

Budget

Lakewood City (044198) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (144)

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	169,585.30	715,614.70	0.00	0.00	885,200.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		80,000.00	30,000.00	0.00	0.00	0.00	0.00	110,000.00
Prof Development		0.00	0.00	4,800.00	0.00	0.00	0.00	4,800.00
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		80,000.00	30,000.00	174,385.30	715,614.70	0.00	0.00	1,000,000.00
Adjusted Allocation								0.00
Remaining								-1,000,000.00

Application

Lakewood City (044198) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (144)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Calculated Impact on Literacy and Beyond

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

This grant will implement a measurable, systematic, research based program of literacy instruction that utilizes technology to increase oral reading fluency and comprehension. Students will improve academic achievement on both monthly reading benchmark assessments, and the annual state achievement assessments. Teachers will increase the amount of instruction they deliver electronically which will reduce costs to the district in several key 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.

528 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 checked="" 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

Matthew J. Shields

Organizational name of lead applicant

Emerson Elementary - Fourth Grade Teacher

Address of lead applicant

13439 Clifton Blvd

Phone Number of lead applicant

216-529-4254

Email Address of lead applicant

matt.shields@lakewoodcityschools.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 an inner ring suburb of Cleveland we need to address fluency with all children, although our building scores have been acceptable they have also been stagnant. Our grant serves many purposes. It provides a vehicle for students to increase their reading fluency and it equips them with computer skills that can become firmly embedded because of the frequency and familiarity of use with the devices. It will provide a cost savings to the district in two ways. First it will save on the cost of paper because the students will be getting more of their instructional materials provided via the computer. Secondly it will save the district the cost of upgrading the existing computers at Emerson Elementary School and allow the district to distribute the existing machines to other buildings, thus increasing the ability of other Lakewood students to have access to computers.

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

This project is designed to increase reading fluency using a regimented, systematic, measurable program with quarterly benchmarks for every student. The reading fluency achievement should improve reading comprehension scores, and all other content areas. The project is an endeavor to use current technologies to enhance reading fluency in the primary grades. Although the devices primary goal is reading fluency, they will not sit idle during math, science, social studies and writing. It is an expansion of a project currently being implemented at Emerson. The fluency program was implemented using ARRA Grant funds in conjunction with B-W University. The initial study was designed to see if technology rich environments assisted in improving reading scores. Studies show that increased reading fluency directly correlate to improvements in reading comprehension. This grant will allow more students to be part of the focus group. Research has repeatedly demonstrated the importance of initial reading instruction that includes the five critical components of reading. To be most effective, these need to be taught explicitly within classrooms that are engaging. Our proven program using DIBELS and iPod recording devices, allows students to be active participants, learning in an engaging manner. Engaging students improves their overall success. Students record themselves, listen to their recording with a partner and evaluate their reading. They score the results, discuss their errors, and chart their growth using graphing programs. This program, allows for meta-cognition. Electronic portfolios can be instantaneously shared with all involved parties. The DIBELS data from the 2012-13 focus group proved that the program was working. The 12 students in the initial group were reading fluently by mid-year. All Tier 2 Title Groups in our fourth grade, as well as two large regular education ability groups are now using the program. One regular education fluency group is entirely comprised of 'at risk' readers. The data is being tracked via RIMP forms. This will provide verifiable data as to the program's success. The second group is slightly above the 'at risk' category. They are using the program to continue to improve their reading fluency. Only one group above 'at risk' is not using this process. They are the students who are well above grade level in their reading fluency and comprehension. The greatest potential of the current program comes from adding audio to the lessons, which allow greater access to the learning from 'at risk' students, ELL students, and even reluctant learners. The current books can be read by PDF Readers, narrated by the instructor, or even recorded by the students. Students can listen, video and evaluate their reading fluency. They can have the questions read to them from the narrations directly embedded in the virtual documents. All of this material can be placed electronically in a digital portfolio system, so parents, students and educators alike can access and disseminate to the stakeholders. Connectivity is an integral part of this program. Digital delivery allows for greater digital scoring and reporting. Students are currently getting instantaneous access to their performance. This allows for quicker thinking about their learning. Students will not be the only stakeholders who will benefit from the quick turn around time for math and reading scores. This group is currently using the online software of Mastery Connect, which allows the teacher to assess each child's content specific needs, and adapt the learning at the time they need it. Real time assessment, in conjunction with real time delivery of results to parents, allows educators a unique ability to adjust the learning model, at the point of delivery, not several days later. It also allows for instantaneous delivery of that information to all relevant participants, speech, ELL, Title I staff and administration.

