

Budget

Goshen Local (046342) - Clermont County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (9)

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		198,900.00	30,730.05	117,699.00	124,250.00	324,911.70	0.00	796,490.75
Support Services		0.00	0.00	40,500.00	0.00	0.00	0.00	40,500.00
Governance/Admin		25,109.72	0.00	34,642.91	0.00	0.00	0.00	59,752.63
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		224,009.72	30,730.05	192,841.91	124,250.00	324,911.70	0.00	896,743.38
Adjusted Allocation								0.00
Remaining								-896,743.38

Application

Goshen Local (046342) - Clermont County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (9)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Re-imagining Elementary Libraries of the 21st Century

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

The demands of Ohio's New Learning Standards require students to read informational text, produce informative writing and become skilled researchers; however, elementary school libraries are not optimized to support instruction in these areas. The current library model is outdated in light of the expectations for students to be on path for college and career readiness. Using technology as a delivery method in a 21st Century Literacy Center, teachers apply knowledge attained through extensive professional development in reading, writing, and research to increase student achievement in these areas.

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.

5550 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 checked="" 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
Tori Herrera

Organizational name of lead applicant
Goshen Local Schools

Address of lead applicant
6694 Goshen Road Goshen Ohio 45122

Phone Number of lead applicant
513-722-2222

Email Address of lead applicant
herrerat@goshenlocalschools.org

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

- Yes
 No

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

[Add Consortium Members](#)

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

Yes

No

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

[Add Partnering Members](#)

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

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

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

The current state or problem to be solved; and

As schools align to the Ohio's New Learning Standards, huge gaps in instruction have been revealed. Students struggle with reading and interpreting informational text. Additionally, research skills have never before been assessed, therefore teachers are lacking in the training and resources to provide instruction in this area. While reading programs abound, there is a scarcity of materials and resources to teach foundational research skills to young children. To exacerbate the issue many school libraries are no longer staffed by qualified librarians who have traditionally taught some of these skills to children. This project aims to transform the traditional elementary library into an active 21st Century Literacy Center with a variety of media, such as informational books, LearnPads loaded with educational Apps and teacher created modules, laptop computers for word processing, and a touch screen TV to deliver lessons, while also supporting classroom teachers. Students will be actively engaged in opportunities for reading informational text, vocabulary development, researching, and writing during "library time." This extension of the classroom will provide opportunities for students to increase reading skills as they engage in research aligned with the science, social studies and literacy standards. Teachers need training in how to teach informational text, writing and research standards at the level of rigor required for the new assessments. Through this grant, all elementary teachers and library aides in Bethel-Tate, Goshen and New Richmond's schools will receive professional development from the Ohio Writing Project during a Summer Teacher Academy. The focus of the training will be on designing and teaching with multiple text sets, teaching and using practical research strategies and strengthening nonfiction reading and writing. Follow-up training sessions will continue over the course of the grant.

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

The primary goal of this grant is to improve student achievement in the areas of comprehending informational text, researching and writing expository text. This will be achieved through revamping current elementary libraries into 21st Century Literacy Centers with aligned curriculum developed by grade-level teams of teachers, the latest technology to support learning, and educated library aides to deliver instruction. To accomplish this task, grade level development teams will be created to plan appropriate lessons and instructional modules to be delivered via LearnPads in the research center. LearnPads are an innovative tablet that allows teachers to upload lessons composed of videos, documents, and ebooks. "LearnPad has a unique, secure and customizable student user interface that allows teachers to control which activities, applications and websites a student can use." (Tierney Brothers, 2014) Teachers can select websites for students to have access to, while locking them out of access to the rest of the internet. The teams will be formed of teachers across three school districts, and seven elementary schools will use their expertise. Teams will compile resources by using existing library materials, as well as, additional resources and technology purchased through the grant. The purpose of the modules is to increase students' abilities to read, comprehend, interpret and produce informational text. Teachers will design electronic text modules that will be standards based, used to build comprehension of nonfiction text, teach subskills to help students pull specific information out of the text, then use the information for a final product. For example, a kindergartener's finished product might be a poster with informational text that provides information about a topic of study. A fifth grader's project would consist of synthesizing more than one source. Providing these new opportunities will increase student achievement and will better prepare students for the demands of the Third Grade Reading Guarantee, while setting them solidly on the path for college and career readiness. OWP training will support the redesign of the elementary libraries with a focus on designing and teaching with multiple text sets, teaching and using practical research strategies and strengthening nonfiction reading and writing. The professional development will connect the Ohio's New Literacy Standards and instructional shifts for teachers, schools and students with current pedagogy and strategies on literacy- both digital and print. At the end of the training, participants will have practiced numerous literacy strategies and designed practical lessons, stations and modules for students in a redesigned research library. Follow-up sessions will review literacy research, reflect on current practice, create opportunities to collaborate with colleagues and design new student-centered lessons related to research and nonfiction. This innovative project also creates a partnership between the schools and local public library to extend student learning beyond the school day through the availability of replicated technology, materials, and access to the instructional modules. Students will have access to research materials and will have the support of the local public library staff. Because parents are an important partner in their child's education, parent involvement will be encouraged through training programs where parents will learn how to support their children in using the technology. Community members will also be utilized to provide support in the elementary libraries. This community involvement will allow for teachers to work with small groups of students, increasing metacognition and addressing any other gaps that students may show following lessons.

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.)

