

Budget

Madison-Plains Local (048272) - Madison County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (237)

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		15,000.00	0.00	0.00	0.00	131,600.00	0.00	146,600.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	56,400.00	0.00	0.00	0.00	0.00	56,400.00
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		15,000.00	56,400.00	0.00	0.00	131,600.00	0.00	203,000.00
Adjusted Allocation								0.00
Remaining								-203,000.00

Application

Madison-Plains Local (048272) - Madison County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (237)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

District-Wide Leveled Literacy Intervention (LLI)

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

Madison-Plains Local School District (MPLSD) proposes to provide high-quality reading intervention in grades K-12 as we expand the focus of the Third Grade Reading Guarantee to ensure that all students read on grade-level and graduate college and are career ready. Research indicates that students reading below grade level are more likely to be unsuccessful in math and science and therefore decreasing their opportunity to find success in STEM related careers. This grant will ensure that students have access to high-quality, research-based reading intervention, thereby increasing reading levels and improving student achievement through a greater share of resources in the classroom.

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.

500 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:

Pre-K Special Education

Kindergarten

1

2

3

4

5

6

7

8

9

10

11

12

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

First Name, last Name of contact for lead applicant

Karen Crites Grigsby, Director of Curriculum

Organizational name of lead applicant

Madison-Plains Local Schools

Address of lead applicant

55 Linson Rd., London, Ohio 43140

Phone Number of lead applicant

740-490-0639

Email Address of lead applicant

kgrigsby@mplsd.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

MPLSD realizes a significant portion of our population is reading below grade level. Data from Ohio Achievement Assessments, the Fountas & Pinnell Benchmark Assessment, and the Explore, PLAN, and Practice ACTs show that our students are not meeting benchmark standards. More than half of our 4-8th graders are reading below grade level and more than half our High School students have not met College Readiness benchmarks established by ACT. The data below serves as baseline measures for our summative evaluation of this project: At present, 43% of our K-8 students are reading at or above grade level according to the Fountas & Pinnell Benchmark Assessment. Reading AMO for all students is 80%, falling 3.4% below the state goal Reading AMO for special education is 47.6%, falling 35.8% below the state goal Our average Practice ACT score for Juniors in Reading is 16.4 which is 2.6 points below the benchmark score. We also believe that an increase in students' reading levels will positively correspond to their ability to read and reason about mathematical text. For this reason, we have included Math AMO benchmarks in our summative evaluation based on the following baseline measurements: Math AMO for all students is 72%, falling 3.5% below the state goal Math AMO for special education is 40.2%, falling 38.3% below the state goal

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

Through this project, we would extend our efforts with Leveled Literacy Intervention (LLI) in the elementary building to include all grade levels. Leveled Literacy Intervention focuses on implementing a small group intervention for students who find reading and writing difficult to learn. We currently have four trained LLI teachers who provide this supplemental support as a safety net for below-grade level readers in our elementary building. Through this project, we will train 10 classroom teachers and 11 intervention specialists from grades K-12 in LLI through the Literacy Collaborative at The Ohio State University. This project will allow us to extend LLI to our special education program K-12. By training classroom teachers as well as intervention specialists we will increase levels of teacher knowledge, practice, collaboration and professional dialogue to meet all students' needs while allowing more intervention to take place in the classroom. Because we recognize and ensure that the standards for High Quality Professional Development (HQPD) as established by the state are met, we seek to provide our teachers with the best possible situation for fully implementing LLI with integrity and fidelity as safety net for balanced-literacy practices that are currently being established in our district. In our first year, we will use these funds to ensure each teacher has the professional development provided directly from The Ohio State University. We will supply each teacher with the necessary materials to successfully implement this high-quality intervention program with below grade level readers beyond third grade. The project will also allow us to create cohorts of reading specialists throughout the district who will be able to support all teachers with reading strategies. These cohorts will meet in professional learning communities to discuss, study and analyze their practice to refine their instructional techniques. In the following years, we will use these reading specialists as experts in reading instruction to provide additional professional development to other teachers.

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.)

