

Budget

Sylvania City (044875) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (244)

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	985,679.00	0.00	0.00	985,679.00
Support Services		10,685.00	2,672.00	0.00	0.00	0.00	0.00	13,357.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		10,685.00	2,672.00	0.00	985,679.00	0.00	0.00	999,036.00
Adjusted Allocation								0.00
Remaining								-999,036.00

Application

Sylvania City (044875) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (244)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Literacy Comes Alive!

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

The "Literacy Comes Alive!" Initiative will expand literacy instruction across the Sylvania Schools District to raise every student's reading achievement above regular Lexile growth and intervene with struggling readers. We will adopt digital curricula that unlocks new technology in personalized instruction to adapt reading lessons to student strengths and weaknesses while providing meaningful content for teachers of any discipline. Teachers will receive support and direction such that each one can foster personalized interactions with digital text that will result in 21st century critical readers.

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.

4135 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 type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Adam Fineske

Organizational name of lead applicant
Sylvania City Schools

Address of lead applicant
4747 N. Holland Sylvania Rd., Sylvania, OH 43560

Phone Number of lead applicant
419-824-8533

Email Address of lead applicant
afineske@sylvaniaschools.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

While Sylvania Schools has shown success in achievement on state reading tests, that success has not met the expectations of Ohio's New Learning Standards. Those standards ask that districts show increased achievement and above expected growth in reading measures. Sylvania Schools are not currently achieving those standards. On the 2012-13 Ohio Report Card, two of our schools failed to meet the benchmark for growth on overall measures and one failed on annual measurable objectives. This data has revealed marked deficiencies in reading achievement. State Report Card data shows significant gaps for Sylvania students in several subgroups. In 2012-13, students with disabilities read at 65.8% proficiency, resulting in -5% growth. Students with limited English proficiency read at 70.7% proficiency, resulting in -4.9% growth. African American students read at 79.0% proficiency, resulting in 4.1% growth. Further, value-added data showed a lack of expected growth at the junior high level. Two of our three junior high schools showed nearly 2 points of negative growth on a 3-year average. High Schools That Work assessment data also shows a lack of growth at the high school level. Between 2008 and 2012, results showed no significant improvement in reading performance, with 42% of students reading at or below basic level and 40% failing to reach advanced college readiness level. Finally, Sylvania Schools has used STAR Assessment throughout 2013-14 to assess reading growth for students in grades K-8. The results show that while we are a "high achieving" district with regard to overall reading proficiency, our students are not making acceptable growth. In addition, individual building data indicates a need to further discuss instructional practices as many of our grade levels are not meeting the needs of 80-85% of our students with Tier One instruction. Sylvania Schools has enjoyed high achievement for years, but we must now address the growth of each individual student.

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

The "Literacy Comes Alive!" initiative will recognize literacy instruction as a district-wide challenge to be met with research-proven technology tools. First, the initiative will purchase and promote Chromebook devices and Achieve3000 as tools for literacy instruction. In addition, teacher leaders will develop New Learning Standards-aligned units of instruction capitalizing on free online reading tools. These units will see wide use in the district. Second, the initiative will provide teacher support for using these tools in all content areas. This will include teacher-led professional development sessions from our summer collaborative program at Lourdes University. Teachers will also receive training from our partner WGTE and product trainers from Achieve3000. Importantly, Achieve3000 will enable teachers in all content areas to provide personalized literacy instruction. In every core class, students will complete literacy lessons through Achieve3000 that support content objectives while building literacy mastery at individual pacing. Through training, teachers of every discipline will learn basic transactional literacy strategies and how they can incorporate Achieve3000 strategies without disruption into their curriculum. Third, the initiative will put data into the hands of teachers on two levels: building-wide screenings and classroom-based, real-time checks. Using STAR and Achieve3000, teachers will make instruction and intervention decisions with the guidance of specific data for each student. That guidance will result in reading experiences personalized to the student's reading level, as Achieve3000 offers articles scaled to twelve different Lexile levels, offering the range of reading material necessary to meet individual student needs. The district will evaluate the success of this initiative through review of STAR, HSTW, and State Report Card data, as well as observation of teacher implementation. We expect that our students will make strides in literacy, leading to noticeable improvement on all of the measures above. Further, we predict that this initiative will transform Sylvania Schools into a 21st century district that sees literacy as the mission of every discipline.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

We anticipate an increase in student achievement in the area of literacy. Those changes will focus on grades six through twelve in all content areas and will include student ability to comprehend, analyze, and synthesize textual information, with a focus on informational text. Currently, Sylvania Schools students do not grow in their reading skills at a rate acceptable in a high standards environment. Through the use of personalized, technology-driven instructional tools, students will engage in reading experiences that are more frequent and more meaningful, resulting in an increased ability to succeed on reading assessments. Students will grow in a variety of critical reading skills, leading to a greater mastery of literacy. Further, students will increase their ability to apply these reading skills across content areas. Currently, our classrooms leave literacy instruction up to the English language arts teacher, and students consequently see reading as an English class task. As our plan seeks to integrate literacy skills in all content areas, students will be better able to integrate reading into content other than English language arts. Students will automatically see reading tasks as school tasks for any content area, not simply English language arts. Through "Literacy Comes Alive!" students in Sylvania Schools will achieve more in the area of critical reading and literacy, becoming more skilled readers and thinkers in a 21st century environment. Describe the specific changes in student achievement you anticipate as a result of this innovation (Include grade levels, content areas as appropriate)

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.)

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.)

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.

