

Budget

Pymatuning Valley Local (045880) - Ashtabula County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (67)

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	0.00	112,000.00	20,000.00	132,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		4,000.00	0.00	5,000.00	0.00	0.00	0.00	9,000.00
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		4,000.00	0.00	5,000.00	0.00	112,000.00	20,000.00	141,000.00
							Adjusted Allocation	0.00
							Remaining	-141,000.00

Application

Pymatuning Valley Local (045880) - Ashtabula County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (67)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Closing the Gap With Chromebooks

2. Project Tweet: Please limit your responses to 140 characters.
Partnering with the local library, students will use Chromebooks to read content, share work and access intervention/stretch opportunities.
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	K	1	2	3
4	100 5	100 6	100 7	100 8	100 8
9	10	11	12		

Year 1					
Education	Pre-K Special	K	1	2	3
4	100 5	100 6	100 7	100 8	100 8
9	10	11	12		

Year 2					
Education	Pre-K Special	K	1	2	3
4	100 5	100 6	100 7	100 8	100 8
9	10	11	12		

Year 3					
Education	Pre-K Special	K	1	2	3
4	100 5	100 6	100 7	100 8	100 8
9	10	11	12		

Year 4					
Education	Pre-K Special	K	1	2	3
4	100 5	100 6	100 7	100 8	100 8
9	10	11	12		

Year 5					
Education	Pre-K Special	K	1	2	3
4	100 5	100 6	100 7	100 8	100 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.

Each year 100 new fifth grade students are anticipated to enter the middle school. Over a five year period this will total an additional 500 students that will be impacted by this grant.

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

First and last name of contact for lead applicant

Robin Holden

Organizational name of lead applicant

Pymatuning Valley Local School District

Address of lead applicant

5571 US-6, Andover, Ohio 44003

Phone Number of lead applicant

440-293-6488

Email Address of lead applicant

robin.holden@pvschools.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 middle school is under ESEA watch. When looking at the data, it becomes apparent that the middle school has been much more successful in math than in reading achievement. Furthermore, if reading results had been on par with math results, the school would not be under ESEA watch. Data shows the achievement gap for all students is greatest in reading. This trend goes back to 2008. One of the most striking aspects of the data is even when the building earns the reading indicator it almost always is below the state average and the reverse is true with math achievement. Our community is very homogeneous. Its strength has been the cultural elements it imparts to its children including the expectation that they follow rules, pay attention and work hard. This may explain the high math achievement when compared to the average state results as well as those of comparable districts. Lack of cultural diversity and adherence to cultural norms may explain a lower rate of reading achievement.

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

Reading has both a technical component (grammar, vocabulary, phonetic awareness used in decoding skills, etc.) and a schema building component (placing concepts in context, historical events, various points of view, etc.). Good readers must be competent in both. Placing a Chromebook in the hands of every student will allow students to have access to much greater content for both intervention and for stretch. We envision all of our language arts teachers having the ability to easily select and program into student Chromebooks reading content for an

entire class, small groups and even individuals. This will help students master the art of reading by allowing our teachers to have access to a much greater selection of material for their students, including their individual instructional reading levels. In addition, the new common core standards have once again refocused the connection between reading and writing. The process of each is inextricably linked. Chromebooks in the hands of every individual student will make reading and writing and the sharing of work seamless by both utilizing online content and having access to this content and shared work anywhere, anytime. The world Chromebooks open up, however, is much more powerful than increased content choices. It allows students to easily look up vocabulary and explore concepts and references on their own while reading. In addition teachers will be able to front load references that they have vetted to further student understanding. Most of all, we are very excited to be able to utilize the professional services of the Andover Library. This is very important to us since our district no longer has a school librarian. Mrs. Hill, the public librarian has worked very hard to ensure that Andover Library is in an optimum position to serve our students. The Andover Library now serves virtually all of the communities that our school district draws from making each student an eligible member of the Andover Public Library. She is currently providing digital content for students K-8, including innovative intervention reading material. Finally, with every middle school student having a Chromebook she will be able to effectively work with teachers and students to unleash the power of INFOhio and advise staff on any issues concerning digital content within the scope of her expertise.

