

Budget

New Lebanon Local (048710) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (67)

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	7,500.00	85,849.75	0.00	93,349.75
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	6,250.00	0.00	0.00	0.00	6,250.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	6,250.00	7,500.00	85,849.75	0.00	99,599.75
Adjusted Allocation								0.00
Remaining								-99,599.75

Application

New Lebanon Local (048710) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (67)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Reading Success: Individualized Instruction to Meet Requirements of 3rd Grade Guarantee

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

New Lebanon Local Schools will provide students with the individualized reading instruction necessary to meet the requirements of the Ohio 3rd Grade Guarantee and build the foundation for college and career readiness to be achieved by graduation. The technological supports from this funding request will not only make increased individualized reading instruction possible; it will create district savings by eliminating the need for materials that must be purchased each year to support reading instruction. Receiving this grant will allow New Lebanon Local Schools to devote more resources to the direct instruction of students by fostering more engaged learning time for students at varying literacy levels, supporting growth for students regardless of literacy levels and allowing teachers to devote more time to students who need the most support.

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.

550 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
Dr. Greg Williams

Organizational name of lead applicant
New Lebanon Local Schools

Address of lead applicant
300 S. Fuls Rd

Phone Number of lead applicant
9376871301

Email Address of lead applicant
gwilliams@newlebanon.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

When students enter kindergarten in New Lebanon Schools, 70% are not ready for kindergarten as measured by the KRA-L test (Learn to Earn, 2013). By the time New Lebanon students become 3rd graders, typically 80% test as proficient (80.2% for 2012/2013, ODE, 2013) on the 3rd grade reading Ohio Achievement Assessment (OAA). Nearly 20% of the students are at risk for retention at 3rd grade for reading remediation. When state testing is fully aligned to Common Core standards, the number of New Lebanon children retained may potentially double (Learn to Earn, 2012). The Reading Success project is designed to help all students get the individualized instruction needed to significantly improve reading achievement and drastically reduce the number of students at risk of retention in 3rd grade.

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

The Reading Success project blends computer assisted instruction, using iPad devices in primary grades, with traditional reading skills teaching. The district will purchase 5 carts of 30 iPads each for the Dixie Elementary primary grades. Research studies indicate that Apple iPads are effective mobile teaching devices with access to 20,000 academic applications, assist with student story-telling, and appear to have a higher transfer of knowledge than traditional textbooks (Shepard & Reeves, 2011; Gertner, 2012; Alyahya & Gall, 2012; Reid & Ostashewski, 2011). The iPads will operate software designed to reinforce and build reading skills, including the Read Live program, which is effective in increasing reading fluency and comprehension (Arvans, 2010; Christ & Davis, 2009). Students will also use the Accelerated Reader program, which increases general reading achievement (Bullock, 2005; Ross, Nunnery & Goldfeder, 2004). Families of "at risk" students will use the award-winning One Minute Reader program from Read Naturally and parent investment in the project will be encouraged throughout the project through strong communication that emphasize strategies that are consistent with the work of Henderson and Mapp in *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement* (2002). The reading programs operated on the iPad devices will allow for personalized learning for each child throughout their formative reading years, which includes embedded assessment and targeted instruction. The Read Live and Accelerated Reader programs offer assessments that guide instruction. The program can also prescribe the targeted instruction needed to improve reading skills. Improvements for individual students are measured through the formative and summative assessments within the software, as well as through the Measures of Academic Performance (MAP) scores and yearly state testing. Time for individualized instruction will also be created for teachers to work with students. Teachers will receive district created professional development to show them how to design "learning stations" in which students will work independently at some stations and directly with the teacher in small groups or 1-to-1 to work on targeted reading skills specific to the student. Each iPad will also allow for students to practice with e-book leveled readers, as well as to read the best in children's literature, including Caldecott and Newbery Award winners. The iPad also allows access to free primary grade e-books available through the Dayton Metro Library. The use of iPads and e-books also has the long-term potential to substantially increase the use of New Lebanon library resources. Many classic e-books are free and leveled readers can be purchased at a fraction of the paperback or hardback price leading to permanent, verifiable spending reductions over the five year budget forecast in curriculum and supplies that also increase the amount of resources available for classroom instruction. Elements of the Reading Success project will also be available to New Lebanon's existing summer school program. The extended time during the summer using the electronic resources will reduce the amount of "summer slide" experienced by some students in their reading skills and will also help many students increase their reading proficiency with continued instruction over the summer.

