

Budget

Clear Fork Valley Local (049411) - Richland County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (108)

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	0.00	14,350.00	79,590.00	0.00	93,940.00
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	6,000.00	0.00	0.00	0.00	6,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	6,000.00	14,350.00	79,590.00	0.00	99,940.00
Adjusted Allocation								0.00
Remaining								-99,940.00

Application

Clear Fork Valley Local (049411) - Richland County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (108)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

iBASE Bellville Elementary - implement Begin Academic Success Early

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

iBASE (implement Begin Academic Success Early) will implement a program designed to improve student literacy by giving Bellville Elementary students the opportunity to participate in remediation and literacy activities designed specifically to their individual learning needs. This project will increase access to a greater share of resources in the classroom for students and teachers by providing technology and programming that will improve literacy. Shared resources through the services of our public library will increase the effectiveness and efficiency of our program by enabling students to improve their reading skills during the summer.

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.

443 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 checked="" type="checkbox"/> 4 |
| <input checked="" 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
Cindy Kochheiser

Organizational name of lead applicant
Clear Fork Valley Local Schools

Address of lead applicant
987 St. Rt. 97 E., Bellville, Ohio 44813

Phone Number of lead applicant
419-886-2956

Email Address of lead applicant
kochheiserc@clearfork.k12.oh.us

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 problem: Students in Bellville Elementary school are limited in having access to online programming and remediation to improve literacy. The computer lab is shared among 443 students and 19 teachers. This single lab, with 28 workstations, is also used as a classroom for students in grades 2 through 5 for computer instruction. Online programs such as STAR Early Literacy and Study Island are currently used to identify students with specific learning needs. Reading assessments are given 4 times a year and they provide information to parents, teachers and administrators, to accurately identify individual student academic needs. Our inadequate number of digital devices prohibits teachers from delivering the prescribed online remediation for diagnosed students. Teachers strive to individualize instruction to meet the needs of each student in their areas of weakness. The Results of the fall 2013 OAA indicated 36% of our third grade students did not pass. The Ohio Third Grade Guarantee ensures that every reader gets the training, support and interventions he/she needs in order to be able to have success in learning and achievement. The new kindergarten assessment requires a technology component, with a significant emphasis on all content areas. It is critical we address our growing need for online intervention, increased technology resources, and programming that will prepare students for state assessment proficiency.

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

The solution: The goal of our proposed project is to improve literacy among Bellville Elementary students by providing services that will identify specific learning needs, provide proven intervention through online programs such as Study Island and STAR Early Literacy, and partner with our local library to promote reading and literacy during the summer months. Straight A funds will be used to purchase 7 mobile carts with 30 iPads in each; one for every grade level that can be shared among students, and one for the school library. This will increase classroom resources so identified students can participate in online remediation. Targeted students will learn online, alongside their classmates, in a program that is prescribed for their individual learning needs. Teachers will monitor student progress, time on task, and have the ability to determine if growth is being made throughout the year. Teachers use Developmental Reading Assessment (DRA), running records and STAR Early Literacy to determine reading skills. Quarterly measures are taken to ensure students are meeting academic achievement. Having access to a mobile cart will allow teachers the opportunity to manage classes of various sizes and allow for whole class instruction, small group intervention or individual lessons targeting specific needs. During the summer, an iPad cart and 30 iPads will be made available to the local library for Bellville Elementary students to use through the library. The iPads will utilize the app Overdrive so students can check out books. Reading and literacy apps will be installed on the iPads to help students improve their reading and literacy skills. Teachers will have the ability to monitor student progress through the applications. This plan will help students retain what they have learned leading up to summer break, and continue progress during the summer months.

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.)

Student Achievement: We intend to meet the student achievement goal by offering a program that targets learning for each unique, individual student. Online assessments from STAR Early Literacy and Study Island will provide immediate feedback so teachers will know exactly what students need in order to succeed. Studies by Cizek (2010), Keefe (2007) and Marzano (2009) validate integrating technology to enable assessments. Technology-enabled assessments can help instructors obtain diagnostic and formative information about students in order to customize instruction. This allows instruction to be differentiated or personalized for individual students. Additionally, students in grades kindergarten through 5 will have access to iPads with engaging apps created specifically for reading and literacy; Sight Words by Photo Touch, Read on Sight, Sentence Magic, Tic Tac Toe Phonics, Build A Word Express, Letter Bug, Sparkle Fish, and Total Recall to name just a few. Each grade level of teachers will coordinate sharing the iPads and cart so students can use them every day for reading. iPads will also be made available in our school library so students will have additional opportunities to work on reading and literacy skills.

