

Budget

Middletown City (044404) - Butler County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (488)

U.S.A.S. Fund #:

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	275,000.00	1,136,810.00	0.00	0.00	1,411,810.00
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		0.00	0.00	867,541.00	0.00	0.00	0.00	867,541.00
Family/Community		10,581.48	1,798.85	0.00	0.00	0.00	0.00	12,380.33
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	154,560.00	0.00	154,560.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		10,581.48	1,798.85	1,142,541.00	1,136,810.00	154,560.00	0.00	2,446,291.33
Adjusted Allocation								0.00
Remaining								-2,446,291.33

Application

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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: Metamorphosis Middletown

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.

Metamorphosis at Middletown will accelerate rigorous, relevant learning and increase achievement of the new standards for all students. This project positively impacts students, classroom teachers, building leaders, and the Middletown community. Described within this project is the transformation of the secondary schools into gateways for rigorous and relevant student learning and Middletown community revitalization by providing access to information, technology, aligned curriculum, and high quality instruction.

2974 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Robin Surland

Organizational name of lead applicant: Middletown City School District

Unique Identifier (IRN/Fed Tax ID): 044404

Address of lead applicant: One Donham Plaza 4th Floor Middletown, Ohio 45042

Phone Number of lead applicant: 513.423.0781

Email Address of lead applicant: rsurland@middletowncityschools.com

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

First Name, last Name of contact for secondary applicant: Elizabeth J. Lolli

Organizational name of secondary applicant: Middletown City Schools

Unique Identifier (IRN/Fed Tax ID): 044404

Address of secondary applicant: One Donham Plaza 4th Floor

Phone number of secondary applicant: 513.423.0781

Email address of secondary applicant: elolli@middletowncityschools.com

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.

Joe Shannon Scholastic Achievement Partner 13-1824190 1587 Rte 146 Rexford New York, 12148 518-399-2776 JOE@leadered.com Kurtis Hawkins Knovation 31167899 3630 Park 42 Dr. Ste 170F Cincinnati, Ohio 45241 513.612.1039 khawkins@knovationlearning.com

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.

[UploadGrantApplicationAttachment.aspx](#)

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.

Robin Surland, Ed.D. Senior Director of Technology and Innovation for MCSD Dr. Surland served as the Director of Innovative Diploma Programs in a large urban school district in Wichita, Kansas which included running a K-12 virtual school and four blended learning alternative high school program which together served over 2000 of the district's 50,000 students. Dr. Surland has presented at numerous national conferences regarding the use of cutting edge technology with students and teachers including the National School Board Association (NSBA) Teaching and Learning Conference, the National Educational Computing Conference (NECC), and the National Dropout Prevention Conference (NDPC). Dr. Surland and her team also won the Blackboard Greenhouse Award for Exemplary Non-Course (Professional Development) Category after building a series of online courses to support the Department of Defense's K-12 teaching staff stationed at various military bases around the world. Elizabeth Lolli, Ph.D. Senior Director of Curriculum and Instruction PreK-12 Dr. Lolli is a former Superintendent of Barberton City Schools and Monroe Local School District and increased test scores in both districts. She was the developer and first Principal of Central Academy Nongraded Elementary School, in the Middletown City School District (1991); chosen as Ohio's Best Elementary School by Redbook Magazine in 1994; a national presenter/consultant on school reform implementation and literacy development in schools; as well as a published author of one book and several articles. As writer of several successful Comprehensive School Reform Demonstration Grants (3- totaling over \$1 million) and Venture Capital Grants for implementation of multiage, nongraded classrooms and best instructional practices. Dr. Lolli has served as lead on implementation of several grants and proven to be an effective and efficient grant manager. Scholastic Achievement Partners approach to effective instruction and maximizing student achievement is rooted in the scientific research and meta-analysis studies conducted by John Hattie, Robert Marzano, Russ Quaglia, ICLE, and Dr. Bill Daggett. Specific results from work with Warren City Schools, Ohio and Brockton High School in Massachusetts mirror our project expectations. Within one year there were noted improvements in curriculum cohesiveness, shifts in instruction and concrete action steps. At Brockton High School, significant increases in student achievement, based on state exams, were the result of the focus and work supported by SAP. Scholastic Achievement Partners (SAP) is the professional services arm of Scholastic, Inc. SAP provides comprehensive school improvement services and has been at the forefront of promoting rigorous and relevant instruction by developing effective teachers and instructional leaders for 22 years. The core of SAP's methodology is the Daggett System for Effective Instruction (DSEI) and the Rigor and Relevance Framework. Dr. Bill Daggett and SAP has supported over 1500 districts and 18,000 classrooms by ensuring scalable, sustainable literacy improvement, strengthening school culture, and bolstering teaching practices. SAP has a team of over 500 credentialed, experienced consultants who bring on the job expertise to district and school leaders, instructional staff, and teachers. Knovation Lynn Ochs, M.Ed. Ochs has developed and led statewide professional development projects related to leadership, educational technology and data-driven decision making. Her technical background and expertise includes Web 2.0 tools, online learning environments and electronic data tools. Lynn has worked with districts of significant size across the country, such as Baldwin County Public Schools in Alabama, to implement Knovation solutions and provide professional learning services. Ochs served as Director of Technology for Milford Exempted Village School District in Milford, Ohio.