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.

-All four of the district's subgroups will meet the standard in reading for the AMO -Reading achievement will be on par with math achievement -The gap between students with disabilities and their regular education peers in reading achievement will drastically decrease -Increased proficiency rate in the content areas -Increased ELA achievement scores, including the writing component - All students instructional reading level will be at or above their grade-level (as measured by Fountas and Pinnel reading levels)

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.

- Students benefit by information technology that allows them to build their own schema and thereby increase understanding - Students needing intervention benefit from interactive technology that utilizes print and sound interactively. -Teaching reading and writing together enhances achievement in both.

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 district's 4th grade ELA classes are piloting this proposal with classroom sets of Kindle Fire tablets and appear to be increasing student engagement. It is too early to make other achievement assumptions. During the month of January 2016, all students in grades 5-8 took the practice Air tests. The questions focused on close reading and constructing informational or argumentation essays. When staff graded student responses, we found that we needed to focus more on close reading of the given passages and use that skill to help students construct essays more aligned to writing informational and argumentation essays. Though the number of computers are limited in the middle school, each ELA teacher was able to schedule enough computer time to teach informational and argumentation essays. Teachers selected readings for students to use in writing their essays. Teachers reported that their students had grown in both reading comprehension and essay writing. We believe that if all students have access to reading and writing digitally in all of our ELA classrooms everyday, reading and writing will be greatly accelerated. This is what we found in the literature: It seems that "reading and writing intersect in natural ways when literate persons are actively using reading and writing to learn" (Hanson et. al, 1991, p. 58). In the classroom, students do best with frequent and extended opportunities to read and write (Blatt & Rosen, 1987; Butler & Turbil, 1984; Hanson, et. al, 1991; Rubin & Hansen, 1986).

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).

We will check reading-level progress (based on the Fountas and Pinnell benchmarking system) at the end of each semester to measure student growth. In addition, each teacher will provide differentiated reading content through the use of digital content provided on the Chromebook in every ELA class and integrate INFOhio in at least one project or essay per grading period.

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

- Will use current Fountas and Pinnell reading levels from the Fall of 2016 benchmarking. - Will compare our average reading achievement against the state average and comparable districts as new test data becomes available. - Will compare our reading achievement against math achievement as new test data becomes available to see if we are closing the gap between the two. - Teachers will score each grading periods project/essay according to the AIR test essay rubric to measure individual student progress.

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

If our outcomes are not realized we will use the OIP process to evaluate the pedagogy used and to inform further action. In addition, the Chromebooks will allow us to purchase any new textbooks digitally as well as the ability to continue accessing digital content from the Andover Library.

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.

To have our students and teachers benefit by fully accessing the digital content of the Andover Public Library in the classroom. In addition, the Andover Public Library serves every township and village from which the Pymatuning Valley School District draws students. This makes it possible for us to utilize the services of the Andover librarian within our school district. We envision being able to rely on her expertise for selecting appropriate digital classroom content and inservicing staff on all pertinent research databases used in the classroom, especially those found in INFOhio.

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.

As previously stated, students and teachers can benefit by accessing greater content in the classroom than we currently have and that students and staff will benefit from the professional expertise of the Andover librarian, i.e. knowledge of databases, ever new digital content selection.

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.

We already have the ability to access the digital content from the Andover Library in our classrooms. However, it serves individual students looking for independent reading material rather than serving all ELA students because we do not have one-on-one devices for our students to use in the classroom.

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.

We will monitor the percentage of digital content utilized in the classrooms and compare that against the percentage of traditional printed books used in the same ELA classrooms. Every ELA teacher will be involved in three or more inservices provided by the Andover Library on how to better use the databases found in INFOhio.