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.)

We anticipate an increase in the ROI (rate of improvement) in oral reading fluency and word recognition as measured by DIBELS benchmarking and progress monitoring students, grades k-5. The reading fluency achievement should improve reading comprehension scores, and therefore improve reading comprehension in all other content areas. We will be using DIBELS benchmarking, Kindergarten Readiness Assessment for kindergarten and progress monitoring as well as Achievement Test scoring as our measures. The DIBELS measure is an example of curriculum-based measurement. It focuses on the direct and continuous measurement of student progress toward specific instructional objectives. According to the Florida Center of Reading Research there is substantial evidence of the validity and reliability of curriculum based measures in assessing oral reading fluency. Marzano's research also shows that when children are engaged in the learning process, they achieve at a higher rate.

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.)

As outlined in question 14 of this document, our building spends about \$8,000.00 a year on Xerox paper alone. Additionally savings will be realized by reducing copy machine repair, toner costs, and energy costs totaling significantly more. According to the Energy Star Computer Power Management Saving Calculator we can save \$12,745 by operating machines of higher energy efficiency. Our plan is to work with the district to put the machines we will no longer be using into other classrooms throughout the district. This influx of machines to these other buildings will benefit all of the students in these buildings and benefit the district in that it will not have to purchase additional units at those sites to accommodate for the new testing needs. In the first year approximately 175 computers from Emerson will be redistributed in the district at a cost savings of \$500 per machine, equaling \$87,500 cost reduction to the district budget. Up to 50 more machines will be relinquished over the following two years. This could be an additional \$5,000 saving to the district.

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.)

By having a one to one model every child will have access to all available resources. Materials for differentiation will be available online. This will provide for the uniform distribution of resources to all students at all times. We will be working with ASIA, Inc., providing computers for their students to use in their after school programs. ASIA pairs with Muskingum College during to the summer at Emerson to increase the number of ESL students they interact with. This summer institute services about one hundred additional students. Muskingum summer program is a training site for TESOL endorsement. We will be extending our partnership with ASIA into the summer program, offering them support with the machines, training to the staff as needed, as well as assistance with data and record keeping. Members of grant team will offer PD for our district staff and outside districts. The PD will train Emerson teachers to deliver resources, assessments and reports digitally PD will happen during 12 release days that is provided for in the grant. The writing team and the grant coordinator will develop and deliver the in-services. Lastly, our teaching teams will be focusing on the OTES process through our TBT's as outlined by the OIP.

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.)

Ours will be a shared service model because we have created partnership agreements with the administrative departments of our district to maintain and repair the devices that are purchased. The IT department is committed to outfitting the devices and being sure that they are compatible with the systems we already have in place. Because sharing services means reaching out beyond the team to a variety of organizations and people to maintain or enhance their educational offerings and operations, we consider this grant venture to be a model. We achieve efficiency and effectiveness with our Grant Coordinator, our long-term sustainability and scalability with our partnership with the district and with ASIA, Inc.

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.

1,000,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

We will purchase iPads Airs for preschool through second grade students in classroom sets of 30. This purchase will include protective rubber cases and protective screen for each device. We will purchase mac airs for students 3-5, including our STARS unit, and two gifted classrooms, in sets of 30 devices. We will purchase 26 syncing carts to charge, sync and protect the devices. Every instructional teacher and support teacher will receive an iPads Airs and a Mac Air for classroom work use. The total purchase cost of this hardware is \$715,614.70. Salary and benefits for the grant administrator is \$110,000.00. Substitute costs for 4 subs for 12 days is \$4,800.00. Computer licenses for students and staff for 5 years is \$94,227.45. These licenses include: Raz-Kids, IXL Math and L.A., Reading a-z, Science a-z, Writing a-z, Vocabulary a-z, Head-Sprout Reading, Head-Sprout Comprehension, and Mastery Connect. Lastly funds to purchase apps for the devices at \$75,357.85. Equaling \$1,000,000.00.

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.

All recurring costs have been built in to the purchases in the original grant. An unforeseen cost would be an additional teacher added to the school building. If the building enrollment goes above 600 students we could, with current electronics, accommodate them with the machines purchased. Every new teacher to the building is welcome to participate in the initiative, following terms set forth by the teachers bargaining unit. The Coordinator of Technology and Communication has ensured that the machines will be supported by current Lakewood Technology Staff. Sustainability costs for ongoing professional development will be absorbed into the PD plan for our school. This will include needs identified by the teaching teams through the TBT process where supports are listed. Much of the professional development for the remaining years of the grant will be delivered by the building technology committee.