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.)

This program will address the goal of spending reductions in the five-year fiscal forecast because it will reduce expenses associated with interventions for students beyond the primary grades. Savings generated as a result of fewer intervention personnel will be expected for salaries and fringe benefits and instructional supplies. Our program aims to achieve 90% of second grade students functioning at grade level at the end of 2nd grade. Our program also aims to achieve having 100% of 3rd grade students promoted to 4th grade. This will allow for a reduction in intervention services in grades 3 through 12.

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.)

This program will increase the utilization of a greater share of resources in the classroom. Currently Bellville Elementary students have inadequate opportunities to participate in the prescribed remediation for literacy that has been identified through assessments. One computer lab is shared among all students and teachers. Sharing 3 computer workstations in the classroom is inefficient because it takes weeks to get all students rotated through. Teachers are limited by what they can do online because we don't have the capacity to add computer labs or space in individual classrooms to add more workstations. By adding a mobile cart of 30 iPads for each grade level and the school library, we will greatly improve utilization of a greater share of resources in the classrooms so an entire class can be engaged in learning at the same time. The teachers will be able to efficiently share the carts, giving students a greater opportunity for prescribed remediation. By engaging students daily, in programming that aligns to state standards, for reading and literacy, teachers will have the ability to measure student growth, everyday.

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.)

We will partner with the Bellville Branch Public Library during the school year and over the summer to promote reading and literacy practice for Bellville elementary students. The lead librarian, Ms. Mary Frankenfield, has agreed to incorporate engaging summer activities that will enhance reading and literacy skills of Bellville students who are enrolled in the summer reading program. More than half of our students enroll in this program and students who are identified as needing intervention will be highly encouraged to participate. Students will learn how to create and author a book using the app iBook Author, and then be able read the book using the iPad. Use of the iPads will be permitted at the library, during the summer, so students can continue to grow and improve in reading and literacy skills. The library has agreed to monitor student use of the Study Island program during summer months. In the document Beyond Boundaries: A Shared Services Action Plan for Ohio Schools and Government (June 2012), it was stated that "shared services is a collaborative strategy that is fundamentally about optimizing staff, equipment and facilities and other corporate or public resources across jurisdictions to improve operational efficiencies and related outcomes." By implementing a program that incorporates these fundamental steps for efficiency, we anticipate long-term sustainability and effective achievement of our program goals.

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.

99,940.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

A total project cost of \$99,940 is needed in the budget to implement this program. For Capital Outlay equipment, we will purchase 210 iPads (\$379 each). For Supplies, we will purchase 210 Rugged iPad cases (\$35 each) and 7 mobile carts; one for each grade level and one for the school library (\$1,000 each). We budgeted \$6,000 to purchase professional development training services from Apple, Inc. to provide 3 days of iPad and app training for our teaching staff. The new equipment will be covered under our current IT support contract. We will not need additional IT personnel to support the added equipment. The additional equipment will not increase the amount we currently pay our internet service provider. Maintenance repairs for equipment beyond the 1 year warranty will be offset by the expected spending reduction this project will produce. Each elementary classroom currently has 3 student workstations in them. We will redistribute the student workstations, creating more space in the classrooms, and use them for additional machines in the computer lab until the equipment reaches its end of life.

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.

The costs we will incur as a result of maintaining this project after June 30th of the grant year are minimal. The cost to maintain the equipment is expected to be less than \$2,700 per year. Information from an Apple representative suggests we can expect, on average, one device per cart per year will need to be replaced as a result of accidental damage. After the initial iPad training, professional development will be ongoing but facilitated by Technology Staff personnel during in-service sessions at no additional cost to the district. We are only including free app purchases for our program, therefore no costs will be incurred to sustain software. The systems manager software we currently use in our district to manage control of iPads on our network (Meraki Systems Manager) will require no additional costs associated with adding 210 devices to the platform. The STAR Early Literacy and Study Island programs are already included in the district budget (Title I), and therefore will not create additional costs to maintain the program. Total annual sustainability costs will be \$2,700 beginning with FY17.

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.

