

Budget

Lancaster City (044206) - Fairfield County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (51)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	273,500.00	169,111.60	0.00	442,611.60
Support Services		48,000.00	7,680.00	58,000.00	0.00	0.00	0.00	113,680.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		48,000.00	7,680.00	58,000.00	273,500.00	169,111.60	0.00	556,291.60
Adjusted Allocation								0.00
Remaining								-556,291.60

Application

Lancaster City (044206) - Fairfield County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (51)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Community Based Early Literacy Program

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

Lancaster City Schools would like to expand our Early Literacy Initiative that began this year as part of the 3rd Grade Reading Guarantee process. We currently have between 25-30% of our students in Grades K-2 who are identified as "Not on Track" based on the STAR Reading screener. We would like to reduce this number by 50% to provide our students the best opportunity to be successful on the 3rd Grade Reading Ohio Achievement Assessments by providing intensive interventions during and after the school day, blended learning opportunities for students and parents and targeted professional development for staff.

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.

340 3. Total Students Impacted:

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

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

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

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

First Name, last Name of contact for lead applicant
Nathan Hale

Organizational name of lead applicant
Lancaster City Schools

Address of lead applicant
345 E. Mulberry St., Lancaster, Ohio 43130

Phone Number of lead applicant
740-687-7310

Email Address of lead applicant
n_hale@lancaster.k12.oh.us

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

- Yes
 No

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

[Add Consortium Members](#)

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

Yes

No

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

[Add Partnering Members](#)

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

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

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

The current state or problem to be solved; and

Students in the Lancaster City Schools (LCS) have struggled to achieve increased proficiency rates on state assessments. We have implemented an all day / every day Kindergarten program for the past five years and have not seen significant gains in our Reading scores at 3rd grade. With increased percentage needed for the state report card in addition to the 3rd Grade Reading guarantee retention policy, we need to ensure that all students reach a higher level of achievement by the end of 3rd grade. Our free and reduced lunch population has increased each year to a high of 56% district wide during 2013-2014. We have two elementary sites that are above the 75% mark. About 28% of our incoming Kdg. students received a score of 13 or below on the most recent Kindergarten Readiness Assessment for Literacy (KRAL). These students require early intensive intervention in the areas of language and literacy. Since our all day / every day kindergarten program has not helped increase the reading scores significantly in Grade K-3, we understand that one program is not meeting the needs of our at risk population. The goal of our program would be to expand upon a very successful extended day learning program we started this year with an Early Literacy grant. Our program redefined primary services to enable teachers to diagnose specific learning gaps, provide prescriptive early interventions, progress monitor the results, and have students reading "On Track" as quickly as possible.

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

Our enhanced program will be designed to serve over 340 students in grades K-3. Students who are identified as at-risk will be assessed using a variety of diagnostic tests to identify specific areas of weakness and intervention plans will be developed to prescribe intensive skill based targeted instruction. Students will be assigned to flexible groups to maximize the delivery of instruction needed to meet their targeted needs. Current intervention staff which includes special education and reading specialists will be involved during the instructional day as part of the RTI schedule at no additional cost. Additional extended day instructors will provide reading supports to students after school. These after school sessions will extend the school day by 240 minutes per week. Our program staff members will assure that students move into the "On Track" pathway. Parents will also support student learning by using I pads and Imagine Learning software at home creating opportunities to increase parent involvement and student academic achievement. Upgrading current technology available to our staff and students and providing professional development for K-3 staff will be the primary focus for grant funds. A renovation of available tools within the classrooms in each building will help transform outdated learning centers into high-tech literacy labs. Grant funds will be used to purchase Ipad carts at each site along with the hardware components necessary to ensure compatibility with software needs. Imagine Learning software licenses will be purchased to enhance the literacy instruction and provide an assessment tool to help progress monitor all students. Grant funds will also provide professional development for staff and parents. Professional development will include new software training, parent workshops, and intensive early literacy training for teachers K-3 and extended day staff. Staff training will follow the same model used during our successful early literacy grant for 2013-2014. This model provided over 100 hours of teacher professional development during after school meetings and modeled lessons during the student day. This concept will build capacity for teachers, after school staff and volunteers by providing needed instruction in the five areas of reading (Phonics, Fluency, Phonemic Awareness, Vocabulary, and Comprehension) and specific reading interventions. Collaboration with graduate level consultants will provide targeted training for staff that carries into their professional growth plans. Parent workshops will focus on utilizing technology tools (I pads) and software components to support learning at home in order to extend the instructional time through blended learning opportunities when school is not in session. Community partners such as the Ohio University, West After School Center, Fairfield County District Library, Rotary, United Way, Family YMCA, and the Fairfield County NAEYC will leverage change through shared resources, professional development, and planning to support our program. These partners will collaborate on the following items: - Provide graduate level consultants to design training for staff, pre-service teachers and volunteers - Provide summer lunch programs for summer school and snacks for extended day program - Provide book exchanges at each summer school site - Provide literacy resources for all first and third grade students during the school year - Provide resources for that will help families get ready for kindergarten - Provide free passes (YMCA) to all participating students in our program - Provide resources and activities for students and their families - Provide increased communication and opportunities for parent involvement - Provide parents with training, books and resources for literacy support at home - Provide representation on the Early Literacy Evaluation Committee