Ohio Achievement Assessment results traditionally show weakness in the area of informational text for students in grades 3 through 6. On average, students in the consortium show an 8 point difference in achievement between informational text and literary text in our elementary

buildings. The consortium scores range from a 3.0 to 11.9 percentage point gap. The "students with disabilities" subgroup averaged 25.56 points lower than the non-students with disabilities subgroup in reading last year. This is a significant gap that needs to be closed. In general, students have difficulty reading, comprehending, interpreting and responding to informational text. Student achievement will be addressed in five ways: -More engagement with informational text, in addition to explicit instruction on reading and writing strategies, will lead to higher performance in this area. -Building teacher capacity for effectively teaching strategies for reading and comprehending informational text, research skills and writing expository text. -Trained community volunteers will allow library aides and teachers to work with smaller groups of students and focus on subgroups of students. -Beyond the classroom, the partnership with the local public libraries extends student learning after school hours. The instructional modules that students will be working on at school will be accessible on devices at the public library. -Increasing parent involvement will have a direct impact on student achievement. This partnership creates an opportunity for parents to become more involved by providing access to school materials.

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.)

N/A

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.)

Resources are created and utilized more efficiently in the 21st Century Library. It brings together the knowledge and expertise of teachers across the consortium to create modules for learning, expands the resources available to students by putting more technology and texts in their hands, and provides additional time on task for student learning, both inside and outside of the classroom as new partnerships with community entities are made. Utilization of resources is enhanced in the following areas: Enhanced personnel resources: -The professional capacity of all teachers is increased by utilizing a train-the-trainer model; teacher development teams will lead training on modules and research skills that have been designed. Training will be provided to the development teams to guide them through the pedagogical basis for writing such lessons, as well as the technological details of the platform. -More efficient use of teachers' time allows teachers to spend instructional time digging deeper into the standards, providing depth rather than breadth. Resources in students' hands: -New instructional resources are delivered through new technologies. The teacher created instructional modules are expanding the resources available to students through the use of LearnPads. -Additional time on task will be provided at school through a revamped "library time" as well as at the public library after school hours. Community engagement: -Effective use of available community resources will be accomplished through the engagement of community volunteers as well as the partnership with the public library.

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.)

Shared Services Delivery Model will be implemented through this grant. Professional development and technology training will be provided to teachers and library aides from three different school districts, as well as to library staff from three different branches of the Clermont County Library system. By sharing these services, the cost to individual members of the professional development will be decreased, while increasing the instructional capacity of each school district. Professional Development: -Through this grant, three school districts will provide Ohio Writing Project training to all elementary teachers during a Summer Teacher Academy. -Teachers from each district will serve on the development team to create learning modules for the literacy center. They will receive additional professional development with Ohio Writing Project and Ohio Resource Center. These teachers will be responsible to serve as trainers and a resource for their building. -Library personnel will receive training from the literacy supervisor from the Clermont County Educational Service Center on Ohio's New Learning Standards. Technology Training -LearnPad training will be provided to all the teachers on the development team and library staff.

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.

896,743.38 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Capital Outlay and Supplies: Each district will receive equipment and technology to establish 21st Century Literacy Centers, which includes LearnPads, laptops, charging carts and touch screen TVs. LearnPads are an innovative new technology specifically designed for educational use. "LearnPad has a unique, secure and customizable student user interface that allows teachers to control which activities, applications and web sites a student can use." (Tierney Brothers, 2014) In addition, each branch library within the consortia will receive 5 LearnPads and laptops, as well as, a charging cart. All the technology will come with 5 year maintenance agreements. The total cost for equipment and supplies is \$449,161.70 Salaries and Benefits: Each school district will select one teacher per grade level (K-6) to serve on the development team. This team of teachers will work throughout the school year to develop learning modules to be uploaded onto the LearnPads. Substitute teachers fees are included in the budget to cover the cost of teacher release time. All elementary teachers within the consortium will receive a stipend to attend a Summer Teacher Academy, where they can also receive Ashland College Credit. The library aides, in addition to one staff member from each local public library will also attend several training sessions during the summer. A site director from each school district will be in charge of overseeing the project from the initial planning phase throughout the life of the grant. The site directors will be required to work extra days during the summer, therefore this cost is built into the grant. The total for "Salaries and Benefits" is \$254,739.77. Purchased Services: Professional development is the cornerstone of the project. Teacher capacity will be built for providing high quality lessons that align to the rigor of Ohio's New Learning Standards through training with the Ohio Writing Project. This training will support the redesign of the elementary libraries with a focus on designing and teaching with multiple text sets, teaching and using practical research strategies and strengthening nonfiction reading and writing. Follow-up sessions over the course of the 2015-2016 and 2016-2017 school years will review literacy research, reflect on current practice, create opportunities to collaborate with colleagues and design new student-centered lessons related to research and nonfiction. The library aides, in addition to one staff member from each local public library will also attend several training sessions. Kasey Dunlap, literacy director, from the Clermont County Educational Service Center will support and train new teachers during the life of the grant. The development team, along with the library aides, will also receive technology training and professional development from the Ohio Resource Center. An additional tech person will be hired by each school district for the initial set up of the technology due to the influx of new equipment. This tech position is a one year commitment; the district technology directors, technology department chairs, and technology warranties will cover maintenance on the equipment in subsequent years. The consortium will also hire a project evaluator from the University of Cincinnati to evaluate the library redesign objectives. The cost for "Purchased Services" totals \$192,841.91

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.

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

There will be no new costs incurred from the implementation of this grant. Five-year maintenance plans will be purchased for the technology to cover any costs for maintenance and upkeep. An additional tech person will be hired for the initial set up of equipment. However, IT directors in each school district along with technology department chairs will be able to oversee the technology for the life of the grant eliminating the need for an extra tech person. Follow up Ohio Writing Project professional development trainings are included in the grant for the 2015-2016 school year, as well as the 2016-2017 school year. After these initial years, teachers will be given common plan time to share lessons, ideas, and strategies to continue to support what they have learned from the Ohio Writing Project training sessions. Common plan time will also be used to make adjustments to learning modules that will be uploaded to the LearnPads. There will not be a need for more release time of staffing due to this project.