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.

184,485.00 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 statute states that the funds must be "offset by verifiable, credible and permanent spending reductions". This grant meets those criteria in the following ways. The purchase of the hardware is in itself a savings to the district. Lakewood City Schools will need to be prepared to have every student take the PARCC Assessment by 2015. That is going to require the district purchase enough machines to support that goal. Because of our grant it allows the district to use their money to bring other elementary buildings up to the specs demanded by the new assessment system. By supplying the hardware now, the building can focus on each student being ready to take the digital assessment. One of the main goals of the grant is to develop digital literacy, so that the students will always be taking most assessments in a digital format. The following year, the students will continue at Emerson and the effects will carry over. This grant will build on the successes of the previous grades. Each successive year should increase results exponentially. There will be expected savings in paper costs after the initial purchase of hardware. This satisfies the need for permanent spending reductions. Most classrooms will be presenting curriculum in digital format. The scores will be loaded electronically, and shared with all involved participant groups. This will allow for greater ease in targeting student weaknesses at an earlier stage, and remedying those with interventions. The district is currently spending an exorbitant amount of money on copy paper. The verifiable spending reductions will go into effect immediately upon receipt of the grant. Much more will be saved as the

program becomes more electronic based in subsequent years. Cost savings; Current paper expenditures at Emerson are \$26.00 per carton of paper. That contains 500 * 10 = 5,000 sheets of paper. An analysis of the fourth grade found that it is currently using 20 sheets per Reading A-Z and Science A-Z booklets. There are 80 students in the Fourth Grade. 20 pages per booklet = 1,600 pages per booklet. We use an average of three booklets per week. (2 Reading; 1 Science) 1,600 * 3 = 4,800 pages per week. On average, we are spending \$30.00 per week on paper copies just for our reading booklets. Copier maintenance and toner, average \$.01 per copy * 4,800 copies = \$48.00 per week. The total copy costs per our grade level at the one building is about \$78.00 per week. Average yearly copy costs for reading books alone = \$78.00 * 36 = \$2,808.00. This would be a total of \$16,848 for all six grades in Emerson. That could be a savings to the district of \$84,240 over five years. We have also calculated the amount of energy we can save using higher efficiency devices at \$12,745.00. Our plan is to work with the district to put the machines we will no longer be using into other classrooms throughout the district. In the first year approximately 175 computers from Emerson will be redistributed in the district at a cost savings of \$500 per machine, equaling \$87,500 cost reduction to the district budget. Up to 50 more machines will be relinquished over the following two years. This could be an additional \$5,000 saving to the district. The total cost reductions would equal \$184,485.00 over the 5 yrs. Cost reductions/reallocations are permanent because the digital copies will remain viable for years to come.

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.

Our district currently maintains service contracts on all machines. They will continue to do this for the machines purchased with the grant money, as per our letter of understanding with Mr. Paul Hieronymus Coordinator of Technology and Communications. The grant is sustainable because of that provision. The cost of the grant administrator is provided for from grant funds. It will cost less for the district to hire a yearlong sub for Mr. Shield's classroom than it would to employ him for one year. The saving to the district will be for just one year on his salary. As grant writers we could not extend the tenure of the Grant Administrator at this time. We hope to look at extending the position in the future by seeking other grant monies. Expected savings and reallocation of existing resources offset the spending for maintenance and IT department personal commitment. These spending reductions are verifiable, permanent, and credible. We have built in provisions for academic licenses for reading, language arts, math, science, and social studies as well as data collection for the students and staff. After 5 years the licenses would need to renew, replaced or dropped completely. It is difficult to determine where technology will lead us past those 5 years. Currently the building and district purchases maintain many of these licenses. By purchasing them with the grant funds now, we save the building and district that cost for as least 5 years. It would be the hope of this team that curriculum materials for students and staff that are developed by this grant team, as well as the entire staff, will continue to grow and become sustainable. Materials developed in partnership with ASIA as well as work deposited and shared on Mastery Connect will add to the sustainability of the curriculum and instruction changes.

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 Fall 2013 - January 2014

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

Fall, 2013 began working on the outline of the grant and making contacts with district administration to build partnership. January 2014 until Grant submission, the team completed the following tasks: Team presented grant proposal to instructional staff; prepared document for Teacher Bargaining Unit; researched costs and quotes; met with District's Director of Technology to verify hardware compatibility with district

networks, district's future purchasing plan: got District Leadership Committee's approval to submit grant: viewed webinars to clarify information of the processes, and goals of the Straight A Fund grant: calculated costs and compare to expenditures: gathered information on total net savings to district of shared services model: researched effects of technological enhancements and raised oral reading fluency and reading comprehension across content areas: survey constructed. Planned PD to meet the needs of staff. Gained support/approval from DLT. Special Meeting 4-14-2014 of DLT to get official approval, required for all grants in Lakewood City Schools.