This project will directly improve student achievement throughout our district. As students become adept at reading, not only will their reading levels increase, but their ability to achieve in content areas will also rise. We expect to see gains in all tested areas as a result of this program and believe this will allow us to meet our Annual Measurable Objectives (AMO) and directly target our largest student subgroup, students with disabilities. By focusing funds on curriculum resources necessary for LLI, we will expand the number of leveled reading resources available to teachers and therefore put more literary and informational text in students' hands. This allows us to be certain that appropriate texts are being used as we worked to meet individual student needs and attain the levels of rigor in text complexity required under Ohio's New Learning Standards. As students have access to more and varied text appropriate to their reading ability, they will begin to increase their capacity and stamina for reading. As a high poverty school district, we continually need to access more books for students as they are missing literacy experiences outside of school. This again will directly reflect back on student achievement. While MPLSD does not receive school improvement funds from the state, we began the Ohio Improvement Process (OIP) last school year because we recognized a need to make improvement efforts. From this, we created and are implementing the Madison-Plains Improvement Plan (MPIP). The MPIP is based on two goals: meeting expected academic growth in all subject areas as measured by district and state approved student growth measures; and providing an educational environment that supports all learners.

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.)

Our district ins in the process of completing an HVAC installation project at our Intermediate building. We are installing new HVAC electrical units in each classroom. These will take the place of our old steam boiler system that ran on propane. We anticipate savings of \$25,000 per year in reduced propane costs. This savings will be used to offset our projected annual LLI recurring costs of \$9,900. The net savings will be \$15,100 per year.

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

This project will directly all us to use a greater share of resources in the classroom. By training both Intervention Specialists and Classroom Teachers, teams can work collaboratively at meeting the needs of students through acquiring common knowledge about best practices in reading instruction. By focusing funds on curriculum resources necessary for LLI, we will expand the number of leveled reading resources available to teachers and therefore put more literary and informational text in students' hands. This allows us to be certain that appropriate texts are being used as we worked to meet individual student needs and attain the levels of rigor in text complexity required under Ohio's New Learning Standards. As students have access to more and varied text appropriate to their reading ability, they will begin to increase their capacity and stamina for reading. As a high poverty school district, we continually need to access more books for students as they are missing literacy experiences outside of school. While MPLSD does not receive school improvement funds from the state, we began the Ohio Improvement Process (OIP) last school year because we recognized a need to make improvement efforts. From this, we created and are implementing the Madison-Plains Improvement Plan (MPIP). The MPIP is based on two goals: meeting expected academic growth in all subject areas as measured by district and state approved student growth measures; and providing an educational environment that supports all learners.

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.

203,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The projected budget is based on the cost of the training at the Ohio State University for 21 teachers and the required book for the professional development. The budget also includes the cost of substitutes for 6 days of training for each teacher. Additional funds are allotted in the budget for the purchase of LLI kits for each teacher. In some cases, depending on grade level and projected student reading levels, the price of two kits is allotted for some teachers. Our federal Title funds are used to pay the salary/benefits of Elementary Title teachers.

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.

While our district normally experiences little turnover in staff, we are preparing for the potential costs of training three teachers each year, totaling \$9800 per year. MPLSD will use our savings from our HVAC grant of \$10,500 per year to offset these costs.

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.

15,100.00 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

Our district is in the process of completing an HVAC installation project at our Intermediate building. We are installing new HVAC electrical units in each classroom. These will take the place of our old steam boiler system that ran on propane. We anticipate savings of \$25,000 per year in reduced propane costs. This savings will be used to offset our projected annual LLI recurring costs of \$9,900. The net savings will be \$15,100 per year.

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.

