

Budget

Cleveland (043786) - Cuyahoga County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (73)

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		285,000.00	115,000.00	0.00	150,000.00	82,000.00	0.00	632,000.00
Support Services		0.00	0.00	259,000.00	0.00	0.00	0.00	259,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		47,000.00	6,000.00	56,000.00	0.00	0.00	0.00	109,000.00
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
Indirect Cost							0.00	0.00
Total		332,000.00	121,000.00	315,000.00	150,000.00	82,000.00	0.00	1,000,000.00
							Adjusted Allocation	0.00
							Remaining	-1,000,000.00

Application

Cleveland (043786) - Cuyahoga County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (73)

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 Prescription for Reading Success in CLE

2. Project Tweet: Please limit your responses to 140 characters.

A Prescription for Reading Success in CLE will enable CMSD to collaborate with CSU to use an innovative approach to help kids read better.

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					
Education	Pre-K Special	144 K	162 1	162 2	162 3
	4	5	6	7	8
	9	10	11	12	

Year 1					
Education	Pre-K Special	144 K	162 1	162 2	162 3
	4	5	6	7	8
	9	10	11	12	

Year 2					
Education	Pre-K Special	144 K	162 1	162 2	162 3
	4	5	6	7	8
	9	10	11	12	

Year 3					
Education	Pre-K Special	144 K	162 1	162 2	162 3
	4	5	6	7	8
	9	10	11	12	

Year 4					
Education	Pre-K Special	144 K	162 1	162 2	162 3
	4	5	6	7	8
	9	10	11	12	

Year 5					
Education	Pre-K Special	144 K	162 1	162 2	162 3
	4	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.

Although this project targets 'off track readers' in grades K3, preservice teaching students (enrolled in Cleveland State University) will also be impacted throughout the life of the project. By providing intensive, systematic reading intervention, the college level preservice teachers will be able to practice the skills learned in their teacher preparation program that focus on identification of reading deficits, prevention of reading difficulties, early intervention, assessment and instruction. A plethora of research supports the effectiveness of prevention of reading difficulties and the use of evidence based early intervention strategies to put children on a trajectory for literacy success. The preservice and existing teachers will put research into action as they participate in purposeful professional development to facilitate the prescriptive, research based literacy program in Reading Labs as designed in this plan.

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

First and last name of contact for lead applicant
Nicole Vitale

Organizational name of lead applicant
Early Childhood Office, Cleveland Metropolitan School District

Address of lead applicant
1111 Superior Avenue Suite, Cleveland, Ohio 44114

Phone Number of lead applicant
216-838-0234

Email Address of lead applicant
Nicole.Vitale@clevelandmetroschools.org

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

The most recent fall data collected show that CMSD has a total of 6,553 students who are off track in reading (1,744 in K? 1,559 in gr. 1? 1,419 in gr. 2? 1,831 in gr. 3). National Reading Statistics indicate that off track readers are less likely to succeed in school and life. There is a strong need for an intensive, prescribed plan that will empower students to catch up to grade level increasing the likeliness of success. The addition of Reading Labs will provide students with the additional instruction to close the gap in reading while raising the level of learning through the use of reading. CMSD's 'Prescription for Reading Success' will take struggling readers through the taxonomy of Bloom's as they use their developed skill of reading to apply, create, and construct through a variety of applications using handheld technology. Research specifies that students who demonstrate early deficits in reading benefit from prevention and early intervention strategies.