*** Anticipated barriers to successful completion of the planning phase**

Anticipated Barriers. We would need district approval for purchases, and to maintain/support the wireless hardware: support for purchases of software for all devices. Secured the document where the district agreed to maintain all devices. The district agreed to provide Tech Support including accessing/upgrading Emerson's wireless network, imaging all devices to district software specifications including Office 2013, and working with the Grant Coordinator (Matt Shields) to help support the previous issues. Compatibility Barriers: All devices need to be PARCC compliant with Ohio's Online Testing Specifications.

18. Implementation - Process to achieve project goals

*** Date Range**2014-2015

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

Summer 2014: Prior to implementing the grant plan at the beginning of the 2014-2015 school year, we would work with the purchasing agents of the district to assure the materials are ready to use within the first two weeks of school. The team would work with the IT staff to download apps and prepare the hardware with school identification. The team will organize all materials and have digital portfolios prepared for the students within the first two weeks of school. IT staff will insure all devices operate under our current wireless network. During the first month of school training will be provided by the grant team to the support staff. The grant team will host a parent/student/other stakeholder open house to introduce the program, and outline the system for parent communication. Parents/guardians will be encouraged to file Acceptable Use Policies with the district so that the grant team can communicate with them electronically. Parents who prefer another method of communication will be accommodated. A follow up stakeholder open house will be held mid-year to gather information about the program and gather input. Professional development, Green Book Class would run late summer through November a second round being offered in winter 2015. Twelve in house PD sessions with 4 subs each day will be scheduled to provide in-service to our staff. PD to be delivered by Grant Coordinator and technology committee. Communication will be disseminated by the technology committee to their grade levels once a month. TBT's will share their data with the building leadership committee once a month, where the information will be shared with the district leadership committee and the members of the Cuyahoga ESC. DIBLEs and MCAP are our scheduled interim measurements.

*** Anticipated barriers to successful completion of the implementation phase.**

Anticipated barriers might include homes lacking technology. A plan is in place to provide a technology lending library consisting of pre-owned materials with resources downloaded to them.

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

*** Date Range**August 2014 - June 2019

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

The process to evaluate this program will occur monthly. All data points will be disseminated to the building's Teacher Based Teams at their monthly meeting. Fluency will be closely charted, and discussions will occur on how to regroup students based on individual needs. The groupings can happen in the heterogeneous class setting, or through small groups of homogenous Response to Intervention groups. These groups are already mandated and in place as district policy. It will be this grant teams responsibility to provide concrete results to show this program is viable, and successful. If all data proves this program to be solid, the reluctance to change instructional practices on behalf of the staff should be removed. If the data demands a different approach, this will be instituted quarterly by Teacher Based Teams. There will also be a voluntary extended school day for many targeted students. This already occurs at Emerson, so it will not be a barrier. The barrier is the ability for those Title 1 teachers to collect data for staff on the success of those before/after school programs. This team will collect information on those interventions and disseminate to classroom teachers weekly. This information will be taken to the monthly Teacher Based Teams, and then to the Building Leadership team. All monthly progress will again be shared with the District Steering Committee. Finally, Google data surveys of all participants will be administered electronically by the Grant Coordinator monthly. Parents, students, staff, and administration will be polled to review the program and make the necessary alterations. The Building Technology Committee will meet semi-annually with the Building Leadership Team to plan professional development based on the evolving needs of the staff according to student data.

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

There are several barriers to the summative evaluation. There may be parents who do not respond to the digital surveys. This could skew the data. It will be the Grant Coordinator's responsibility to communicate the importance in a concise, achievable manner. Teachers who may have negative views towards the grant philosophy may give negative evaluations. It is the responsibility of the grant team to provide the research information that supports the grant and directs the work. Professional Development by the Technology Committee may lower this barrier. Lakewood City Schools has an issue with transient students. Their lack of being in the program for a sustained period of time may also skew the data. Measures will need to be in place to adequately track the student's long-term involvement, versus short-term enrollment. Attendance issues could also raise obstacles to achieving fluency. The district has a policy in place to lower attendance issues, but the team should closely monitor it. Finally, a network issue may be a barrier. We will study whether the district's bandwidth was indeed enough to support this large saturation of devices in one location.