MPLSD has a stable population of teachers and sees little overturn in staff. We expect minimal costs in further training. Should the need for further training arise due to new hires, we will prioritize our current professional development budget to include training of new teachers for this project. By having reading experts in every building we will sustain the level of teacher knowledge in intervention for struggling readers. By training our current teachers, both regular and special education, this project will invest funds in teachers and the quality of instruction and intervention they deliver. As mentioned previously, the project will also allow us to create cohorts of reading specialists throughout the district who will be able to support all teachers with reading strategies. These cohorts will meet in professional learning communities to discuss, study, and analyze their practice to refine their instructional techniques. In the following years, we will use these reading specialists as experts in reading instruction to provide additional professional development to other teachers.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range Present-7/15/2014

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

Identify the teachers who will be trained Prepare all requisitions for materials Plan an orientation session for teachers to explain the project coordination and evaluation process Hold an orientation session for all affected administrators to become familiar with the expectations of the program Identify classrooms and book rooms where materials will be housed

* Anticipated barriers to successful completion of the planning phase

The only barrier to the planning phase of this project is the unlikely, yet potential replacement of teachers.

18. Implementation - Process to achieve project goals

* Date Range 7/15/2014-9/30/2019

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

Order and inventory curriculum materials Set up book room or classroom materials Train all teachers by December of 2014; train new teachers in the fall of each consecutive year Collect data as outlined in #19 Develop and implement a consistent in-house training model to keep ongoing professional development provided

* Anticipated barriers to successful completion of the implementation phase.

Should the district see a need for further budget cuts, we may need to consider going solely to an in-house training model for new teachers.

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

* Date Range 4/1/2015-9/30/2019

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

The district will benchmark our success with this program using the guidelines established in this application and based on the benchmark data provided in question 8. By September 30, 2019, we will be able to evaluate the success of this project over a 5 year implementation program using student achievement benchmarks based on three factors: our district report card; Fountas & Pinnell Benchmark Assessment; and ACT College Readiness Benchmarks. By June 2015, 60% of our K-8 students will be reading at or above grade level according to the Fountas & Pinnell Benchmark Assessment and 75% of those K-12 students receiving supplemental intervention through LLI will achieve a minimum of one-year's growth. By June 2017, 75% of our K-8 students will be reading at or above grade level according to the Fountas & Pinnell Benchmark Assessment and 80% of those students receiving supplemental intervention through LLI will achieve a minimum of one-year's growth. By June 2019, 85% of our K-8 students will be reading at or above grade level according to the Fountas & Pinnell Benchmark Assessment and 85% of those students receiving supplemental intervention through LLI will achieve a minimum of one-year's growth. By September 2015, Reading and Math AMO for all students will be within 2.5% of the state AMO goal and Reading and Math AMO for special education will be within 30% of the state goal. By September 2017, Reading and Math AMO for all students will be within 1.5% of the state AMO goal and Reading and Math AMO for special education will be within 20% of the state goal. By September 2019, Reading and Math AMO for all students will meet the state AMO goal and Reading and Math AMO for special education will be within 15% of the state goal. By April 2015, our average Reading Practice ACT score will increase to 17 By April 2017, our average Reading Practice ACT score will increase to 18 By April 2019, our average Reading Practice ACT score will increase to 19

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

Changes in Practice ACT benchmark scores may impact these goals as well as changes in state testing requirements. In such cases, the goals will be discussed and adjusted by our implementation team to accurately reflect the current levels of expectations both within state and nationally.

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 district has been undergoing a change from using a traditional based reading program to the use of a Comprehensive Literacy Framework. With the support of LLI to target our lowest readers accompanied by a balanced literacy program, we expect to see a positive instructional shift in reading throughout the district. Through regular meetings and assignments that will become part of our established Teacher-Based Teams, teachers will learn about the language and literacy teaching framework, the rationales and theory behind it, and how to implement and refine their practices. They will also begin to monitor student progress through individual student assessments, data collection, and analysis. Our literacy coaches will provide individual coaching for teachers as they learn to implement the framework across the training year. Through built-in professional development, as offered by our coaches, and a clear support structure for our most struggling readers, teachers will continue to collect and analyze student data and receive ongoing coaching and professional development to refine and strengthen their practice. All of this together will lead to our ultimate goal of increasing student reading levels with complex texts to raise student achievement.

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.