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.)

Our program will reduce the number of students in Grades K-3 identified by state diagnostic measures as not "on track" by 50%. The district believes that by the end of grade 2, at least 85% of all students will be "on track" and that 100% of students will be promoted from grade 3 to grade 4 as defined by the Third Grade Reading Guarantee.

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

We will experience a cost savings during the five year term of the grant through purchasing iPads with grant funds during 2014-15. This will reduce the general fund budget for technology by at least \$20,000 each year by allowing these purchases to be made up front. The grant funds will also allow the technology to be in the buildings during the first year instead of spread out over a five year period. We will also reduce at least one staff member each year from our traditional summer school program by moving towards a more blended learning approach. The use of technology and Imagine Learning software will allow much of the instruction to take place at home versus in a face to face setting. We can reduce one instructional position with a cost savings of \$7,145 each year (\$6,159 salary and \$986 benefits).

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.)

Personnel - Our program will expand the extended learning program for early literacy. By restructuring resources we will be able to provide an increase in classroom supports. The RTI Schedules will be developed in each elementary school providing a delivery model to increase efficiency and effectiveness. Our special education teachers and reading specialists will be providing support and assistance for student instruction and interventions in the classroom. The learning environment will be changed by providing enhanced technology in the classroom with the addition of eight district-wide learning labs. Students will receive more explicit and direct instruction that is targeted to their individualized needs. In addition technology will provide data to help teachers make immediate changes to their instructional approach. We will utilize a flex schedule to provide after school instruction from 3:30 - 4:30 pm (Monday-Thursday) extending the student day by 240 minutes each week. Time - By diagnosing learning gaps sooner teachers will be able to be more efficient in providing targeted interventions. The extended learning opportunities will provide up to 240 minutes of instruction weekly. Increased Learning Opportunities -Imagine Learning Software will increase student learning time, accelerate their learning through personalized instruction, assist teachers with transforming the instructional programming available to students, and provide strong home -school connection for parents to help support academic growth.

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

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

New - never before implemented

Existing: Never implemented in your community school or school district but proven successful in other educational environments

Mixed Concept: Incorporates new and existing elements

Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

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

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

[Enter Budget](#)

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

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

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

[Upload Documents](#)

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

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

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

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of

the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

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

556,291.60 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The project budget will be focused on three main components - Professional Development, Instructional Support and Technology. Support Services for Professional Development (\$113,680): Purchased Services: After School Sessions - 10 sessions with Ohio University Consultants @ \$1,000 each = \$10,000 Job Embedded Professional Development (Site Visits) - Forty-eight days with Ohio University Consultants @ \$1,000 each = \$48,000 Salary / Benefits: Teacher Stipends will be paid to 100 staff members for attendance at 10 after school sessions. Salary Costs - \$48,000 Retirement and Fringe Benefit Costs- \$7,680 Professional Development will be provided for all K-3 staff members through after-school training sessions and job embedded training within their classrooms. The program will provide stipends for teachers to attend ten after school sessions for two hours each. The sessions will be planned and coordinated with consultants from Ohio University. These training sessions will also be videotaped by district staff (no associated cost) to provide long term training opportunities for new staff and review sessions for existing teachers. Additional dates will be provided for the Ohio University consultants to visit each school within the district to give feedback on teaching strategies, provide modeled lessons, and meet with teacher based teams to review data. We will schedule twelve visits (2 buildings per day) at each site throughout the year. Supplies for Instructional Support (\$273,500): Imagine Learning Software - 250 Lifetime Licenses @\$950each = \$237,500 Imagine Learning Installation of Software (One-time fee) = \$28,000 Headsets for iPads through Imagine Learning (One-time fee) = \$8,000 Additional instructional support will be provided through the use of Imagine Learning software. Lifetime licenses will be purchased for use as part of our extended day, blended learning program. Students will be able to access the program using iPads during non-school times (weekends, extended breaks, and over the summer). Parents will be trained using district staff (no additional cost) to correctly use the software and the associated technology. Video trailings will be available through our You Tube channel for follow up, review sessions. Capital Outlay for Instructional Technology (\$169,111.60): 240 iPad Air - 16GB = \$114,960.00 8 iPad Bretford PowerSync Carts@\$2,799.95 each = \$22,399.60 8 MacBook Pro Computers for Carts @\$990 each = \$7,992.00 AppleCare Extended Warranty Package (36 additional months) \$23,760.00 Technology will be upgraded within each K-3 classroom as well as provide the platform for the extended day, blended learning program. Eight iPad carts (one at each site) with 30 iPads per cart will be purchased to supplement existing technology in the classroom. The iPads will be used during the school day to access existing software technology (STAR, Lexia, and other Educational Applications (Apps)). They would then be available for students to take home during the non-school hours and extended breaks to use the Imagine Learning software.