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 is expected to produce stronger reading achievement for New Lebanon readers (Grades K-3) through early individualized reading instruction. The early intervention will produce earlier reading improvement measured by MAP (Measures of Academic Progress) to offset the lack of kindergarten readiness shown by New Lebanon Students. The consistent individualized instruction will result in a higher performance on the 3rd grade OAA as a 95% passage rate is expected within 5 years. This proposal is fully integrated into the school improvement plan for New Lebanon and Dixie Elementary School. The goal is to increase proficiency in reading with significant strides made by FY16. The improvement plan calls for use of "formative instructional practices to improve instruction and monitor student achievement and growth...and implementation of intervention strategies, including Response to Intervention (RTI) strategies to increase student achievement and growth." Both of the reading programs can be used for Tier I, prevention of reading difficulties and acceleration for on-track students. In addition, Reading Success helps to meet the criteria for Tier II and III reading interventions. The Reading Success program is also consistent with reform efforts articulated in the plan and has the support of the teachers, teachers union, principal, administrators, technology staff and the treasurer. The National Center for Intensive Intervention (NCII) cited the research from 4 Minnesota schools showing increased gains for the

random group that used Read Naturally program (the non-electronic version of Read Live). This evidence-based program is consistent with the goal to substantially improve student achievement. The Read Naturally intervention group average scores in fluency increased by 27.5 points on Minnesota Comprehensive Assessments compared to an average increase of 23.2 for the control group (Heistad, 2005). The NCII also cited a study showing after 10 weeks of intervention that students who used Read Naturally demonstrated higher gains in accuracy, reading rate and fluency than the control group on the Gray Oral Reading Test 4th Edition (Tucker & Jones, 2011). Accelerated Reader has also been used as an effective intervention tool (Arlington, 2006); New Lebanon has used the software previously and will be purchasing more licenses to expand efforts to provide reading intervention. The Accelerated Reader program allows for considerable scaffolding and differentiation to meet the diverse needs of students. A best practice for teachers is to allow a 30 to 60 minute block of independent reading time. In addition, the One Minute Reader will be used by families with students who are already behind in reading. This program has been used effectively to engage families in critical reading reinforcement at home and is part of an overall effort to engage all parents in reading at home with their children. The goal is to ensure that both school staff and parents realize that education is a collaborative enterprise (Mapp, 2004).

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.)

The Reading Success project is expected to be cost neutral or result in limited savings through the reduction in paper resources used in Dixie Elementary School. Not only will the electronic medium reduce paper used in assessments and other handouts, the amount of paper texts to be purchased as leveled reading resources will be drastically reduced. The savings should more than offset maintenance on the devices. This project is expected to generate \$59,477 in savings over 5 years with continued savings into the future. The expected savings for this project are noted in the narrative below and will ensure that the project is not only sustainable, but is actually creating a safety net of savings while at the same time the quality of instruction is increasing. Paper used by teachers will decrease on a weekly basis for a yearly projected savings of \$7,425 each year. The iPad will eliminate the need to buy 4 sets of leveled readers at a total cost of \$28,000 over five years. The cost per set of leveled readers is \$7,000. Another \$5,000 will be saved in terms of other supplementary educational reading materials, especially books over the five years. Folders and record keeping materials reduction are projected to save \$850 per year. Cost per material is \$1.50/student and will be eliminated through the online management of assessment data. What is not captured in these budget forecasts is the cost savings when 20% of the 3rd graders are not retained for reading remediation. The difficulty of providing this remediation while maintaining on track education in math is significant. More importantly, the strikingly high correlation between a child's inability to read by the 3rd grade and failure to graduate from high school is cost to high for the student, the school and the community to pay (Hernandez, 2012). Finally, the cost to individual students in terms of lower self esteem and anxiety related to being retained for reading is also a factor that cannot be assigned a cost. The belief that this effort will greatly increase reading achievement led to the decision to remove \$16,000 in intervention costs in FY 19 and FY 20.

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.)

The project will allow the district to better utilize human resources in the classroom. Teachers will have more time to work individually with students on specific reading skills in ways that would not be possible without having the individualized reading resources available on the iPads. In a typical reading class, teachers design lessons that call for designated amounts of whole class activity as well as designated amounts of individual or station work. During these individual or station times, the teacher responds to the individual needs of students as they arise while attempting to work with specific students for a sustained time on individual learning needs. With the current structure, spending sustained time with a single student or a small group of students is not always possible due to the support needs of other students in the class. The implementation of this progress will create the electronic support necessary to meet the needs of students completing station or individual work. With the resources available from the iPad, student will be able to have help decoding, defining or getting background explanations for what they read. This support will enable the teacher to spend sustained time with single students or small groups in specific instruction to realize significant improvement in reading skills.

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.