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:

Grant reviewers from our first grant application unanimously recommended that the scope of the study was too limited. The project would have a stronger impact if it included all the students in the school. After working with the administration, the Teachers Association, and staff, it was decided to scale the project up to include all students. The grant team devised an amendment to the original plan that offered comprehensive PD to support reluctant staff, and included a Grant Coordinator for the first year of implementation. PD for teachers will be delivered on three levels. District Level; Several opportunities will be made for educators to participate in course work taught through Lakewood PD Committee in partnership with Ashland Univ. The course work will train educators in the ways they can improve their instruction and begin working in a paperless environment, thus making cost reductions sustainable over many years. These courses are open to school systems other than Lakewood, making the program replicable throughout Northeast Ohio, and ultimately the State of Ohio. The Lakewood PD Committee, ensuring district level support for the grant's professional development outreach, has approved the course work. Educators can use the Ashland Continued Education Units to renew their licensure at the state level, gain Salary Adjustments at their district level, and CEUs for Lakewood Employees. The courses will be taught during summer break, as well as during the 2014-15 school year. Green Book Classes will be developed and offered over the course of the 5 years of the grant. Building Level; The staff at Emerson Elementary School has approved the grant criteria in accordance with the agreement between the Lakewood Teachers Association and the Lakewood Board of Education. They can now move forward merging this program with the currently implemented district program, Teacher Based Teams. The teams meet monthly to study data and then prescribe strategies for improvements. The Grant Coordinator will meet regularly to support the teams' integration the grant's fluency program using technology support. This systematic review of instruction should supply the teams with ways to continually monitor and improve their reading instruction on a monthly basis. Emerson Elementary has already adopted a building level commitment to a fluency program at every level. This allows for the grant to support another previously implemented school wide program. The Grant Coordinator will supply ways to gather, evaluate, disseminate, and coordinate services based on the data. Emerson Elementary has programs in place that group students based on data in homogenous groups. The groups allow instructors to alter instruction based on group attributes and need. The grant will allow this to happen more frequently, with technology support imbedded into the various groupings. The grant will allow for quicker data gathering and evaluation, therefore quicker adjustments to teaching. Individual Educator Level; The Building Principal has given the Technology Committee the primary purpose of implementing the grant. This decision was based on the grant's ability to support and improve already implemented programs. The merger of the grant's purpose into previously instituted programs allows for clarity of purpose, and ease of instituting changes to instruction. The Technology Committee will offer individual support in three ways. First, every grade level has a TBT member already working with the Tech. Committee. Each grade level will have a team member trained by the Tech. Committee, thereby providing support for individual teachers at grade level. The second method of support will occur by scheduling planning time with the Grant Coordinator. The Coordinator can work one on one during this block of time at the individual teachers discretion. Individual teachers can request individual support sessions from any tech. member.

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.

"Since the publication of the National Reading Panel report (2000) and other recent scholarly reviews of scientific research (Chard, Vaughn, & Tyler, 2002; Kuhn & Stahl, 2000; Rasinski & Hoffman, 2003), reading fluency has taken a front seat in discussions about student reading success and effective instruction in reading. Yet programs and materials addressing reading instruction and teacher training seldom tackle reading fluency (Rasinski & Zutell, 1996). This lack may be due to the fact that fluency has long been associated with oral reading, a form of reading traditionally viewed as having little importance in learning to read (Gibson & Levin, 1975; Smith, 2002). Several instructional routines for developing reading fluency show promise for improving reading in all readers. Fluency-Oriented Reading Instruction (Stahl & Heubach, in press) has students engage in modeled, repeated, and assisted reading of passages from basal readers. The Fluency Development Lesson (Rasinski, Padak, Linek, & Sturtevant, 1994) uses poetry, monologues, dialogues, speeches, and other performance texts to promote reading fluency. Fast Start (Rasinski, 1995; Stevenson, 2002) promotes early reading fluency through parental involvement." March 2004 | Volume 61 | Number 6 What Research Says About Reading Pages 46-51 Mr. Shields has been using this program on a smaller scale since the 2011-2012 school year with children who were at risk of failing the state reading assessment. These children upon entering his reading groups scored below grade level on the fall 2012 Dibels benchmark. By the winter benchmark these students had moved from the "below average" category, to the "at grade level" in their reading fluency. 12 students were in the focus group. From that group, eleven were reading at benchmark by the second assessment in winter. Of those eleven students, eleven passed the reading portion of the 2012 OAA. The same program was tested in the 2010-2011 school year. The difference was that only grade level scores were taken, not scores for individual students. During the 2010-2011 school year, 49% of Emerson's fourth grade was not reading fluently on the fall benchmark. By the winter benchmark, only 31% were not reading fluently. Similar results have occurred each year since the inception of the program. School year 2014-2015 has seen the following results. Students that faithfully followed the program increased their Rate of Improvement well above the district requirements. The district goal for fourth grade is a quarterly growth of 0.85. Several students were at levels above 3.0. Most were within 1.5-2.5. A portion of the Grant Coordinator job responsibilities would be to help ensure that all families are following the program as directed. Incentives are being decided upon for the school year 2014-2015 to help attain this level of program saturation. An amendment to the program has been to provide someone at school to listen to their 'one minute read' fluency assignment. This would ensure that even students with little home support follow the program with the regularity it requires. The incentive of reading on an iPod, purchased by the