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

The establishment of Reading Labs in two of our lowest achieving schools will allow for intensive, tier 2 and 3 instruction in early literacy. CMSD currently has 6,553 students in grades K-3 who are "off track" in reading. Reading Labs will be structured to provide intensive, purposeful literacy instruction using a blended learning approach for each child using two programs: Fountas and Pinnell's Leveled Literacy Intervention System (LLI? 2009) program and eSpark (personal learning path). This approach will be used to intensify the instructional opportunity ensuring that all assigned learning tasks are extremely prescriptive and aligned to individual needs. The LLI program was designed using all of the best research in reading development and early intervention. It incorporates best practice strategies through the development of all areas of literacy (phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, oral language development and speaking/listening skills) through a structured, systematic, small group lesson of no more than 4 students. eSpark, the high-technology program, will be used with iPads and each child will have a prescribed learning path that aligns to North West Evaluation Association (NWEA) Reading MAP assessment data. Students will have individual goals written in line with RIMPs as well as grade level assessments (NWEA and AIMSweb). Additional formative, informal measures will be used to assess reading growth. Each student will also have individual eSpark logins. eSpark aligns NWEA assessment data to Common Core State Standards and assigns individual learning goals built around their academic strengths and needs. Combined with teacher input, these goals inform students' personalized learning paths, curated streams of high-quality apps and videos to teach the Common Core State Standards. Students work independently through these plans, and eSpark continuously tracks engagement to make sure that student activities are increasing academic success. Students record a synthesis video at the end of each standard aligned "quest" that they complete, giving teachers a way to evaluate higher order thinking skills. Using third party data, eSpark has been shown to increase academic achievement of all students, particularly students who are below grade level. The Cleveland State University (CSU) tutors will provide instruction alongside the lead teacher in the Reading Labs for 45 minute sessions during two hour blocks at each school. Each child will visit the reading lab at least 4 times each week and assessment data will be collected and analyzed weekly with the help of lead teachers and instructional coaches. Instruction and targeted resources will be adjusted based on need in response to formative and summative data collected. The curriculum in the Reading Labs will be structured to provide very intense small group reading instruction in a systematic format to specifically address each child's identified reading deficit. There will be a lead teacher at each site to manage the student data, Reading Improvement and Monitoring Plans (RIMPs), as well as provide additional training, coaching and support to the tutors from CSU. An Instructional Coach (early literacy expert) will be assigned to lead and support the work in two buildings to ensure fidelity of implementation. Tutors will be selected through an application process. Priority will be given to education majors and the implementation of strategies will align to the CSU coursework. Tutors will work to achieve goals identified for each student through the use of the identified resources. Tutors will receive a combination of stipend and tuition reimbursement as compensation for providing the instruction. Tutors will work to provide instruction in Reading Labs for two hour rotations daily (around their course work schedule). This work will align with the CSU coursework to provide on-site learning experiences when applicable.

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.

As a result of the implementation of this program, the student community will become literate successful learners who are able to flourish in their educational careers. The number of off track readers will reduce by 20% each year. By successfully reading grade level appropriate text, students will broaden their access to information and the world of knowledge. The schools will increase the number of third graders to be promoted by 20%. The number of students who qualify for special education services will reduce by 20% in the identified schools. In addition to quantitative data, qualitative data will be collected by stakeholders in the form of surveys to measure the un-tested characteristics that should be developed. Student confidence will develop and they will begin to enjoy reading as a result. Teachers and tutors who are part of this grant will become experts in teaching literacy. Future practitioners in education will develop an effective skillset.

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.

1st assumption: Targeted small group reading instruction and independent, differentiated interventions on the iPad are effective methods for increasing student achievement in reading. 2nd assumption: Early intervention for struggling readers in grades k-3, will help those students attain better outcomes later in school and life. It is crucial to diagnose deficits in reading at an early age and for this reason, CMSD focuses on prevention and early intervention. It is more expensive to provide instructional support for students who move forward without a strong literacy foundation and it decreases the chances for student success in future schooling and the world ahead of them. Administration has placed a strong emphasis on providing targeted support and resources for teachers and students in grades PK-3 acknowledging these years as critical to literacy development through students' compulsory education and into adulthood.