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.

0.00 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

There will not be a yearly cost savings reflected in the financial impact table. The consortium will not be reducing spending or cutting costs in our budget in regards to this grant. The only cost savings is in the form of providing professional development to teachers from three different school districts during a Summer Teacher Academy will be a significant cost savings to each school district. The Ohio Writing Project is a high quality professional development that not all the districts can afford to host separately. There will be a savings of \$6,000 for this training alone. If this training were done in each individual district, it would total over \$9,000. However, as a consortium the cost is \$3,000, with a cost savings of \$6,000. The train the trainer model that will be implemented using the development team is another anticipated cost savings. We are providing training to a group of teachers through our consortium. In turn, they will be taking their knowledge back to share with their school district.

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 is a self-sustaining project for the life of the grant. Once the materials and technology have been purchased, learning modules created, and professional development provided to the English language arts teachers, the cost to maintain the project will be minimal. Sustainability cost will primarily be incurred for the purpose of maintenance or replacement of aging technology. With the average life of a tablet and battery being 3 - 5 years, there could be better and more economical replacements available. Expected costs for new equipment would be incorporated into building technology budgets beyond the life of the grant. The technology departments for each of the school districts will need an additional IT person for the initial tech roll-out. However, after the initial set-up there is an adequate number of people in the tech departments to support the new technology. The learning modules will endure beyond the life of the grant. Teachers will need to make necessary adjustments to the modules and update them over the course of the grant. However, the modules can be used for years to come. Professional development is the key to the success of the project. Investment in the staff will create opportunity for learning and growth. A contract with Ohio Writing Project will allow for money to be allocated for follow-up training sessions during the 2015-2016 and 2016-2017 school years. In addition, professional development will be delivered to new staff members in subsequent years through train-the-trainer models, from the curriculum specialists in each district and from Kasey Dunlap, the literacy coordinator at the Clermont County Educational Service Center. Time will be set aside during staff meetings for teachers to share Ohio Writing Project lesson ideas. This will continue to reinforce educating staff in the areas of teaching reading of informational text, writing to learn, and teaching research to elementary students.

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 - September 2015

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

Once the grant is awarded, all of the stakeholders involved will receive communication from the site directors. A meeting will be set up to identify the development team, establish criteria for selecting presenters, and set agenda and location for training sessions, including the Summer Teacher Academy. In addition, tasks will be divided up and roles assigned. (August 2014) The consortia will begin planning the development team training and work sessions. All presenters will be contacted and scheduled. Site managers will meet with the Ohio Writing Project director, Beth Rimer, to custom design all the training sessions. Development team members will be notified of their role in this library redesign. (September 2014) Site directors will meet with the technology coordinators to select technology resources and make purchases. The Clermont County Public Library staff will also be involved in working with the site directors to coordinate the role of the public library and to plan for training. Site directors will meet with the project evaluator to plan evaluation of the project. (September-May) Site directors will plan and reflect on each month's training session, while making adjustments as necessary. (January 2015) Site managers will meet to begin planning the Summer Teacher Academy and notify teachers of the Summer Teacher Academy. (May 2015) Finalize plans for the Summer Teacher Academy. (August 2015) Principals will need to allow time in the opening day meetings for the development team to train the staff how on to use the new redesigned library. Principals, site directors, and the development team will plan the 21st Century Library roll out for Open House. Site directors will meet with the public libraries to discuss and plan the public library roll out of the newly aligned technology. A common plan schedule will be created to dedicate one meeting per month to sharing Ohio Writing Project lessons, nonfiction lessons, or research activities.

* Anticipated barriers to successful completion of the planning phase

The key to successful planning during this phase of the project is communication. There must be fluid, continuous communication among all of the stakeholders involved. This can be especially difficult working across multiple school districts. However, with today's technology resources this task has become much easier. District representatives will continue to email, call, and video conference so that members are well informed throughout the entire implementation process. Another possible barrier during this planning stage is the availability of presenters. Presenters' schedules tend to fill up quickly so it is imperative that they are scheduled as soon as possible. Ohio Writing Project is the main professional development used in this grant. Beth Rimer, the co-director, is willing to work with the schedule and has already held tentative dates. Snow days may be an issue, so training sessions may need to be rescheduled during the winter months. If additional resources for professional development are needed Clermont County is fortunate to have some good resources. Tanny McGregor is a local author and Heineman presenter. She is a great resource who would be willing to work with local teachers. The language arts directors at the Clermont County Educational Service Center and the Hamilton Educational Service Center are other well-informed and readily available presenters.

18. Implementation - Process to achieve project goals

* Date Range September 2014 - June 2016

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

(Sept. 2014 - May 2015) The development team sessions will take place one day per month. Members will receive professional development to strengthen the creation of the instructional modules, as well as technology training. The development team will receive compensation to work on the project at least two additional hours per week. Benchmark data will be gathered (refer to question 22 for specific data). (May 2015) The development team will train each school library aide on how to deliver the instructional modules to students. (June 2015) A three-day Summer Teacher Academy will be held to provide Ohio Writing Project training for all teachers from the three school districts. Teachers will receive instruction on how to teach research standards to elementary students, as well as how to use nonfiction in the classroom. During the month of June, the technology set up will begin. The public library staff will receive training on Ohio's New Learning Standards, overview of K-6 curriculum and on how to support students with the new technologies at the public library. (July-Oct. 2015) Teachers who did not attend the Summer Teacher Academy will have access to Ohio Writing Project on-line learning experiences. (Aug. 2015) Teachers will be given an overview of the new library structure and purpose. Site directors and development team members will go over the goals and intent of the new library. The 21st Literacy Center will be unveiled to parents during Open House and technology will be available for parents to try out. Schools will also communicate to parents regarding the new literacy center via school newsletter, social media, and district web pages. Community volunteers will be recruited to help out in the new literacy center. (Aug. 2015 - June 2016) Follow up OWP sessions will be held for teachers throughout the 2015-2016 school year during one common plan meeting per month. (June 2016) End of the year data will be collected and reviewed.