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.

Middletown City School District (MCSD) currently has an F on the state report card. The secondary level schools each earned a C in Performance Index, and F in Gap Closure, and D/s or F.s in number of indicators met. While the district is committed to providing each student with an opportunity to learn in a rigorous and relevant environment, it also recognizes that it lacks adequate technology and professional development required to meet the standards set out within the CCSS at the secondary level. In addition to the lack of technology and training, it does not yet have a coherently aligned

instructional system in place at the secondary level. Middletown has been slow to adapt to the new challenges of today's global economy, implement new technologies required for higher level learning, and deliver instructional strategies required to meet the demands of the 21st Century. Currently many students are ill prepared to be successful upon graduation because they lack the necessary skills to compete in college or the world of work. A contributing factor is the urbanization of the Middletown community and the lack of high expectations for all students. Metamorphosis at Middletown will increase learning capacities for students, teachers, and administrators as well as the community at large. The transformed secondary schools will serve as learning hubs where students, teachers, and the community access resources and build collaborative connections that can be fostered to increase student achievement. The following cornerstones support the scope of work with this project: technology, professional development, and high quality digital and print resources. These cornerstones will help us better understand needs, expand leadership capacity, and strategically expanding instructional capacity through professional development, technology, and access to high quality resources. This will ensure the effectiveness and sufficient breadth of instructional efforts which will be carefully monitored through analysis of data. Scholastic Achievement Partnership and Knovation will aid in developing and implementing these cornerstones in MCSD by completing a needs assessment, providing job embedded coaching and professional development for instructional staff and leadership teams. Teachers will learn to use standards-aligned differentiated digital resources to improve rigor and relevance in their instruction. This tool will provide the necessary scaffolding to support teachers in this early adoption phase. The leadership teams will gain expertise in using tools to collect, monitor, and analyze data. Teachers can go directly from a learning need to a learning resource which allows them to better differentiate and personalize instruction. Both students and teachers will become better consumers, evaluators, and creators of information through the use of this tool. The goal is for this project to provide a model that can be scaled up district wide.

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.

None of the secondary schools receive School Improvement Funds, however the 6th grade building is on an improvement plan. This project compliments that particular building's improvement plan and enhances action steps identified within 2 of the 3 goal areas (student achievement and high quality instruction). Action steps within student achievement that will be directly enhanced include the monthly use of data as a means for monitoring progress toward meeting proficiency within identified district, state, and national assessments. Embedded coaching on instructional strategies as they relate to the Common Core and State Revised Content area standards are a large part of the high quality instruction goal action steps. This project includes the use of data as a means to measure student academic achievement progress and job embedded coaching focused on planning for, delivering, and reflecting on instructional content and strategies.