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.

No- There will not be any re-occurring costs associated with this program: The project will be self-sustaining based on: Utilization of current Title I staff as extended day instructors on a flex schedule. These staff members will work after school from 3:30 - 4:30 p.m. instead of before school when students are not directly assigned to them. Current Information and Technology staff will support instructional software upgrades as part of their routine maintenance of district technology. The new technology will replace older, outdated systems which will result in time savings for the IT staff. Ohio Improvement Process (District Leadership and Building Leadership Teams) will provide scheduled times for teacher leaders to carry on professional development using strategies gained through the grant year. We will not require an extensive professional development program each year since the program will build capacity within existing staff to carry on into the future. Up-front investment in technology (iPads and Imagine Learning) will allow access to these intervention tools at no additional or recurring costs. Imagine Learning software will have a lifetime license to continue the program well beyond the grant period. Literacy Committee Members will continue to work together to identify future needs of the program and support sustainability of the program. The community partners will look for shared resources to extend the program without increasing any costs at the district level.

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.

135,725.00 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 Yes. By purchasing the technology (iPads and iPad Carts) with grant funds, we will be able to reduce future technology spending within the district by \$20,000 per year during the next five years. The technology will be available during the 2014-15 school year versus waiting to purchase the items in smaller increments over the five year period. An additional savings will come from using the blended learning model for summer school instruction. We will be able to reduce the staff necessary to run a traditional summer school program by at least one staff member each year. The associated costs savings would be \$7,145 / year (\$6,159 Salary and \$986 benefits).

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

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

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

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

The project is self-sustaining in that the expenses are onetime, up-front costs. No new staffing is needed to implement. Current staff will be redistributed to implement the programming by creating flexible schedules to provide the extended school day at no additional cost to the district. These schedules will be developed as part of the implementation of the grant and allow educational assistants to work after school to provide the instruction for the extended day programming. These schedules will be from 3:30 - 4:30 each day after the normal student day. Professional development provided through the grant year will build capacity in all district staff to continue provide good quality reading instruction. Ongoing implementation of these best practices will be monitored through the use of the DLT and classroom walk-throughs. Professional development sessions will be recorded during the grant year and used in future years as new teachers enter the district. Hardware is a onetime cost, with the exception of upkeep. Warranties(Apple Care plans) for the iPads and iPad carts will be purchased up-front to provide service throughout the five year period. Some of the software for the program (STAR and Lexia) are already in place and paid for through the grant period by existing district funds. Imagine Learning software will be purchased with a lifetime usage agreement which will result in no new costs after the initial grant year.

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 July 2014-August 2014

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

July 14 1. Inform stakeholders of grant using the District Leadership Team's communication plan and meeting with Early Literacy Evaluation Committee to start planning. 2. Purchase technology/software to support our plan. 3. Create professional development calendar. 4. Finalize evaluation tools with the Early Literacy Evaluation Committee. August 14 1. Communicate program/expectations with elementary principals. 2. Work with administrative staff scheduling/providing space in each of the building for early literacy program. 3. Work with the technology department assuring installation of software and Ipads. 4. Design and communicate parents/community public information of program. 5. Finalize professional development. 6. Update Early Literacy Evaluation Committee and discuss planned activities.

* Anticipated barriers to successful completion of the planning phase

Anticipated Barriers/Possible Solutions -Scheduling meetings around stakeholder vacations could pose a problem with high participation. Prearranged times will be put in place prior to the end of the school year in anticipation of grant. -Assuring technology is ready for students will

be a high priority and will need to be streamlined with summer work. Prearranged times and date will be scheduled with the director of technology in anticipation of grant. The Early Literacy Evaluation Committee will develop and plan program activities, communication activities, and evaluation procedures and data collection for this grant. Planned programs with this committee in the past engaged both district and community in our early literacy initiatives. Our District Leadership Team will help with the planning process of implementation for the project as they have done in prior years. This team is aware of the time it takes to bring collaboration and coordinate all ideas into a comprehensive plan. With planning complete by August, we will allow ourselves time to purchase associated technology and complete installations prior to the start of the school year and allow time for unintended changes and necessary adjustments.