37,990.00 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

The total expected savings i-BASE will produce in the five-year fiscal forecast is \$163,760. By identifying students who need intervention early on in the education process, and implementing a program that responds to individual student needs, we expect to reduce the need for intervention services at later grade levels. This program will allow us to eliminate one intervention aide position after the first year the program is operational, and perhaps more positions over time. In FY16, expected savings for consumables will be \$1,000 because of more content being online. Beginning in FY17, after the program has been fully implemented for one year, a cost savings of \$39,960 per year (salary and fringe benefits) will be realized by reducing one reading intervention aide position (39,690 x 4 years = \$158,760). An additional cost savings of \$4,000 will be saved in consumable costs because of more content will be online. Total expected savings over the four remaining years of the grant period will be \$162,760. Taking into consideration the \$10,800 expense we budgeted to maintain the equipment in FY17 through FY20, the total savings over the remaining four-year period is \$151,960, or an annual savings of \$37,990.

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 self-sustaining because start-up costs to implement it will happen once. We expect the iPads to last beyond the required sustainability period, however, when they do need to be replaced they will become part of our existing equipment replacement cycle with existing funds. No new staffing will be required, no additional software expenses will be needed, and no additional hardware will be required. Our district is already capable of wireless connectivity and our Technology Department currently manages syncing apps and deploying iPads in our middle school, so no training or additional costs will be incurred regarding technology as a result of this project. This program will continue for many years in Bellville Elementary because the costs to keep it going will be minimal and the benefits students will receive because of it will be tremendous.

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 - March 2014

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

Our district leadership team has been meeting over the past 18 months to brainstorm ideas that would allow us to improve the tools we feel are necessary to prepare our early learners for literacy on state assessments. After extensive research on proven methods that show promise for meeting our goals, we decided to move forward with this application for Straight A funding. Our implementation team began working closely with the local public library, parents, students, teachers, and district administrators in order to formulate an implementation plan and timeline that would ensure a successful project. Communication among stakeholders with regard to this project focused on two goals: to increase student achievement by improving service delivery, and to achieve cost savings by providing an efficient delivery of service. Planning sessions with Mary Frankenfield from the Bellville Branch Public Library, and project stakeholders, resulted in the following planned activities during the summer reading program: graphing books/types, scavenger hunt around the library using the iPad camera, trivia contests, storyboard apps, drama/skits, and iBook Author activities where students will create books to share with each other. Items that will be explored with a Sister Library in Australia will be: Skype, e-Mail, Book Talks, Author features and videos of culture for compare/contrast. Monitored iPad use will be made available to Bellville students during the summer reading program.

* Anticipated barriers to successful completion of the planning phase

The largest barrier in the planning phase was keeping everyone informed as new developments or questions arose. We mitigated this by developing an email distribution list with weekly project updates. The lead applicant facilitated meetings as necessary to keep progress on track.

18. Implementation - Process to achieve project goals

* Date Range August 2014 - August 2016

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

Communication among all stakeholders is vital to the implementation success of i-BASE. We will use our district website to communicate with parents regarding student data, homework and progress. Parents can access school information 24 hours a day from any place with an internet connection. Face-to-face parent/teacher conferences (formal and informal) will take place to strengthen communication between the school and parents. Established framework for constructing a family-school partnership will foster academic achievement. Professional Development (Teachers, Administration) August, 2014 - January 2015 Bellville Elementary Teachers and the staff from the Bellville Branch Public Library will receive iPad training from Apple for three consecutive days in August. Teachers will work collaboratively with the library to identify reading/literacy apps they want included on the iPads and to begin the process of organizing the planned activities for the summer reading program. Collect pre-test baseline data (Teachers) January, 2015 We will perform pre-test assessments so we can measure student growth. Collect parent/student surveys (Teachers) January, 2015 This data will help us measure program effectiveness and

technology use. Train students on iPad use (Teachers, Technology Coordinator) January, 2015 Launch i-BASE (Teachers, Administration) January, 2015 students will receive prescribed reading and literacy intervention Conduct on-going meetings to assess program effectiveness (Students, Parents, Teachers, Administration) January, 2015 - May, 2015 Identify students recommended for the Bellville Branch Public Library summer reading program (May, 2015) and meet with parents to discuss Begin summer reading program activities (June, 2015 - August, 2015) Perform assessments using STAR Early Literacy software to determine new prescribed intervention and measure student growth

* Anticipated barriers to successful completion of the implementation phase.

A barrier we anticipate for successful completion of the implementation phase is making sure our teaching staff has adequate professional development to be successful iPad users. We will mitigate this by ensuring each teacher receives professional development that is specific to what they need. Our plan is to partner each Bellville Elementary teacher with an experienced middle school teacher who knows how to use iPads and can make suggestions that will help teachers gain confidence. Scheduled follow-up time for professional development will be planned to ensure teachers are successful in implementation and to discuss the installed apps to see if they would like additional ones installed.