Baldwin-Wallace grant, motivated the students to become engaged in their growth. The team feels that this success, on a larger scale will benefit the entire student population. As the data from this school year indicates, a program of this design could benefit all students in the district who are at risk for reading fluency. Mr. Shields' implemented this on a small scale and having significant success we wish to duplicate on a larger scale involving all Emerson students.

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.

This project will be evaluated by the Grant Coordinator (Matthew Shields), Building Principal (Margaret Seibel), Emerson's Building Leadership Team (internal to the school staff) and the District Steering Committee (external of the Emerson School staff). Data points will be shared with each grade levels Teacher Based Team twice per month. One of the grant team will be assigned to work with the Building Leadership team and the District Steering Committee.

* 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).

Data and results from the grant will be shared at their monthly meeting. OAA, DIBELS, AIMSWEB, and MCAP data will be the main scoring points to evaluate the effectiveness of the program. All data, professional development, and lessons will be shared through free access sites. Professional Development will be posted to YouTube, and resources will be shared through Mastery Connect, an educational social network where materials, lessons, and curriculum maps are posted. Membership to these materials is free, with the ability for each school to purchase greater access to the data collection system for all the free resources.

* 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.

Data will be collected, and analyzed for Dibels and MCAP three times a year, every year for the five years. We will adjust our methods as needed during the grant period if we are not making the expected progress. Our district is firmly implanted in the AIMSweb methodology and has been for many years. We have been working in OIP with the state and the Cuyahoga County ESC for many years also. We will work within the guidelines that the district and ESC have established along with our District Leadership Team, consisting of an administrator and teacher member from each building. All information derived from above will constitute whether the project was a success or a failure. The results of the study will be shared with the ESC during the course of the entire grant period of five years. The ESC will be able to share those results with other education providers in Ohio.

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.

According to the Emerson Elementary Improvement Plan, Goal 1 addresses Student Content Area Reading and Math: Our grant goals will institute a school wide program that reaches this goal in the following ways. Student performance in all content areas as measured by the OAA/OGT will increase by 10% annually across all subjects and for all subgroups and progress will meet or exceed expected growth in reading and math as reported on ODE District Report Card. We will continue to increase scores for students not in subgroups by 5% annually. Many of these students are at grade level, but we will institute measures to continue their growth and raise the Value Added Scores of Emerson. The Value Added Growth measure goal will be 1.0 for all students by 2014-15, and will increase by .5% by 2015-2016. We will use the following performance measures: OAA/OGT scores will increase by 10% annually in Reading, Mathematics and all subgroups. Observational data and summative and formative assessments will indicate that data is being used to drive instruction, and will be collect during TBT's. The Grant Coordinator along with members of the grant team and building technology committee will develop and implement a system of providing Pre K-5 instruction, intervention and enrichment that supports the achievement and annual progress of all subgroups. We will adhere to the following action steps. By utilizing screening measures, Emerson staff will administer and interpret district screening measures in reading and mathematics. Students new to the building will be screened in reading and math within the first week (DIBELS, MCAP) Students receiving intervention will be progressed monitored. Lowest groups will be progress monitored in reading and math weekly. This data will be used to flexibly group students. Our use of Dibels benchmarking and progress monitor data ties directly to Goal 1: Strategy 1.3: Action Step 1.3.2 of the Emerson Plan Overview and School Improvement Component in the CCIP.

