvement in students’ reading ability in four different domains: alphabets, reading fluency, comprehension, and general reading ability. Specifically, the number of students testing at or above grade level is expected to increase by 10% as measured by state and local assessments. According to the literature on Read Naturally, a number of studies have shown RN to have a positive effect in all four domains, especially oral reading fluency (ORF) and comprehension, most notably for beginning readers. When fully implemented, all staff at Lake Erie Academy will be fully trained in the use of Read Naturally as an instructional strategy. Initial and follow up first year training will be provided by partner, Dr. Keyes and her graduate assistant. As the program continues, ongoing training and support will become the responsibility of the Instructional Coach and Intervention Specialists under the guidance and direction of Dr. Keyes. In addition to providing training in the implementation of the reading program, the principal participants will be conducting pre- and post- assessments of student reading achievement to determine the effectiveness of the program and make adjustments as needed. The principal participants will also be reviewing progress monitoring data collected by the RN program to ensure students are benefiting from the instruction.

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.)

Implementation of this project will not only enhance LEA students’ learning and learning environment, it will result in savings over the course of the grant. The total estimated savings over five years is $26,000. One aspect of the project is investment in new computers for students to use for the online portions of the Read Naturally program. We propose purchasing 64 portable devices (e.g. Chromebooks) for student use. Because of the investment in new, much needed equipment using grant funds, the Capital Equipment will be reduced by nearly $61,000 over the course of the grant. There will still be sufficient funds in this line item to procure new equipment for non-grant related purposes.

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.)

The program will enhance the efficiency of the school’s multi-tiered student support effort (RTI) and enable staff to intervene more quickly. Earlier intervention will allow teachers to use class time more efficiently. Small group and intensive individualized instruction can be planned with the information the program will provide. It is anticipated that the class time spent on reading will result in much better results with no greater resources other than those provided by the Read Naturally program. With better data and immediate feedback, decisions about more intensive interventions, such as special education referrals, can be made strategically on a much shorter time line.

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...
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 why (i.e. maintenance plan included in purchase price of equipment) in the box below.

There will be no unsustainable costs incurred as a result of maintaining and sustaining this project after June 30, 2015. There will be a small increase in the supply budget to maintain the program ($500 per year) to purchase additional intervention supplies if needed. There is an increase in purchased services for professional development, maintenance and repairs ($22,500 - $4500/year) and replacement of capital equipment ($2,500) budget lines over the grant period. These increases will enable the school to provide needed supplies, replacement lost or damaged equipment, professional development and IT support. However, there will be no overall increase in general fund expenditures. The cost of implementation will be offset over the course of the grant by reallocation of general budget funds and reducing the forecasted purchase of new equipment. The budget will reduce, but not entirely eliminate the purchase of new equipment for the four years after implementation. There will still be a new equipment budget available for purchases not related to the grant. The projected ongoing cost $5000 per year, but the annual savings is expected to be just over $10,000 per year.

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

5,200.00 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 why. Lake Erie Academy predicts a savings of $26,000 over the course of the grant - an average annual savings of $5200. The savings will be primarily due to reallocating and reprioritizing forecasted budget line items. Funds the school was planning to use for new equipment will be reduced. Some will be used for purchased services (e.g. professional development and IT support), some will be used for equipment replacement and some will be used to make sure sufficient supplies are procured to support the project. New equipment will be part of the...
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.

This project is expenditure neutral. Current general fund line items will be reallocated to different line items. There will be a small increase in the supply budget to purchase reading supplies, a small increase in purchased services for professional development and funds budgeted for replacement of capital equipment. All of the increases will be offset by the expected savings and reallocation of funds. These increases will enable the school to provide needed supplies, replacement lost or damaged equipment, professional development and IT support. The cost of implementation will be offset over the course of the grant by reallocation of general budget funds and reducing the forecasted purchase of new equipment. The budget will reduce, but not entirely eliminate the purchase of new equipment for the four years after implementation. This is believed to be prudent because the grant funds will allow the school to install new technology. There will still be a new equipment budget available for purchases not related to the grant. The intent of this project is to make the adoption of Read Naturally permanent. The cost of the program after the grant period will be absorbed by the general fund or paid for with FY 2021 Title I funds. We are not, however, relying on future revenue from grants to support the project for the first five years. The cost of IT services provided by the management company is fairly constant and not subject to inflationary factors beyond the grant period. There will be no new personnel associated with the grant, so salary and benefit increases are not a factor related to its implementation. After the grant period, professional development and training will be the responsibility of the instructional coach and lead teachers.