18. Implementation - Process to achieve project goals

* Date Range September 2014-June 2015

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

Sept. 14 1. Staff communication: activities, staffing, data collection, parent communication, program purpose, and training schedules 2. Students screening 3. Student rosters developed 4. Individual reading plans developed using SMART Goals 5. Parent permission sent home 6. Parent contract reviewed by evaluation Committee Oct. 14 1. Parent Training: Imagine Learning, 1.1 I pads, and parent contract 2. Job embedded training begins focused on 5 areas of reading by National Reading Panel 3. Extended day begins providing 240 min of additional instruction weekly Nov. 14 to May 15 1. Monthly Early Lit. Evaluation Committee/DLT meetings reviewing student progress and assure implementation with fidelity 2. Quarterly assessments monitor student growth 3. Weekly/bi-weekly monitoring will assist instructional decisions, identifying graduates and those needing to enter the program 4. Professional development completed end of April 5. Parent trainings conducted to support blended learning 6. Summative parent survey evaluating effectiveness of blended learning 7. Summer reading academy designed and advertised May to June 15 1. I pads will be collected/prepared for summer reading academy 2. Scheduling/hiring of personnel for summer reading academy will be completed by May 15th

* Anticipated barriers to successful completion of the implementation phase.

Barriers/possible solutions - Student participation in extended day learning is a potential barrier that will be addressed through communication of positive impact during early literacy grant from 2013-14. Home school communication will be increased through parent workshops, student data updates, and daily contact by extended day instructors during student sign out. -Parents not following through with the blended learning supports at home. A parent contract, monitoring student usage with Imagine Learning reports and parent teacher conferences will address students identified as not using the 1:1 Ipad at home. -Potential loss/damage to the Ipad. An additional three year insurance package will be included with the purchase of technology.

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

* Date Range September 2014-June 2015

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

September 2014 - June 2015 1. Evaluation of the program will be completed by June 30th. Our Early Literacy Evaluation Committee will review grant outline and evaluate effectiveness of program based on student data, professional development evaluations, and implementation of programming. 2. Data collected from professional development will be reviewed and analyzed at the completion of each session. This data will be used to drive ongoing professional development opportunities throughout the year and in future years. A summative statement will be written at the completion of the program and share with the Early Literacy Evaluation Committee and DLT. 3. Student data will be used to determine if our intended goals were met. a. Goal 1: Reduction of 50% of students identified as "not on track" will result in 85% on track students in grades K-2 in the area of reading. b. Goal 2: 100% of Grade 3 students will meet 3rd grade reading guarantee guidelines for promotion. 4. A parent survey will be used to provide qualitative feedback on the effectiveness of blended learning using 1:1 Ipad and Imagine Learning at home. The quantitative results of blended learning will be available using Imagine Learning usage reports and STAR data.

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

Barriers and possible solutions -Getting completed surveys back from 100% of parents and staff could be a barrier to collecting reliable qualitative data. Multiple opportunities will be provided to complete surveys including face-to-face, web based, and providing incentives. - The time frame in collecting data for analysis each quarter to make responsive decisions. A key person will be identified as our data coordinator for this program. This person will be responsible to collect and communicate student data within established time lines.

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:

Our current "one size fits all" approach for our youngest students is not adequately addressing the intense needs of many of our students. The idea is to significantly change how we approach the education for students "not on track." One of the major instructional changes would be the use of data to inform instruction. Changing the way we approach instruction for all students will lead to increases in student achievement for students K-3rd grade. The way teachers approach instruction must start with the use of student data, targeting individual skills for each student, and providing the research based approaches to instruction during students' first four years in the classroom. Our technology software will allow our teachers to provide immediate changes in instruction based on formative data feedback. Advanced diagnostic data for students not on track will be utilized to determine and prioritize most pressing areas for remediation. Research based instruction will occur daily for the classes. Frequent progress monitoring will occur through the use of the computer based reading programs associated with the program. Finally, all data from this process will be analyzed to determine the effectiveness of the program, and strategic changes will be made to increase effectiveness. Reductions in the number of students requiring interventions in subsequent years will have