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

* Date Range May 2015 - August 2020

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

At the end of the first year our program is operational, we will conduct a summative evaluation. This will occur at the end of the school year and also at the beginning of the school year in order to measure the effects the program has during the school year and also how the partnership with the public library is impacting student achievement. This will give us an opportunity to analyze data to determine if students are improving academically and it will also tell us where we need to make modifications in the program. Value Added data will be used to determine student growth as well as assessment data collected from STAR Early Literacy and Study Island. It is vital that communication exists between all stakeholders including students, parents, teachers, Administration, Bellville Branch Public Library and the Board of Education. These stakeholders will continue to be included in all communication regarding this project, as well as the evaluation phase of this project. Pre-test, post-test scores will be the primary data collected for our summative evaluation. Additionally short cycle assessments will be collected and analyzed throughout the duration of the program by classroom teachers. In order to make sure we are meeting project goals, summative evaluation will occur on an annual basis through year 5 of the grant sustainability period. Evaluation Timeline: Compare pre-test and post-test assessment data (Teachers, Administration) May, 2015 and August, 2015 Prepare a report summarizing program successes and weaknesses (Teachers, Administration) June, 2015 and August, 2015 Conduct a meeting with stakeholders to discuss program outcomes and determine any changes (All stakeholders) June, 2015 and August, 2015 Apply any changes as a result of stakeholder meetings (Teachers, Administration) June, 2015 and September, 2015

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

The largest barrier with evaluation will be making sure we look at more than just the data for determining program effectiveness. Parent and student surveys will provide valuable information in the evaluation of our program. This barrier can be proactively mitigated by teachers performing mini program evaluations throughout the year and by monitoring grades and test scores.

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:

We expect instructional practices to change with the implementation of "Begin Academic Success Early". This program will change instruction because it will target early readers and provide the resources and tools necessary to address pressing areas of need in reading and literacy. Teachers will continue to deliver high quality instruction, however, adding iPads to the classroom, and giving students access to engaging apps and programs, a transformation will occur that individualizes instruction so enrichment will occur. This technology will give teachers timely feedback that is critically valuable so they can keep students on track with intervention. The iPad apps will allow students to work at their own pace which research shows will give them confidence in their learning. Expected changes we anticipate after providing iPads for every grade level is that teachers will find they are able to get more things accomplished, and students will become more engaged in their learning. Finally, teachers will be able to work with an entire class at a time in online activities, improving efficiency over the "centers" approach to the existing workstations in their classroom that takes a full week to rotate students through.

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.

Star Early Literacy will impact student achievement because it is used to screen, monitor progress, and diagnose K-3 students command of early reading and literacy skills. Each student's assessment is dynamically personalized, ensuring the test is appropriate to the student's current level, providing actionable, real-time information about his/her reading skills. Development of literacy skills is the best indicator of future reading success. STAR Early Literacy provides an ongoing measure of growth that enables teachers to address the developmental needs of each student, identify at-risk students, and determine necessary interventions, and strengthen emergent readers' skills early, before they fall too far behind their peers. The effectiveness of STAR Literacy is supported by 21 research pieces. It is highly rated by the National Center on Response to Intervention and meets the rigorous evaluation criteria for scientifically based progress monitoring tools set by the national center of Student Progress Monitoring. A study by Magnolia Consulting in 2011, found "the flexibility of the instructional framework of the Study Island program allows for ongoing skill practice and review of learned material as well as the ability to space out practice in order to foster higher rates of recall and retention. Further research shows that when "teachers used web-base instruction to supplement classroom instruction it was 13%-36% more effective than classroom instruction alone at teaching declarative knowledge, suggesting a combination of the two formats may lead to better achievement than classroom instruction alone." For instruction or remediation to have a lasting impact on student knowledge and foster further learning, instructors must provide reinforcement through ongoing practice and review of learned material (Dempster, 1991; Marzano et al., 2001). Worksheets will be replaced with iPads providing students with an opportunity to work on assignments in Study Island, not only during school, but also during the summer at the library. This will help students prepare for end of year tests. Students will be able to practice, watch tutorial videos and take assessments on skills being taught in the classroom. Teachers will have immediate feedback results in order to re-teach, enrich and assess student mastery on each learning objective. For the students not having computers/Internet at home, this will allow for these tools to be accessible to 100% of our student population. It will also decrease spending in materials being purchased for intervention, assessment and instructional purposes. Bellville elementary students will be using the Study Island Program for the 2014-2015 academic school year in multiple content areas.