999,036.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total "Literacy Comes Alive!" request is \$999,036. This is composed of literacy software, hardware with management software, and technical support personnel. Here is the breakdown of the budget grid: Instruction (1000) Supplies (\$985,679) - Purchase of Chromebooks, covers, charging carts and the Chromebook Management Console which allows for tracking devices, policy setting, user management, and mass deployment of applications across the entire district. The district will enter into a contract to purchase a 5 year license of Achieve3000, a

reading for literacy curriculum tool for students in grades 6-12. Support Services (2100-2200) Salaries (\$10,685) - Additional hours for technical support staff for the installation and implementation of the "Literacy Comes Alive!" project. Support Services (2100-2200) Fringe Benefits (\$2,672) - Additional hours for technical support staff for the installation and implementation of the "Literacy Comes Alive!" project.

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.

The purchase of Chromebooks will not incur additional costs because of the maintenance budgeting already in place. Neither will the purchase of Achieve3000 software incur costs as updates to the technology are included as part of the initial fee. We do anticipate, however, that teachers will require additional training in the use of the hardware and software, and that our evaluation may call for professional development sessions led either internally or externally. We have anticipated a \$5,000 per year added cost to pay for either external consultants, internal trainers, and/or teacher release time for that professional development. Additionally, our five-year license for Achieve3000 will expire in FY20, and the plan will require an expense of \$135,000 to pay for another year of the license.

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.

85,000.00 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

Currently, Sylvania Schools replaces desktop computer units at a yearly cost of \$350,000. Once the adoption on Chromebooks is complete in FY19, those costs will be greatly reduced as they shift to maintenance and replacement of a much less expensive unit, \$300 vs. \$700. Even estimating conservatively, we will see our replacement and maintenance expenses reduce from \$350,000 per year to \$150,000 per year, for an annual savings of \$200,000. That savings will begin in FY19, but appear fully in FY20. An additional reduction in spending will come from a reduced level of paper consumption throughout the district. Teachers will be doing more online instead of copying worksheets and tests for their classes. Copying counts from the classrooms piloting the Digital Learning Initiative show a large decrease in paper consumption, a reduction of 99% for one pilot teacher and 66% for the other. The district's paper expense in fiscal year 2013 was slightly over \$100,000. Thus, we are anticipating that the district will conservatively purchase 5% less (\$5,000) in fiscal year 2016 and that the savings will increase by an additional 5% each year after as more teachers fully integrate the Initiative.

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 "Literacy Comes Alive!" project is self contained and supported within the request as it is based on financial budgeting already established in the Sylvania Schools' five-year forecast. The district has already established and is currently running a Digital Learning Initiative, which seeks to provide one-to-one coverage in five years. Monies budgeted for this initiative will ensure that the "Literacy Comes Alive!" goals are sustained. Professional development, hardware purchases, and network upgrades and maintenance are already part of the current district budget. Further, because the plan focuses on a supplemental curriculum, it will incur few ongoing expenditures, making it sustainable.

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

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

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

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

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

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

17. Planning - Activities prior to the grant implementation

* Date Range August 2013- August 2014

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

The idea for the "Literacy Comes Alive!" initiative began in August 2014 when a group composed of district leaders met to examine State Report Card data. Literacy was identified as an area where students can show growth and capture gains in proficiency and college readiness. It was determined at that time that district resources would be used to improve literacy across the district. Next, an administrative team was formed at the district level. This team of administrators and teachers is described above in question #16. It began to meet monthly to develop and evaluate initiative plans. Another team of district leaders, building principals, Building Leadership Teams, and English Language Arts teachers researched data-proven techniques and resources to improve Sylvania Schools' literacy. This group investigated a variety of different resources and used data driven results to guide the district's course of action. This team identified Achieve3000 as the most effective tool Sylvania Schools can use to help students show growth and capture gains in proficiency and college readiness. The "Literacy Comes Alive!" initiative will be announced to all stakeholders: the Board of Education, Sylvania Schools Parent Organization, Academic Excellence Foundation, Sylvania Education Association, and Sylvania Schools teachers. Presentations will include discussions of the initiative's rationale, goals, and implementation. This presentation will occur before the end of this school year. A teacher-led support system for each school will be developed after the announcement of the initiative. This system will include building level Digital Leaders that will be trained in Achieve3000. These leaders will host training sessions and serve as building liaisons. Teachers will apply for this position in June and will be trained by the partnership support team over the summer.

* Anticipated barriers to successful completion of the planning phase

The biggest anticipated barrier we have in the planning phase is implementing and using Achieve3000 in non-English Language Arts classrooms. Although literacy has been identified as an area of focus for our district, some teachers may not see literacy instruction as an area of focus in their classroom. This initiative has looked to prevent this barrier by including different educators in Sylvania Schools from different levels and different disciplines. The inclusion of Building Leadership Teams, which are composed of leaders from each of the core content area in choosing Achieve3000, will help teachers in different disciplines buy-in to the use of this resource in classes other than reading or English Language Arts. The teacher-led support team will be another mechanism to combat non-English Language Arts teachers use of Achieve3000. This team will be made up of teachers from different disciplines and different grade levels that will be able to instruct and support their colleagues in use of Achieve3000. In short, we will overcome this barrier through a carefully planned network of relationship between administrators and teachers, keeping teachers a part of the planning and implementation process.