99,599.75 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The financial impact table shows the original FY 16 budget and ongoing, permanent reductions in various cost items throughout the five year forecast. The following narrative describes the key features of the budget. Personnel: The budget does not include any staffing changes for the first three years of the grant. The existing Building Leadership Team, Superintendent, Director of Curriculum and Instruction, Technology Coordinator and Treasurer will all be performing specific roles in the implementation. In addition, New Lebanon partners have agreed to provide services and supports without requesting additional dollars. The existing budget for teachers remains the same throughout the five years except for a reduction in intervention costs the last two years related to far fewer students needing remediation and retention due to low reading achievement. The anticipated cost savings will be \$16,000. Equipment: Staff reviewed various options for equipment purchase to obtain most cost effective estimates. The equipment to be purchase includes 5 iPad carts. Each cart costs \$2,799.95 and holds 30 iPads for a classroom. The total cost for cost is \$13,999.75 for the entire school. The iPad devices are purchased in bundles of ten. Fifteen bundles of 10 iPad devices will be purchase. The cost per bundle is \$4,790 or \$479 per iPad. The total equipment purchase is \$71,850. The Device Manager process to ensure effective configuration and roll out of the iPads is \$1,500. Professional Development: The professional development costs are estimated at \$250 per teacher. This includes materials purchased for training by personnel within the district and trainers from outside of the district who would be paid. With 25 teachers being trained the total cost is \$6,250. Beyond the grant window, new staff will be trained by internal staff as needed.

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.

Subscriptions: \$1400 for 2 years Repair and Maintenance: Approximately \$500 to \$1000 per year The ongoing costs associated with the implementation of the iPad devices, carts, and reading programs is limited to the subscriptions to Accelerated Reader and Read Naturally. The Accelerated Reader cost is \$7,890 per year. The district has been paying for this subscription already and it will not add new expenditures to the budget. The Read Live with The One Minute Reader cost will increase from \$599 to \$1999 during year 4 and 5 for a total of \$2800. The maintenance and repair for the devices will be minimal to begin and will increase with wear. The estimate in expense is based upon experience with devices in limited use in the district. The technology budget for the district allocates funding for maintenance and repair of items that are taken care of through maintenance contracts with vendors.

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.

11,895.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

The expected savings for this project are noted in the narrative below and will ensure that the project is not only sustainable, but is actually creating a safety net of savings while at the same time the quality of instruction is increasing. Paper used by teachers will decrease on a weekly basis for a yearly projected savings of \$7,425 each year. The iPad will eliminate the need to buy 4 sets of leveled readers at a total cost of \$28,000 over five years. The cost per set of leveled readers is \$7,000. Another \$5,000 will be saved in terms of other supplementary educational reading materials, especially books over the five years. Folders and record keeping materials reduction are projected to save \$850 per year. Cost per material is \$1.50/student and will be eliminated through the online management of assessment data. What is not captured in these budget forecasts is the cost savings when 20% of the 3rd graders are not retained for reading remediation. The difficulty of providing this remediation while maintaining on track education in math is significant. More importantly, the strikingly high correlation between a child's inability to read by the 3rd grade and failure to graduate from high school is cost to high for the student, the school and the community to pay (Hernandez, 2012). Finally, the cost to individual students in terms of lower self esteem and anxiety related to being retained for reading is also a factor that cannot be assigned a cost. The belief that this effort will greatly increase reading achievement led to the decision to remove \$16,000 in intervention costs in FY 19 and FY 20.

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 achieves sustainability by achieving approximately \$101,387.50 in cost savings over five years compared to only \$7800 in costs over 5 years. By subtracting the ongoing costs at \$7800 from the \$120,000 in total cost savings over five years, New Lebanon achieves a \$93,587.50 offset. The cost savings is not equally distributed, but accelerates in the last two years when the amount of intervention resources/hours is reduced by \$16,000. When most grants are not sustained and the benefits institutionalize over time, this analysis projects the program will continue without further revenue enhancements. This is critical to avoid the cycle of creating and dismantling grant funded programs. The entire philosophy of New Lebanon School District has always been to continue successful programs once they are put in place. The administration and faculty are very pleased to have this opportunity to execute the Reading Success program as a self sustaining endeavor.

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 4/1/14 to 8/1/14

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

Grant preparation activities will focus on infrastructure and professional development. Infrastructure: Although a wireless network is already available in Dixie Elementary School, work will be done to increase the number of wireless access points throughout the school. Increasing the access points will insure that connectivity for the increased number of devices will not interfere with reading instruction within classrooms. Professional Development: The New Lebanon Curriculum Director will create a professional development plan for teachers that will provide training for use of devices, use of software/applications and lesson planning for the effective use of the devices during reading lessons.

* Anticipated barriers to successful completion of the planning phase

Barriers: As of the writing of the grant, the work has been scheduled and no barriers are evident.

