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<th>Salaries 100</th>
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<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
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Adjusted Allocation: 0.00
Remaining: -411,500.00
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: The Madison-Plains Local School District (MPLSD) proposes to create a rigorous curriculum plan aligned to Ohio’s New Learning Standards as stated in Strategy 4 of the Madison-Plains Improvement Plan (MPIP) through the purchase of updated curriculum and classroom resources, electronic and otherwise. This project will allow our district to reach our MPIP Academic Growth goal of demonstrating expected growth in all subject areas through state and district approved student growth measures. This project seeks to address the curricular and instructional needs of all MPLSD students by achieving three goals: increased student achievement; spending reductions through the reallocation of funds; and utilization of a greater share of resources in the classroom.

2. Executive summary: 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 as Literature that meets the demands of text complexity required under the Common Core; purchase a comprehensive math adoption centered on the Common Core goals of focus, coherence and rigor; and locating unit plans, performance tasks and other instructional resources available from other states throughout the country. The project would focus funds on updating resources in all subject areas.

3. Total Students Impacted: 1300

4. Lead applicant primary contact: - Provide the following information:
   - First Name, last Name of contact for lead applicant: Karen Crites Grigsby, Director of Curriculum
   - Organizational name of lead applicant: Madison-Plains Local School District
   - Unique Identifier (IRN/Fed Tax ID): 048272
   - Address of lead applicant: 55 Linson Road
   - Phone Number of lead applicant: 740.490.0639
   - Email Address of lead applicant: kgrigsby@mplsd.org

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, last Name of contact for secondary applicant: N/A
   - Organizational name of secondary applicant: N/A
   - Unique Identifier (IRN/Fed Tax ID): N/A
   - Address of secondary applicant: N/A
   - Phone number of secondary applicant: N/A
   - Email address of secondary applicant: N/A

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 (IRN/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 administrative team is responsible for project implementation and will be led by the MPLSD Director of Curriculum, High School Principal and Junior High Principal. These individuals have led previous district-wide initiatives and are integral to the Madison-Plains Improvement Plan (MPIP) in both its creation and implementation. Our four instructional coaches will also be key in the successful implementation of this program. The Director of Curriculum serves as the district’s Race to the Top leader, overseeing all relative state-initiatives including the pilot and implementation of Thinkgate, Ohio’s Instructional Improvement System (IIS). She also is responsible for the implementation of our Resident Educator program and ensures that each aspect of the program is aligned to Ohio Department of Education (ODE) requirements. In addition, the Director of Curriculum leads a district-wide effort to align all courses to Ohio’s New Learning Standards through a curriculum mapping process that meets the standards outlined by ODE. She is instrumental in moving our district forward in the use of research-based reading initiatives that target instruction toward meeting Ohio’s Third Grade Reading Guarantee.

Along with the Director of Curriculum, our Junior High Principal serves as a leader of both the Student Learning Objectives (SLO) Team and the implementation of professional development surrounding formative Instructional Practices (FIP), as our district implements both of these programs this year. She also serves as the leader of the district’s educational implementation of the 1:1 iPad Program. At present, each 7th-9th grade student has been issued an iPad as a tool for gaining greater access to programs that meet Ohio’s New Learning Standards. The High School Principal led our district in the pilot and implementation of Ohio’s Teacher Evaluation System (OTES). He leads a committed group of staff members as we continue to use and align this tool with state requirements and eTPES. Also, he has led his building in the implementation of High School that Work and AdvancEd programs. Other members of the Administrative Team responsible for implementation include the Superintendent who has 13 years experience leading educational efforts. The Technology Director has years of proven success in implementing comprehensive, innovative technological projects that strongly impact learning outcomes while improving fiscal efficiencies. The Treasurer has more than 25 years of success overseeing fiscal operations with expertise in forecasting and planning. The Intermediate Principal serves on the Local Professional Development Committee and the Elementary Principal works to ensure standards of the Third Grade Reading Guarantee are upheld.

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.