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

The two assumptions identified are supported by a variety of reading research literature and studies published. The first assumption is addressed with research which suggests daily, consistent, systematic intervention can be used to put students on a trajectory to develop reading skills appropriate to their grade level if it is implemented in a systematic, sequential fashion that emphasizes the important components of literacy (this needs a citation). Reading problems are preventable for many students (this needs a citation) and, by providing early intervention support, students who struggle are more likely to improve their reading performance when provided proper instructional support early on. Evidence also demonstrates that ratio is important when designing strategic intervention groups (Pikulski,). To increase the students' chances for success, intervention group sizes will be kept to 3 or 4 students per teacher/tutor. The LLI System (Fountas & Pinnell, 2009) includes all elements of successful reading instruction through the use of leveled informational text and literature. The LLI Efficacy Study published in November of 2013 was used in a K-2 urban school environment and results from a variety of assessments indicated positive gains in student literacy achievement. Specifically, the students who used LLI demonstrated a 4.5 reading level gain outperforming the control groups who demonstrated a growth of 3 levels. The K/1 students established larger gains than the grade 2 group. Stakeholders (teachers, parents, administrators) shared the substantial increase in non-tested characteristics as students clearly developed an enjoyment and enthusiasm toward reading.(LLI Efficacy, 2013) Instructional technology should be used to support the

learning of students but must be aligned very intentionally to the instruction provided by the teacher. eSpark is one instructional technology tool that is highly supported and has been used in many schools to address specific learning deficits for students through a blended learning model. eSpark published a few pertinent studies (eSpark Learning, 2014) that inform educators of the effectiveness of the tool. These studies indicate that using NWEA data, students grew up to 12% faster than peers who did not use the tools. Specifically through the use of flexible grouping through rotating activities/centers, the assignments provided students with immediate feedback and adjusted tasks. The model in Utica allowed teachers to deliver more guided, purposeful, small group instruction while lowering the teacher/student ratio. In a second study, Beaver Creek City Schools (who received a funded Straight A Grant) also implemented eSpark with its K-8 students. This group of students grew an average of 5 percentile points, exceeding the yearly growth expectations. The combination of these highly effective resources (i.e., LLI and eSpark) will enable CMSD to purposefully facilitate reading labs to provide differentiated instruction for students through a prevention/early intervention model. Additionally, CMSD has worked on a smaller scale to implement the strategies identified in this program. CMSD partnered with CSU to implement an intense Summer Reading Academy for students who were "off track" in reading during the 2014-2015 school year for grades K-3. CSU tutors worked alongside teachers in many of the classrooms throughout the 8 summer academy sites. The tutors used the hands-on center materials to support the learning alongside the teacher, who was providing small group, intensive reading intervention using the Leveled Literacy Intervention materials. This program structure proved to be successful as our students demonstrated a tremendous amount of growth. CMSD's Reading Labs will use a similar structure but will intently focus on the specific training of the tutors to align the practice with their learning about reading intervention and assessment as well as the specific needs of the children.

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).

Qualitative and quantitative data will be used to measure the impact of this program. The program must be implemented with fidelity to ensure that students develop targeted skills. The following tools will be used to measure the impact and fidelity of the program: Student NWEA and eSpark data - to measure the growth with pre/post data; AIMSweb Benchmark and Progress Monitoring data - used to measure the growth with pre/post; Reading Running Records - measure the reading growth (formative assessment) throughout the program; Teacher Development Evaluation System (TDES) - to evaluate the teacher effectiveness and fidelity of implementation of the program for lead teachers and instructional coaches; #/% of students promoted from grade 3 to 4 (comp. to previous year); # of students referred and placed in special education programs in grades K-3 (comparative to previous year); Walk through/ observation data - to monitor the tutor's implementation fidelity and as trained.

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

The tools mentioned above will serve as measures for program effectiveness and student achievement. All baseline data will be updated to reflect the most current quarter's student performance in reading. Pre- and post- program data will also be used to measure the growth of specific reading skills aligned to the Common Core State Standards for each grade level (K-4). The goal of this program is to reduce the number of off track readers at each grade level by 20% while increasing the number of 'on track readers' by 20% to reflect the grade level numbers at each participating school. The following data points will be used as a baseline of measurement for this project (from fall of beginning school year): Number of off track readers in K (using KRA); 1, 2, and 3 (using NWEA); eSpark pre data; Number of students referred and directed towards special education intervention services (comparative to previous year in K-3; Number of retained/promoted 3rd graders (from previous school year).

