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| Adjusted Allocation | 0.00 |
| Remaining           | -520,000.00 |
Application

Clinton-Massie Local (046391) - Clinton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (471)

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

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Fulfilling STEAM Ahead!

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

The proposed project families model achievement and growth in Clinton-Massie Middle School's high achieving and gifted population, as well as grant new learning opportunities for all students by providing the highest quality educational experiences for learners that encourages creativity and inventive thinking through a focus on science, technology, engineering, the arts and mathematics ("STEAM"). A STEAM TEAM will be established, comprised of a variety of school and community stakeholders to investigate components of STEAM education, acquire professional development, plan innovative and integrated STEAM themed units and initiatives, build curriculum and implement a successful program to nurture a community of empowered learners who will succeed and be competitive in a global society. Instructional materials, new student opportunities, creative scheduling of staff and instructional time will be optimally planned and utilized to allow for a greater share of resources within the school.

3. Total Students Impacted:

4. Lead applicant primary contact: Provide the following information:

First Name, Last Name of contact for lead applicant: Debbie Kienle
Organizational name of lead applicant: Clinton-Massie Local School District
Unique Identifier (RN/Fed Tax ID): 046391
Address of lead applicant: 2556 Lebanon Road, Clarksville, OH 45113
Phone Number of lead applicant: 937-289-1065
Email Address of lead applicant: dkienle@clinton-massie.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, Last Name of contact for secondary applicant: Curt Bradshaw
Organizational name of secondary applicant: Clinton-Massie Local Schools
Unique Identifier (RN/Fed Tax ID): 046391
Address of secondary applicant: 2556 Lebanon Road, Clarksville, OH 45113
Phone number of secondary applicant: 937-289-2515 ext 4613
Email address of secondary applicant: cbradshaw@clinton-massie.k12.oh.us

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

7. Partnership and consortia agreements and letters of support: - Click on the link below to upload necessary documents.

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

The team will be comprised of middle school science, technology, art and math teachers, gifted intervention specialist, middle school principal and district curriculum director. The group will also include parent, student and community representation. The grant will be supervised by the curriculum director, who has experience in managing the CCIP funds, as well as a variety of technology and curriculum programming grants. Other members of the team have successfully been awarded grants for instructional initiatives and extracurricular learning opportunities for students. All team members will be responsible for the project and for the appropriate allocation of funds.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

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

[ ] Student achievement
[ ] Spending reductions in the five-year fiscal forecast
[ ] Utilization of a greater share of resources in the classroom