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.

NA

14. What is the total cost for implementing the innovative project?

2,446,291.00 * 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, RttT money, local funding, foundation support, etc.), and 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.)

a. Purchased Service contract to SAP 791.941 SAP Tier 1 Leadership training (DSEI) \$395,505 includes Leadership institute for building administrators; WF surveys to gather data on student perception about rigor and relevance of schoolwork and teacher perception data on the learning environment, student engagement, and school leadership, job embedded coaching, DSEI book bundle SAP Tier 2 Coaching and Training for Targeted Staff \$396,436 includes Instructional Excellence Institute, job embedded coaching, Nextpert subscription with access to lesson and assessment builders, database of lessons and a collaborative online space for sharing lessons, Professional development library included. b. Substitutes during SAP training and coaching follow up sessions (2 days/month X 4 months X 12 staff) 9,600 Substitutes for classroom teachers during institutes and coaching feedback release time. c. Purchased Service contract for Knovation 305,000.00 Knovation's perpetual agreement includes implementation fee \$25,000, access to icurio digital resource, and continued professional development \$305,000; \$14,999 maintenance fee associated with icurio would be funded through Title I (\$10,000) and curriculum general fund already included in 5 year forecast. No new or recurring expense (\$4999.00) d. Substitutes for PD on use of Knovation's icurio product (\$36,000 3 days X 30 staff X 4 contents) Substitutes for classroom teachers to receive PD on use and integration of icurio into daily practice e. Library Media support staff \$12,380.33 (6 hours/week X 26 weeks X 22.61 /hour) X 3 sites to provide assistance to families utilizing media resource center during the evening extended hours. Funding for staff would come from Title I in subsequent years. f. Chrome books \$936,810 (315.00 x 2974) purchased for each student grades 6-12 for use within classroom setting and at home to allow for access to resources beyond school hours g. Network access Points \$154,560 (192 total access points: 90 MHS, 65 MMS, HV 37 @ 805.00/unit) for upgrade and installation of access points in MHS, MMS, and HV h. Text Resources \$200,000 (150,000 MHS; 50,000 library media resources/texts MMS/HV) to upgrade library media center texts to meet increased expectations and rigor associated with implementation of common core and revised content area standards at three different building sites

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.

\$12,380.33 (yearly) providing library media staff at three building sites for 6 hours per week during the evening hours to allow the community access to resources and technology to come from Title I. \$14,999 (yearly) maintenance fee associated with access to icurio digital resources (\$4999.00 from curriculum general fund already included in forecast. No new / recurring cost. \$10,000 from Title I fund.) \$256,636.42 (FY 19 and every 4 years thereafter) technology refresh based on district cyclical rotation funded through general fund that was already included in technology budget for 5 year forecast. No new/recurring cost.

16. Are there expected savings that may result from the implementation of the innovative project?

110,000.00 * 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.)

This grant would afford the district the opportunity to update media center materials and upgrade the learning materials for each student through access to digital content. The district does not have the financial capacity to do that without grant money. Library media center materials and classroom texts/resources have not been replenished due to budget cuts so the ability to do so through this grant provides savings for years to come. Textbook materials within the district would total approximately \$300,000.00 per year per adoption. The district has not budgeted this amount in several years due to \$7 million in reductions that have occurred. Yearly savings on text materials would be noticed each year for 6 years (2014-2020) within the Curriculum Budget for an estimated amount of \$75,000.00 With access to online text materials/resources through a perpetual license, the annual savings in a curriculum budget would be approximately \$25,000.00 saved on random text materials. It is unknown how much will be saved due to reductions in paper and copying costs. This year alone the curriculum budget has topped \$20,000.00 in copying/paper costs with one fourth of the year finished. It could be estimated that the online work could save the district approximately \$35,000.00 per year in paper and copying costs. Our district established a 4 year staff computer replenishment cycle this year so it is not reflected in our May five year forecast as it was funded by Permanent Improvement funds. The cost associated with this newly implemented cycle is \$237,000.00 annually. This would be a 237,000.00 realized savings of tax dollars in FY14.