18. Implementation - Process to achieve project goals

* Date Range July 2014- May 2015

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

The implementation phase of our plan will focus on ordering and expanding our technology infrastructure, teacher professional development, and obtaining and monitoring student achievement and growth in literacy. We will order and expand our technology in July 2014. Chromebooks will be ordered and disbursed as established by our Digital Learning Initiative. Our wireless infrastructure will be expanded to accommodate the increases in devices. This will include an increase in the number of wireless access points in each building, increasing the capacity of wiring closets and adding outlets in designated areas. Teacher professional development will also start to occur in July 2014 and run through July 2015. The Digital Learning Leaders will receive training on how to utilize Achieve3000 in their classroom. These leaders will then go back to their buildings to train and offer support to teachers in utilizing this resource, beginning with district-wide professional development sessions prior to the start of the school year. Staff will then participate in continuing professional development throughout the school year and summer with assistance from our partners, Lourdes University, WGTE, and NWOCA. Teachers will be surveyed about district-provided professional development throughout this process to improve its effectiveness. Students in grades 6-12 will take the Achieve3000 and STAR universal screening assessments in September 2014. This will serve as baseline data for teachers and administrators to identify the reading level of each student. In each building, administrators and grade level teacher teams representing all content areas will meet to analyze the results of these screenings. Students will take the STAR Assessment and use Achieve3000 throughout the course of the school year with teachers monitoring for progress after each assessment. Students will end the year with the new Next Generation Assessments, OGT, and HSTW Assessments.

* Anticipated barriers to successful completion of the implementation phase.

Teacher resistance to using Achieve3000 is an anticipated barrier to the successful completion of the planning phase. Not only will Achieve3000 be a new resource for all of our teachers to learn and integrate into their teaching, it will also require using technology while delivering the lesson to improve literacy instruction in their classroom. These changes can be overwhelming causing teachers to retreat from the plan due to overload. To overcome this barrier, our plan offers a series of different PD offerings personalized to the teacher, increasing the likelihood of teacher buy-in. Achieve3000 will be a different type of resource for teachers to use in their classrooms. Many teachers are inexperienced in using a resource that is digitally based with the capability to break down informational text into different lexile levels based on the proficiency of the student. A well-trained staff resulting from our extensive short-term and long-term professional development in both digital teaching and Achieve3000 will be best way for our initiative to overcome this barrier. Professional development will be on-going throughout the school year and over the coming summer to give teachers the necessary training to implement Achieve3000 into their instruction. Our on-going digital learning initiative will serve as a successful model for our district to use with Achieve3000. Classes will be offered to teachers on site and in their building, as well as in our district's training facility, including after-school sessions and sessions held during scheduled inservice days. Teachers can participate in our district's summer collaborative program as well. This opportunity will group teachers by subject, building, or grade level to collaborate on how they are using individual student data to improve literacy in their classroom. It also provides time over the summer to prepare for the next school year and be ready for change when the students arrive.

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

* Date Range August 2014- August 2015

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

This results of our initiative will be evaluated internally by Sylvania Schools and externally by Lourdes University throughout the course of the 2014-15 school year. Our initiative will be evaluated by examining student growth and proficiency in literacy and frequency of use of Achieve3000. Building administrators will meet with grade level teams in October 2014 to analyze student growth in reading after one month of using Achieve3000. Teachers will indicate how often they have used Achieve3000 in their classrooms. STAR assessment and Achieve3000 data will be analyzed with an eye on progress and growth for each individual student. This data will then be compared to growth of the same student, over the same period of time, from the previous school year when Achieve3000 was not being used. Monthly monitoring as outlined in the above narrative will continue throughout the course of the school year. Data results from STAR Assessment and Achieve3000 will be continuously monitored by teachers and building administrators to help show growth and the value of Achieve3000 from this year over the previous year. This will culminate in a final, end of the year assessment of data that will show students improving their reading level by one grade level or 100 reading Lexile points. Lourdes University will begin its observation and evaluation of teacher development starting in January 2015. They will generate reports on the adoption of digital literacy instruction based on 21st Century Skills rubrics. District leaders will analyze state report card data and the High Schools that Work Assessment in August 2015. Administrators will be examining student achievement and growth from the start to the end of the school year. The administrative team, directed by Laura Sauber, will review the initiative's impact on the five year financial forecast in August 2015. This review will include presentation of that information to the Board of Education.

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

Sylvania teachers consistently adapting instruction based on objective student data is a barrier to successful implementation. The evaluation by Lourdes University will provide our best approach to combatting this obstacle. Lourdes will not merely report to us where our teachers are not meeting instructional goals, but they will also provide direction on how we can support those teachers. Rather than relying on anecdotal information from administrators and teachers, Lourdes will provide us with specific guidance that can tailor our professional development and other support to meet deficiencies. Then, development led by teachers and based on peer modeling will provide solutions.

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:

By providing the training and resources necessary for teachers to personalize literacy instruction for each student this project will truly make literacy "come alive" for our students. The ease of that personalization will help change every teacher into a literacy teacher. After the plan has taken root, Sylvania teachers will bring literacy instruction to each student personally in every content area in many new ways. This will happen when each school and teacher gathers data using the tools of the plan. Schools will implement universal screenings for literacy performance using STAR assessments 3 times per year. For students identified as at risk, more frequent intervention checks will provide more data. These results will be made available to the teacher regularly, and teachers will learn to expect and rely on them. Data-driven instruction will also occur when teachers use digital literacy instructional tools, Achieve3000 being the central tool. With Achieve3000, teachers will have access to student achievement data on a constantly updated basis, that data coming from classroom lessons. Rather than overwhelming the teacher, this data will come in easily packaged forms, with recommendations for instructional changes and student intervention. This first change will provide needed focus for each teacher to personalize literacy lessons across the curriculum. Then, the effectiveness of the tools of literacy instruction will ensure that all teachers, regardless of discipline, incorporate literacy teaching into their curriculum without disruption to content standards focus. Using the tools of Google Drive, Achieve3000, and other digital reading instruction tools, such as Newsela, TweenTribune, or Curriculet, teachers in any discipline will receive the data and direction they need to develop literacy lessons that support their current curricula. Each of these tools, being flexible for each content area, will ensure that teachers can use them as tools for content and literacy. In that way, the teacher can bring literacy goals into the classroom without disrupting content goals. This will result in a powerful change in the teaching of a non-ELA class. Every 1-2 weeks, that teacher will lead a literacy lesson using one of the tools supported by the district. If using Achieve3000, for example, the teacher will search through the 15,000+ article database for Lexile-differentiated texts supporting the current unit of instruction. The supporting nature of the lesson will ensure that the teacher can use the material to extend and develop unit objectives. The literacy focus will ensure that the non-ELA teacher is supporting literacy skills. It will also help her understand the weaknesses in literacy on a class or individual level. This understanding will lead to modification and intervention focusing on literacy and

content standards. This will lead to each teacher emphasizing literacy skills across the curriculum based on several research-supported practices for success, including student-driven collaboration, student-driven creation, frequent summarizing and paraphrasing, frequent questioning, multimedia annotation, and individual progress reflection. Research shows that these skills work to improve student literacy, and this project will ensure the teaching and support of these skills in each classroom, not merely ELA. Professional development and building support, led by teachers of the instructional team, Lourdes University faculty, WGTE trainers, and representatives from Achieve3000, will assist teachers. Through inservice sessions, building-level support, and teacher-developed web content, each teacher will benefit from training in the effective use of a range of tools to support the literacy skills needed for student achievement. Thus, upon completion of this plan, Sylvania Schools will become a literacy-driven district, where students grow to reading mastery under the guidance of teachers in every discipline.

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.

Recent research shows that technology-enhanced literacy instruction can improve literacy for all student populations. Further, it shows that instructional tools that adapt to each student's strengths and weaknesses provide higher gains in literacy than traditional models, providing for the improvement sought in our plan. Lastly, research shows that teachers using such models are better able to provide for student achievement than with traditional approaches. Research and discussion on the implementation of technology-based literacy lessons show optimistic results. Cheung and Slavin (2012) praise the promise of "innovative technology applications and integrated literacy interventions with the support of extensive professional development." That promise is fulfilled through personalization, defined by the Department of Education as "instruction that is paced to learning needs, tailored to learning preferences, and tailored to the specific interests of different learners." Sharp, Bransford, and Lee (2012) report that, "Digital devices-especially mobile devices-can make quantities of reading material available to students on a previously unimaginable scale. This greatly increases the chances that children can find reading material that matches their skill levels and interests, increasing their opportunities to read for comprehension in the quantity needed for literacy success." Finally, Edwards (2013) concludes that, "Personal focus is an absolute power driver for student development. The availability of real-time data permits the laser focus on personalization that we see now in our schools. The differentiated instruction that technology enables allows struggling students to learn at their own pace and helps gifted learners advance more quickly." These optimistic conclusions are supported by research data. For example, Project RED (2010) sought to assess the impact of 1:1 implementation on education by examining the success of nearly a thousand schools on numerous criteria. Their study found that engagement and standardized test scores rose after a properly-executed 1:1 initiative. Thomas Greaves, of the Greaves Group, a supporter of Project RED, has specified this impact when stating, "The student, using technology, is better able to personalize their learning than a teacher is . . . Teachers don't have time to sit down and study each student, each day, in each course to figure out what they're going to do differently with them. Teacher-driven personalization ends up being very weak, with very few factors, whereas if the students are leading their personalization via technology, then their instruction can be personalized based on a hundred variables instead of one or two." (Demski 2012) As the rewards of personalization increase, the student becomes better able to master the skills required to read critically. Wauschauer (2008) has expanded on this personalization impact when stating that, "the introduction of one-to-one laptop programs greatly expanded the teachers' opportunities for scaffolding texts." He also states that "a higher proportion of the students' reading activity in the laptop classroom occurred in computerized environments compared with the traditional classroom." This research demonstrates that students in classrooms driven by technology are more likely to engage with material and access personal data needed for growth. The specific growth our initiative aims to achieve has also been demonstrated in schools using Achieve3000. In their 2010-2011 National Lexile Study of 579 school districts, Achieve3000 reported Lexile score rises of nearly double the rise of traditional instructional models. This rise increased in settings where students completed an average of two lessons per week. Achievement improved further with increased frequency of lesson completion. The research shows that the personalized and adaptive literacy programs at the core of our initiative demonstrate student growth above traditional models.

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.

Evaluations will be conducted by three teams. The administrative team, led by Adam Fineske (afineske@sylvaniaschools.org) will conduct internal evaluations that assess student growth in the overall district as well as the effectiveness of professional development. The building level teams, led by Julie Sanford (jsanford@sylvaniaschools.org) will conduct internal evaluations of student growth at building levels. This team will be composed of the five principals from our junior high and high schools, along with department chairs for core areas. Finally, Lourdes University, led by Carolyn Jaksetic (cjaksetic@lourdes.edu), will conduct external evaluations of instructional change.

* 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).