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

[ ] New - never before implemented
[ ] Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
[ ] Mixed Concept - incorporates new and existing elements
[ ] Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Clinton-Massie Middle School, with an enrollment of 450 students, is located centrally between Cincinnati, Dayton & Columbus in rural southwest Ohio. The community of CMMS supports academic achievement, and the families model values of hard work and promote individual and community growth. This idyllic community's demographics have changed substantially over the past five years, however, and have significantly impacted the students, school and community. In 2008, 13.08% of Clinton-Massie Middle School students were considered economically disadvantaged as measured by the number of students on free & reduced lunches. Clinton County's unemployment rate in 2008 was 6%, ranking us 69th out of 88 counties in terms of unemployment across the state. Then the local economy was devastated due to the closing of the area's largest employer, DHL, with more than 7,000 jobs disappearing & the subsequent fallout of a large number of other area businesses closing. By 2010, Clinton County ranked #1 out of all Ohio counties, with the highest unemployment rate in the state at 16.3%. The area is slowly recovering, currently ranking 10th out of all Ohio counties, with an unemployment rate of 10.2%. Although the area may be deprived, it is essential that our students are capable of successfully competing in a global society in careers and innovation that we have yet to imagine. The US Bureau of Labor Statistics estimates there will be 274,000 STEM jobs needed in Ohio by 2018. The group working on this grant believes that to build the much needed progress and economic future of this area, as well as that of the state, the school will need to play an enormous role in preparing students for the world of the future through improved Science, Technology, Engineering, Arts, & Mathematics (STEM) education. As educators, it is our duty to make educational advancements by supporting the Common Core State Standards, new Ohio Standards initiatives, and College and Career Readiness skills through real world, project-based, cross content units that synthesize what students are learning and discovering and apply that learning to real world, innovative experiences and solutions. The end result will be a successful Science, Technology, Engineering, Arts, and Mathematics program to nurture a community of empowered learners who will succeed in a global society and who are knowledgeable in content as well as adept in collaboration and innovative, creative, and critical thinking skills. It is vital that the teachers and staff members responsible for implementing this project are the ones who will plan the development and create the program to ensure enthusiasm, ownership and buy-in for the program. The following steps will be followed to build this project: Investigate the STEAM approach through research and as it is currently being implemented in schools; Attain STEAM training and certification through Professional Development opportunities including on-site coaching, conferences, and visits to other STEAM/STEM schools; Collaboratively build a custom STEAM curriculum based on CCSS, the New Ohio State Standards, and College and Career Readiness standards; Assemble a plan for a creative use of current staffing; Acquire materials, equipment, and resources to be used within and across the content areas to create multidisciplinary, synthesized units of study; Develop a schedule to accommodate the framework into the school day; Support a sustainability plan to ensure longevity of implementation; Provide substitutes, as needed, for class coverage...
During teachers' absence due to training and framework development, as well as stipends for additional required work outside of contractual day, implement the S.T.E.A.M. program within grades 6–8. Establish benchmarks to monitor progress, program practices, and overall effectiveness throughout the school year; re-evaluate at the end of the first year of implementation for improvements & refinement.

12. Describe how it will meet the goal(s) selected above. If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

The Ohio Improvement Plan for the District includes the goal that ALL students will achieve at least one year's growth in all content areas every year. Careful alignment and integration of the Science, Technology, Engineering, Arts, and Mathematics curriculum to Common Core, State Standards and instructional practices through meaningful, real-world, project based learning will increase student engagement and learning, positively affecting higher achievement, and as a result, career and college readiness skills for students. The concept of STEM learning is somewhat understood, but has not universally met at an application level at Clinton-Massie Middle School. The addition of Arts to STEM will include English Language Arts and sharing knowledge with communication, reading, writing, speaking & listening; a working knowledge of manual and physical arts; better understanding of the past and present cultures and aesthetics through visual arts, rhythmic and emotional use of math with musical arts; understanding sociological developments, human nature and ethics with liberal arts.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:
   a. Enter a project budget
   b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.
   c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

Subsection (b) is not applicable, as funds will be spent within the 2014-15 school year. With the purchase of materials & equipment, and the knowledge that the teachers will have obtained from professional development and coaching, the program will be able to sustain itself over time. The STEM's framework and teachers' instructional practices will be improved and refined over time, but this will be at no financial cost.

14. What is the total cost for implementing the innovative project?
   $520,000.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RIF money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (e.g., staff counts and salary/benefits, equipment to be purchased and cost, etc.).

The total cost to build & implement the STEAM program for CMMS is $520,000. Funds from the grant will be used to provide the materials, equipment, resources and technology for classrooms; registration and expenses for the team to attend STEAM/STEM conferences; expenses for the team to visit and learn from successful STEAM/STEM schools; substitut's salaries to cover classes for teacher absences due to training and program development sessions; stipends for additional required work outside of contractual day.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.
   0.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

After the implementation is complete, there will be no new or recurring costs. The knowledge and philosophy of the program will be established and ingrained into the culture of the school. Materials, resources, and practices can be modified and refined by the staff to meet the needs of each group of students, but the overall framework will remain. New staff will be trained and supported by the team, content and grade level teachers.