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

Student data will be collected based on the district's Response to Instruction and Intervention (RII) protocol. All students will be bench marked 3 times throughout the year using DIBELS and DAZE. Tier 1 students will be progress monitored monthly, Tier 2 students biweekly and Tier 3 students weekly. All data will be analyzed and compared to the district wide expected weekly rate of improvement (ROI) at each grade level. Instruction will be developed based upon each student's instructional intervention level. The expected weekly rate of improvement are as follows: kindergarten-first sound fluency 1.1, phoneme segmentation fluency 0.92; 1st grade-phoneme segmentation 0.64, nonsense word

correct letter sound fluency 0.87, nonsense word whole word recoded fluency 0.39, oral reading fluency 2.0; 2nd grade-oral reading fluency 1.5; 3rd grade-oral reading fluency 1.0, DAZE 0.31, 4th grade-oral reading fluency 0.85, DAZE 0.22; 5th grade-oral reading fluency 0.50, DAZE 0.17. Additionally team members will analyze their own classroom data from Mastery Connect and will discuss all grade level data at our Teacher Based Team (TBT) meetings. The data will be analyzed for school wide meetings, and at district-wide meetings. Other anticipated outcomes would be the acquisition and application of the 21st century skills of creativity, critical thinking, problem solving, communication and collaboration. Students will also master the district's technology standards. DIBELS benchmarking and progress monitoring scores will measure our early success points. Our long-term success will be measured by the student improvement on our state assessments.

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

Cost savings, Point 2 in question 14 will be measured on the district CCIP budget pages. Point 3, the utilization of a greater share of resources in the classroom will be reflected in the growth indicators of the children as they experience a new level of engagement of their learning through the interaction with the computers. Cost reductions will occur through better delivery, assessment, and reporting done digitally. The Grant Team will monitor these reductions. Support will be given where the need is greatest. Many teachers are ready to dramatically reduce their paper/energy usage. Some will need more assistance. The Grant Coordinator will be assisting in the creation of digital resources to ensure that staff lowers their paper usage. Reports for all math, reading, and fluency data will be run electronically by the Coordinator, and shared via Google Drive. Each teacher has been trained and is currently using this shared digital resource application.

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

By having a one to one model every child will have access to all available resources. Materials for differentiation will be available online. This will provide for the uniform distribution of resources to all students at all times. We will be working with ASIA, Inc., providing computers for their students to use in their after school programs. ASIA pairs with Muskingum College during to the summer at Emerson to increase the number of ESL students they interact with. This summer institute services about one hundred additional students. Muskingum summer program is a training site for TESOL endorsement. We will be extending our partnership with ASIA into the summer program, offering them support with the machines, training to the staff as needed, as well as assistance with data and record keeping. Members of grant team will offer PD for our district staff and outside districts. The PD will train Emerson teachers to deliver resources, assessments and reports digitally PD will happen during 12 release days that is provided for in the grant. The writing team and the grant coordinator will develop and deliver the in-services. Lastly, our teaching teams will be focusing on the OTES process through our TBT's as outlined by the OIP.

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

Working in conjunction with ASIA Inc. at Emerson Elementary.

*** Other Anticipated Outcomes**

Greater use of 21st Century Skills in coordination with the TPACK model.