* Anticipated barriers to successful completion of the implementation phase.

There are several barriers that may be faced during the implementation phase. Weather may be an issue with scheduling professional development sessions during the winter. An alternate date will need to be set in case of a snow day. Presenters may not be able to reschedule days, so the Educational Service Center will partner with them to provide the professional development. Another issue that may arise is the commitment of the teachers to attend a professional development session in the summer. They will be offered a stipend and materials to mitigate this issue. Teachers who do not attend will have an online training module available to them, as well as receive some training through PLC trainings.

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

* Date Range September 2014

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

The Re-Imagining Elementary Libraries of the 21st Century summative evaluation will focus on determining progress toward teacher, student, and community outcomes. Baseline data on teachers, student, and community will be gathered during the 2014-2015 academic year. Annual data collection will include: collection and analysis of reading-related scores of standardized assessments from students from participating schools, participant teacher surveys, community member surveys, focus groups with development team members, and systematic review of curricular materials and student work. Summative evaluation of student outcomes will be both quantitative and qualitative in nature. Quantitative evaluation of student outcomes will involve collection and analysis of reading-related scores of standardized assessments from students from participating schools. Baseline scores will be gathered at the end of the 2014-2015 academic year. Data collection will occur annually following each project year. Collection and analysis of student work will also occur throughout the project and be utilized to assess student learning. Summative evaluation of teacher outcomes will focus on documenting teacher pedagogical and content knowledge, and its impact on student learning. These will include data collected from participant teachers and development team members. Participating teachers will be surveyed annually, beginning after the initial professional development opportunity in the summer of 2015, and the end of each academic year of the project. In addition, a process by which the literacy center curricular materials will be reviewed will be created during the 2014-2015 school year (in tandem with the development of the curriculum materials) and implemented by site directors beginning in 2015-2016 (in tandem with the 21st Century Literacy Center implementation). Library utilization statistics will be collected each program year.

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

Several possible barriers exist to completion of summative evaluation of the project. The change in the state standardized test is a potential barrier being confronted by all Ohio schools. Access to student data will be achieved via the strong relationships of participating consortia members. Complex curricular materials will need to be developed in alignment with project timeline. Simply understood, materials must be developed in order to be evaluated. The project team has assembled project partnerships with established expertise (including, the Ohio Writer's Workshop) in an effort to insure curricular time lines are met. Triangulation of evaluation methods and data collection strategies, as suggested in this evaluation plan, will also proactively address potential evaluation barriers.

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:

Evaluation will examine the changes to the instructional and organizational practices in the consortium. Traditionally, students in the consortia's schools have struggled with the informational text standard on the Ohio Achievement Assessment. With the rigor of the new standards and testing, it has become evident that this must become an area of focused instruction. Expected instructional changes include: the impacts of the professional development offered through the grant, additional resources and higher utilization of these resources, and a re-purposing of library time. Organizational practices that are expected to change as a result of the grant include the incorporation of volunteers during instructional time, a collaboration with the public library, as well as a collaboration between districts in the consortium. The impacts of the instructional changes which will result from this grant are huge in the lives of students. The professional development that will be offered to teachers will allow for students to have more effective educators designing the curriculum to which they are exposed. Changes in daily instruction are expected as educators are taught new strategies and reminded of those which may have fallen by the wayside. The utilization of technology provides higher levels of engagement for all students and enables them to have access for extended periods of time. Due to the lack of trained librarians in the schools and structured time in the media center, students lack instruction in how to maximize the experience that a library can bring. Capitalizing on the pull that technology has on this generation, purpose and excitement is rekindled as students engage in the reading, research and writing processes, in lieu of that less productive time. In comparison to instructional changes, the impact of organizational practices will be less apparent but more strategic, and equally imperative to the success of the grant. The incorporation of volunteers during instructional time not only brings the community into the classroom, but greatly impacts learning. When students use technology, there are higher levels of engagement, productivity, and navigating. Students often ask "simple" questions about the technology, that they are easily guided through, but the reality is that those inquiries draw teachers away from students who need intervention in reading strategies, writing goals, and research processes. In a room where volunteers are also trained in the technology, the educational specialist is educating students, and the volunteer is guiding other students through technological problem solving. It benefits all stakeholders! But, the team approach does not end there. The Clermont County Public Library collaboration will provide an extension to the school day. Students will have a place where they can go to access the same technology and resources. Additionally, parents become involved in what the student is learning, producing higher levels of motivation and achievement. The collaboration of educators broadens the impact even more. Teachers typically collaborate with other teachers within their building, however, with this model the paradigm shifts to include collaboration across districts. The development team will create a wealth of materials that are vetted to match curricular goals. Once these lessons have been taught, teachers may collaborate with other teachers across districts to compare the results of the lessons and to make adjustments as needed. This will open the door to future collaboration and networking among teachers and students.

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.