16. Are there expected savings that may result from the implementation of the innovative project?
   0.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Expected actual savings are not foreseen, however, possible savings might result from the program combining staff or savings from creative scheduling. Also, materials that might have otherwise been purchased by district to meet Standards will be covered by grant funds. Due to the integration of themes across the disciplines and the collaboration of the teachers, many of the materials will be shared across and among the content.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

As explained in prior questions this project is self-sustaining. No new or recurring costs are foreseen. With the purchase of materials & equipment, and the knowledge that the teachers will have obtained from professional development and coaching, the program will be able to sustain itself over time.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/07/2014

Narrative explanation

- Once the grant is approved and we have been notified that we will be receiving the Straight A Grant funds, planning will begin immediately. The team will begin working on a more detailed investigation of establishing the framework customized to the needs of the school. School visits will take place, and we will look into reaching out to STEM or STEAM experts and current practitioners for further support. A STEAM Summer Institute will be organized in which the middle school staff will be given an overview of the framework, develop common language to coordinate with each discipline, expand lessons into STEAM curricula and learn to establish a professional structure for success for the school. We would also like to investigate and make plans for members of the core team to attend a summer STEM/STEAM conference, if possible. Ongoing communication of the program's concepts and progress could include delivery through the district's website, newspaper articles, teacher's emails to families, a STEAM fair, and School Board presentations and updates. A possible barrier might be limited space for activities or projects within the building. There is an annex attached to the middle school building that is currently not in use that could be used for large scale activities or additional space, if needed.

Implement (MM/DD/YYYY): 08/15/2014

Narrative explanation

- Implementation of STEAM initiative will be put into place. Units will be developed throughout the year to build the program.

Summative evaluation (MM/DD/YYYY): 06/15/2015

* Narrative explanation

Student growth will be measured by pre-test/post-tests, surveys, MAP and OAA scores and anecdotal records. Data will be collected from OTES evaluation results in regards to professional improvement and teacher development. Staff members will examine the level of shared understanding and responsibility of teachers within all disciplines to integrate across all content areas and provide opportunities for students to participate in STEAM education.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

Fully integrating STEAM education into our curriculum will ensure that we are providing wholesome opportunities for our students to holistically experience STEAM education. We acknowledge the growing need to further integrate Science, Technology, Engineering, the Arts, and Mathematics concepts into curricular units, and this grant will allow the teaching staff to add to the depth and breadth of our current curriculum. Embedded in the STEM framework is a system to establish well-balanced teams among educators and students based on a variety of characteristics. Educators will instruct within their specialty with co-ordinated thematic units that everyone contributes to in projects related to required standards concepts and skills. There will be opportunities for working on projects, so that as new
concepts are learned, they can be applied and built upon. The classrooms and common areas will become a network of specialty topics in a living and growing place of discovery. This grant will allow our learners to further investigate and coordinate topics, learn and teach others for more perspectives in discussions and on projects. This self-discovery will result in an impressive variety of viable solutions and extensions to authentic, real-world problems. We are hopeful students will soon start using this new knowledge and skills from across the subjects to support their discussions and have deeper understanding and recall of concepts when reminded of related activities. In addition, students will develop an ability to recognize and respect their own and others’ varying skill sets and intelligences; learn how to best fit into teams; and understand how they and others can recognize, analyze, and develop solutions to problems within society. In an attempt to continuously improve professional behaviors, this STEAM initiative will empower our school staff to use more diversification of teaching methods and facilitate learning, rather than traditionally deliver learning. STEAM learning will inspire teachers to meet standards guidelines in a variety of unique and engaging ways and meaningfully cross-reference key vocabulary and concepts. The core team will strive to improve collaboration and the exchange of ideas among all middle school teachers. To curb undesirable student behaviors, this improved approach to teaching and learning will promote student engagement with project-based, discovery learning.