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 amount of 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.

This project is self-sustaining with the change in teaching practices that will occur through a comprehensive, high quality professional development series. Follow up PD will keep the implementation moving forward with fidelity, as will the continued early release PLC time that occurs on a weekly basis for staff to review data, make instructional adjustments and learn new instructional strategies and practices that are aligned with the rigor/relevance framework. The online resources are continually updated and access is guaranteed through the perpetual license. This reduces the need to purchase content area textbooks. Technology will be sustained through a cyclical rotation designed to keep all equipment updated or replaced when obsolete. With the grant "front loading" the technology needs, the current technology budget could sustain the technology refresh cycle for students.

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): 01/03/14

* Narrative explanation

Resource Planning: Meet with Knovation implementation team Meet with Scholastic Achievement Partners Professional Development Calendar release days for professional development

Technology Review and update acceptable use policy and create procedures for checking out computers to students Conduct a wireless survey to determine exact location of wireless access points Student and teacher account imports for online access Meet with district leadership teams, community stakeholders and parent groups Possible barriers: reshaping bandwidth to accommodate additional devices on the network, managing change process with staff members

Implement (MM/DD/YYYY): 01/15/14

* Narrative explanation

January 2014 Professional Development SAP Tier 1 Leadership Training to occur January 2014 (2 days) Administer WE perception surveys to students and staff January 2014 (WE surveys to gather data on student perception about rigor and relevance of schoolwork and teacher perception data on the learning environment, student engagement, and school leadership) Create School Data Profile using 2012-2013 achievement data (suspensions, attendance, failing core subjects, Lexile and quantile growth) Develop personalized Leadership Growth Plans (LPGs) SAP Tier 2 Training and Coaching for Targeted Teachers to occur January 2014 (2 days) Resource Alignment Purchase resources to upgrade library media center Secure library media support personnel to work evenings (2 nights/wk @ 3 hours/night) Technology Order Chromebooks Order Network access points Secure licensing for Chromebook management system Prep and package Chromebooks for individual student checkout February 2014 Professional Development SAP Monthly coaching on instructional planning, strategies, rigor, and relevance begins (2x month X 4 months) Knovation launch of an awareness campaign Conduct initial full day sessions with four core subject area teams - social studies, science, math, ELA to use digital content to address areas of deficit identified by NWEA MAP assessment data Teachers trained on how to manage Chromebooks in their classroom Resource Alignment Design rigorous lessons/units with digital content to address the intent of the common core Differentiate instruction with standards-aligned digital content and tools Provide full day professional learning session for administrators and instructional support personnel (curriculum team, instructional coaches) on creating a student-centered culture in the school and classroom, activating and engaging learners with digital content and leading in a 1:1 environment Technology Parent information and checkout nights for releasing Chromebooks to students Access points installed in classrooms March 2014 Professional Development SAP Monthly coaching on instructional planning, strategies, rigor, and relevance (2X/month) Knovation Online Learning Opportunities (Synchronous and Asynchronous) Conduct follow-up subject area specific recorded webinars on a weekly basis to strengthen skills in using digital content to address the CCSS and to differentiate instruction Moderate online learning cohorts to support transfer of new knowledge and skills to the classroom April 2014 Professional Development SAP Monthly coaching on instructional planning, strategies, rigor, and relevance (2X/month) Knovation Job-Embedded Coaching Plan for onsite modeling and coaching sessions as appropriate Deliver onsite sessions based on individual and departmental needs Resource Development Share resources identified to be used with units of study with other teachers across the district, vertically and horizontally teacher created best practices for management of 1:1 in classrooms documentation May 2014 Professional Development SAP Monthly coaching on instructional planning, strategies, rigor, and relevance (2X/month) and wrap up reflection sessions Review SAP WE survey and Leadership Growth Plans (LPGs) to measure performance improvement initiatives and change instructional practice Knovation Evaluation and Wrap-up Sessions Collect observational data, artifacts and digital stories to support replication of the project Technology Check in process for student computers Clean, update, and repackage computers for redeployment Possible barriers: time for collaboration, capacity for accelerated change

