

Budget

Black River Local (048462) - Medina County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (98)

U.S.A.S. Fund #: 466

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	154,585.10	0.00	0.00	154,585.10
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		27,060.00	10,935.00	0.00	0.00	0.00	0.00	37,995.00
Prof Development		4,000.00	0.00	43,800.00	14,263.94	0.00	0.00	62,063.94
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
Indirect Cost							0.00	0.00
Total		31,060.00	10,935.00	43,800.00	168,849.04	0.00	0.00	254,644.04
Adjusted Allocation								0.00
Remaining								-254,644.04

Application

Black River Local (048462) - Medina County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (98)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
A Literacy Framework

2. Project Tweet: Please limit your responses to 140 characters.
Literacy Collaborative PD to implement research-based practices for reading & writing while incorporating technology skills.
This is an ultra-concise introduction to the project.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year				
10 Pre-K Special Education	74 K	71 1	86 2	78 3
93 4	84 5	6	7	8
9	10	11	12	

Year 1				
10 Pre-K Special Education	76 K	76 1	73 2	88 3
80 4	95 5	6	7	8
9	10	11	12	

Year 2				
10 Pre-K Special Education	77 K	78 1	78 2	75 3
88 4	82 5	6	7	8
9	10	11	12	

Year 3				
10 Pre-K Special Education	78 K	79 1	80 2	80 3
77 4	90 5	6	7	8
9	10	11	12	

Year 4				
10 Pre-K Special Education	79 K	80 1	81 2	82 3
82 4	79 5	6	7	8
9	10	11	12	

Year 5				
10 Pre-K Special Education	78 K	79 1	80 2	82 3
83 4	82 5	6	7	8

4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

All students in the elementary will be impacted by the scope of this project as it involves Tier I or general education classroom instruction in literacy. In addition, all Title I teachers and intervention specialists will also participate in this training and be a part of the Literacy Collaborative implementation.

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

First and last name of contact for lead applicant
Jill Holland Beiser

Organizational name of lead applicant
Curriculum Coordinator

Address of lead applicant
257-A County Rd 40 Sullivan OH 44880

Phone Number of lead applicant
419-736-3300

Email Address of lead applicant
jbeiser@blackriver.k12.oh.us

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

Black River Elementary, a rural school at the corner of Medina, Ashland, and Lorain counties, has 590 students PK-5, free and reduced population of 44 percent. The district has been in fiscal caution since February 2011. The 2012-13 report card gave the elementary an F in number of indicators met, an F for overall value added, and a D in gifted value added. The 2013-14 report card gave the elementary a D in K-3 literacy (not available the previous year), an F in number of indicators met, a C for overall value added, and a D in gifted value added. The 2014-15 report card shows the elementary as receiving a C in K-3 literacy, a C for the number of indicators met, an A for overall value added, and a B in gifted value added. Lack of funds and administrative consistency have resulted in an eclectic approach to curriculum, including reading and writing. This must change in order for students to achieve.

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

Black River Elementary School will be implementing Literacy Collaborative's Literacy Framework. This initiative includes all general education, intervention specialists, and Title I teachers, pupil services director, elementary principal, and curriculum director receiving training. Literacy Collaborative's Framework provides for layers of instruction (classroom and intervention) to assure the successful literacy achievement of all students. In addition to good first teaching, multiple layer's of intervention are provided that are theoretically aligned and

research-based. Literacy Collaborative is a comprehensive school reform project designed to improve the reading, writing, and language skills of elementary children. Teachers will learn how to successfully plan for and manage the literacy framework model in their classrooms. This will include establishing expectations for learning and behaviors, planning for independent learning (centers), expanding skills for providing reading instruction dependent on research-based strategies, and learning to conference with students to develop students' desire to read and share thinking through writing. The program coordinator will serve as a coach and mentor for teachers through this process, modeling and observing lessons to provide real-time feedback to teachers. These interactions will be designed to encourage teachers' reflection on their instructional practices so that they can apply knowledge, develop skills, polish their techniques, and deepen their understandings. In addition, the elementary principal will look for appropriate levels of implementation during walk-throughs and provide feedback through the Ohio Teacher Evaluation System (OTES) tool. Because educational improvement requires teamwork, a common vision, systemic change and ongoing professional development. Black River Elementary School's active school leadership team, which meets monthly, will guide and monitor the implementation of the Literacy Framework. Team members include general education teachers, intervention specialists, Title I teachers, and the gifted coordinator as well as the principal and curriculum director. The school will inform and educate parents/guardians about the Literacy Framework and create a school/home partnership to support students' literacy development. Research indicates the importance of home support for literacy learning. Students benefit when parents/guardians read aloud to them and support their reading, writing, and word study. Researchers have found an important relationship between home reading and scores on standardized tests. Through this grant, Google Chromebooks will be used to support literacy instruction. Usage of existing programs such as Accelerated Reader and Reading Seeds as well as new programs Lexia Reading and Tumblebooks will be used in classrooms and its use will be encouraged at home. Those students who do not have technology at home will be permitted to take Chrome Books home to support their reading and language development there as well. The use of the Chromebooks will also allow the development of technology skills needed for 21st Century learning, including becoming familiar with Ohio's accessibility features. The literacy coach, building leadership team, and classroom teachers will collaborate to collect classroom assessment data and assessments required by their district/state. Black River Elementary will use this information for school-level program evaluation and to design ongoing professional development in alignment with the district's goals that teachers will be proficient or above on the OTES rubric for differentiation and that students will meet or exceed their individual growth targets.