Last year, our district made the step of implementing LLI in our elementary Title program and begin professional development in Comprehensive Literacy by sending ten teachers to OSU for summer training. We have trained our teachers in the use of the Benchmark Assessment System for reading so that we have a clear grasp on our students' reading levels and deficiencies. This year, we are sending two instructional coaches to OSU for training and began more intense training in Guided Reading, Interactive Read-Aloud and Writing Workshop. The expansion of these efforts through this project will strengthen our instructional practices leading to more proficient readers each year. Districts throughout the country who have implemented a balanced literacy program supported by LLI as a supplemental program for struggling readers have found great success. As stated in "Assessing the Value-Added Effects of Literacy Collaborative Professional Development on Student Learning," a paper, written at Stanford University, reporting results of a four-year USDOE-funded study of student achievement in 18 Literacy Collaborative schools across the U.S. where 10,000 students were tested, the average rate of student learning increased by 15% in Year 1 of implementation and by 28% in Year 2. In another Stanford study researchers found that Average measured teaching expertise improved, and the amount of individual teacher improvement was linked with the amount of professional development teachers received in Literacy.

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.

Benchmark assessments on reading levels will be collected three times each year using the Fountas & Pinnell benchmark assessment by reading specialists and classroom teachers. All students K-8 will be assessed each September and May as well as all 9-12 students identified for LLI instruction. All students who scored below grade level on the September assessment will be placed on a Reading and Improvement Monitoring Plan similar to that required by the Third Grade Reading Guarantee. Those students will be assessed again in January. Data for AMO goals will be monitored upon the release of the state report card each year.

* 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).

The district will benchmark our success with this program using the guidelines established in this application and based on the benchmark data provided in question 8 and the benchmark scores provided in question 19.

* 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.

Should we not reach our benchmarks as planned, we will assess our program according to the guidelines set forth by The Ohio State University on balanced-literacy programs specifically looking at the following questions: Have we provided the professional development necessary to be successful with this program? Have we provided the necessary resources to be successful with this program? Have we

provided the appropriate environment for expected success with this program? If the answer to any of these questions is no, we will prioritize our existing professional development and curriculum resources to guarantee success with the program and then re-evaluate.

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.

We plan to see long-term gains in reading levels and student achievement over the next five years as a result of this project. We will see a shift in instructional practices from whole-group, text-book driven reading to small-group reading individualized to student reading levels and skill development. From this shift, we expect to see increases in state-tested subjects both in achievement and Annual Measurable Objectives (AMO) especially in our special-education population. This project is an expansion of our efforts in shifting reading instruction and is meant to provide a safety net for those students who have been in our school system. After five years using balanced literacy practices coupled with LLI support provided through this grant, we expect to see a decrease in the number of students needing supplemental reading intervention due to a shift in classroom practices.

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**

By June 2015, 60% of our K-8 students will be reading at or above grade level according to the Fountas & Pinnell Benchmark Assessment and 75% of those K-12 students receiving supplemental intervention through LLI will achieve a minimum of one-year's growth. By June 2017, 75% of our K-8 students will be reading at or above grade level according to the Fountas & Pinnell Benchmark Assessment and 80% of those students receiving supplemental intervention through LLI will achieve a minimum of one-year's growth. By June 2019, 85% of our K-8 students will be reading at or above grade level according to the Fountas & Pinnell Benchmark Assessment and 85% of those students receiving supplemental intervention through LLI will achieve a minimum of one-year's growth. By September 2015, Reading and Math AMO for all students will be within 2.5% of the state AMO goal and Reading and Math AMO for special education will be within 30% of the state goal. By September 2017, Reading and Math AMO for all students will be within 1.5% of the state AMO goal and Reading and Math AMO for special education will be within 20% of the state goal. By September 2019, Reading and Math AMO for all students will meet the state AMO goal and Reading and Math AMO for special education will be within 15% of the state goal. By April 2015, our average Reading Practice ACT score will increase to 17 By April 2017, our average Reading Practice ACT score will increase to 18 By April 2019, our average Reading Practice ACT score will increase to 19

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

Our district ins in the process of completing an HVAC installation project at our Intermediate building. We are installing new HVAC electrical units in each classroom. These will take the place of our old steam boiler system that ran on propane. We anticipate savings of \$25,000 per year in reduced propane costs. This savings will be used to offset our projected annual LLI recurring costs of \$9,900. The net savings will be \$15,100 per year.