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
August (2014) - October (2014)

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

The Community School Leadership Team (CSLT) has been discussing and planning the steps needed to implement the program. This plan includes both short-term and long-term strategies. The CSLT has identified key staff members who are critical to the implementation process. The CSLT has also reviewed the human capital needs for the project.

* Anticipated barriers to successful completion of the planning phase

Barriers to implementation may include delays in delivery of equipment and materials necessary to upgrade the building’s technology capacity. Finding an agreeable date for professional development may be difficult due to the school's extended year calendar. Updates on the progress of implementation will be given to the CSLT either during meetings or via email. Other staff members will be updated in a similar manner. Coordination between the school leader and the Leona IT staff will be ongoing as equipment is purchased, received and installed.

18. Implementation - Process to achieve project goals

* Date Range
Implementation of the program will begin in August as each school year begins. Implementation of the project will become part of the continuation of the school’s Multi-Tiered Student Support strategy (RTI). Benchmark data will be collected on current students using STAR Reading. Any new students will be tested as they enroll. Using the benchmark data, teachers will plan initial (Tier I) instruction in the existing Teacher Based Teams (TBT). TBT meetings are held weekly and focus on student data and progress. Teachers will use Thinkgate IIS to develop short cycle assessments for weekly data discussions. Classroom teachers will be required to maintain data sheets for individual students and will be required to maintain a visual representation of student achievement (e.g., a data wall or data chart). The school leader and instructional coach will assure collection of data is completed with 100% fidelity. Students who were receiving support in the previous school year using Read Naturally or other interventions will continue to receive services. By October 2014 and subsequent years, benchmarking will be conducted using STAR Reading. These data will be studied by the leadership and teacher based teams. Tier II and Tier III interventions will be planned based on this information and the Read Naturally program will begin for students in need of additional support. Communication will be sent to parents requesting permission to provide service to identified students as per Title I requirements. Then, staff will begin implementation of the computer-assisted reading program and monitoring the effectiveness of the RN intervention. Identified students will receive the RN intervention at least three days per week. A second round of benchmarking will be done in January of each year and the TBTs and CSLT will reevaluate student data and reconfigure interventions as needed. Final and summative benchmarking will be conducted as each school year draws to a close.

* Anticipated barriers to successful completion of the implementation phase.

Potential barriers to completion of the implementation may include insufficiency of students and staff, staff attrition, unforeseeable loss of instruction time, students’ attendance, and possible technological issues.

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

* Date Range August (2014) - June (2020)

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

At the end of each school year, data collected over the course of the year will be studied and a determination will be made of the effectiveness and impact of the Read Naturally intervention. The annual information will be collected and reported as a summative evaluation of the effectiveness of the project over the course of the grant. The school plans to monitor other related sources of information like discipline and attendance. Quantitative analyses will be made by the CSLT and TBTs using data from OAA (or other State assessment), STAR Reading, quarterly assessments, and Read Naturally progress monitoring data. Dr. Keyes will summarize the Read Naturally results for staff. Qualitative analyses will include staff, parent, and where appropriate, student opinion surveys. Information gathered will include stakeholder perceptions of the effectiveness of the program on student achievement, and the likelihood or desire to continue with the project. All data regarding the effectiveness of the project will be reported to other Ohio group coaches, leaders and corporate staff.

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

Staff transiency and attrition, instructional time, inaccurate or loss of data, and low survey return rate may be barriers to evaluation of the project.

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:

Students will receive a consistent, research based intervention for an extended period - at least five years. The staff will implement RTI interventions with 100% fidelity and will be able to articulate the changes in student achievement based on data. As a result of meticulously tracking student data, staff will modify their instructional techniques based on valid student achievement. Lake Erie Academy will meet one of its primary school improvement goals - “All students at Lake Erie Academy will improve their annual performance on the ELA and Mathematics OAA/OGT and local summative assessments by 10% each year. In addition, all subgroups will decrease the number of students failing to achieve at a proficient level by 10% annually.” If one extrapolates this expected change out five years, the school may see annual performance improve by 50-60%.