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

Yes

No

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

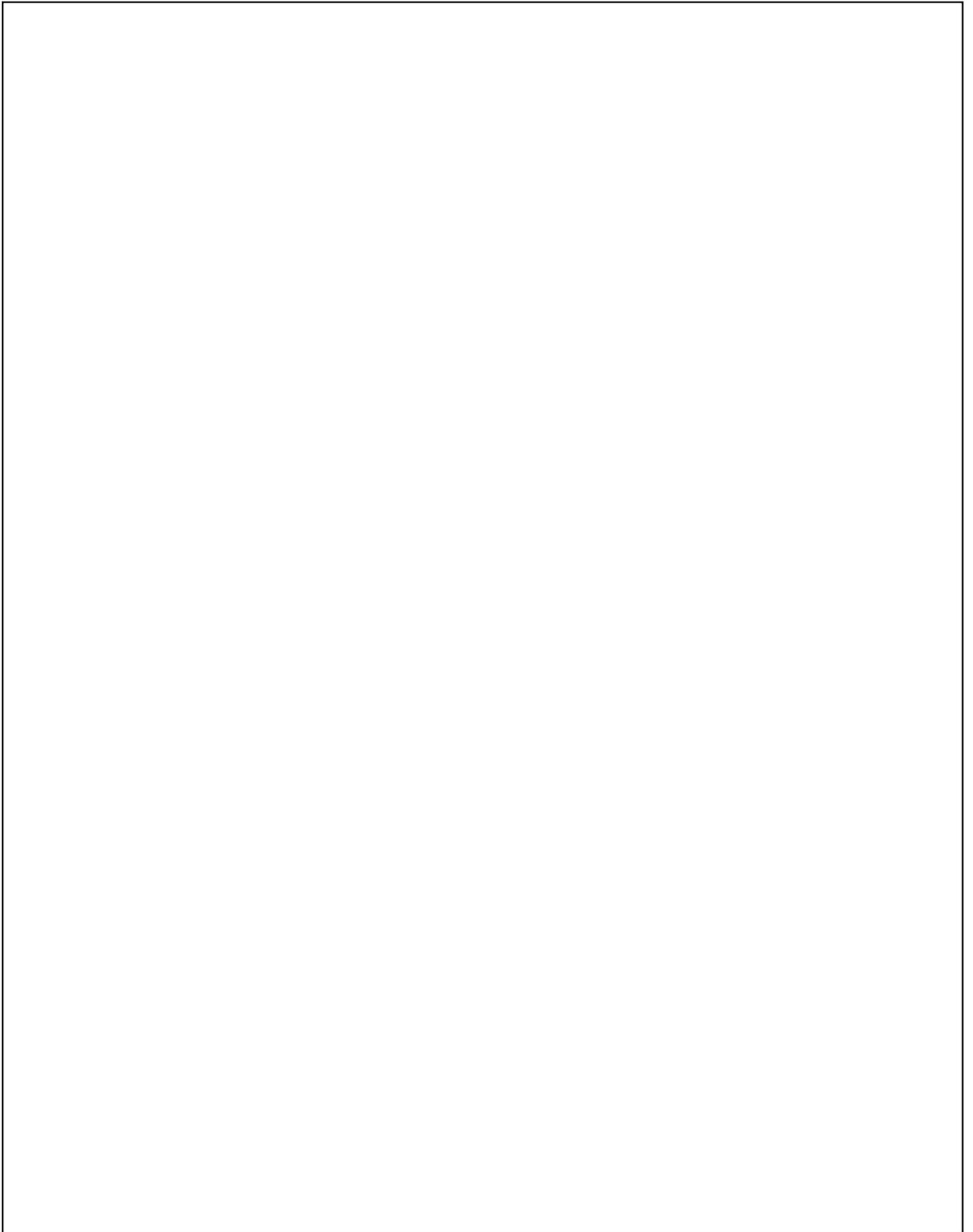
*** Explain your response**

Yes the program can be replicated. Many of our resources will be free to the educational public. These will be shared through professional development which is available to all our staff as well as teachers from other districts who can enroll in our Green Book Classes. Statewide we could post our lessons in shared spaces like YouTube, TeacherTube and Mastery Connect. There will be several barriers to implementation for other districts. Other schools that would like to replicate the program would have to make the technology available to the staff and students. The teachers and support staff would have to be in-serviced on the technology, the program and the theory of use. Students would need to be trained on the use of the technology and their progress monitored for success. Time would need to be set aside to talk with the parents of the children involved. Other districts adopting the program would have to have a reliable measure for reading success, such as Dibels, in place. A time frame might be one year to introduce the hardware to the school/district and one to two years to provide professional development to the staff and build the learning communities (TBTs) to review data and implement instructional changes. We would encourage our district to take advantage of the grant and to replicate our success district wide. Upon presenting the proposal to the District Steering Committee, they seemed interested in enlarging the project dependent on our results. We would need have at least one year of data points before the district can evaluate our program. 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.

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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).

Brian Siftar, Director of Special Programs



Consortium Contacts

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

Partnerships

Lakewood City (044198) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Partnerships

No partners added yet. Please add a new partner by using the form below.

Implementation Team

Lakewood City (044198) - Cuyahoga 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
Nancy	Patterson	Digital Literacy Teacher	Technology Specialist in Lakewood City School District.	Has taken part in ARRA grant in both of the Lakewood Middle Schools.	Grant Coordinator	
Anne	Nolan	4th Grade Teacher	Co-Chair of grant proposal	Masters in Education. Former district instructional coach.	Taught professional development classes.	
Casey	Wharff	Emerson Technology Buddy	Co-Chair of Building Technology Committee	DIBELS NEXT Coordinator and AIMS Web Manager	Building Technology Committee and assisting staff with technology issues at the building level	
Matthew	Shields	Grant Coordinator	Implement all processes involved with the grant.	Implemented literacy/fluency program through ARRA funded grant. Has taught professional development in Lakewood. Chairs the Emerson Elementary Technology Committee.	Source of study for Baldwin Wallace University on reading fluency and technology.	
Dawn	Peters	ELL Teacher	AIMS Web Manager	Analyzes data and formation of intervention groups.	TESOL Endorsement	