Increased academic demands combined with dwindling resources for school libraries (many no longer employ a licensed librarian) create a perfect storm for failure in elementary schools' efforts to support learners. In addition, many teachers have never taught research skills to elementary aged students and are now required to teach these skills to meet the demands of the Ohio's New Learning Standards, as well as the Next Generation Assessments, both of which have an emphasis on reading informational text and demonstrating research skills. They too must learn new strategies in order to teach these young researchers the skills they need to prepare them for the upper grades and beyond. With the current achievement deficit of informational text at an average of 8.0 points below student achievement in literary text, there is obviously work to be done. The greatest asset to any district is the teaching staff, people who have dedicated their lives to see students grow, learn, and achieve more than they ever dreamed possible. This grant enables the consortium to invest in this asset, professionals who continue to learn in order to be better at what they already do well. Professional development courses will be offered through the Ohio Writing Project, a part of the prestigious National Writing Project that is offered through Miami University, with potential workshop titles of Research, Multi-genre Research, Technology and Writing, and Raising the Quality of Writing. A team of elementary teachers from grades kindergarten through sixth and representative of seven different buildings, will then work together to develop engaging lessons for use in the library. The lessons and units will incorporate technology to conduct research and produce written work. The International Society for Technology in Education (ISTE) states in their Executive Summary, "ISTE members have monitored research on the effectiveness of technology in education on student outcomes for more than 20 years, and one convincing trend has emerged: When implemented appropriately the integration of technology into instruction has positive effects on student achievement." Consortium members and district technology directors have already met with the Tierney Brothers and discussed the implementation of the LearnPad into the buildings. This ongoing communication, partnered with professional development on the technology for teachers, librarians, and community volunteers, will ensure appropriate implementation, and therefore, "positive effects on student achievement." In addition to teacher training, students need more time on task to build their skills in reading, writing, and research. Research concludes that engaged time is the single most important influence on academic achievement (Greenwood, et al, 2002). Unfortunately, classroom teachers are stretched for time to effectively teach the new standards. By transforming the school library, the educational experience of students is also reconstructed by creating more productive instructional time for children to engage in reading, writing, and research. Partnering with local public libraries is a natural extension of the many individual relationships that teachers forge with their public librarians. The collaboration between the schools and public libraries to not only create materials and resources, but to also ensure that students have access to them both in and out of school supports the common goals of increasing student learning. Involving more stakeholders in the educational process improves student achievement. "Effective parent involvement comes when a true partnership exists between schools and families. Creating that partnership, especially around academics, is what works for student achievement." This quote from the Center for Public Education embodies the goal of our community partnerships.

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.

The project evaluation questions include: 1. How will the re-imagined library impact student learning; 2. How will the re-imagined library impact teacher practices; 3. How will an improved partnership between elementary schools and public libraries benefit each entity, and 4. How will an improved partnership between elementary schools and public libraries impact student learning. The project will achieve outcomes at the student, teacher, and community level. Student outcomes center on increased literacy. Teacher outcomes primarily involve increased pedagogical and content knowledge. Community outcomes focus on building and strengthening relationships with parents, community members and libraries. Lessons learned will be shared in local, state, regional, and national settings when possible. The evaluation will be conducted by external evaluators from the University of Cincinnati Evaluation Services Center. The evaluation will be guided by Kathlyn M. Steedly, Ph.D., steedlkn@ucmail.uc.edu, 513-556-7004.

* 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).

A mixed-methods approach will be utilized to evaluate project impact. Qualitative methods (systematic curricula review processes, systematic review of artifacts from student research projects, and development team focus groups) will be instrumental in providing contextual information about project impact. Quantitative methods (teacher surveys and student standardized test results) will also be utilized to assess project impact. Project outputs will include: professional development curricula, artifacts such as teacher created modules, examples of student work, documentation of teacher practice such as lesson plans, student assignments and student assessments, and materials developed at the library by the librarian, for example.

* 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.

Modifications in the project plan will result from ongoing assessment of evaluation data. When necessary, the site directors will implement change. For example, during the academic year 2014-2015, the site directors will determine a process by which benchmark student data is shared with development team members. That process will encourage literacy center development in ways that are focused on areas of greatest student need. Likewise, data focused on project implementation will be collected and analyzed in an ongoing effort to look at what is working and what is not working in the project.

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

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

Please enter your response below.

The library transformation will have a lasting impact on students and teachers. The traditional, antiquated model of elementary libraries is completely changing. The 21st Century Literacy Center will engage students through rich text, innovative technology, and inquiry. The school and public libraries will become extensions of the language arts classroom; providing aligned curriculum to students. Ohio's New Learning Standards call for students to be actively engaged in research projects beginning in kindergarten. Aligning school libraries with the curriculum only makes sense. Everyone will be working together to lay the foundation to ensure that students will be college and career ready. Students will benefit from a strong foundation in research skills beginning at an early age, this will be reflected in test results beyond the life of the grant. High quality professional development is the cornerstone of this project. Change cannot be expected without investing in the teachers. Many college programs do not adequately prepare teachers to teach writing or research standards. It is imperative that school districts continuously advance teachers' knowledge base, while in turn strengthening their teaching. The Ohio Writing Project is a highly regarded writing program that has been transforming how teachers teach writing in Ohio for over 34 years. It is an extension of the National Writing Project which was founded at Berkeley in 1973. The investment in this professional development will be beneficial to all the teachers, students, and school districts involved. The quality of student writing will dramatically increase, as a result. Writing samples and rubrics will be used to compare students' writing after participating in the new 21st Century Learning Center model. The professional development will carry on beyond the life of this grant through train the trainer methods and sharing best practices with school staff. Book studies are a possibility of continuing the learning of staff members, as well. After the first year of implementation, 100% of the elementary staff should be using components of the writing project model in their classrooms. The impact of this project will extend beyond the walls of each school building. Technology makes it possible for teachers to collaborate and network with other teachers from multiple school districts. Because teachers are creating lessons to share at each grade level, discussion can take place after the lessons have been taught regarding the outcomes. This project opens the door to teachers working collaboratively on future endeavors, as well. Teachers may track their networking and collaboration with the other districts through the use of communication logs. The 21st Century Literacy Center opens up a collaboration with the local public library branches. The public librarians have a wealth of knowledge however, they are an underutilized resource. The partnership between schools and public libraries will make way for other endeavors such as book talks, summer reading program kickoff, support with curriculum units, information on new resources and increased communication between teachers and library staff. Data will be collected in the form of a survey or sign in sheet regarding how the libraries are being utilized by students, parents, and teachers, as a result of this project over the course of the grant and beyond. The goal is for schools and public libraries to collaborate on at least 5 activities throughout the school year.