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

By December 31st of each school year, all intervention specialists and affected classroom teachers will be trained in LLI. By September 30th of each school year, all LLI trained (or soon to be trained) teachers will have the necessary classroom resources to effectively carry out instruction. By September 30th of each school year, students receiving LLI instruction will be identified using the results of the Fountas & Pinnell Assessment and state screener's. By September 30th of each school year, building level schedules will reflect a minimum of 30 minutes of intensive intervention time for struggling readers identified for LLI instruction. By June 30th of each year, the district's professional development plan for the following school year will include ongoing professional development for reading teachers as evidenced by a schedule that reflects a minimum of monthly meetings. By May 30th of each year, instructional coaches will have worked collaboratively with all reading teachers. By August 31st of each year, the district's assessment schedule will include a minimum of 3 benchmark assessments for all below-level readers.

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

*** Other Anticipated Outcomes**

We expect to see a greater depth of knowledge of our teachers in best practices in reading instruction as evidenced through professional conversations and student achievement results.

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**

This project is able to be implemented in other schools working to achieve higher achievement among struggling readers and special education populations through the training of intervention specialists and classroom teachers. This can be replicated in Literacy Collaborative districts who already have classroom structures in place that support all students in reading and writing. Title funds can be used in the training of teachers in LLI.

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. Karen Grigsby, Director of Curriculum Madison-Plains Local Schools April 17, 2014

Save And Go To 

Consortium Contacts

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

Partnerships

Madison-Plains Local (048272) - Madison County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Save And Go To 

Partnerships

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

Implementation Team

Madison-Plains Local (048272) - Madison County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Save And Go To 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Karen	Grigsby	Director of Curriculum	The Director of Curriculum will work with the Superintendent, Director of Student Services, and all building principals to oversee the implementation of this project. The Director of Curriculum will be the lead person on the project and is responsible for seeing that all facets of the project are carried out including training, data collection, and distribution of materials and resources.	The Director of Curriculum serves as the district's Race to the Top leader, overseeing all relative state-initiatives including the pilot and implementation of Thinkgate, Ohio's Instructional Improvement System (IIS). She also is responsible for the implementation of our Resident Educator program and ensures that each aspect of the program is aligned to Ohio Department of Education (ODE) requirements. In addition, the Director of Curriculum leads a district-wide effort to align all courses to Ohio's New Learning Standards through a curriculum mapping process that meets the standards outlined by ODE. She is instrumental in moving our district forward in the use of research-based reading initiatives that target instruction toward meeting Ohio's Third Grade Reading Guarantee.	The Director of Curriculum serves as the district's Race to the Top leader, overseeing all relative state-initiatives including the pilot and implementation of Thinkgate, Ohio's Instructional Improvement System (IIS). She also is responsible for the implementation of our Resident Educator program and ensures that each aspect of the program is aligned to Ohio Department of Education (ODE) requirements. In addition, the Director of Curriculum leads a district-wide effort to align all courses to Ohio's New Learning Standards through a curriculum mapping process that meets the standards outlined by ODE. She is instrumental in moving our district forward in the use of research-based reading initiatives that target instruction toward meeting Ohio's Third Grade Reading Guarantee.	
Trish	Passwaters	Director of Student Services	The Director of Student Services is responsible for overseeing all Intervention Specialists and evaluating the success of the program relative to our Special Education population by working cooperatively with building principals.	Director of Student Services who oversees special education and all federal grants. In her role, she leads Response to Intervention Programs and supervises all intervention specialists.	Director of Student Services who oversees special education and all federal grants. In her role, she leads Response to Intervention Programs and supervises all intervention specialists.	
Bernie	Hall	Superintendent	The Superintendent oversees all team members ensuring that all duties relative to project are carried out.	The Superintendent has 37 years experiences leading educational initiatives.	The Superintendent has 37 years experiences leading educational initiatives.	