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.

-We will look to see that 50% or greater reading content used in the ELA classrooms will be provided digitally by the end of the grant year. - Teachers will use INFOhio databases at least 50% of the time for student essay and project research by the end of the grant year.

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

If the desired outcomes are not achieved we will use the OIP to determine whether or not the raw percentages of usage for content and databases should be the grounds for measuring success in this area.

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.

141,000.00 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.

Our enrollment shows that we need 400 Chromebooks at \$260.00 per student, totaling \$104,000.00. This cost includes both the Chromebook and various accessories such as headphones for student use with the Chromebook. We need 14 charging and storage carts totaling \$7,200.00. Inservice stipends totaling \$4,000.00 would allow 10 staff members to attend 4 inservice days throughout the school year (non-contractual days). The \$5,000 for purchase services would cover the cost associated with providing the professional development.

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.

7,000.00 a. Sustainability Year 1

7,000.00 b. Sustainability Year 2

7,000.00 c. Sustainability Year 3

7,000.00 d. Sustainability Year 4

0.00 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.

The capital outlay instructional costs are all realized the first year; the ChromeBooks, carts and accessories. The professional development costs are spread over a two year period and when those monies run out we will still have the services of the Andover librarians to sustain any needed professional development. The "other" capital outlay costs are all associated with building a digital library. They are spread over a four year period after which the board will reallocate paper books for digital and we will still continue to benefit from the Andover Libraries digital collection. The board of education will set aside \$7,000 per year to absorb additional ChromeBooks for unanticipated student growth, additional network servers and associated cost for maintaining the network.

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.

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 are no significant cost saving measures associated with this project. However, it should be noted that every middle school student every day will have access to the Andover Library's digital content in the classroom. This would have been impossible without each student having his or her own ChromeBook.

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 7/1/16-8/25/16

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

Purchase of all instructional materials-July 2016 -Work with Andover library to purchase digital materials(capital outlay)-July

22. Implementation(grant funded start-up activities)

a. Date Range 8/25/16-ongoing

b. Scope of activities - include all specific completion benchmarks

In-service for teachers to use technology in the classroom and to access digital library resources-8/25/16-2/1/18 -ChromeBook in the hand of every student-September 2016

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

a. Date Range 10/1/16-ongoing

b. Scope of activities - include all specific completion benchmarks

Evaluation would begin with teacher data taken from TBT's, through end of year benchmarking and state testing data. We will use the OIP to continue to improve the project.

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:

We expect teachers to have much more time to be able to differentiate reading materials for instruction as well as view, critique and give more timely feedback on writing projects in all ELA classrooms. We expect that there will be a strong partnership between the school and the Andover Library. Finally, we see this as an opportunity for our students to become more fully engaged as self directed learners and better readers.

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:

Robin Holden robin.holden@pvschools.org 440-293-6488

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 overall plan for evaluation will be to collect common grade level reading and writing assessment data that are presented at the TBT's. In addition, we will benchmark each students reading levels throughout the year using the Fountas and Pinnell leveling system to determine growth. Finally, we will look at state test results using them as summative reading data.

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.

We believe that this will be very easy to replicate where the local library and district area are one in the same.

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).

Michael Candela

Consortium

Pymatuning Valley Local (045880) - Ashtabula 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

Pymatuning Valley Local (045880) - Ashtabula 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
Susan	Hill	440-293-6793	hillsu@andoverlibrary.com	Andover Public Library		142 W. Main St., , Andover, Ohio, 44003	

Implementation Team

Pymatuning Valley Local (045880) - Ashtabula 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
Robin	Holden	Curriculum Supervisor	Will assist the building principal in setting up the ChromeBooks and carts, providing inservice for the language arts staff and will be the liasion between the middle school and the Andover Library.	Masters in Reading, Certified K-8 and Special Education K-12	20 years of elementary classroom experience.	Masters degree in reading. Administrative Specialist license.	10	