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

The current gap in achievement between informational text and literary text, as well as the gap for students with disabilities subgroups, need to be closed. All students can and will be successful readers, researchers, and writers, and the successful implementation of this grant will contribute to this end. As stated in the response to question 9, this will be accomplished through more engagement with informational texts, explicit instruction on reading and writing strategies, additional small group work with teachers due to inclusion of trained community volunteers, the extension of the school day through the partnership with the public library, and an increase in parental involvement. It is expected that overall student achievement in reading will continue to rise, while these gaps are closed at ten percent increments annually. Diagnostic testing will be administered three times per year and student progress will be tracked through these assessments. Assessment windows are in the fall, winter, and spring. The average gap in achievement in informational text by the end of the five-year period will be reduced to 5.2% or lower, with benchmark goals at 7.2%, 6.5%, and 5.8%. The average gap in reading performance for the subgroup of students with disabilities will also see an annual ten percent reduction, with the benchmarks of 23%, 20.7%, 18.6%, and a final goal of 16.8%. Additionally, development teams will create a performance-based component to assess basic research skills and writing, and these will be used to document student growth on a more formative basis.

* Spending Reduction in the five-year fiscal forecast

N/A

* Utilization of a greater share of resources in the classroom

The cause of increased student achievement is more efficient utilization of resources. Personnel resources are enhanced through the increased professional capacity of teachers and more efficient use of time. Teachers unable to attend any of the professional development sessions will be provided with online modules and resources, leading to 100% of elementary teachers benefiting from this aspect. This will also enable districts to appropriately prepare new staff members to effectively utilize the new technology and implement strategies with their students as well. Schools will see a 10% increase in community volunteers in school libraries, allowing for more efficient use of teachers' time. Clermont County Public Libraries will expect to see 10% of students utilizing the resources available after school hours. The Goshen branch will see approximately 130 students utilizing resources throughout the school year, while Bethel will see about 84, and 100 students will utilize the New Richmond branch's resources by the end of the five-year period. The Clermont County Library often tracks student usage for various programs throughout the year, and this tracking system will coincide.

* Implementation of a shared services delivery model

As a relatively new administrative approach, evaluating the implementation of a shared services model is an emergent topic. Implementation of shared services within this project will necessarily be considered as student, teacher and community outcomes are evaluated. Project team leadership will consider fiscal, administrative, curricular elements of project implementation throughout project, as specific impacts of shared services are determined. Project artifacts such as participating district budgets will be analyzed over time. Project outputs such as professional development materials will be shared between consortia members.

* Other Anticipated Outcomes

Some other outcomes affecting both students and teachers are anticipated. Increased student motivation to use the library as a research

center is expected. Surveys will be conducted at the beginning and end of the school year to gauge students' attitude regarding their library experience before and after the transformation. It is also expected that teachers will be invigorated by participating in professional development and sharing ideas to improve their practice. Walk through data will be collected to provide evidence of use of practices shared by other teachers monthly. The partnerships developed in the implementation of the grant activities open the door to other endeavors between schools and libraries. Summer reading program kick off assemblies, revised book collections, book talks for teachers and students, participation in parent nights and story times offer additional opportunities for sustaining the partnerships. Data can be collected each year to track how the schools are utilizing the public libraries.

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

Many schools across Ohio and the United States have outdated, antiquated libraries due to budget cuts and placing higher priority in other areas. The 21st Century Literacy Center will become an integral element to each school, where students continue their exploring and learning. Schools with traditional libraries with need for an updated 21st Century Literacy Center can replicate all or some of the components of this project, depending on their needs. The key components of this innovation include: library redesign, teacher created learning modules delivered via LearnPads, building teachers' pedagogy through extensive professional development, building a partnership with the public library, and community involvement opportunities. The project provides a model for technology integration, as well as, content design and delivery. For schools wanting to incorporate more technology, the project provides a model for providing technology that serves to support instruction rather than investing in technology for technology's sake. Although the grant team has deliberately chosen technologies based on research and specific needs, the modules can be implemented through a variety of devices and software districts may already own. The learning modules created by teachers are a compilation of resources on a particular topic of theme. Learning modules could be developed for any grade level or content area. The 21st Literacy Center concept can be expanded to include more grade levels within the consortium districts. The desire of the consortia is to create additional modules to offer teachers at multiple grade levels and content areas a menu of lessons that enhance student literacy skills. The professional development models used in this grant can be replicated in other districts. The models present in the grant include: providing professional development to a small team of teachers to guide their work on the creation of learning modules, to the whole staff during a three day Summer Teacher Academy, with follow-up trainings throughout the next several years. A monthly train-the-trainer model will also be used to reinforce best practices. The Ohio Writing Project and the Ohio Resource Center are resources of good quality professional development available to schools throughout Ohio. Community involvement is another critical area of this project. Collaboration with the local public library, in regards to sharing resources, curriculum and training library staff on the new learning standards, aligns the efforts of the school and library. The staff at the public library will be better informed to assist students through this collaborative. Parents will be invited to Open Houses, provided guidance to help their child, and volunteer opportunities will be afforded to them in the schools. The consortium will make the project mission statement, benchmark progress data, and lessons learned available through social media and district web pages. This will allow community members to understand the purpose, follow the progress of the project, and provide information regarding volunteering. The archives of the information could prove invaluable to other districts wishing to implement a similar project. Another method for sharing this concept would be at the Clermont County Curriculum Roundtable discussions. The Clermont County Educational Service Center holds monthly meetings with curriculum leaders, principals, and superintendents from schools across the county. This forum would be the perfect place to share this innovative concept of library redesign. The Clermont County schools typically work closely together. The consortium would be more than willing to share ideas, time lines, and contact information with other schools looking to implement a similar plan.