This project will allow the Madison-Plains Local School District to create a rigorous curriculum plan aligned to Ohio’s New Learning Standards (NLS) as stated in Strategy 4 of the Madison-Plains Improvement Plan (MPIP) through the purchase and creation of updated curriculum and classroom resources, electronic and otherwise. Our teachers have been engaged in a lengthy and thorough process of mapping out our curriculum by focusing on the recommendations of ODE for curriculum mapping; creating clear learning targets; identifying necessary instructional shifts and technology strategies to achieve rigor; and locating unit plans, performance tasks and other instructional resources available from other states throughout the country. The project would focus funds on updating resources in all state tested areas this school year and use funds from our forecast to update of all other courses over the next four years. MPLSD has held off on making curriculum purchases for the past few years in anticipation of updated technology and curriculum resources from commercial entities in favor of a focus on professional development with NLS. We are at a point where we are prepared to create, review, and select resources that will allow us to create a rigorous curriculum plan so that our students can be successful in state-tested courses. This project would allow us to purchase electronic resources and licenses to enhance our 1:1 iPad program which is currently app-driven and research oriented; pay teachers with content expertise stipends to write curriculum resources; purchase other resources such as literature that meets the demands of text complexity required under the Common Core; purchase a comprehensive math adoption centered on the Common Core goals of focus, coherence and rigor;
This project will directly improve student achievement throughout our district. As we update curriculum resources that are aligned to NLS, our students' knowledge, problem-solving and ability to perform on state tests will increase. We expect to see gains in all testing areas as a result of this program and believe this will allow us meet our Annual Measurable Objectives (AMO) and student growth measures. By focusing funds on classroom resources, we will expand the quality of the resources available to teachers and students as we prepare all students to graduate ready for college and careers. As students have access to more electronic resources, they will begin to increase their capacity to function in a technology rich society. As a high poverty school district, we continually need to access more varied resources to give our students more experiences necessary to support them in achieving the rigorous demands of NLS. Spending reductions paragraph While MPLSD does not receive school improvement funds from the federal government, we believe that the process outlined in the Ohio Improvement Process (OIP) will result in improved efforts. From this, we created and are implementing the Madison-Plains Improvement Plan (MPIP). The MPIP is based on two goals: meeting expected academic growth in all subject areas as measured by district and state approved student growth measures; and providing an educational environment that supports all learners.

The district will be benchmarking our success with this program using the guidelines established in question 24. By September 30, 2019, we will be able to evaluate the success of this project over a 5 year implementation program. We have established benchmarks of success in student achievement based on two factors: our district report card and the MPIP. While formative assessments will be done throughout the year to measure student progress, these specific benchmarks will measure end of year results for the next five years. The MPIP academic goal is that 85% of all subject areas and grade levels will meet expected growth as measured by district and state approved student growth measures. By June 2015, 85% of all subject areas and grade levels will meet expected growth as measured by district and state approved student growth measures. By June 2017, 87% of all subject areas and grade levels will meet expected growth as measured by district and state approved student growth measures. By June 2018, 89% of all subject areas and grade levels will meet expected growth as measured by district and state approved student growth measures. By June 2019, 90% of all subject areas and grade levels will meet expected growth as measured by district and state approved student growth measures.

The budget for this project is primarily for curriculum resources, electronic and otherwise. Funds are also allocated for stipends to pay teachers who are content specialists to write curriculum for some high school courses. Additional funds have been allotted for professional books and licenses to aid teachers in the creation and implementation of this curriculum.

<table>
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<th>Date</th>
<th>Measurement</th>
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<td>By June 2015, 85% of all subject areas and grade levels will meet expected growth as measured by district and state approved student growth measures.</td>
</tr>
<tr>
<td>2016</td>
<td>By June 2017, 87% of all subject areas and grade levels will meet expected growth as measured by district and state approved student growth measures.</td>
</tr>
<tr>
<td>2018</td>
<td>By June 2018, 89% of all subject areas and grade levels will meet expected growth as measured by district and state approved student growth measures.</td>
</tr>
<tr>
<td>2019</td>
<td>By June 2019, 90% of all subject areas and grade levels will meet expected growth as measured by district and state approved student growth measures.</td>
</tr>
<tr>
<td>2020</td>
<td>By June 2020, 91% of all subject areas and grade levels will meet expected growth as measured by district and state approved student growth measures.</td>
</tr>
</tbody>
</table>