9. Select which (up to four) of the goals your project will address. For each of the selected goals please provide the requested information to demonstrate your innovative process. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

Black River Local Schools would like to see fewer students needing remedial reading instruction and also see a decrease in the number of students identified as requiring special education services. Because developmental delays in reading are often mistaken for learning disabilities, it is important to the district to provide the strongest possible reading instruction in the general education classroom. Engagement in learning increases as students are involved in meaningful work that is appropriately challenging. Strengthening reading, writing, and language skills at students' level of proximal development creates that supported challenging classroom environment. Ultimately, this would lead to fewer students needing intervention in both the middle and high schools as well.

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

Literacy Collaborative's Literacy Framework relies on instruction at students' current levels of learning while developing independence, which helps create a positive classroom climate while meeting the needs of all learners--those below level, on level, and above expected reading level. Real-time assessments in reading help insure that students are at instructional levels for guided reading while center work affords opportunities for practice at independent levels. These assessments include running records, DRA2, and Benchmark Assessments. Shared writing and reading experiences in the classroom create common language for students to talk to each other about reading and writing. Writer's workshop allows students to develop skills with feedback specific to their zone of proximal development. On-level instruction and opportunity to collaborate with peers leads to increased student engagement.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

To date, Black River Local Schools have funded the initial cost associated with providing a transition to research-based instructional literacy practices. Our first step was to provide professional development for all Title I teachers and intervention specialists in Leveled Literacy Intervention (LLI) grades K-8 during the summer and fall of 2015. The district has also purchased the LLI kits to support learners in grades K-8. The LLI model has been designed to be the small group intervention for kindergarten through grade 8 as it is theoretically consistent with Literacy Collaborative, incorporates data tools and provides for systematic progress monitoring. LLI has been found to be highly effective with students who struggle with literacy learning. We are in our first year of implementation. During the summer of 2015, all elementary teachers also received Orton Gillingham training. Two additional Title I teachers were hired this year to provide LLI for students in order to accommodate the recommended small group size of three. Space for a bookroom was designated and books to serve as the foundation for the bookroom have been purchased and prepared. The Literacy Framework provides for rich language-based experiences with a variety of texts in whole-group, small-group, and individual settings (see Fountas & Pinnell, 2006 for detailed description). The instructional framework includes interactive read-aloud and reading workshop mini lessons in whole-class groups, literature discussion in small heterogeneous groups, guided reading in small homogenous groups, and individual reading conferences. In-house professional development has been provided to teachers regarding the Continuum of Literacy Learning (Pinnell, Fountas 2010). Each teacher was provided with a copy of the text and grade bands met to learn about basic, detailed description of behaviors and understandings to notice, teach and support. The levels of guided reading texts (A-Z) were explored. Each of the following teaching components was examined in order to create a common language and level of expectation for each classroom. *Interactive Read Aloud and Literature Discussion *Shared and Performance Reading *Writing About Reading *Writing *Oral, Visual, and Technological Communication *Phonics, Spelling, and Word Study *Guided Reading Research: In the IES study analyses showed that average teaching skills improved and individual rates of teacher improvement were correlated with the amount of professional development and one-to-one coaching teachers received from their literacy coaches. The Intermediate Model: Education Development Center in Newton, Mass., studied schools that adopted Literacy