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).

Tori Herrera April 14, 2014

Consortium

Goshen Local (046342) - Clermont County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Vicky	Phillips	513-752-1432	phillips_v@nrschools.org	New Richmond Exempted Village	045559	212 Market St Fl 3RD, New Richmond, OH, 45157-1373	
Tori	Herrera	513-722-2222	herrerat@goshenlocalschools.org	Goshen Local	046342	6694 Goshen Rd, Goshen, OH, 45122-9273	
Matt	Wagner	513-734-2271	wagner_m@betheltate.org	Bick Primary Elementary School	145300	101 Fossyl Dr, Bethel, OH, 45106-1394	

Partnerships

Goshen Local (046342) - Clermont 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
Chris	Wick	513-735-7190	cwick@clermontlibrary.org	Clermont County Public Library		326 Broadway St., , Batavia, Ohio, 45103	
Kasey	Dunlap	513-735-8324	dunlap_k@ccesc.org	Clermont County Educational Service Center		2400 Clermont Center Drive, Suite 100, Batavia, Ohio, 45103	
Kathlyn	Steadly	513-556-7004	steadlkn@ucmail.uc.edu	University of Cincinnati		47 W. Corry Blvd., 3150D One Edwards Center, Cincinnati, Ohio, 45221-0105	

Implementation Team

Goshen Local (046342) - Clermont 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
Tori	Herrera	Literacy Specialist, Goshen Local Schools	Tori Herrera will serve as a site director for Goshen Local Schools, as well as the lead on this project. As a site director, she is in charge of overseeing project implementation at the building and district level, while also working in conjunction with the other site directors. The responsibilities of a site director include: purchasing materials, scheduling training sessions, selecting members of the development team, organizing training sessions (including the Summer Teacher Academy), scheduling follow-up training sessions and communicating with other site directors and team members throughout the project. In addition, site directors will communicate with public library staff on training sessions, community engagement events, and curriculum. The site director's role is critical to ensuring successful implementation of the project. The lead on this project has a critical role, as well. As lead district, Goshen will oversee the money and ensure that it is dispersed appropriately. Treasurer, Todd Shinkle, will be overseeing the money and expenses on this project. Mrs. Herrera will be responsible for ordering the materials, along with the other site directors, and dispersing them to the appropriate district/building.	Tori Herrera has a Masters in Education from Wright State University. She also holds a Reading Endorsement K-12 and is one class away from gifted licensure completion. Mrs. Herrera has worked extensively with volunteers in a volunteer based reading intervention program. She has recruited over 70 volunteers this school year alone. Mrs. Herrera currently works as a member of Goshen's curriculum department, serving as a literacy specialist.	Tori Herrera worked as an elementary teacher for 13 years before becoming a literacy specialist for Goshen Local Schools. She served as a department chair for 11 of those years. During her time as department chair, Mrs. Herrera organized school wide events, led her department through textbook adoptions, and was in charge of ordering materials for the department and grade level. One of the school wide events that she developed and organized was the Third Grade Invention Convention for Goshen Schools. Over a span of three school years, six different students received national attention on the Ellen DeGeneres Show. While working as a literacy specialist, Mrs. Herrera has been heavily involved with curriculum revision K-12, providing professional development to teachers and support staff, implementing an intervention block in two elementary buildings, and serving as the coordinator of Project MORE, a volunteer based reading intervention program. The successful program was recently recognized by the Southwest Region of the Ohio School Boards Association as being one of three "Outstanding Volunteer Programs." Mrs. Herrera has been instrumental in bringing Project MORE training to five other school districts in Clermont County. Marr/Cook Elementary has served as a model Project MORE program for other schools.	
Matt	Wagner	Principal, William Bick Primary, Bethel-Tate School District	Matt Wagner will serve as a site director for Bethel-Tate School District. As a site director, he is in charge of overseeing project implementation at the building and district level, while also working in conjunction with the other site directors. The responsibilities of a site director include: purchasing materials, scheduling training sessions, selecting members of the development team, organizing training sessions (including the Summer Teacher Academy), scheduling follow-up training sessions and communicating with other site directors and team	Matt Wagner holds a Master of Education degree from the University of Cincinnati. He has worked as an administrator for 17 years; 15 of those years have been as principal of William Bick Primary School.	Bethel-Tate is an Ohio Reads grant recipient. The purpose of the grant was to provide reading tutors for students who were struggling with learning to read. For the past five years, Bethel-Tate has also been the recipient of the Ready Schools grant which focuses on the smooth transition from home to kindergarten and from grade to grade in the elementary schools. As a matter of fact, Bethel was one of the original nine schools to receive a Ready Schools grant. Matt Wagner has served as a mentor for schools new to the Ready Schools initiative. He has also served as a presenter and	