Teachers in the middle school building sometimes struggle to fully assess student learning, and we anticipate that this framework will allow teachers to have a broader and deeper understanding of what their students prove they know in different ways including what they can accomplish. As we work to meet the needs of all of the learners, educators can better match their learning objectives and goals to the variety of learners they encounter. While changes to our institutional and organizational practices seem lofty, we understand the need to maintain realistic goals for implementation (as previously stated) and continuously monitor our progress in all areas in order to revise our design and framework as needed.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

STEM education research abounds, and the impact of STEM units on student achievement, creative and critical thinking skills and innovation is significant. Thousands of articles, initiatives, foundations provide strong support for STEM education. It is important to bring STEM education to ALL students, rather than only gifted programs. There has also been a push to advance STEM education in order to replenish the pool of scientists, engineers and mathematicians who will lead innovation and progress in the 21st century. In his 2012 Budget, President Obama renamed and broadened the “Mathematics and Science Partnership (MSP)” to improve teacher education in those Science, Technology, Engineering and Mathematics. The United States National Academies have expressed concern about the declining state of STEM education in the United States. Its Committee on Science, Engineering and Public Policy developed a list of 10 actions federal policy makers could take to advance STEM education in the United States to compete successfully in the 21st century. Their top three recommendations were to: increase America’s talent pool by improving K-12 science and mathematics education; strengthen the skills of teachers through additional training in science, math and technology; and enhance the pipeline of students prepared to enter college and graduate with STEM degrees.

The addition of Arts to STEM will include English Language Arts and sharing knowledge with communication, reading, writing, speaking & listening; a working knowledge of manual and physical arts; better understanding of the past and present cultures and aesthetics through fine arts, rhythmic and emotional use of math with musical arts; understanding sociological developments, human nature and ethics with liberal arts.

We would also welcome writing articles for publication and participate in blogs.

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

Yes  No

22. If so, how?

We would gladly accept the opportunity to provide data and information to interested schools and teachers and have them observe STEAM classes. Our team members could train other teachers and provide ongoing support. We would also welcome writing articles for publication and participate in blogs.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

The substantial and lasting impact the project hopes to achieve include: expanding current curriculum’s lesson plans into STEM plans for more realistic discovery & innovation for all types of learners; providing diversification of teaching methods and more engaging student self-directed, project-based, discovery learning; rejuvenating faculty through rich learning environments and improved collaboration; using purposeful integration of exploratory subjects - fine arts, music, Physical Education, technology & engineering; facilitating the opportunity to teach collaboratively, exchange ideas, increase productivity for planning; integrating and connecting subjects with other subjects for deeper understanding; developing student teams & room management options.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Benchmarks will be measured by tracking these middle school students throughout high school. Data will be analyzed to evaluate the number of students taking higher level science & mathematics courses, and the percentage of STEM graduates in high school. The district’s PSAT & ACT scores will be compared to current results, both locally, and at state and national levels. College acceptance and entrance rate will also be examined. With the success at the middle school level, it would be the expectation that the framework, philosophy and shared resources of teachers would advance to the high school, and collaborative units of study and cross-curricular content would be further integrated.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

We acknowledge that this is an unchartered territory for our staff and students. The STEAM program we wish to develop must be created and devised by the team that will be implementing this instructional shift. Being novices with STEAM education, we will use the training that we receive, the research that we embed and build into the curriculum and our discovery of the key tenets of STEAM learning initiatives to create our systems of formative and summative assessments. Key points will be determined and developed when the team begins work on the initiative. Again, a vital component for the successful implementation of this project is to establish ownership and buy-in on the part of the team, teaching staff, students, parents and community stakeholders. Once ownership is in place, consideration of the impact of concepts, strategies and approaches can continue to be crafted and executed. It is our mission and passion to devise exceptional learning experiences for all of our students that will prepare them for a successful future and fully equip them to compete in an ever-changing global society. Otherwise, we may never know the potential that can be ignited within these walls.

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter “I Accept” and indicate your name, title, agency/organization and today's date.

[Signature]

Debbie Kienle, Curriculum Director
Clinton-Massie Local School District
10/25/2013

Curt Bradshaw, Gifted Intervention Specialist
Clinton-Massie Local School District
10/25/2013