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

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

Because of her experience with and knowledge of program evaluation, an external evaluation of the project will be conducted and report to stakeholders by: Starr E. Keyes, Ph.D., Assistant Professor Special Education Bowling Green State University Bowling Green, OH 43403
Phone: 419-372-7296 skeyes@bgsu.edu Dr. Keyes will provide the school with a report of the program’s effectiveness on students’ oral reading fluency. Data will be analyzed through visual analysis of graphs; analyzing performance level, variability, and slope; as well as descriptive statistics (i.e., measures of central tendency, effect size). Qualitative and quantitative data will be analyzed to determine the efficacy of the intervention, and student and teacher perceptions.

* 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 objectives will be measured using classroom level assessments developed by teachers. Teachers will use Thinkgate IIS to produce these short cycle assessments. STAR Reading will quickly screen students for reading problems. Once identified students start receiving the RN program, teachers will be able to immediately view student results in table and graph form and track student changes. It is expected teachers will observe improved reading skills in most students using these tools and methods. STAR Reading will also be used to measure somewhat longer-term objectives. It will be used for benchmarking and three times per year, as well as progress monitoring, if appropriate and necessary. Skills measured among others will include foundational phonics, word recognition, vocabulary and fluency. Read Naturally will also provide progress monitoring reading fluency data, as well as give school leaders information about the effectiveness of the RTI interventions. School staff will chart the number of Tier II and Tier III students. It is expected the number of students needing intensive interventions will decrease by 10% each year as the project becomes fully implemented. Data over the course of the grant period will be collected and reported to all stakeholders in the school, other coaches and leaders in the OH corporate group and corporate leaders. The effectiveness of the program will be reported to Bowling Green teachers and administrators. It is anticipated that Dr. Keyes will write extensively about the project. Teachers and school leaders will be encouraged to write articles, perhaps coauthored articles with Dr. Keyes, and submit them to professional journals. Staff will also be encouraged to offer to present the outcome of the project at professional conferences.

* 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.

The school’s leadership team (CSLT) will continually monitor the effectiveness of the program. At bi-weekly meetings the CSLT gathers and analyzes data regarding student achievement, the effectiveness of interventions and makes recommendations to the administration and staff about changes in practices that may improve student performance. With the consultant and the school leader they will have the authority to modify or change the program if progress is less than expected. Teacher teams meet weekly and analyze student achievement, suggest interventions and make adjustments to teaching strategies. They report to the CSLT and will be able to report effectiveness of the program, changes that might need to be made and make suggestions about professional development needs teachers may have. The consultant will be continually monitoring the program for effectiveness and will be in frequent contact with the CSLT and school leader. This person will make recommendations for modification or change if the progress on the project is not meeting expectations.

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.

This project will provide information regarding the effectiveness of CAI when implemented by classroom teachers, as well as the effects of teacher training on fidelity of implementation. This knowledge will strengthen the use of CAI at Lake Erie Academy and add to the knowledge
that exists regarding the impact of CAI, and teacher implementation, on reading skills. It will also provide the latest information on methods for increasing oral reading fluency and generalization. Of utmost importance is the lasting impact the RN intervention will have on student achievement. Students who receive the CAI will begin to close the reading achievement gap between themselves and their typically developing peers. The students will gain an increase in confidence and reading skills, which will help them continue to progress not only in reading but across the curriculum.

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.

* Student Achievement

Short-term gains in student achievement will be measured on a weekly basis by teachers using teacher developed assessments. Results of these assessments will be discussed at weekly Teacher Based Team meetings. The school will collect benchmark data at the beginning of the school year using STAR Reading followed by two more benchmark assessments using the same instrument. Read Naturally will also provide progress monitoring data that will be able to validate the successful implementation of the project throughout the course of each school year. The long-term objective of the project is improvement in students' reading ability in four different domains: alphabetics, reading fluency, comprehension and general reading ability. By the end of the grant period the number of students testing at or above grade level is expected to increase by at least 25% as measured by state and local assessments.

* Spending Reduction in the five-year fiscal forecast

Implementation of this project will not only result in greater student achievement in reading it will result in an estimated savings over five years of $26,000. This may seem like a modest savings, but the cost-benefit of the program, the benefit being students with better academic skills will clearly justify the cost of the project. There will be a significant, positive impact on students even though the impact that may not materialize for several years. The program will increase the students' potential to overcome the barriers of poverty and race and become successful.