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

There will be accountability systems in place throughout this project. The Office of Early Childhood's literacy expert and Cleveland State University's early literacy professor will oversee all functions and processes. There will be three instructional coaches that work directly with the Office of Early Childhood's literacy expert and CSU's professor. These coaches will receive intensive training and support to carry out this work with a strong focus on early literacy development and intervention through a tiered model. These same coaches will train and support lead teachers at each site as well as the Cleveland State tutors. The tutors will receive intensive training and support in addition to the learning that takes place in their teacher preparation programming at CSU and that is provided by the CSU leadership. These systems will work together as a 'reading medical team' that continually collects and analyzes student data while prescribing specific intervention plans for each child. If the data does not indicate that progress is made after 5 weeks into an intervention, the team will re-examine the data (NWEA, AIMSweb and Running Records) to adjust the plan or intensify the remedy/group size. eSpark will consistently track student engagement using the app, times spent on task, and formative assessment scores as well as tasks completed. eSpark's team will support CMSD in changing the way eSpark is implemented in the reading labs if necessary to show usage and growth. eSpark will also analyze mid-year assessment data to allow for any in-year adaptations to the reading program if necessary. These strategies will increase the effectiveness of this program because it will be prescriptive and aligned to specific needs of individual students and the leadership support is strong. Tiered support will be provided for adults as well as students. This strategy will increase the chances for successful implementation resulting in desired outcomes.

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.

As a result of successful implementation of this initiative, CMSD will experience cost savings as measured by these outcomes (at the selected schools): A 20% reduction in 'off track' readers in grades K3. This outcome will enable the district to save money in providing intervention instruction and resources for large groups of 'off track' readers. A 10% reduction in special education referrals at the selected schools. The District will be able to lower the financial investment that is allocated toward the identification and service provisions for excessive numbers of students who are referred for special education services (particularly impacted in the area of psychological testing and special education staffing). Numbers and goals will be adjusted to reflect specific counts at each building.

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.

Research indicates that prevention and early intervention in literacy instruction results in more students reading at grade level. It also tells us that by intervening early, the chance for success increases. Putting a child on the trajectory towards reading successfully by first grade and definitely by 3rd grade will minimize the need for remedial supports later. CMSD should be able to reduce future costs in providing intervention services for groups of off track readers in addition to reducing the need for special education services for high incidence students who will be able to access the general curriculum. Language development and reading is the foundation for all other learning. Several studies have looked at comparison groups to determine if reading deficits can be remedied and whether or not it matters if the cause of the deficit is experiential or as a result of a cognitive delay. The deficits can be corrected if early intervention is provided in a preventative manner.

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

A substantial amount of literature published indicates that language development and reading is the foundation for all other learning. Several studies (need to cite this) have looked at comparison groups of students to determine if reading deficits can be remedied for children and whether or not it matters if the cause of the reading deficit is experiential or as a result of a cognitive delay. Evidence from published studies (need to cite this) suggest that the reading deficits can be corrected if early intervention is provided in a preventative manner, as early as preschool and/or kindergarten. Early intervention, then, increases the child's chances for reading success. Yet, while early literacy intervention has positive effects for many students, some will inevitably need more intervention support than others. If the additional intervention provides appropriate strategies and tools, the deficits can very well be remedied to put a child on the path for reading success. Thus, this plan for early prevention and intervention will utilize research based materials and strategies that have a track-record of positive impact upon student achievement. CMSD has begun to see the positive effects of early literacy intervention in schools and classrooms where the tiered support model is implemented efficiently and with fidelity. Teachers and principals have witnessed the increase in numbers of students who are "on track" as well as a reduction in special education referrals. Twelve schools have implemented prevention and early intervention strategies through the implementation of a tiered, support model utilizing a combination of Reading Recovery and Leveled Literacy Instruction by Fountas and Pinnell. Schools that have implemented the model with fidelity are demonstrating gains as students are moving toward 'on track' status. For example, after the 2014-2015 school year, CMSD designed an Elementary Summer Reading Academy that put an intensive, prescribed, literacy support model in place for "off track" readers in grades K-3. In each of 8 sites, teachers were assigned to small classes of students (no more than 20 but many had 15 or less enrolled). Some classrooms had a CSU tutor who specialized as an education major support the small group instruction in place. Each classroom was designed to rotate small groups of students through intervention lessons using the LLI program. While the teacher directed the small group, guided reading intervention lessons using the LLI program, all other students were working in centers with peers (some with CSU tutor support). Small group activities included standards-based, hands on centers materials purchased from Lakeshore Learning as well as iPads with educational applications that supported the learning in the classroom as well. The program was implemented for five weeks and results demonstrated substantial growth for most students, resulting in an increased number of students (from 79% in the spring to 86% after summer, 2015) promoted to grade three as a result of the Third Grade Reading Guarantee.