18. Implementation - Process to achieve project goals

* Date Range 8/14/14 to 6/30/15

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

Implementation of the project will focus on technology readiness, instruction, student progress and monitoring of implementation. Technology Readiness: Upon receipt of the grant, devices will be purchased and configured for use in the reading program. Subscriptions will be purchased with access configured for student use. Access information will be shared with all teachers, students and parents. Instruction: Teachers will incorporate the use of the devices into daily lesson planning as a "learning station" during reading instruction based upon training at the beginning of the year. Teachers will monitor student use of the devices to make sure students are able to access the content and make sure that students are making progress. Student Progress: Student progress will be monitored on a continual basis through reports generated by the reading software used consistently by the students during reading instruction. Student progress will also be measured by benchmark testing using MAP to compare student reading gains on a nationally normed assessment to those gains reported through the reading software. Benchmark testing will take place 3 times during the year. Monitoring of Implementation: Principal walkthrough visits will be used to monitor implementation of the project at the classroom level. Principals will assess the effective use of the devices and provide feedback to teachers. Teacher-Based-Team meetings at each grade level will support teacher learning with regard to the reading project as successes and challenges will be addressed at twice monthly meetings. Team members will work together to share methods that work and work collaboratively to solve any problems that may arise.

* Anticipated barriers to successful completion of the implementation phase.

Barriers: With the use of software, a general expectation of minor difficulties with access is to be expected. Also, students and teachers will have a learning curve with regard to using the software effectively. With familiarity will come more effective use of the learning software and more effective instruction/learning.

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

* Date Range 8/1/15- Ongoing

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

Summative evaluation of the project will focus on student progress and ability to replicate the project in other schools. Student Progress: Student data generated from formative and summative assessments generated by the reading software will be monitored continuously to evaluate the effectiveness of the program. In addition, benchmark test through MAP will be used for a comparative analysis with the reading program results to verify accuracy. With the help of Dr. Richard Stock, University of Dayton, reading scores from state testing will be analyzed to verify that significant reading gains are made by students. Ability to Replicate: After initial success, the project will be shared within the New Lebanon School District and with other Montgomery County schools. With the help of ReadySetSoar, the success of subsequent Reading Success projects will be monitored and analyzed to provide feedback to all schools with the program and make adjustments as needed.

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

Barriers: Potential barriers to the evaluation of this project lie in analyzing data and communicating results. The ability of teachers and district administrators to collect and analyze data for this project will be challenged within the daily demands of their duties. Existing electronic record keeping and data analysis tools will be adapted to the task. Communication with other districts will also be difficult with the day-to-day operations of individual schools. Ready, Set, Soar has demonstrated success at bringing schools and school districts together and New Lebanon expects the same support with this project.

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:

The use of technology in the primary grades is a needed innovation within the New Lebanon School District. Although teachers have been enthusiastic adopters of the reforms enacted through the Race to the Top grant and the school has achieved distinction as a School of Promise for three years, the district budget severely limits computer assisted reading instruction. Greater use of technology to support instruction has been a long-term goal of the district and this Straight A Fund grant drives the district forward in creating personalized, student-centered learning tied to reading success. Implementation of this project will result in changes to the way that students learn to read and changes in the way that teachers organize reading classes. Each day, people are increasing their reading of electronic sources and decreasing their reading of printed material. Through this project, students will have greater access to electronic reading. Electronic materials also come with built in reader supports such as the ability to define unknown words for students, the ability to pronounce words for students

and the ability to provide background information for the text. The reading software programs chosen for this project will provide continuous monitoring of student reading levels and select texts that have the appropriate level of challenge and high interest for specific students. The capability of the software will provide this instantaneously for students so that they will not need to wait on the single classroom teacher to complete this task for as many as 23 other student in class. The use of the devices will heighten engagement for the student through the medium of the reading and the varied content available. The structure of the class will also be significantly influenced. The balance between individualized instruction and whole group instruction will be shifted to greater amounts of individual instruction. Not only is this made possible through access to the content on the iPads, but instruction becomes more individualized because the teacher will have more data from which to determine student needs and more time to work individually with students because students will have a greater capacity to work independently for portions or their reading class. Through the use of the Read Live software, teacher will have specific reports of students' areas in need of improvement so that they can work with students on those areas during small group reading time. One-on-one reading time will also have fewer interruptions as student working independently will have fewer questions because of the support they receive from the iPads. The iPad changes formative instructional practices by placing engaging, interactive technology in the hands of young students. The blocks of time for computer assisted instruction automatically differentiates and scaffolds instruction in a way that was simply impractical in a traditional classroom with a single teacher. The reading programs build specific skills, and the iPad also enables students to use other internet resources to expand their understanding of what they read. The use of such technology not only reinforces an enjoyment of reading that is critical to fluency, but access to other resources results in greater understanding of the text and greater cross curricular learning. For instance, as students read a book such as A Good Night for Freedom, children can examine resources on the internet regarding the Underground Railroad. When they read A Place Where Sunflowers Grow, students may explore information regarding the Japanese internment and the history of World War II. This grant will make it possible for New Lebanon educators to deliver specific, differentiated reading instruction through direct instruction and electronic instruction.