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.

We will partner with Bonny Buffington from Knox County Educational Service Center to perform the external evaluation of our program. Ms. Buffington can be reached via email at bbuffington@knoxesc.org. Our internal evaluation will be performed by the Bellville Elementary Principal, Mr. Jeremy Miller. Mr. Miller can be reached via email at millerj@clearfork.k12.oh.us

* 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).

Both STAR Early Literacy and Study Island programs provide data reports that will help us evaluate our program. STAR Early Literacy includes in-depth reports for screening, instructional planning, progress monitoring, and standards benchmarking. Teachers will have immediate access to skill-specific, actionable data to target instruction, and estimate mastery of Common Core State Standards. STAR also will report Student Growth Percentile, a widely accepted growth measurement. Study Island uses a comprehensive system of assessment tools to provide in-depth feedback regarding student progress toward mastery of content and Common Core Standards. The Study Island program includes reports for diagnostic, formative, and summative assessment results that are instantly and constantly available through the online system. Teacher will have continual access to information regarding students' instructional weaknesses (diagnostic data), their progress toward overcoming these weaknesses (formative data), and their master of learning objectives (summative data). Quarterly benchmark assessment tests will be given to measure student growth and academic achievement. We will track the programs progress by analyzing data collected to determine specific outcomes. Progress studies will be completed at least twice a year, collecting quantitative data from fall and winter, and spring and summer for comparison.

* 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.

We will use the diagnostic reporting tools of STAR Early Literacy and Study Island to identify program corrections. Adjustments will be made as they are necessary if program progress is insufficient. Our goal is to have 90% of Bellville Elementary students on track in reading and literacy, by the end of 2nd grade for the Third Grade Reading Guarantee, and to have 100% of our students promoted from grade 3 to grade 4.

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 have substantial value and lasting impact for Bellville Elementary students as they progress through the grades, leading to the Blended Learning environment that exists in the Clear Fork Middle School. Students in grades 2-5 attend a weekly, 30-40 minute computer class which focuses on basic computer vocabulary, keyboarding skills along with integrating technology into the Common Core standards. Student exposure to technology increases the effectiveness of the use of these tools. Having iPads will increase the amount of time students will have technology at their fingertips. Adding the use of this tool will increase the knowledge base needed to prepare students the blended learning program that is taking place in the Middle School with a 1:1 initiative of iPads. Students will have a better grasp on word processing, creating presentations, keyboarding and the use of the Internet.

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**

In five years, our project aims to achieve significant student growth in reading and literacy. Our goal is to have 90% of Bellville Elementary students on track with reading and literacy by the end of their 2nd grade year (by definition of the Third Grade Reading Guarantee), and to have 100% of our students promoted from grade 3 to grade 4 after the first year of program implementation. The Student Growth Percentile in STAR Early Literacy will be used to measure student growth. This assessment will be done quarterly to ensure short- and long-term objectives are being tracked and met. The success point that will be used to validate successful implementation of the project will be at the end of the grade 2, when 90% or more of our students reading at grade level, and again the following year when 100% of those same students are promoted from grade 3 to grade 4.

*** Spending Reduction in the five-year fiscal forecast**

In five years, our project aims to achieve significant spending reductions in the five-year fiscal forecast. By identifying our struggling readers early on in the education process, and by implementing strategies for remediation as soon as possible, the need for intervention in later years will decrease. Our goal is to reduce at least one intervention service position. We believe addressing reading and literacy gaps sooner rather than later in our learners will build a successful foundation for learning all the way through the education process. The success point to validate successful implementation of the project regarding spending reductions will be evidenced at the end of each fiscal year. A reduction in spending for salaries and fringe benefits for personnel services will be evident and the expense for consumables will be reduced.

*** Utilization of a greater share of resources in the classroom**

In five years, our project aims to achieve a greater share of resources in the classroom. Giving students increased access to technology and engaging programs such as STAR Early Literacy and Study Island, will increase their productivity and promote successful learning. Our goal is to give students access to iPads every day. Daily use will allow them to receive prescribed remediation and work on skills that will put them on track for reading by the end of their 2nd grade year. This goal will be benchmarked by log-in time in program applications.