a profound impact on instruction in upper grades. More time will be devoted to digging deep into the curriculum and providing rich experiences for all students. All of this will significantly change the educational experience for our earliest learners who are not prepared for a traditional kindergarten curriculum. As we see successes through this process, ideas will be shared to the general classrooms, until the solid educational practices outlined here will be present in all classrooms in grades K-3. One of the major organizational practices would be the expansion of our school year. The school year will be extended through the summer by expanding literacy opportunities including a 1 to 1 initiative using Imagine Learning lessons as part of a blended learning concept increasing the frequency of instruction. Students also require extra time for practice and the creation of flexible schedules to create an extended day learning opportunity will provide a developmental approach which will increase student skills and retention. Technology will be used to help differentiate instruction to meet specific student needs. Computer based programming and collaboration using technology will be an integral part of instruction for our struggling primary students. The addition of a blended learning component will increase the collaboration and involvement of parents to strengthen the home-school connection. Expansion of community partnerships with a focus on early literacy will result in increased resources through shared services and provide parental supports through multiple agencies. Staff members will learn new ways to directly communicate with outside agencies, be able to better use the resources that are available in our community and more able to direct parents to needed community resources.

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.

Improvement in student growth and achievement is an anticipated result of this project. Imagine Learning & Lexia have documented success in various settings for improving literacy. Additionally, we have utilized these programs in various areas throughout the district with success. Teachers have begun to effectively use one to one technology devices to enhance instruction. The Early Literacy Grant program that has been in place for the 2013-14 school year will be the model for this enhancement and has resulted in outstanding growth for our participants. The students involved in the program were at least one grade level behind in most cases and by the end of the semester had moved to at or near grade level based on their STAR testing. Our program was featured during a roundtable discussion with the Ohio State Board of Education and the results shared were very positive from the board members. We believe this success is something we can build upon next year. North Carolina's Young Scholars program is an example of how time added can improve student achievement. Research by Smith Reynolds Foundation (2006) showed that with an increase of at least 280 hours participants averaged double-digit increases in reading. Promotion rates increased 38% and students receiving F's decreased by 50%. Literature is clear and compelling on extending learning through the summer. Based on the work of Smink and Deich (2010): -Students typically score lower on standardized tests at the end of summer than they do on the same tests at the beginning of the summer (White, 1906; Entwisle & Alexander 1992; Cooper, 1996). -Low-income students also lose more than two months in reading achievement, despite the fact that their middle class peers make slight gains (Cooper, 1996). -Parents consistently cite summer as the most difficult time to ensure that their children have productive things to do (Duffett et al. 2004). Two recent polls from the Afterschool Alliance and Public Agenda cite high parental interest and support for summer programs, but low enrollment due to a lack of high-quality, affordable programs. The programs that we have identified to utilize for literacy instruction are Lexia and Imagine Learning. Lexia is one of the most researched, independently evaluated programs in the world. Published research has been found which include; Reading Psychology Journal, Bilingual Research Journal, Journal of Research in Reading, European Journal of Special needs Education etc. all positively supporting Lexia Learning's impact on closing achievement gaps for at risk readers. According to What Works Clearinghouse's research of Lexia, they found this program to have potentially positive results for students on early reading progress and showed statistically significant in reading achievement of at-risk students. Key findings include: -Of the 171 beginning reading interventions considered for review by What Works, only 30 interventions had studies meeting evidence standards and thus have a "Report Available." Lexia is one of these interventions. Therefore, 141 interventions (88%) had "No Studies Meeting Evidence Standards" or "No Studies Meeting Eligibility Screens." -Of the interventions in this comparison, Lexia is the only one with positive "Average Improvement Index" in all four areas evaluated - Alphabeticity, Fluency, Comprehension and General Reading Achievement. -Of the interventions in this comparison, Lexia is one of only two interventions with a positive or potentially positive "Rating of Effectiveness" in at least two of the four areas. -Of the interventions included in this comparison, Lexia is the only one with a positive or potentially positive "Rating of Effectiveness" in Comprehension. Imagine Learning has been shown to positively impact student growth in Reading when compared with students not using the program. In one independent study, second grade students using Imagine Learning showed 36% greater gains using the Reading Foundation Assessment.

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.

Dr. Jeromey Sheets, Elementary principal and Early Literacy Coordinator for Lancaster City Schools will be the internal grant evaluator.