1713600 iv. Please enter the Net Cost Savings from your FIT.

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

If these efforts help to reduce the number of off track readers in grades K3 by 20% and reduce special education referrals by 10%, the cost of salaries, benefits, cost of summer school, and non-payroll costs for special education will be reduced. FY2018 - \$337,600.00; FY2019 - \$340,400.00; FY2020 - \$343,200.00; FY2021 - \$345,200.00; FY2022 - \$347,200.00. The line items are as follows: Salaries and Wages, Fringe Benefits, Purchase Services, Supplies and Materials.

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

To increase the time teachers are providing targeted intervention to students based on their individual needs relative to the time doing full class general instruction. eSpark can be worked on completely independently by students freeing up the teachers in the reading labs to focus their complete attention to small group and one on one intervention through LLI. The Office of Early Childhood operates under the Deputy Chief of Curriculum and Instruction as well as the Chief Academic Officer of CMSD. Both leaders bring an extensive amount of urban district knowledge and experience as they have successfully implemented several transformative strategies as outlined in the Cleveland Plan. Both leaders possess a strong knowledge base regarding turn around school practices as well as leading large scale efforts. Both leaders will oversee and support this work. The project leadership team of experts consisting of the CMSD Office of Early Childhood, the literacy professor from CSU, and the instructional coaches will be put in place throughout the structure of the project to ensure the highest level of effectiveness and fidelity. The project leadership team will work with stakeholders such as principals, building leaders, lead teachers, parents, union leaders and community support entities to plan and review this project moving forward. Building level stakeholders will be brought into the planning stages once buildings have been selected. Selection will take place according to current state designation of academic emergency and continuous improvement plans that indicate a readiness with a priority focus of early literacy. Yet, there will be flexibility in operation so that particular facets of the program (e.g., intensify instruction, group size, time and access to resources/tools) can be altered to increase the ability to achieve desired outcomes. The experts will work with lead teachers to continually evaluate the effectiveness and impact of the program bi-weekly.

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 measureable 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.

1,000,000.00 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.

Instructional Coaches (with early literacy qualifications and accomplished evaluations) to provide professional development and job embedded coaching/support to teachers and tutors - 2 FTE with fringe benefits = \$200,000.00 Lead Teachers (with early literacy qualifications and accomplished evaluations) to collect and analyze student data, manage tutor program onsite and provide tutoring support as needed - 2 FTE with fringe benefits = \$200,000.00 Tutor Stipends for CSU Tutors to provide tutoring support to identified students in each building - \$105,000.00 Instructional Materials - LLI Materials, Books, Standards-Based Center Materials, Parent/Student Resources for reading labs and student take home reading practice - \$150,000.00 eSpark License Cost with Apps (for 90 devices in 2 schools) - \$154,000.00 Professional Development (eSpark- \$40,000, Leveled Literacy Intervention-\$6,000, Running Records- \$1,000, iPads- \$6,000, Best Practices in Reading - \$4,000, Parent Training -\$3,000.00, etc.) - Total \$56,000.00 Teacher Training and Professional Development Outside of the Work Day throughout the year- (participant rate - 60 hours x \$27.47 per hour x 24 teachers and 18% fringe = \$47,000 and instructor rate - 60 hours x 2 instructional coaches x \$41.16 and 18% fringe = \$6,000.00) - Total \$53,000.00 Equipment - Apple Equipment and iPads to use with identified apps/software from eSpark (6 carts - \$24,000; 4 laptops for teachers/coaches - \$4,000; 90 iPads with Cases/Casper/Warranty \$54,000 - Total \$82,000.00 Total Requested: \$1,000,000.00

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.