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.

New Lebanon School District believes that the Reading Success project will significantly enhance reading achievement for K-3 students with the goal of a 50% reduction of the students retained at 3rd grade. The increased reading scores will be evident on MAP and other formative/summative assessments. This rationale for increased achievement is based upon research indicating iPads are effective, mobile learning devices (Shepard & Reeves, 2011; Gertner, 2012; Alyahya & Gall, 2012). The iPad has been used with students in post-secondary, secondary and middle school settings, and multiple applications have been written for iPads designed for primary grade readers, including Read Live, and Accelerated Reader. These programs will be used in the primary grades because rigorous research studies indicate their positive results in building reading skills. This technology results in greater differentiation, an element that is crucial to student success (Koeze, 2007; Tomlinson, 1999; NCR, 2000). The reading intervention will also be tied to outreach to parents of chronically absent students, family engagement in The One Minute Reader program, as well as an innovative strategies to increase parent collaboration in education (Epstein & Sheldon, 2002; Mapp, 2004). The What Works Clearinghouse of the Institute of Educational Sciences (IES) reviews studies and selects research using randomized controls or quasi-experimental methodology. Studies must also show an adequate sample size. The IES reviewed 3 random control studies and 1 quasi-experimental study of Read Naturally (Arvans, 2010; Christ & Davis, 2009; Hancock, 2002; Kemp, 2006). The studies showed an average 7 percentile point gain in reading fluency and an average 10 percentile point gain in general reading achievement. Also, more than 30 other studies indicated positive effects. The IES completed a review of 100 studies on Accelerated Reader. The studies highlighted as containing randomized control trials and showing an average increase of 16 percentile points for general reading achievement were completed by Bullock, 2005 and Ross, Nunnery and Goldfeder, 2004. The second major goal of this innovative project is to not only boost student achievement, but to also provide, at a lower cost, greater access to high quality, books, provide effective instruction and improve differentiation/scaffolding. The rationale for this ongoing, credible and verifiable reduction is based upon an extensive analysis of spending on books and leveled readers. During this planning effort, staff also examined the cost of worksheets, copying and folders/recorders for capturing manual assessments. The cost associated with additional remediation was originally projected in the 5-year forecast. This cost is now reduced in the final 2 years. National studies on cost savings were also examined. One estimate showed national savings on copying alone was \$2.2 billion per year (Greaves et al, 2010). A 2012 analysis of the US Department of Education believes that use online learning provides critical differentiation and achieves significant savings which shift resources into the classroom. The improvement related to the ability of teachers to structure additional small group and one-on-one reading time is difficult to measure. The effect will be intertwined with other variables within the project. New Lebanon does anticipate that the ability of teachers to schedule more time to work with small groups of students on individual skill will significantly impact the students' ability to strengthen those skills and their overall ability as readers.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

The evaluation of the project will be conducted internally with the help of Dr. Richard Stock from the University of Dayton for data analysis. The contact person for evaluation will be Dena Shepard, curriculum director. The evaluation will focus primarily on reading achievement gains based on several assessments and secondarily on qualitative observations from teachers regarding student engagement. New Lebanon believes the following: *If students are provided with student-centered, personalized learning via computer assisted instruction using evidenced-based reading programs... *If students have access to a greater range of leveled readers and other educational materials... *If outreach through social media, web pages and personal contact is provided to parents to reinforce learning at home... *If the summer learning loss activities incorporate the personalized learning using evidence-based reading programs... *Then a higher percentage of students will achieve proficiency in reading as measured by the state testing, MAP RIT scores will increase over time, and fewer students will be retained for remediation in 3rd grade. To evaluate the effectiveness of the project, several types of data will be collected and analyzed. A baseline for each student will be established through examination of state testing results (for students who have been tested previously), MAP testing results from all students at the beginning of the year and Read Live initial assessment results. These records will establish the baseline of student achievement for evaluation throughout the year. Dr. Richard Stock will be an important resource for both short term and long term analysis as his expertise in statistics will help the building leadership team determine the significance of result produced through this project.

* 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).