			members throughout the project. In addition, site directors will communicate with public library staff on training sessions, community engagement events, and curriculum. The site director's role is critical to ensuring successful implementation of the project.		mentor for the Ready School Initiative.	
Vicky	Phillips	4th Grade Teacher, Locust Corner Elementary School	Vicky Phillips will serve as a site director for New Richmond Exempted Village. As a site director, she is in charge of overseeing project implementation at the building and district level, while also working in conjunction with the other site directors. The responsibilities of a site director include: purchasing materials, scheduling training sessions, selecting members of the development team, organizing training sessions (including the Summer Teacher Academy), scheduling follow-up training sessions and communicating with other site directors and team members throughout the project. In addition, site directors will communicate with public library staff on training sessions, community engagement events, and curriculum. The site director's role is critical to ensuring successful implementation of the project.	Vicky Phillips holds a Bachelors of Education from Youngstown State in Middle Childhood Education. She has also earned a Masters in Education from Xavier in Gifted Education. She is licensed to teach Middle Childhood (4-9) Math, Science, Reading, with an endorsement as Gifted Intervention Specialist. Vicky has been the recipient of several grants and has worked on many large scale projects that are referenced in the "Prior Relevant Experience" section.	Vicky Phillips has spent four years as a classroom teacher, divided around six years as the Gifted Coordinator and Gifted Intervention Specialist in New Richmond Exempted Village Schools. She previously received the Cinergy Environmental Education Grant, and worked with The City of Fairfax and Mariemont City Schools to create an outdoor science classroom on the site of Fairfax Elementary. As the Gifted Coordinator in New Richmond, she also received a Martha Holden Jennings Grant for Educators, which began a district-wide Math 24 Challenge Program. With the goal of increased math fluency throughout the elementary grades in the district, this program was fully implemented by Vicky, including training classroom teachers in using the game with their students, recruiting and training community volunteers for the event, and coordinating the annual tournament. Numerous additional programs came about as the result of her work. She earned the respect of parents, teachers, administrators, and colleagues throughout the region from her work within and outside of the district gifted program, including presenting at Miami University workshops. Returning to the classroom allows Vicky to bring a unique perspective and buy-in from classroom teachers, many of whom she has previously worked with.	
Chris	Wick	Director, Clermont County Public Library	Chris will be facilitator of library's partnership with the three school districts. She will be involved in planning and overseeing the training sessions involving her staff. Chris will work closely with site directors during the planning and implementation phases to ensure that the library is working in conjunction with each school. She will plan and implement the library unveiling of the new technology at the Goshen, Bethel, and New Richmond library branches.	Chris Wick holds a Master's of Library Science from Indiana University.	Chris is the director of The Clermont County Public Library. She oversees the libraries role in providing access to free library services to the residents of Clermont County. All ten branches promote Summer Reading in the schools which reaches more than 4,000 children each year. The library looks for opportunities to work with teachers by supplying classroom collections and curriculum support. The library has successfully coordinated an LSTA early literacy grant from the State Library of Ohio.	
Kasey	Dunlap	Literacy Supervisor,	Kasey Dunlap will be responsible for leading the Summer Teacher	Kasey Dunlap has extensive experience	Kasey Dunlap, language arts director, of the Clermont County	

		Clermont County Educational Service Center	Academy training session. She will also be guiding the development team at the monthly work sessions and professional development. Ms. Dunlap will be responsible for educating the public library staff on Ohio's New Learning Standards and providing an overview of the K-6 curriculum. She will be working in conjunction with the site directors to oversee project implementation.	developing and implementing professional development and managing projects for the ESC and member districts such as, K-12 curriculum alignment, materials review and selection, and support in assessment literacy. She holds a Master's degree in Reading, an administrative license in Curriculum and Instruction and an adjunct professor for Xavier University and Ashland University where she teaches courses leading to a K-12 reading endorsement, as well as, content literacy courses.	Educational Service Center. Her primary responsibility is to support the roll-out of English Language Arts curriculum and alignment to the state standards. She has worked on several Ohio Department of Education projects including item review for the OGT, OPAPP content review, and is an Ohio Department of Education Network Regional Leader in English Language Arts. She is co-director of the Ohio ELA Supervisor's Network.	
Kathlyn	Steadly	Research Associate, University of Cincinnati	Kathlyn Steedly, Ph.D., will be the lead evaluator of this project. She will be using a mixed-methods approach to evaluate project impact. Ms. Steedly will be measuring short- and long-term objectives and communicate findings to the site directors.	Dr. Steedly received her Ph.D. from the University of Texas at Austin in 2003. Dr. Steedly is currently a Research Associate at the University of Cincinnati Evaluation Services Center. Prior to her work at the University of Cincinnati, she was a Research Officer at the Academy for Educational Development, and Director of Evaluation and Outcomes at VSA, currently the Department of VSA and Accessibility at the John F. Kennedy Center for the Performing Arts.	Dr. Steedly has conducted program evaluation for federal, state and local entities for 14 years. Her research and evaluation efforts have focused on education and social services. Her current work includes the evaluation of transitional employment, early childhood education, high school reform, and STEM (science, technology, engineering and math) education. Clients and employers have included: the United States Department of Education, the Council of Chief State School Officers, the Academy for Educational Development, and the John F. Kennedy Center for the Performing Arts.	