Collaborative at the intermediate level. In an 18-month study, EDC observed and evaluated 54 teachers (grades 3-6) at 17 Literacy Collaborative schools and compared them with teachers in 9 control schools. On average, teaching skills improved in the Literacy Collaborative schools, with no improvement in the control schools. According to the Institute of Education Sciences (IES) research study, with implementation of Literacy Collaborative, students' average rates of learning in grades K-2 increased by 16% in the first implementation year, 28% in the second implementation year, and 32% in the third implementation year. Teacher expertise increased substantially and the rate of improvement was predicted by the amount of coaching a teacher received and professional communication amongst teachers in the schools increased over the three years of implementation. Researchers at OSU analyzed 2nd grade Gates-MacGinitie reading scores in 52 Literacy Collaborative schools over 5 years (1996-2001). While the entering skills of the kindergarten students remained the same, the average 2nd grade scores rose from 40 NCEs, to 49 NCEs (on a scale of 0-100) - with greatest gains achieved in schools where more than 50% of students received free or reduced lunch.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

Teachers in the school will collect, analyze, and use classroom assessment data using Fountas & Pinnell's online management system to inform teaching decisions on a daily basis with lessons being designed to meet needs specific to individual and small groups of students as well as the class as a whole. Running records, the Benchmark Assessment System and the DRA2 are ideal tools to evaluate current levels of reading for formative instructional purposes. Teachers will assess student progress to monitor the effectiveness of their teaching and the implementation of the literacy framework and research-based instructional strategies. This informs the teachers' instruction, helps them to provide interventions, and equips them with strategies for school improvement. This data would be reviewed in TBT and BLT meetings, during walkthroughs and OTES meetings, and during instructional coaching sessions.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

Currently, 103 students are receiving Title I reading intervention services with 9 on a wait list. 98 students preK-5 are identified as requiring special education services while 13 are in the process of receiving an evaluation. 49 students have active cases for the building's Intervention Assistance Team. At this point in the school year, 6 students are identified as gifted. None are being served. The 2012-13 report card gave the elementary an F in number of indicators met, an F for overall value added, and a D in gifted value added. The 2013-14 report card gave the elementary a D in K-3 literacy (not available the previous year), an F in number of indicators met, a C for overall value added, and a D in gifted value added. The 2014-15 report card shows the elementary as receiving a C in K-3 literacy, a C for the number of indicators met, an A for overall value added, and a B in gifted value added.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

Because the project's success depends on the quality of classroom instruction based on the professional development teachers receive, the answer to outcomes not realized would lie in a need for further professional development and teacher coaching. In addition to the scheduled professional development for the building, teachers needing additional support can receive additional coaching sessions with the curriculum director, advising from the elementary principal, the opportunity to visit other teachers or schools successfully implementing Literacy Collaborative, and a chance to participate in additional training at the Ohio State University's Literacy Collaborative professional development center, participate in Heinemann's Fountas and Pinnell webinars and or DVD-based Heinemann Literacy Collaborative professional development. In the same vein, if students are not demonstrating adequate usage of the Google Chromebooks, the district would look into the "whys" of the issue. We would particularly look to see if it is a lack of training in the programs or a lack of support for program usage that is hindering progress. Usage of the resources is critical to obtaining 21st Century Skills as well as becoming proficient in the usage of technology for AIR testing.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

These should be measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

a. New - Never before implemented

b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

c. Replication - Expansion or new implementation of a previous Straight A Project

d. Mixed Concept - Incorporates new and existing elements

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

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must

correspond to your responses in questions 12-19.

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

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

254,644.04 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a 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.

An adequate and varied selection of books and classroom materials as well as PD resources to implement all elements of the Literacy Collaborative language and literacy framework will be purchased. Oral language development, reading, writing, and word study are the foundations of the Literacy Collaborative language and literacy framework. By engaging students with a variety of well-chosen texts, they will not only learn to love stories and reading, but they will also learn about written language. Reading and writing are interrelated; what is learned in one area makes it easier to learn in the other. Additionally, word study provides the important interplay between writing and reading. The professional books and materials are used extensively by teachers during training sessions to learn about the framework; these materials also serve as a resource for further study. Selected PD books will include Guided Reading by Fountas and Pinnell, Interactive Writing by McCarrier, Fountas, and Pinnell as well as Fountas and Pinnell Prompting Guides. Texts selected for use in classroom (books for guided reading lessons, interactive read alouds, and models for writers' workshop) will follow the recommendations of Fountas and Pinnell and Literacy Collaborative as well as Matt Glover. A fraction of the funds will be used to pay for the program coordinator's salary and benefits for the grant portion of her salary during the grant year. Stipends of \$100 per day will be awarded to teachers participating in Saturday and summer professional development. Google Chromebooks will be purchased for the grades K-5 1:1 initiative. Use of this technology will be integrated into the ELA curriculum using some current resources (AR, Reading Eggs, Book Flix) while also incorporating new resources (Lexia Reading, Orton Gillingham app). Lexia Reading Core5 provides explicit, systematic, personalized learning and delivers norm-referenced performance data and analysis.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