Building level teams will monitor growth with STAR Assessment data through the 2014-15 school year and each following year. Results from these assessments will be compared with baseline scores established by the universal screening process. Next, building level teams will use Achieve3000 to evaluate the plan during the same periods. Portfolio, performance, and prediction reports of student achievement are provided to the school and teacher as students advance in Lexile proficiency. These will also be measured against a baseline to determine growth. The administrative teams will examine data from the ODE and High Schools That Work, beginning with the State Report Card for 2014-15 and the HSTW assessments for 2016 and 2018. They will examine data from the State Report Card to measure growth in sub groups and growth in reading levels. The HSTW assessments will measure growth in college and career readiness in reading proficiency. The administrative team will also collect data on the success of professional development through teacher surveys. This qualitative data will be the first evaluation of that program. Lourdes University will evaluate the success of teacher development. Beginning in the second semester of 2014-15, Lourdes will enter teachers' classrooms to examine instructional changes resulting from our plan, examining how teachers implement Google Drive, Achieve3000, and other resources in their daily practices. Lourdes' expert teacher educators will provide us with reports on the adoption of digital literacy instruction by Sylvania teachers. Finally, the administrative team, in partnership with NWOCA, will conduct regular inspections of Chromebook maintenance and wifi viability. These evaluations will include 24x7 monitoring of all wireless access points including the ability to install firmware updates remotely. The Chromebooks are managed utilizing suite of software which allows us to push out updates and control security settings on a regular basis.

* 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.

If the evaluations above fail to meet the benchmarks established in question #24, we are prepared to modify the plan in the following ways. First, if we find that teachers are not adapting to instructional changes, we will review our approach to professional development. We will change the curriculum of professional development sessions to address the concerns of participants and focus on instructional areas that Lourdes University's evaluations find lacking in their examination. Second, if we find that students continue to show flat or negative growth, we are prepared to provide extra support, including pull-outs from regularly scheduled classes, to assist them in mastering literacy skills. This accommodation may involve moving teachers from regularly scheduled duties, such as study hall, to a literacy support period. Other changes to the schedule will be entertained as well if we find that some students continue to struggle after effective exposure to literacy lessons. We believe that personalized approaches to literacy instruction are effective, but we anticipate that not all teachers or students will adjust to the change at the same rate. We are prepared to provide extra support for any teacher or student that needs it.

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.

Once the "Literacy Comes Alive!" plan has become a part of Sylvania Schools, the changes to instructional practices outlined in question 20 will have created a support for literacy instruction that our district has not seen. That support will lead to significant gains in the mastery of literacy skills for each student. With such a concerted effort toward literacy instruction, students at every level and facing every challenge will grow at a more consistent and faster rate than before. For the student, this means that the tools of critical reading, including text-based annotation, multimedia annotation, frequent summarizing and paraphrasing, collaboration, and frequent questioning, will become more familiar and easier to use. Consistent teaching of these skills across the curriculum will make this happen. Students will increase their aptitude in these skills. That increase in aptitude will lead to an increase in performance on standardized assessments. Students will grow to close the gap and reach the growth expectations of the state of Ohio. This means progress above the simple grade level per year. We expect that each student will advance at least as far as that, but that students with lower achievement will grow faster. The research into personalized literacy instruction and the results of Achieve3000's implementation in similar districts supports this expectation. It also means that students will raise their performance on STAR and HSTW assessments, leading to increased college readiness. With the guidance of teachers, the personalized nature of the literacy instruction in this plan will lead to a greater degree of student ownership and control over reading performance. It will also lead to increased confidence in each teacher mentoring students in that personalized environment. Rather than serving as short term change, this plan will create a lasting culture change in Sylvania Schools. As teachers become more familiar with regular literacy instruction in the non-ELA classroom, such lessons will become more frequent. In addition to the use of Achieve3000 to produce and manage these lessons, teachers will become more comfortable in using the lessons, projects, tools, and units developed by their peers through free online resources. Basically, each teacher will come to expect to integrate literacy lessons into his or her curriculum and will do so with Achieve3000 and beyond. Sylvania Schools will become a center of literacy instruction, and every measure of student growth and achievement will demonstrate that. Students graduating from Sylvania Schools will be better able to succeed in college and career with critical reading skills that match and surpass the expectations of those environments.

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

First, we will use the Ohio State Report Card to measure the increase in student achievement. We aim to meet the 2014-2015 benchmark for all students of 86.4% reading proficiency. For our struggling sub-groups of students with disabilities, students with limited English proficiency, and African American students, we aim to meet growth goals to close gaps. This data will be examined each subsequent year as well to provide evidence of the success of our initiative. Second, we will use the High Schools That Work Assessment to measure the increase in student achievement. This assessment is given every second year to a random sampling of seniors in Sylvania Schools. The initiative aims to see an increase in college readiness by district seniors, reflected by a 10% increase in the advanced performance level on the 2016 assessment and a further increase of 10% on the 2018 assessment. Third, STAR assessment data will measure the impact of core instruction in reading proficiency. Currently, our junior high schools are showing baseline scores of 67% to 79% in reading proficiency.

We aim to bring all scores for those schools to 80%, a measure that demonstrates successful core instruction. Finally, Achieve 3000 will measure student achievement. Through this resource, teachers will measure student Lexile growth on a monthly basis through Achieve 3000's portfolio and performance reports. These reports will reveal student performance at the individual and school levels. Sylvania students will increase their reading Lexile by at least one grade level, or 100 points, per year. Students in struggling sub-groups will demonstrate a higher growth of two grade levels per year. These four tools will provide specific and general results that can be used by teachers, schools, and the district to evaluate the impact of the program. The variety of measures will show immediate and prolonged impact, helping us tailor the program for increased and permanent success.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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.