723,941,601.00 a. Sustainability Year 1

738,242,836.00 b. Sustainability Year 2

749,861,617.00 c. Sustainability Year 3

749,859,617.00 d. Sustainability Year 4

749,857,617.00 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.

This project will initially have a higher cost for establishment so that all participants are properly trained and students are serviced. The project represents a minimal .1% of the overall budget. The District is prepared to sustain the cost of operating at a building level after initial successful implementation.

33.00 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.

Approximately 33% of the cost savings will be derived from the program. All reductions are identified in the FIT. The savings will take place in salaries and wages, fringe benefits, purchased services, and supplies and materials as identified in the FIT.

67.00 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.

There will be no reallocation of costs because this project represents less than 1% of general budget. When program proves to be successful, it can be replicated at a minimal cost.

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 Summer/Fall, 2016 - to be completed by Fall, 2016

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

Scope of activities-include all specific completion benchmarks (2000 characters). July/August, 2016 The leadership team will meet to: Identify schools based on criteria (academic emergency; focus of early literacy) Create a plan for professional development Recruit and select instructional coaches, lead teachers and CSU tutors based on criteria outlined in the plan Order equipment, center materials, LLI kits, books, student resources and materials for each building Work with eSpark to set up iPads using MDM tool and NWEA data with prescribed apps Create a timeline for training implementation (include building level stakeholders in planning) Analyze newest data collection for targeted planning Provide a working timeline to all stakeholders and administrators/leadership involved (CMSD, CSU, Buildings, Union Leaders, Community, Parents, etc.)

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 Train staff (instructional coaches, lead teachers, tutors) to use LLI and iPads with eSpark Meet and Greet for Building Leaders and Key Staff members Set up reading labs at each school - Set up eSpark on iPads and distribute all equipment Distribute LLI materials - Video/photo collection throughout implementation September, 2016 Collect student Fall NWEA (and KRA data) Send out and Collect Parent, Administrative, Teacher and Student surveys - Continue to train staff to use LLI and iPads with eSpark - Job embedded, on-site coaching by instructional coaches - Continue to recruit tutors from CSU Video/photo collection throughout implementation - Parent information sessions October, 2016 - April, 2017 Analyze student data to form targeted instructional groups (with instructional coaches, lead teachers) Meet with K-3 teachers and staff team to explain the process? plan group session - Continue to recruit tutors from CSU Begin Reading Lab treatments at each site - Monitor Implementation and collect progress monitoring data (benchmarks: January and May) Instructional coaches model and provide instructional support to ensure fidelity of the program - Parent information sessions and Check Ins with Administrative Team and Building Stakeholders - Video/photo collection throughout implementation May, 2017 Continued instructional treatments/flexible grouping Final data collection and analysis (NWEA, AIMSweb, eSpark) Disseminate and Collect Parent, Administrative, Teacher and Student surveys Share data, evidence with stakeholders, evaluators Review program for effectiveness, continuation and expansion opportunities - Report findings; share lessons learned with education community locally, through CMSD's News Bureau and through ODE

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

a. Date Range July 2017 - May 2018

b. Scope of activities - include all specific completion benchmarks

Each of the five years following the grant year will consist of the following activities completed in similar timelines: July - Instructional Coach/Lead Teacher/Tutor Professional Development: 2 days of professional development for instructional coaches, lead teachers and tutors to focus on the following: Continue training around the Common Core Standards for Grades K-3; 2) Continue training to use eSpark and iPads for implementation of program using collected data; 3) Continue training to implement Leveled Literacy Intervention program, best practices in reading through a tiered instructional model and running records; 4) Analyze data collected, prescribe instructional plans and continue to support learning by training instructional coaches using professional development and job-embedded learning opportunities, lead teachers and tutors to use the data to prescribe learning plans for students, making modifications and adjustments as necessary; 5) Review the data collected and share with stakeholders (building and district level leadership along with parents/community) through publications, etc.; and 6) Explore the opportunity for expansion. The leadership team (CSU and CMSD) will work together to plan out the timeline for each subsequent year, making modifications and adjustments as needed and evidenced by the first year. The timeline listed in number 22 will be followed each year. Modifications/adjustments will be made as needed according to evidence collected during the first year and lessons learned. Lessons learned and success stories will be shared locally by CMSD's News Bureau and through ODE.