Long term success will be evaluated by comparing MAP scores and state assessment scores to baseline scores. In addition to the beginning of the year, MAP testing is completed mid-year and at the end of the year. Student progress will be evaluated based on whether or not students meet the achievement level predicted by the nationally normed assessment. Once state testing results are available, the assessment results will be analyzed to determine the gains achieved through the project. Short term success will be evaluated through the mid-year MAP assessment and by frequent monitoring available through the Read Live program. Teachers will review Read Live results weekly to determine progress students are making and determine if any adjustments should be made. Teachers will also review the mid-year results of MAP testing to evaluate progress in specific areas in addition to gains overall.

* 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.

Adjustments to the project, either for individual students or groups of students, will be made through analysis of formative data that is collected through Read Live and MAP. By analyzing results, teachers and teams of teachers will be able to target instruction for students who are struggling in a given area. Also, teacher will be able to adjust the time spent students work with the program or in small groups to see the types of strategy adjustments will provide the strongest gains for students.

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 Reading Success project creates substantial and lasting value through improving early reading achievement and reducing 3rd grade retention. Reading achievement translates to better academic outcomes throughout K-12 and college. A recent study in Chicago included a longitudinal analysis on 3rd grade students in 1996-97 through school and into college. The study found 3rd grade reading scores were predictive of 8th and 9th grade performance, high school graduation and college attendance (Lesnick et al, 2010). The benefit to society and to individuals is tremendous. The Bureau of Labor Statistics indicates that in 2009, the average unemployment rate for persons without a high school diploma was 14.5% versus 9.7% for high school graduates and 5.2% for persons with a bachelor's degree. The median weekly earnings for the 4 year college degree were \$1,025 compared to \$454 for students that do not graduate high school. Currently, using data from the National Student Clearinghouse, only 23% to 29% of high school graduates in 2003 to 2005 completed at least an associate's degree within 6 years. By 2018, 66% of all jobs will require a college degree or higher (Carnevale, Smith and Strohl, 2010). This relegates too many New Lebanon students to poverty. The Reading Success initiative within New Lebanon is designed to change the trajectory of students. Without such a project, 20% of students may potentially be retained for remediation at a tremendous cost to New Lebanon. When state testing is fully aligned to the Common Core, Learn to Earn Dayton projects that the rate of retention is likely to double (Lasley, 2012). This has astonishingly negative consequences for New Lebanon and school districts across the state. National studies indicate that the aggregate cost of retention of students is \$12 billion annually. Remediation is essential for these students, but very costly. New Lebanon believes that intervention at the point where students should enter 4th grade is simply not a proactive response. A far more practical and forward-thinking response is to increase the differentiation and scaffolding of learning by using scientific, research-based reading programs where randomized trials indicate improved outcomes in comparison to control groups that did not receive the instruction. Tremendous cost savings for New Lebanon are achieved by integrating the iPad and reading programs, introducing concepts in kindergarten and escalating the reading skills at each grade. In addition, although New Lebanon's focus is on the struggling student, self-paced learning leads to greater reading acceleration for gifted and on-track students who are not challenged in the current traditional classroom environment. In fact in 2009, the National Assessment of Educational Progress reported that one of the most substantial barriers to academic success is the huge range of student abilities within the typical classroom. This means that in traditional classrooms, many students are bewildered because the reading is too fast-paced and does not address missing skills and other students are restless and frustrated with the material. Both groups are potential discipline challenges because their learning environment is not personalized or responsive. Once the initial cost of the instructional devices and training is secured through the grant, the project will be sustained through an internal training system and prudent technology replacement plans. Initial training of staff and the practical experience gained in implementing the project will create staff "experts" available to train new staff and share effective strategies with all staff. Through the use of inservice training days and alternative scheduling, new staff members can be brought up to speed. This project will have tremendous impact on the New Lebanon Schools through the ability to serve students more effectively while reducing costs in the supplies for reading instruction.

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**

New Lebanon Schools will evaluate and adjust implementation of the student achievement success of the project through the following benchmarks. Throughout the 2014/2015 school year, students will show consistent gains in proficiency compared to baseline measurements in MAP testing and Read Live placement testing. By June 30, 2015, 85% of students will qualify for promotion in accordance with the 3rd grade guarantee. By June 30, 2016, 90% of students will qualify for promotion in accordance with the 3rd grade guarantee. By June 30, 2017, 95% of students will qualify for promotion in accordance with the 3rd grade guarantee. By June 30, 2018 and for future years, 98% of students will qualify for promotion in accordance with the 3rd grade guarantee. By June 30, 2015, 85% of students will qualify for promotion in accordance with the 3rd grade guarantee. By June 30, 2015, 85% of students will meet reading score projections for end of the year MAP testing. By June 30, 2016, 90% of students will meet reading score projections for end of the year MAP testing. By June 30, 2017 and in future years, 95% of students will meet reading score projections for end of the year MAP testing.