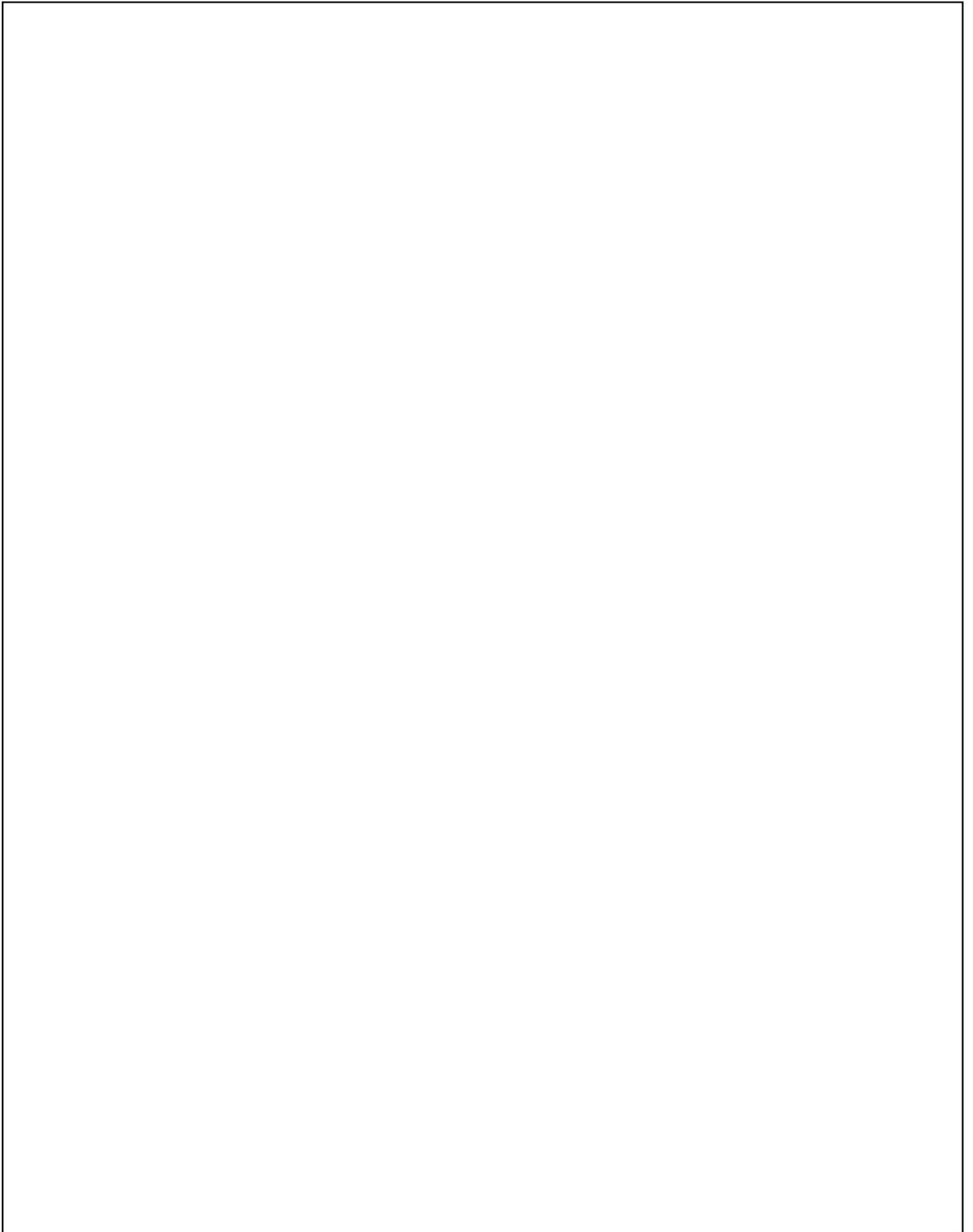
* Explain your response

As districts are looking for ways to increase student achievement and growth measures in reading, our plan can easily be replicated to match any district in need of direction and ideas. The "Literacy Comes Alive!" Initiative can fit a variety of budgetary and resource requirements, as well as being flexible for different hardware and curriculum choices, and the heart of its change, personalized reading instruction, can be achieved by any district. First, our plan is scalable. Districts unable to afford complete implementation due to funding challenges can install the technology in stages. Instead of the immediate 1:1 coverage that our plan would provide, districts could purchase Chromebooks, or similar devices, in smaller amounts each year, focusing on important levels, be that elementary or secondary schools. This may slow their transformation,* but it will not impede it. The success of our plan could demonstrate to them the goal and make a slower adoption bearable. Second, our plan depends upon low-cost, high-quality resources already available in the district, namely, teacher leaders. Every district can find energetic, innovative, and knowledgeable teacher leaders within their district to manage professional development opportunities. By allocating a relatively small amount of funding, the district can provide those teachers with the time and other resources they need to lead the vital professional development for all stakeholders. Not only is the district keeping the cost down by employing their own staff to train others, but there is also local buy-in of the plan that a third party cannot provide. Third, resources are flexible and often freely available. The Internet provides a wealth of high quality resources for professional development and communication. Free online resources, such as Newsela, Tween Tribune, or Curriculet, are effective and user friendly. Tutorial material that will help all stakeholders master the technology is also freely available. Any material that does not directly address the needs of the district can be cheaply produced, as we plan to do in addition to the Achieve3000 adoption. Again, competent teacher leaders and administrators can build a library of useful resources for next to no cost. Every district can do it. These qualities of the program assume a lack of resource funding, but if funding is more plentifully available, any district could purchase and adopt Achieve3000 to drive a personalized literacy plan. The success of such an adoption has been demonstrated across the United States in a variety of districts. Any district interested in transforming their education to meet Ohio's New Learning Standards requirements of student growth can look to the "Literacy Comes Alive!" plan as a model.