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:

As this project is implemented, all participating staff will learn best practices and directly impact student achievement in a positive manner. Internal practices will shift towards teaching literacy in a more prescriptive, individualized way. All primary teachers should be doctors of reading, in a sense, and this project will teach them to effectively analyze student data, design instruction, implement the instruction and continue to ensure academic growth of students in the area of literacy. Adults will embrace the strategies of learning to get better at exhibiting a growth mindset. This will begin to enable us to develop a positive learning culture for both students and adults. Changes to classroom and literacy teaching practices will be evident and data will support the use of the tiered support strategies. Administrative focus will be able to shift towards providing more growth support for schools and teachers rather than compliance driven mandates remaining at the forefront. Instructional support resources and professional development efforts will be able to focus on raising the bar and expectation in classrooms to better prepare our students for a successful future in college and careers. Through the collaborative efforts with CSU, CMSD will strengthen an existing partnership to purposefully utilize resources to positively impact the community of Cleveland as well as educators entering into the field of urban education. These well-documented, sustainable, evidence based efforts may also be shared with other districts who are able to benefit from utilizing the developed model and strategies. CMSD will make a positive contribution to the academic community while implementing a solid instructional model to raise student achievement.

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:

Nicole Vitale, Director of Early Childhood Education Cleveland Metropolitan School District 1349 East 79th Street #208 Cleveland, Ohio 44106
Nicole.Vitale@clevelandmetroschools.org Office: 216.838.0234 Cell: 216.278.8261 Dr. Christopher Broughton Deputy Chief of Research and Evaluation 1111 Superior Avenue Suite 1719 Cleveland, Ohio 44114 Christopher.Broughton@clevelandmetroschools.org 216-838-0117

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 'Prescription for Reading Success in CLE' plan will be evaluated through the internal CMSD Organizational Accountability and Assessment department under the Chief Academic Officer and Deputy Chief of Organizational Accountability during the summers of 2017 and 2018 following the first and second year of project completion. The Deputy Chief and his team have extensive knowledge and experience with comparative data analysis and research. The team will use the pre/post data indicated in this plan to evaluate the effectiveness of the treatment. The team will evaluate the following information to evaluate the impact of this program: Qualitative Data - Pre/post surveys with parent, student, teacher and administrator input; K-3 literacy growth measure at the respective schools - ODE Report Card; K-3 Literacy growth data using the following measures: KRA - number of 'off track' Kindergarten students (Fall using KRA and Spring using NWEA); NWEA - number of 'off track' students in grades 1, 2 and 3 (Fall to Spring comparison); ODE Third Grade Assessment Fall to Spring Data; NWEA fall to spring growth for grades 1, 2 and 3? Winter to Spring for K; Student Progress Monitoring Data - using AIMSWeb as reported through RIMPS for grades K, 1, 2 and 3; eSpark data collected throughout the program; comparative percentage of students referred from year 1 to year 2 and number of students who need intervention in early literacy in year one and year 2. By Fall of 2018, evaluation results will be shared with administrative team, district leadership team and all stakeholders (state, district, building and community). Results and evidence (pictures, videos) will be available to publish at both the state and district level. By Fall/Winter of 2018, the CMSD News Bureau will create and publish a story around this work. This model may be scaled up and replicated to assist schools that are struggling as funding allows. In future planning, all information will be considered so that practices may be improved to include lessons learned. Lessons learned will be shared with other educators in Ohio so that the project may be utilized in other environments. eSpark will work with CMSD to create news releases as well. Network leaders, principals, teachers and leadership teams within the District will have the opportunity to replicate this model or a similar version of it to address specific student needs in other buildings.