J_sheets@lancaster.k12.oh.us 740-687-7336 The successful implementation of this project will be determined not only by levels of progress made toward project goals, but also how staff members have integrated professional development strategies into the classroom as measured by classroom walk-through data. Evaluation of student achievement is very straight forward. The goal is that when students reach the end of second grade, 85% will be "on track" and 100% of 3rd grade students will be promoted as defined by the Third Grade Reading Guarantee. STAR data, a nationally normed assessment will provide frequent data points to indicate which students are "not on track." Lexia and Imagine Learning will be used formally to drive systematic instruction in the five identified areas. The STAR assessment will be given quarterly to look at long term gains in the area of reading. Although, Lexia, Imagine Learning, & STAR are primary sources of data additional data is recommended to be analyzed every six weeks and shared with a team of educators called the Building Problem Solving Team (BPST).

* 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).

During the course of the year each building will use BPST (Building Problem Solving Team) to address changes needed based on student data. STAR, Lexia and Imagine Learning data will all be collected quarterly for all students and on a weekly or monthly basis for at-risk students. Pre-established benchmark scores will be used to identify problems with students. Individual student goals will be evaluated by the teaching staff and recommendations of change will be shared with extended day instructors and adjustments made to assure fidelity. This team will also assure that students are correctly placed in the program and grouping is flexible based both on prescription of intervention and frequency of when extended day interventions are being administered.

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

The Early Literacy Evaluation Committee will meet monthly with Dr. Sheets to review goals of this Straight A Fund to assure that both short and long-term objectives are being met. Recommendations for improvement of the project, increasing community resources, & communication of the grant progress will be the focus for this group. Student data will be provided at each of these meetings to show growth, individual progress towards goals, and time spent of grant activities. Benchmark targets will be used from the 2013-2014 year as progress points.

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 substantial impact on the Lancaster City Schools will be that the majority of the students will be reading on grade level by the end of 3rd grade. Primary programming associated with this project will address deficits due to conditions of poverty, mobility and language barriers. Students will make ample growth and reach appropriate levels of achievement, leading to increased 3rd grade achievement scores. 1. Student Achievement Students with poverty often begin school 1-3 years behind the average student. By targeting the at-risk population, we will achieve a growth rate of more than one year using direct, targeted, systematic instruction. Utilizing the benchmark scores provided by STAR Early Literacy (K-1) and STAR Reading (2-3), students will achieve scaled scores at or above their expected grade levels. We know we have met our student achievement measurable outcomes when students reach the following levels: Spring Score Kdg: 600 Grade 1: 747 Grade 2: 803 Grade 3:838 Fall data results will be used in the following ways to reach the project goals as stated above: -Detailed student data reports will inform teachers, administrators, and parents on what students have accomplished and where they need extra help. -Provide extended day learning opportunities and intervention from trained staff members, extended day instructors, and volunteers to help close achievement gaps. -Extend the school year by expanding literacy opportunities at home which will include a 1 to 1 initiative using pre-scripted learning lessons as part of a blended learning concept to increase the frequency of instruction. 2. Spending Reduction in Five Year Fiscal Forecast Professional development costs associated with early literacy will be reduced in future years by providing intensive training as part of the grant project for all K-3 teachers. We will be able to build capacity with our current teachers to provide support and mentoring of future educators in early literacy. Through our current early literacy initiative, we have been able to provide training to over 60 members of our K-3 staff. By enhancing these training opportunities with this new project, we will be able to provide substantial value to all K-3 staff resulting in a lasting impact for the district. - Provide professional development in the first year to all K-3 staff. -Through the Ohio Improvement Process (OIP), early literacy goals will drive classroom instruction. Teacher Based Teams and Building Leadership Teams will support current and future early literacy at the classroom level. -The instructor costs for after school and summer school programs will reduced by incorporating the intervention software programs and utilizing Title I staff on flexible schedules (Currently funded with an Early Literacy Grant) The purchase of technology systems as part of the grant project will reduce general fund expenses in future years (\$20,000 per year). We will reduce the need to purchase new iPads for at least five years. The purchase of perpetual license contract with the instructional software systems (Imagine Learning) will allow students and staff to access the materials for at least five years. An extended insurance plan will protect the iPad purchase for any future repair or replacement. The iPad carts will be a onetime purchase and will save on future district investment in these hardware items.

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 district believes that by the end of grade 2, at least 85% of students are "on track" as defined by the Third Grade Reading Guarantee, and that 100% of students are promoted from grade 3 to grade 4. This would demonstrate success of the program by helping our youngest struggling readers to catch up to their grade level peers. Determination of "on track" is made using STAR Assessments from Renaissance Learning. Additionally, the district believes that by closing the gap in the early years students will demonstrate more growth and achievement in subsequent years. Short Term Benchmarks: Higher achievement level for all students K-3. - Increase of students reading at grade level - Individual progress growth reports will validate successful implementation of the project. Each student will have an individual goal based on

data reports Increase knowledge base and instruction of staff and volunteers through research based training - Providing professional development sessions on how to utilize data to determine student need and provide immediate systematic instruction -Provide instruction to parents, volunteers, and early literacy evaluation committee to build knowledge of helping struggling readers Build stronger partnerships with the consortium to develop a systematic approach for literacy. -Develop awareness of the program and build community support Long Term Objectives: Higher achievement level for all students K-3. - All students reading at or above grade level - Increase passing rates OAA reading assessments - Increase of extended day opportunities through blended learning and summer reading academies Increase knowledge base and instruction of staff and volunteers through research based training -Teacher leaders will extend research based instruction to colleagues Build stronger partnerships with the consortium to develop a systematic approach for literacy - Increase community based partners - Collaborate with all community par