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, Laura K. Sauber, Treasurer/CFO04/18/2014



Consortium

Sylvania City (044875) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Consortium Contacts

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

Partnerships

Sylvania City (044875) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
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Joe	Prchlik	419-267-5565	prchlik@nwoca.org	Northwest Ohio Computer Association		209 Nolan Parkway, , Archbold, Ohio, 43502	
Charlene	Patten	419-380-4600	charlene_patten@wgte.org	WGTE Public Media		1270 S. Detroit Avenue, P.O. Box 30, Toledo, Ohio, 43614	

Implementation Team

Sylvania City (044875) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Laura	Sauber	Treasurer/CFO	My main responsibility for the "Literacy Comes Alive!" project is the project budget and sustainability section of the grant application. I also reviewed the project with Superintendent Bradley Rieger to make sure the grant application aligns with the district's overall mission and objectives.	I have over thirteen years experience as a Treasurer/CFO in public education. I am the President of the Northwest Chapter of the Ohio Association of School Business Officials and serve on several boards and committees where grants and public/private dollars are handled.	I have worked extensively on various grant projects in the past. Most recently I was a fiscal sustainability scorer for the first round of Straight A grant applications in the fall 2013. I have experience working with goal oriented projects, included the successful passage of levy campaigns.	
David	Budas	Social Studies Teacher, Instructional Team Leader	Mr. Budas is responsible for the planning, implementation, and evaluation of the "Literacy Comes Alive!" initiative. He has helped in writing the draft of the plan for the initiative. He will support colleagues, build professional development programs, and create digital teaching materials. He will continue to lead our buildings with other Digital Learning Leaders through our "Literacy Comes Alive!" initiative and help to support the use of digital curricula for the success of the grant. He will work along with the administrative team and Lourdes University to evaluate the success of the initiative throughout and at the end of the grant.	Mr. Budas has been a social studies teacher in the district for more than eleven years, serving on McCord's Building Leadership Team for the last three years, has co-run the district's pilot chromebook project and run digital programs for teachers. During his time on the McCord Building Leadership Team he analyzed school data regarding literacy results for students at the school. He has gained experience creating targeted interventions for at-risk students during this process. He also served on the Northview High School High Schools That Work team. He had responsibilities to analyze school and individual student data. His team would make recommendations for interventions for individual students and at the building level. His experience in blending technology and instruction makes him a leader in our district. He utilizes internet resources that are similar to Achieve3000 with his students on a regular basis. He is also one of the district's Digital Learning Leaders. He creates digital resources and instructs other Sylvania teachers on how to use these types of resources in their classroom.	11 years of teaching experience. (Middle School and High School Level) 3 Years Building Leadership Team McCord Junior High School 4 Years Northview High Schools That Work Team Pilot Chromebook Project Leader District Digital Learning Leader	
Alexander	Clarkson	English Language Arts Teacher, Instructional	Mr. Clarkson is responsible for the planning, implementation, and evaluation of the "Literacy Comes Alive!" initiative. He has	Mr. Clarkson has taught for ten years at Southview High School and two years at McCord Junior High School.	ELA Teacher at Southview High School 2002-2012 ELA Teacher at McCord Junior High School 2012-	

		Team Leader	<p>helped in writing the draft of the plan for the initiative. He will support colleagues, through professional development and content creation and management. This support will include the creation and oversight of professional development sessions, organizing the selected digital learning leaders into building-level teacher leaders. It will also include a liaison function between this instructional team and the administrative team. Mr. Clarkson will consult with the administrative team to ensure that teacher and building interests are represented in policy decisions. This consultation will also help convey the data results of the evaluations conducted by the administrative team.</p>	<p>During that time, he has taught classes in grades 7-12 in both writing and literature courses. Mr. Clarkson has attended the OETC conference for four years and presented for two. He has taken his work in digital instruction and shared it with colleagues in Sylvania through formal professional development sessions, including basic and advanced Smartboard training, website building through multiple software platforms, best practices with web 2.0 applications, and one-to-one transformations. This work led Sylvania Schools to select Mr. Clarkson for the pilot Chromebook project, where he received one of the first sets of Chromebooks in the district for daily instruction in January of 2013. Following this project, Mr. Clarkson began the oversight of two dozen digital learning leaders, teachers selected to pilot digital instruction and provide building-level support. He continues to oversee this team of teachers and develop digital best practices for Sylvania Schools.</p>	<p>present eTech presenter 2008 and 2009 leader of pilot Chromebook project 2013-2014 Digital Learning Leader trainer 2013-2014 Standards Leadership Team member 2012-present ELA Department Head at McCord Junior High School 2013-present</p>	
Darren	Estelle	Assistant IT Director	<p>Develop materials and professional development for digital curricula and any other district resources purchased through the grant.</p>	<p>B.S. Computer Information Systems - Indiana University; More than 8 years of technology management and training experience.</p>	<p>Have previous experience with developing materials and trainings for systems in the district. Provided leadership for our Student Information System migration, including training resources and videos. Provided district-wide Chromebook and Google Drive training to teachers.</p>	
Bradley	Rieger	Superintendent	<p>All major district projects and initiatives receive approval from Dr. Rieger prior to moving forward. He was responsible for the final review of the "Literacy Comes Alive!" project application and has determined that the project aligns with the district's mission and objectives.</p>	<p>Dr. Rieger has over 25 years of instructional experience, both in the classroom and as an administrator. As Superintendent of Sylvania Schools for the last eleven years, he has overseen several relevant programs, including the Smart board roll-out, two student information system adoptions, and curriculum realignment. Over the past eleven years, Dr. Rieger has led Sylvania Schools through a crucial point of change as new learning standards and 21st century technology</p>	<p>Successful oversight of: two student information system migrations, district SmartBoard rollout, multiple successful levy campaigns, curriculum realignment to new Ohio Learning Standards.</p>	