20,000.00 a. Sustainability Year 1

18,000.00 b. Sustainability Year 2

29,856.00 c. Sustainability Year 3

41,712.00 d. Sustainability Year 4

39,712.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

Continuing costs are directly related to ongoing professional development and supplies needed to implement the Literacy Framework for teachers--whether new to the district or to sustain prior learning. This professional development will largely be provided by the curriculum director, who will have completed literacy coaching during the grant year. In addition, professional development will be available through either bringing OSU Literacy Collaborative consultants to the district or by having teachers attend training at OSU. Heinemann is another possible resource for live PD. Online webinar resources, though, are often provided through Heinemann and are a cost-effective way to receive PD from nationally known experts. The remainder of the ongoing costs would be gradual replacement of Google Chromebooks. Sustainability will be achieved through use of Title I, Title IIA, and sales tax monies.

0 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

No direct cost savings will be made as a result of implementing this program. Over time, reallocation of funds will be possible because of a shift in needs/budget categories.

100 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

Rather than spend funds on a variety of initiatives and professional development, future professional development money from Title I and Improving Teacher Quality will be targeted toward implementing an effective Literacy Framework. This will maintain consistency in the elementary building and help to make sure that all students transitioning to the middle school are better prepared as readers and writers. Once trained as a staff, Title I and Title IIA monies can be set aside to maintain the level of professional development as well as train any new employees. In addition, sales tax dollars (which have remained consistent over the last 5 years) can be allocated toward the replacement of Google Chromebooks in a multi-year cycle.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

[Add Implementation Team](#)

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range September 2015-July 2016

b. Scope of activities - include all specific completion benchmarks.

September 2015-May 2016: Teachers received ongoing local professional development regarding elements of the Literacy Framework with a primary focus on guided reading in preparation for the 16-17 professional development focus. This professional development was planned by the curriculum director in collaboration with the elementary principal with support from the Educational Service Center (ESC) of Medina County and included studying The Continuum of Literacy Learning. A literacy coach worked with all general education teachers in May, 2016 to gather information about current levels of instructional knowledge and to begin to inventory available classroom resources. January -April 2016: Bookroom of guided reading books established. June 2016: Planning of Literacy Collaborative's in-house August training will begin as well as planning the elementary's PD calendar for the 16-17 school year. The elementary building schedule will be rearranged to allow for a 90 minute block of time for guided reading instruction and 40 minutes of writer's workshop each day. The schedule of intervention specialists and Title I teachers will be rearranged to make them available as a group during each grade level's guided reading block. Class lists will be created to allow students access to additional supports during grade level guided reading and writing time. Planning for Ohio's Accessibility Features will also be completed. July 2016: Requisitions for the coaching PD, interactive read alouds, and Google Chromebooks will be completed.

22. Implementation (grant funded start-up activities)

a. Date Range August 2016-May 2017

b. Scope of activities - include all specific completion benchmarks

August 2016: All elementary teachers will be trained in the Literacy Framework by The Ohio State University. The curriculum director, in collaboration with the building principal, will work with OSU to establish dates and content for this multi-day training. In addition, the Google Chromebooks will arrive and be prepared for the 1:1 grades K-5 initiative. Recommended texts for interactive read alouds will be integrated into the book room and PD provided as to the titles included. September 2016-May 2017. All elementary teachers will receive local professional development regarding elements of the Literacy Framework with additional training in writer's workshop. The curriculum director will attend training for coaching at the OSU Literacy Collaborative Center and begin coaching classroom teachers. Additional PD relevant to our work will be conducted. The curriculum director and elementary principal will contract with Matt Glover for delivery of this training and support of its implementation in cooperation with the ESC of Medina County. The use of the Chromebooks and the literacy supports (Reading Eggs, Accelerated Reader, Lexia Reading, and Tumblebooks) will be monitored as well as Ohio's Accessibility Features. November 2016. The district will supplement teachers' classroom libraries to provide comprehensive browsing boxes for students.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range July 2017-June 2022