* Utilization of a greater share of resources in the classroom

The program will enhance the efficiency of the school's multi-tiered student support effort (RTI) and enable staff to intervene more quickly. Earlier intervention will allow teachers to use class time more efficiently. Small group and intensive individualized instruction can be planned with the information the program will provide. It is anticipated the class time spent on reading will result in much better results with no greater resources other than those provided by the Read Naturally program. With better data and immediate feedback, decisions about more intensive interventions, such as special education referrals, can be made strategically on a much shorter time line. It is expected the number of students requiring Tier II and Tier III interventions will be fewer in number.

* 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

The principal participants in this project at Lake Erie Academy will submit presentation proposals and manuscripts to the management group, sponsor, university and Board of Education upon completion of this proposed project. Furthermore, the team plans to extend this research into other schools, and collaborate with colleagues at other universities, to the extent possible. It is the intent that results of this project be presented at state and national conferences. Staff will be encouraged to write journal articles for submission to professional journals. Read Naturally is a program that can easily be replicated in other Ohio schools and school districts. With the information gathered during this project, implementation in other districts can be more effective. The scope of the project can be increased to include additional academies managed by The Leona Group and will be made available to other interested schools in Ohio.

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).

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).
approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances. Karyn Benner,
School Leader Lake Erie Academy 2470 West Central Avenue Toledo, OH 43606 (419) 475-3786
Sections

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starr</td>
<td>Keyes</td>
<td>(419) 372-7296</td>
<td><a href="mailto:skeyes@bgsu.edu">skeyes@bgsu.edu</a></td>
<td>Bowling Green State University</td>
<td></td>
<td>Stadium Drive, Bowling Green, OH, 43403</td>
<td></td>
</tr>
<tr>
<td>Laura</td>
<td>Kuhlenbeck</td>
<td>(419) 474-3235</td>
<td><a href="mailto:laura.kuhlenbeck@leonagroup.com">laura.kuhlenbeck@leonagroup.com</a></td>
<td>The Leona Group</td>
<td></td>
<td>2740 West Central Avenue, Toledo, OH, 43606</td>
<td></td>
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<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
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<tr>
<td>Karyn</td>
<td>Benner</td>
<td>School Leader - Lake Erie Academy</td>
<td>Responsible for planning and overseeing implementation, ensuring PD opportunities are created for 100% teaching staff, overseeing the budget and providing support as needed.</td>
<td>M.A. School Leadership Three years as school leader</td>
<td>Experience and training in supervision of instruction, curriculum development, and rti interventions.</td>
<td></td>
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</tr>
<tr>
<td>Starr</td>
<td>Keyes, PhD</td>
<td>BGSU Professor</td>
<td>Professional Development Feedback Reporting results Program evaluation</td>
<td>Ph.D. (in Special Education and Applied Behavior Analysis)</td>
<td>Starr E. Keyes, Ph.D. is a member of the National Council for Exceptional Children and three special interest divisions. Over the last 12 years, Dr. Keyes has taught elementary school, middle school, and postsecondary students. Currently, she teaches a reading and writing assessment methods course, with a specific emphasis on RTI and curriculum-based measurement. Dr. Keyes has had professional development about RTI, and met in a small group with a leading researcher in RTI. Her research interests include interventions for students with mild-moderate disabilities, computer-assisted instruction (CAI), cultural and linguistic diversity, and teacher education. She has co-authored manuscripts on early reading intervention and using CAI as a supplemental reading tool for at-risk students. Many of these articles have also been presented at state and national conferences.</td>
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<tr>
<td>Jim</td>
<td>Salliote</td>
<td>Midwest IT Manager (Leona Group)</td>
<td>IT coordination, installation and support.</td>
<td>B.A. Computer Science</td>
<td>Mr. Salliote was a computer teacher for 10 yrs. He has been in IT for about 15 years and has been an IT manager for five years. He has taken several Microsoft courses, is a certified Sonicwall security administrator and has completed the certified ethical hacking course.</td>
<td></td>
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<tr>
<td>Verron</td>
<td>Knowles</td>
<td>Technology Coordinator (Leona - OH)</td>
<td>IT Support</td>
<td>A.A. in Computer Networking</td>
<td>Mr. Knowles has been working in IT for four years. He has administered Apple, Microsoft, and Linux based technologies. He also has experience in web development (HTML/CSS/ Javascript) and web-based application development (LAMP/SCM). He is currently pursuing a degree in Business Administration - Project Management.</td>
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