* Spending Reduction in the five-year fiscal forecast

We will experience a cost savings during the five year term of the grant through purchasing iPads with grant funds during 2014-15. This will reduce the general fund budget for technology by at least \$20,000 each year by allowing these purchases to be made up front. The grant funds will also allow the technology to be in the buildings during the first year instead of spread out over a five year period. We will also reduce at least one staff member each year from our traditional summer school program by moving towards a more blended learning approach. The use of technology and Imagine Learning software will allow much of the instruction to take place at home versus in a face to face setting. We can reduce one instructional position with a cost savings of \$7,145 each year (\$6,159 salary and \$986 benefits).

* Utilization of a greater share of resources in the classroom

Personnel - Our program will expand the extended learning program for early literacy. By restructuring resources we will be able to provide an increase in classroom supports. The RTI Schedules will be developed in each elementary school providing a shared service delivery model to increase efficiency and effectiveness. Our special education teachers and reading specialist will be providing support and assistance for student instruction and interventions in the classroom. The learning environment will be changed by providing enhanced technology in the classroom with the addition of eight district-wide learning labs. Students will receive more explicit and direct instruction that is targeted to their individualized needs. In addition technology will provide data to help teachers make immediate changes to their instructional approach. Time - By diagnosing learning gaps sooner teachers will be able to be more efficient in providing targeted interventions. The extended learning opportunities will provide up to 240 minutes of instruction weekly. Increased Learning Opportunities -Imagine Learning Software will increase student learning time, accelerate their learning through personalized instruction, assist teachers with transforming the instructional programming available to students, and provide strong home -school connection for parents to help support academic growth.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

Based on one year of engaging the community, we have been able to connect multiple key stakeholders and create stronger parent/school relationships. Beyond our extended day program, we feel that given additional time to implement early literacy and our focus on education at home, we will be able to equip and empower our parents in playing a larger role in their child's education. In addition, we will be able to continue to create more awareness with our community and grow as a community that is committed to make early literacy a priority.

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

Our concept is one that could easily be replicated in other districts. This project could become a model for early literacy by using direct instruction and blended learning in an extended day and extended year setting. Replication includes: -A model for implementation is clearly spelled out, including specific assessments used, programming selected, monitoring processes, evaluation of success, and finally, changes to the program as a result of outcomes. -A model for partnering agencies willing to provide intervention services before, during, and after school and encourage these agencies to develop similar partners focused on early literacy in other districts / communities. -A model for community partners providing our district shared services that benefit our students and families. -A model for providing before school, after school, day care providers, pre-schools as well as other organizations interested in learning side-by-side with high quality teachers in our district free of charge to support our literacy initiative. -A model for share professional development ideas and best practices as developed through our program to early childhood teachers in our district. -A model for using technology, parents, extended day instructors and software for blended learning options that both extend the school day and school year. -A model for parent professional development in assisting their child with additional blended learning opportunities. The extended day staff within Lancaster City Schools would be available to provide the necessary training to other districts throughout Ohio to develop a systematic model of instruction using a combination of blended learning and extended school day/year.

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

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

(available in the document library section of the CCIP).

"I Accept" Nathan Hale, Director of Human Resources, Lancaster City Schools, 4/11/14

Consortium

Lancaster City (044206) - Fairfield County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts

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

Partnerships

Lancaster City (044206) - Fairfield 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
Michele	Ritchlin	614-571-0621	mritchlin@westafterschoolcenter.org	West After School Center		701 Union Street, , Lancaster, Ohio, 43130	
Judy	Root	740-653-3863	jroot@fairfieldfederal.com	Lancaster Rotary		PO Box 1226, , Lancaster, Ohio, 43130	
Terri	Green	740-654-8071	greent@ohio.edu	Ohio University-Lancaster		1570 Granville Pike, , Lancaster, Ohio, 43130	
Becky	Schaade	740-653-2745	bschaade@fcdlibrary.org	Fairfield County District Library		219 N. Broad , , Lancaster, Ohio, 43130	
Shelley	Hartmann	740-653-1305	shartmann@faircaa.org	Head Start		1743 East Main St. , , Lancaster, Ohio, 43130	
Brenda	Shamblin	740-653-0643	bshamblin@uwayfairfieldco.org	United Way of Fairfield County		115 S. Broad St. , , Lancaster, Ohio, 43130	
Cathy	Crawford	740-654-0897	lcrawfo4@columbus.rr.com	Fairfield Association for the Education of Young Children		PO Box 2097, , Lancaster, Ohio, 43130	
Mike	Lieber	740-654-0616	mlieber@ymcalancaster.org	Fox Family YMCA		465 W. 6th Avenue, , Lancaster, Ohio, 43130	

Implementation Team

Lancaster City (044206) - Fairfield 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
Donna	McCance	Director of Student Services	Mrs. McCance will be responsible for coordination of the Early Literacy program and all special education staff. She will help monitor the program as it relates to the district Response to Intervention(RTI) process by providing guidance and resources to staff members. She will also serve as a member of the Early Literacy Evaluation Committee.	District Title VIB Coordinator, Authored and Implemented Early Literacy Grant, Authored and Implemented Elementary and Secondary School Counseling Grant, Authored and Implemented Early Childhood Education Grant	Mrs. McCance is the Director of Student services for Lancaster City School. She has been in this position for over 6 years. She currently holds a Superintendence License with the Ohio department of Education. Mrs. McCance is in charge of providing services to all of Lancaster City Schools including, but not limited to special education, preschool, counseling, nursing, and homeless education. She has currently been involved with the district's implementation, coordination and development of the RTI framework, early literacy grant, special education services, principal mentoring program grant and federal programs (6B).	
Nathan	Hale	Director of Human Resources	Mr. Hale will be responsible for coordination of personnel through the Early Literacy program. He will ensure that all staff members have proper credentials and certifications to implement the curriculum. He will work with the Ohio University consultants to design the professional development program. He will also serve as a member of the Early Literacy Evaluation Committee.	Authored and Implemented 21st Century Community Learning Center Grant, Authored and Implemented Readiness and Emergency Management for Schools Grant, Authored and Implemented Fairfield County LEAD Principal Grant, Authored and Implemented Early Literacy Grant	Mr. Hale is the Director of Human Resources for Lancaster City Schools. He has been in this position for two years. He has also worked as an elementary principal for twelve years within the district. He is in charge of all personnel (Certified and Classified) within the district including hiring, evaluations, and assisting with coordination of programming. He has worked with the 21st Century Community Learning Center, Early Literacy, REMS, Begning Principal Mentoring and Technology Innovation grants within the district.	
Jeromey	Sheets	Principal, Tallmadge Elementary School, Lancaster City Schools	Dr. Sheets will serve as the project coordinator for the Early Literacy program. He will be responsible for implementation of the grant and direct coordination of all grant activities within the district. He will report to the District Leadership Team as well as the Early Literacy Evaluation Committee on all project goals and progress.	Authored and Implemented Fairfield County LEAD Principal, Authored and Implemented Early Literacy Grant, Authored and Implemented 21st Century Community Learning Center Grant, President of The Ohio Association of Elementary School Administrators	Dr. Sheets is the principal of Tallmadge Elementary school in the Lancaster City Schools. During his 13 years as an administrator, he has worked on a variety of district and state initiatives. Most recently he helped to develop and implement state and county principal mentoring grants and a district wide early literacy grant. He has also been involved on the Ohio Standards Board in developing professional development, teacher, and principal standards for Ohio as well as serving as president of the Ohio Association of Elementary School Administrators.	
Jenny	O'Hare	Director of Instructional Services, Lancaster City Schools	Mrs. O'Hare will be responsible for coordination of the Early Literacy program with the existing district curriculum through Title I. She is responsible for implementation of the	District Title I Coordinator OIP Internal Facilitator District Value Added Trainer Ruby Payne Consultant	Ms O'Hare has over 24 years in curriculum and professional development. She has a wide range of experiences and expertise with budget development, personnel, standards-based education, data analysis, resource-allocation, evaluation of	

Language Arts curriculum at the elementary level and will assist with programming for the after school sessions. She will also serve as a member of the Early Literacy Evaluation Committee.

programs and personnel, and federal programs including the development of the CCIP. In addition she has facilitated various school improvement initiatives such as the Ohio Improvement Process, Value-Added and continuous improvement at the school, district, county and regional level. She has conducted Professional Development in the areas of poverty, value-added, assessment, standards-based learning and school improvement.