b. Scope of activities - include all specific completion benchmarks

The foundational professional development will be completed during the 2016-17 school year. In the years following, professional development will continue in a tiered approach. Those teachers new to the district will complete initial training in the summer of their employment at OSU's Literacy Collaborative Center. Should we have a year of large turnover, we will contract with OSU for in-house training. Teachers who are struggling will have the opportunity to reattend the large-scale foundational training and receiving additional instructional coaching. All teachers will receive instructional literacy coaching from the curriculum director, who will be trained as a coach in the project's initial year. Additional guided reading titles will be added to the book room and additional interactive read-aloud titles will be purchased as well. In the third year of the program, our technology coordinator will assess the condition of all the Chromebooks and prioritize their replacement. In the third year, 30 books will be replaced. In the fourth and fifth years, the balance of the inventory will be replaced.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

Literacy Collaborative is a comprehensive, systematic approach to high-quality literacy instruction. As classroom teachers maximize student learning with systematic lessons, student books and materials, and powerful tools that guide teachers' language and actions and support them in expert decision making for high-impact literacy instruction, our students' reading and writing achievement will increase. Fewer students will be identified as needing Title I support and fewer students will need special education services. The focus will be on Tier 1 solid first teaching in the general education classroom. Over time, classroom teachers will develop a deep understanding of intentional instruction and begin to discriminate between quality instructional resources and those that do not drive achievement. Teachers will also develop an awareness of those activities that use time but do not increase students' learning. The elementary schedule will become more effective instructionally. Students will no longer be pulled at various times throughout their day for intervention as it will take place during the 90 minute guided reading block and all students needing intervention will have access, rather than being put on a "wait list." Multiple available teachers during that time block will also make certain each student will be in a guided reading group that matches his or her individual reading level. This will eliminate the "teaching to the middle" practices. One-to-one access to technology in the form of the Google Chromebooks will allow our students to develop appropriate technological skills from the beginning of their academic careers. Each student would now have access to continue literacy practice in their home environments by being able to access Book Flix, Reading Eggs, Tumblebooks, AR, and Lexia Reading. Access to this technology will help us to be certain students are fluent in the use of Ohio's Accessibility Features.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Jill Holland Beiser 419-736-3300 257 County Rd 40 Administration Building Sullivan, OH 44880 Jacinda Yonker Director of Curriculum and Gifted Services 124 W Washington St, Medina 44256 330-723-6393

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

The Online Data Management System was developed to respond to the need for teachers and administrators to share assessment data and monitor student progress. This password-protected, web-based version provides robust support for schools and districts interested in collecting and analyzing data on student achievement and progress over time. The online system would be purchased on an annual subscription basis. Access is available for three different levels of users: teachers, school administrators, and district administrators. Teacher users of the system enter student reading assessment data and can view reports on individual student reading levels or comprehension levels, as well as see reports showing whole-class data. These reports compare actual student progress to district level reading level goals. School Administrator users can view reports on individuals and whole classes within their school and compare student data to expected goals. District Administrators can view reports on classes and entire schools within their district and compare student progress to district-wide goals. This data would be used during weekly teacher-based team (TBT) meetings to analyze instructional choices and student progress at the individual grade levels. The building leadership team (BLT), which meets monthly, would use compilation data to review student progress on a whole and to search for gaps as well as to celebrate successes. This data would also be used during parent-teacher conferences to share student progress as well as being part of each teacher's OTES notebook. The data would help drive individual coaching as well as grade cluster or building-wide professional development. Additionally, running records would be conducted formatively on an ongoing basis with students and DRA2 testing would be done three times each year. This DRA2 testing is reported to the state as part of the K-3 Literacy Indicator. The number of students being referred to the Response to Intervention (RTI) team as well as

special education referrals would be monitored for change over time. With better foundational instruction, fewer students should be referred to the team for assistance. Formally, student progress as measured by AIR testing results would be an indicator of growth over time. In addition, fluency with technological skills would be noted by usage of the online literacy resources as well. Teachers will be able to informally and formally measure ease of use of Ohio's Accessibility Features as well.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