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.

CMSD has a large number of schools that fall within the lowest 5% performing in Ohio. Through successful implementation of this plan, the respective schools will begin to close the gap in early literacy disparities. The student population of the schools will increase chances for scholastic success. Research indicates successful prevention and early intervention in literacy instruction results in more students performing academically at grade level. Evidence also indicates that by intervening early, the students' chance for success increases. Putting a child on the trajectory towards reading successfully by first grade and definitely by third grade will minimize the need for instructional and intervention supports later in school. Because of the potential impact of this strategy, CMSD should be able to reduce future costs in providing

intervention services for large groups of off track readers in addition to reducing the need for special education services for high incidence students. The hope is that CMSD is able to scale up this model to assist the other schools with addressing their academic, early intervention needs. This model may be replicated to ensure implementation with fidelity. The entire process will be documented effectively to assist with this implementation process. By investing in this urgent area of need, CMSD will be able to decrease the amount of resources that are put into intervention for students who continue to fail in grades 4 and above. Several large urban districts struggle with similar concerns and difficulties in early literacy development. Implementation of the Third Grade Reading Guarantee developed highlighted a developed awareness around this urgent, important issue. When this project is concluded during the first year, evidence may be shared so that districts in similar situations may be able to replicate the model to benefit their student populations in a similar manner.

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 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. Diana Ehlert
Deputy Chief of Academic Resources 1111 Superior Avenue, Suite 1720 Cleveland, Ohio 44113 216-838-0122
Diana.Ehlert@clevelandmetroschools.org

Consortium

Cleveland (043786) - Cuyahoga County - 2017 - 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

Cleveland (043786) - Cuyahoga 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
Dr. Sajit	Zachariah	216-523-7143	sajit.zachariah@csuohio.edu	Cleveland State University		Julka Hall 210 2121 Euclid Avenue, , Cleveland, OHIO, 44115	

Implementation Team

Cleveland (043786) - Cuyahoga 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
Nicole	Vitale	Director of Early Childhood	Nicole will oversee and support implementation of this project; Nicole has a Master of Education with Reading Endorsement. She is National Board Certified in Early Childhood. She taught successfully for 12 years in the primary classroom and served for 5 years as an instructional coach to lead a school out of academic emergency in CMSD, one of the 8 large urban school districts in Ohio. Nicole currently leads the Office of Early Childhood for CMSD serving teachers and students in grades PreK through 3. She will dedicate 25% of her time to lead and support this project.	Master of Education with Reading K-12 National Board Certified - Early Childhood Generalist 18 years in Education 15 years in leadership in education 15 years of grant management in education	Nicole has worked for 18 years in urban education. She spent 12 years in the classroom as a primary teacher. Nicole served as an instructional coach in a turn around school where students made substantial gains in reading and math. Nicole has 12 years experience in leading large district initiatives and teams. Much of this time has been spent managing large grant projects for CMSD. She has served in a variety of leadership roles in the district.	Master of Education Reading K-12	25	
Qianna	Tidmore	Manager of Early Childhood	Qianna will work with the early childhood team to manage and oversee implementation of this project. She will assist with facilitation of training and support the teams as needed.	Qianna has a Master of Early Childhood Education. She has worked successfully as a preK classroom teacher for 7 years in the urban community of Cleveland. Qianna worked as an Action Team Coach to support a Network Leader in CMSD servicing 12 elementary schools.	Qianna worked as an Action Team Coach to support a Network Leader in CMSD servicing 12 elementary schools. Qianna currently works with the early childhood team to provide professional development to teachers and support the schools throughout the district. Qianna will spend 5-10% of her time to supporting this project.	Master of Education	10	
Dennis	Kubick	Deputy Chief of Finance/Controller	Mr. Kubick will collaborate with the early childhood team to provide fiscal oversight, financial reporting and support as needed.	CPA/Treasurer; 30 years of finance experience	Dennis has extensive experience in leading the finance work for the Cleveland Metropolitan School District. He oversees budget management for all	Bachelor's of Business Administration	2	

departments,
schools and
networks.