**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.)

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<thead>
<tr>
<th>Date</th>
<th>Narrative explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2014</td>
<td>By June 30, 2014 we will establish a plan for the implementation of this project that includes: timeline for purchase of resources, writing curriculum and necessary professional development.</td>
</tr>
<tr>
<td>9/30/2014</td>
<td>By September 30, 2014, all teacher-written curriculum will be completed and we will have purchased all instructional materials. We will phase in training with those resources over the course of the 2015-2016 school year. This will mean that implementation will be phased in over the course of school year so that we can ensure that proper professional development occurs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
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</tr>
</tbody>
</table>
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

The district will see a shift in instructional and organizational practices to meet the shifts of rigor required by NLS. At this time, many of our Student Learning Objectives (SLO) have resulted from our curriculum mapping efforts. Once new curriculum has been established, we will include Formative Instructional Practices (FIP) in the use of those resources as we have dedicated professional development toward that initiative this school year.

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 institution.

Our teachers realize the value of collaborative planning through the curriculum mapping process. This project will allow MPLSD to support those classes with the necessary resources to carry out those plans. Through regular meetings and data analysis done in our established Teacher-Based Teams, teachers will learn more deeply about their relative NLS and how to implement and refine their instructional practices. They will also begin to monitor student progress through a variety of assessments, data collection, and analysis. Our instructional coaches will provide individual coaching for teachers as they implement the new curriculum resources. Through built-in professional development, as offered by our coaches, and a clear professional development, teachers will continue to collect and analyze student data and receive ongoing coaching and professional development to refine and strengthen their practice. All of this together will lead to our ultimate goal of increasing student achievement and graduate students who are prepared for success in college and careers.

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

[ ] Yes  [ ] No

22. If so, how?

Districts can implement this project by making a shift from cyclical curriculum adoptions to a strategic multi-year plan that prioritizes resources. This project is able to be implemented in other schools working to achieve higher achievement as measured by the state report card standards. This can be replicated in school districts who have already begun professional development about NLS and have mapped those standards across grade levels and subject areas.

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

We have established benchmarks of success in student achievement based on two factors: our district report card and the MPIP. White formative assessments will be done throughout the year to measure student progress; these specific benchmarks will measure end of year results for the next five years. The MPIP academic goal is that 85% of all subject areas and grade levels will meet expected growth as measured by district and state approved student growth measures. By June 2015, 85% of all subject areas and grade levels will meet expected growth as measured by district and state approved student growth measures. By June 2017, 87% of all subject areas and grade levels will meet expected growth as measured by district and state approved student growth measures. By June 2019, 90% of all subject areas and grade levels will meet expected growth as measured by district and state approved student growth measures. We expect to see shifts in our student achievement, however, due to the changes being made in state testing in the next few years, it is difficult to pinpoint exact data for those tests. We have chosen to focus our measurements of success on gap closing using Reading and Math Annual Measurable Objectives (AMO). Our current report card shows the following data that we will use as baseline measurements for this project: Reading AMO for all students is 80%, falling 3.4% below the state goal Math AMO for all students is 72%, falling 3.5% below the state goal. Our benchmarks for success with this project relative to AMO data: By September 2015, Reading and Math AMO for all students will be within 2.5% of the state AMO goal. By September 2017, Reading and Math AMO for all students will be within 1.5% of the state AMO goal. By September 2019, Reading and Math AMO for all students will meet the state AMO goal.

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.

Our benchmark measurements will be collected from data supplied by the state department on our school report card. District benchmark assessments and SLO’s will be analyzed throughout the school year to determine progress with student growth and achievement toward meeting year end goals following the district established timeline of assessments. Should we not reach our benchmarks as planned, we will assess our program according to the following questions: Have we provided the professional development necessary to be successful with this program? Have we provided the necessary resources to be successful with this program? Have we provided the appropriate environment for expected success with this program? If the answer to any of these questions is no, we will prioritize our existing professional development and curriculum resources to guarantee success with the program and then re-evaluate.

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 and 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/or 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.

I Accept: Karen Grigsby, Curriculum Director Madison-Pipkins Local Schools October 25, 2013