The partnership between Black River Schools and the ESC of Medina County will allow implementation within other districts. During the monthly curriculum meetings, directors could understand more about the process of building this framework for their own district. Our districts work together to implement quality programming for students and teachers. The curriculum directors collaborate monthly to involve state-wide initiatives and exemplar teaching methodologies to expand our expectations for student growth. The Black River curriculum director is also a member of the Lorain and Cuyahoga county director network and the Summit county network. The opportunity to offer our professional development to other districts would be an easy task because of those professional networks. The ESC maintains a statewide newsletter, which can be used to share the growth and direction of the project. Plans are also being made to write articles for the OAGC Review to involve the gifted population with curricular methods to involve gifted and high achieving students. The OAGC Review is a quarterly publication which is sent to all OAGC members. All pertinent association information for the upcoming quarter including scholarship and conference deadlines, advocacy updates, regional and division news, and timely articles are included in the OAGC Review. Medina County ESC also holds an annual teacher symposium in June. Black River personnel (curriculum director and teachers) can share their progress with colleagues from around the area as well as invite fellow teachers to come and visit our classrooms. We believe that sharing our research with local, regional, and state leaders will provide the knowledge other districts need should they also choose to pursue the Literacy Framework initiative.

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).

Jill Holland Beiser

Consortium Contacts

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

Partnerships

Black River Local (048462) - Medina County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Jacinda	Yonker	330-723-6393	jyonker@medinaesc.org	ESC of Medina County		124 W Washington St , Medina, OH, 44256	

Implementation Team

Black River Local (048462) - Medina County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Jacinda	Yonker	Director of Curriculum and Gifted Services	Mrs. Yonker will help facilitate the professional development and evaluate the effectiveness of the grant.	Mrs. Yonker is the curriculum director at the Educational Service Center of Medina County. She has experience with evaluating program effectiveness. She is also the gifted coordinator and is experienced in implementing services for gifted children.	ESC Director of Gifted Services Gifted Teacher ESC Curriculum Director	Master's Plus	0	
Ryan	O'Cull	Technology Coordinator for Black River Local Schools	Mr. O'Cull would be responsible for ordering the Google Chromebooks as well as putting them on the district network and assigning them to students as part of the 1:1 K-5 initiative. Once assigned, Mr. O'Cull would be responsible for maintaining the Chromebooks in good working order as well as troubleshooting any issues. During year three of the project, Mr. O'Cull would create a priority list for replacements of the Chromebooks, which would occur during years three, four, and five of the project.	Mr. O'Cull has three years of classroom teaching experience as well as ten years of experience as the district technology coordinator. He has spent most of those years in our district so our teachers have a high comfort level with his leadership and support. They are very comfortable using him as a resource.	Mr. O'Cull managed the 1:1 iPad K-3 initiative four years ago. Over the last year years, he has managed the implementation of 15 Google Chromebook carts for the middle and high schools.	Bachelor's in Elementary Education; Master's in Instructional Technology	10	
Jill	Holland Beiser	Curriculum Coordinator	Mrs. Holland Beiser would assume the majority of responsibility of this grant. Mrs. Holland Beiser would arrange for the professional development with the Ohio State University's Literacy Collaborative Center as well as order the needed professional development materials. She would complete literacy coach training at OSU in order to further grow the teachers at the elementary. Mrs. Holland Beiser would also work with teachers and the principal to order the needed resources	Mrs. Holland Beiser has been in education for 26 years and is in her 18th year of administration. Thirteen of those years were as an elementary principal where she served as the building's curriculum expert. She has spent years planning and leading professional development for	Eleven of Mrs. Holland Beiser's years of school administration were spent in a K-6 building that was Literacy Collaborative. During that time, she received training in the K-2 and 3-8 Literacy Frameworks. She completed the initial Literacy Collaborative Principal training. In addition, Mrs.	Master of Arts: English; Master in Education: Ed Leadership; Bachelor of Science: Secondary Education, Comprehensive Communication	30	

for growing the book room as well as ordering the recommended titles for interactive read alouds. Mrs. Holland Beiser would maintain responsibility for ongoing professional development in the additional years of the grant. This would include in-house professional development, making sure new (and or struggling teachers) received training through the OSU Literacy Collaborative Center. In addition, Fountas and Pinnell webinars or DVD training through Heinemann Publishing Company would also be planned. She would be available to visit teacher-based team meetings and facilitate building leadership team meetings to maintain focus on literacy instructional improvements. She would make sure that the assessment of students is ongoing and being recorded in the Fountas and Pinnell Online Management System. Mrs. Holland Beiser also would be responsible for ordering the online resources.

teachers as well as managing building budgets and grant funds.

Holland Beiser has received extensive training in writer's workshop in sessions led by Matt Glover, a nationally known expert in early learners and writing.