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

New Lebanon Schools will evaluate and adjust implementation of the spending reduction success of the project through the following benchmarks. By June 30, 2015 a \$7000 dollar reduction will be evident in supplies. Analysis confirms spending reductions in particular line items highlighted in the budget narratives for FY 15. These spending reductions are also assessed in FY 16, FY 17, FY 18, FY 19, and FY 20.

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

New Lebanon Schools will evaluate and adjust implementation of resource utilization success of the project through the following benchmarks. By June 30, 2015, Students in 1st through 3rd grade will track data points relative to use of Read Live, Accelerated Reader and MAP testing which is a recommended best practice (Hattie, 2009). By October 1, 100% of teachers report using iPad and embedded assessments are completed for students on Accelerated Reader and Read Live.

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

*** Other Anticipated Outcomes**

New Lebanon Schools will evaluate and adjust implementation of the initiation success of the project through the following benchmarks. By September 15, 2014, 100% of teachers will have completed professional development on the effective use of iPad in reading instruction. By September 15, 2014, information for parents will be communicated through a variety of means, including approaches like social media sites, web and personal contacts as well as use of traditional newsletters. By September 15, 2014, iPad carts will be fully functional and ready for use in reading instruction. By October 1, 100% of teachers report using iPad and embedded assessments are completed for students on Accelerated Reader and Read Live. By June 30, 2015, 80% of parents given the One Minute Reader will report using it regularly with their children.

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

Yes

No

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

*** Explain your response**

The implementation of the Reading Success project in K-3 results in a high-value, cost effective project that is easy to replicate. Initial investment with more than 500 students is \$95,000. The ongoing cost is more than offset by the ongoing spending reductions. The time expended in setting up hardware and implementing professional development is very manageable. New Lebanon School District is committed to providing a tool kit needed for other communities to implement this project easily. The tool kit includes information crucial to dissemination of the knowledge gained from the implementation of this grant to other school districts within Montgomery County and ultimately throughout the state. Montgomery County ESC and ReadySetSoar through the Read On program are partners for local county replication and will also be able to provide technical assistance in the creation of critical information to share with out-of-county districts and schools. The replication tool kit provides information regarding strategies to build engagement with teachers, parents and create investment in the project. The kit will include electronic examples of flyers, web updates, newsletters, and use of social media. These samples can be easily modified by other districts. The tool kit will contain practical information giving teachers and administrators the benefit on-the-ground learning from initiating the project. The kit will also include evaluation results that can greatly ease implementation and satisfaction feedback. The qualitative and quantitative data indicates the success with specific populations. In addition, the replication tool kit will contain New Lebanon teacher model lesson plans that integrate use of the reading programs, e-books and inquiry-based learning with traditional classroom instruction. The kit will incorporate an overview of how professional development was implemented along with any locally made presentations or other training materials. The videos purchased and free webinars reviewed as part of professional development will be provided to other districts. The tool kit will give critical information designed to assist both urban and rural areas with information required for implementation. Data on the specific products and licenses used will help districts narrow their focus to items/software that work. The Technology Coordinator will also include recommendations for setting up the carts and Reading Success mentors will offer suggestions on how to assist colleagues. Information will also be included regarding reaction to the support provided by mentors. Both ReadySetSoar and Montgomery County ESC will assist with dissemination of information regarding the success of this project and will provide "hands on" support to county implementers. MCESC regularly hosts trainings for schools/districts and promotes adoption of effective techniques within communities of practice (Wilson, 2011). ReadySetSoar engages local foundations, corporations and governments in providing fiscal support

for use of highly-successful interventions. Each year, ReadySetSoar holds a summit, which draws more than 500 parents, childcare providers, teachers, administrators, business leaders, foundation officers and government staff as well as elected officials. ReadySetSoar has the ability to galvanize local funders to seed this effort in other districts.

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).

Greg Williams Superintendent, New Lebanon Local Schools

Save And Go To 

Consortium Contacts

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

Partnerships

New Lebanon Local (048710) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Save And Go To 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Robyn	Lightcap	937 236 9965	robyn.lightcap@readyssetsoar.org	ReadySetSoar		4801 Springfield St, , Dayton, OH, 45431	
Shannon	Cox	937 225 4598	shannon.cox@mcesc.org	Montgomery County ESC	048660	200 S Keowee St, Dayton, OH, 45402-2242	
Richard	Stock	937 229 2453	rstock1@udayton.edu	University Of Dayton	063941	300 College Park Ave, Dayton, OH, 45469-0001	
Thomas	Lasley	937 229 5773	tlasley1@udayton.edu	Learn to Earn Dayton		300 College Park Ave, , Dayton, OH, 45429	