*** Implementation of a shared services delivery model**

In five years, our project aims to achieve a strong relationship with the Bellville Branch Public Library. Sharing services that will enable Bellville Elementary students to continue to grow in reading and literacy over the summer months, will greatly improve students' retention of learned material. Our goal for students is to continue to improve their level of reading during the summer by participating in planned enrichment activities designed to foster individual growth. The benchmark for this goal will be an analysis of assessment data collected in the fall, that will measure student achievement compared to data collected just before school ended in the spring.

*** Other Anticipated Outcomes**

In five years, our project aims to achieve improved reading test scores and more confident readers. This program, "Begin Academic Success Early" is designed to put practices in place that will empower students to become the best readers they can be. By targeting students and responding to their individual needs from the very beginning, we will address their specific academic growth needs, providing "just-in-time" intervention. The benchmark we will use to measure this outcome will be formative and summative data collected from assessments, as our students progress through school.

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 research we have done for this program predict favorable results that can be easily replicated by other Ohio districts. We are confident our timeline and implementation plan will provide districts with the steps necessary to apply the process in their own environment. We would welcome site visits for districts interested in replicating our program. We will work with administration, teachers and parents to continue sharing our model with districts across the state. We are proposing a manageable plan that has the potential to grow without costing the district a lot of money. The project will begin with focus on reading and literacy, however over time we hope to include iPad add apps that will engage students in Science and Math. A class set of iPads will allow every student to participate in engaged learning at the same time as opposed to the centers approach that is being done in the current environment where only 3 devices are available in the classroom which must be shared. Our plan gives our district a strategy for addressing budget, time and resource barriers. It gives our teachers an opportunity to update curriculum in a technology-infused environment. Our program is simple, easy to follow, and it will increase online learning so individual learning needs will be met for students.

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).

Accept. Mr. David L. Ritter Interim Superintendent Clear Fork Valley Local School District April 17, 2014

Consortium

Clear Fork Valley Local (049411) - Richland 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

Clear Fork Valley Local (049411) - Richland 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
Mary	Frankenfield	419-886-3811	mfrankenfield@mrcpl.org	Bellville Branch Public Library		97 Bell Street, , Bellville, Ohio, 44813	
Jeremy	Miller	419-886-3244	millerj@clearfork.k12.oh.us	Bellville Elementary School	002279	195 School St, Bellville, OH, 44813-1218	
Bonny	Buffington	740-397-7422	bbuff@knoxesc.org	Knox County Education Service Center		308 Martinsburg Rd., , Mount Vernon, Ohio, 43050	

Implementation Team

Clear Fork Valley Local (049411) - Richland 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
Anitra	Van Horn	First Grade Reading Recovery Teacher	Oversee program deliverables for First grade students	12 years education experience	Provide leadership and guidance to First Grade Teaching Team	
Cathy	Kinney	Bellville Elementary Computer Teacher	Implementation and Evaluation	23 years education experience	Assisted with the implementation of a blended learning grant at the Middle School using iPads	
Treisa	Nedrow	Lead Second Grade Teacher	Oversee program deliverables for Second Grade students	22 years education experience	Provides leadership and guidance to Second Grade Teaching Team	
Cindy	Ridenour	Bellville Title I Teacher	Implementation and evaluation	25 years education experience	Certified Reading Specialist, experience with iPads and assessment testing	
Cindy	Kochheiser	Director of Technology Services	Technology implementation, configure, maintain	15 years education experience	Successfully implemented a 1:1 iPad roll out for blended learning in the Middle School	
Paula	Slezak	Lead Third Grade Teacher	Oversee program deliverables for Third grade students	5 years education experience Reading Endorsement from Malone University	Provides leadership and guidance to Third grade Teaching Team	
Sue	Beans	Lead Fourth Grade Teacher	Oversee program deliverables for Fourth grade students	8 years education experience	Provide leadership and guidance to Fourth Grade Teaching Team	
Sue	Brown	Lead Fifth Grade Teacher	Oversee program deliverables for Fifth grade students	20 years education experience	Provide leadership and guidance to Fifth Grade Teaching Team	
Jeremy	Miller	Bellville Elementary Principal	Implementation and Evaluation	8 years education experience	Implemented a similar project using technology and mobile devices	
Lynelle	Leedy	Lead Kindergarten Teacher	Oversee program deliverables for Kindergarten students	15 years education experience	Provides leadership and guidance to Kindergarten Teaching Team	
Ashley	Twedt	Intervention Specialist	Oversee program deliverables for students targeted for intervention	8 years education experience	Provides leadership and guidance to primary teaching staff regarding intervention for identified students	