				demands have required transformation. By leading those changes through numerous initiatives, Dr. Rieger has demonstrated strong skills as a transformation leader.		
Adam	Fineske	Executive Director of Curriculum and Assessment	As Director of Curriculum and Assessment for the district I oversee all aspects of curriculum and instruction for grades K-12. Throughout the past 2 ½ years in this position I have successfully created a collaborative teacher leadership model for the roll-out and implementation of Ohio's New Learning Standards across all subject areas and grade levels district-wide. These teams were instrumental in the coordination of standards changes, selection of new materials and conducting powerful in house teacher leadership driven professional development that has helped our transition take shape successfully. These are all experiences that lead right into my role with the Literacy Comes Alive Initiative. I will also support administratively at the district level building principals responsibilities in coordinating this initiative on a daily basis, and monitoring the goals and objectives involved for accountability purposes. As data is collected and evaluation processes are completed on our Literacy Comes Alive initiative, my role as the leader of this evaluation process will be "key" to deciding the next steps and improvements that need to be made to ensure success overall.	As Director of Curriculum and Assessment for the district I oversee all aspects of curriculum and instruction for grades K-12. I have also partnered up with our Technology Department to head up our new Digital Learning Initiative. This initiative involves the integration of curriculum and technology as one moving forward. Technology and curriculum decisions are being made together now and with a blended approach.	Throughout the past 2 ½ years in this position I have successfully created a collaborative teacher leadership model for the roll-out and implementation of Ohio's New Learning Standards across all subject areas and grade levels district-wide. These teams were instrumental in the coordination of standards changes, selection of new materials and conducting powerful in house teacher leadership driven professional development that has helped our transition take shape successfully. These are all experiences that lead right into my role with the Literacy Comes Alive Initiative.	
Julie	Sanford	Assistant Director of Curriculum and Assessment	As the Assistant Director of Curriculum, I lead the secondary curriculum initiatives and all career technical education. In addition, I assist Mr. Fineske with K-5 curriculum needs. During the last two years in this position, I have successfully implemented the collaborative teacher leadership model for the roll-out and implementation of Ohio's New Learning Standards across our five secondary buildings and four core subject areas. These	Bachelor's Degree in Spanish Education Master's Degree in Secondary Education Education Specialist Degree in Educational Leadership 9 years of teaching experience 11 years as Assistant Principal for Curriculum & Instruction 2 years as Assistant Director for Curriculum & Assessment	My prior experience and responsibilities as the Assistant Principal for Curriculum and Instruction at Northview High School provided me with opportunities to lead teacher teams in all disciplines, collaborate with them to implement instructional best practices, and work with parents, teachers, and students to meet student learning needs. These prior experiences fit perfectly with the charge that the	

			<p>teams were instrumental in preparing our district for standards changes, selecting new materials and planning and implementing professional development that has helped us successfully transition to Ohio's new standards. Our English Leadership Team, under my direction, researched the Achieve 3000 system and made a recommendation for its implementation to the district. For this grant period, we will provide teachers with the structure and tools to implement the training of our "Literacy Comes Alive!" initiative. We will also support building principals in coordinating this initiative on a daily basis, and monitoring the goals and objectives involved for accountability purposes. As data is collected and evaluation processes are completed on our "Literacy Comes Alive initiative!", I will be a leader on the administrative team to help decide the next steps and improvements that need to be made to help us meet our goals of student growth in literacy.</p>		<p>curriculum department will undertake with the purchase of Achieve 3000.</p>
Sheryl	O'Shea	Technology Director	<p>I am responsible for the purchasing process for the hardware, which includes research, bidding, ordering, receiving, labeling, documenting, preparing for classroom use and delivering the devices to each classroom. I then maintain a support system including a help desk based support system to ensure the users are successful in effectively utilizing the devices in the educational environment. I also oversee the setup, scheduling and completion of the proper professional development prior to use by our teaching staff.</p>	<p>I have a Bachelor's degree in Information Technology and Master's degrees in both Human Resources and Finance, and ultimately a Doctoral degree in Educational Leadership and Change. As "Literacy Comes Alive!" I have spent the last 15 years working as the Technology Director for the district planning, implementing, providing training and supporting all technology related projects.</p>	<p>In having the opportunity to work as the Technology Director for the district for the last 15 years, I have learned through experience, input from others and actually working in the "trenches", the personality of the district and with that an understanding of the "right" way to implement projects for a positive outcome. Historically, the list of successful projects include our Smartboard implementation, implementation of three student information systems, and the Digital Learning Initiative along with all technology initiatives. With this experience, I have also managed all technology for the district with the help of an Assistant Technology Director, a secretary and 5 hardware technicians. This includes 12 schools, 2 administrative buildings, approximately 4000 computers, 1600</p>

					<p>Chromebooks, 20 servers, numerous printers, SmartBoards, projectors, document cameras and sound systems. I also manage the district's systems including a student information system, lunch system, transportation system, media center system and many more. Along with that, I manage the state reporting responsibilities for student information, commonly known as EMIS.</p>	
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