Implementation Team

New Lebanon Local (048710) - Montgomery 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
Rick	Wilson	Director of Technology	Will oversee the purchase and configuration of devices to support this project. Will oversee the configurations of web based resources and software resources of the project. Will oversee the maintenance and repair of devices.	Over 10 years experience in coordinating the implementation of technology at New Lebanon Schools. Successful installation of wired and wireless network in New Lebanon School District. Successful configuration of wireless devices for use in schools.	Director of technology for over 10 years. Successful configuration of multiple web based resources for use in New Lebanon Schools. Successful installation of a variety of educational devices for use in direct instruction at New Lebanon Schools.	
Aaron	Smith	Principal, Dixie Elementary	Will directly supervise reading instruction supported by this grant. Will evaluate progress of project to make adjustments to implementation and professional development for the grant. Will monitor formative and summative data for evaluation and adjustment in the project.	Successful leadership of building teacher based teams to implement curriculum and instruction improvements. Successful management experience in allocating and scheduling resources for effective use at Dixie Elementary School. Over 7 years of administrative experience.	Dixie Elementary has been designated a School of Promise in several years by meeting value-added criteria for 3 years as well as receiving an Excellent rating for 3 years. This leadership resulted in greater family engagement through innovations such as the online portal for Progress Book, allowing parents to review student scores and monitor growth. This focus on parent communication will be critical to the success of this grant. The BLT also successfully started a dynamic project to improve attendance and a summer learning loss prevention program. Both efforts are integrated thoroughly with this project.	
Dixie Elementary	Building Leadership Team	BLT	Will monitor formative and summative evaluation of this grant. Will review implementation of this grant and make recommendations for increasing effectiveness.	Years of successful teaching experience. Effective decision making body during implementation of Race to the Top grant. High functioning team with a record of success.	Dixie Elementary has been designated a School of Promise in several years by meeting value-added criteria for 3 years as well as receiving an Excellent rating for 3 years. This leadership resulted in greater family engagement through innovations such as the online portal for Progress Book, allowing parents to review student scores and monitor growth. This focus on parent communication will be critical to the success of this grant. The BLT also successfully started a dynamic project to improve attendance and a summer learning loss prevention program. Both efforts are integrated thoroughly with this project. The BLT and Teacher-Based Teams are extremely active in analyzing student performance data to drive instructional decision-making. The teams evaluate attendance, discipline	

					incidents, Ohio Achievement Assessment (OAA) results, Northwest Evaluation Association Measures of Academic Progress (MAP) scores, and other formative/summative assessments. The teams also create curriculum maps, use positive behavior intervention/supports (PBIS), and promote alignment of instruction to Common Core standards. Team members were active in creating this Straight A Fund proposal.
Greg	Williams	Superintendent	Will oversee the all phases of grant implementation and make adjustments to training and expectations as necessary. Will monitor project formative and summative evaluation.	Successful implementation of Race to the Top GrantWritten and implemented grants of varying scope	The New Lebanon School District has implemented a large Race to the Top grant, which led to Teacher-Based Teams using effective Formative Instructional Practices (FIP). Building-level FIP facilitators move colleagues through modules with peer-to-peer skill demonstration. The support from the union and individual teachers have resulted in much more intentional lesson planning related to the Common Core, and commitment to the Ohio Teacher Evaluation System (OTES). The Race to the Top grant created connections to each part of educational reform, i.e., FIP, OTES, Common Core standards and professional development, which greatly increased teacher understanding and use of innovative practices. New Lebanon administrators have been invited to serve on presentation panels and submit articles for various publications to describe Race to the Top accomplishments.
Dena	Shepard	Curriculum Director	Will facilitate teams to design and implement classroom and electronic instruction. Will monitor grant expenditures. Will plan and implement professional development to support the project. Will monitor formative and summative evaluation data to inform adjustments to the project.	Successful implementation of a number of grants at schools and with Montgomery County Educational Service Center. Certification and experience in working with K-3 students and staff.	The New Lebanon School District has implemented a large Race to the Top grant, which led to Teacher-Based Teams using effective Formative Instructional Practices (FIP). Building-level FIP facilitators move colleagues through modules with peer-to-peer skill demonstration. The support from the union and individual teachers have resulted in much more intentional lesson planning related to the Common Core, and commitment to the Ohio Teacher Evaluation System (OTES). The Race to the Top grant created connections to each part of educational reform, i.e., FIP, OTES, Common Core standards and professional development, which greatly increased teacher understanding and use of innovative practices. New

Lebanon administrators have been invited to serve on presentation panels and submit articles for various publications to describe Race to the Top accomplishments.