Summative evaluation (MM/DD/YYYY): 05/30/14

* Narrative explanation

Knovation to administer Final Impact Survey, measuring fidelity and depth of implementation and conduct final review with planning team, examining Impact survey data and professional learning evaluation analysis Review School Data Profile using 2012-2013 achievement data (suspensions, attendance, failing core subjects, Lexile and quantile growth) and compare data from January to May Review iObservation data as it relates to changes in Design Questions 2 and 3 (classroom planning and instruction) and increased rigor and relevance in the classroom. Evaluate icurio usage data to determine future training needs. Possible barriers: access to state data for evaluation

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

As a result of Metamorphosis in Middletown the following changes in behavior would be expected: At the Leadership level through the building of a collaborative sense of community, a vision that is clearly articulated and shared with all. Identification of high levels of expectations that are shared collectively and supported by all. The building of capacity through teacher leaders that feel empowered and successful in their work with each other and students. At the Teacher level through a shift to student centered instruction that utilizes both the strategies learned through professional development and the dynamic digital online resources available through icurio. A clear curricular alignment of programs, schedules, and expectations for instruction based on rigor and relevance. Use of formative assessment tools to identify needs for differentiated instruction and individual success to meet challenges of common core. Consistent planning based upon assessment and data analysis. The impact of the use of technology would result in greater student engagement, collaboration through the use of digital tools and media, and self motivation to learn skills and information needed to be 21 century learners. We should also see an overall improved report card (increase in number of indicators met and ability to close the gap. A decrease in number of suspensions and discipline reports, and an increase in attendance rates.)

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.

Scholastic Achievement Partners work is supported by numerous research and meta-analysis on effective instruction and maximum learning time including that of Robert Marzano, Russ Quaglia, ICLE, and Dr. Bill Daggett. Specific results from work with Warren City Schools, Ohio and Brockton High School in Massachusetts mirror our project expectations. Within one year there were noted improvements in curriculum cohesiveness, shifts in instruction and concrete action steps. Significant increases in student achievement, based on state exams, were also a result of the focus and work supported by SAP (ELA pass rate increased from 55%-90% and math pass rate increased from 22%-80% from 2009-2011 Knovation's work is supported by meta-analysis of research on the impact of digital learning resources on student learning. This literature review conducted by Learning Point Associates comprises research-based sources that support the four additional assumptions foundational to the design of the netTrekker tool: Differentiated instruction improves achievement; Providing resources that match a student's reading level increases comprehension; Internet searching in a "safe" online environment increases productivity; Using standards-based resources consistently improves achievement. Knovation's digital content solutions have been core components of the digital conversion initiatives in many districts, including the widely-recognized Mooresville Graded School District in NC and Baldwin County Public Schools in AL. Beginning in 2007, Mooresville employed Knovation's digital learning resource library to provide access to 330,000 educator-curated, standards-aligned digital learning resources as part of their digital conversion, which put MacBooks in the hands of each 4-12 grade student and made laptop carts, SMART boards and projectors available to K-3 students. Mooresville Digital Conversion Results: Over 4 years, Mooresville High School saw an increase of 16 percentage points in their overall composite End-of-course and End-of-grade test scores. During the same 4 year period, the high school graduation rate rose from 76.5% to 86%. From the 2007-08 school year to the 2009-10 school year, the district experienced a 13% growth in overall district achievement and was tied for 4th in the state rankings at the end of the 2009-10 school year. The graduation rate for African-American students was 95 percent in 2012, up from 67 percent five years earlier. Similarly, Baldwin County Public Schools implemented their digital renaissance initiative in 2010 at their high schools and by January 2014 will have 1:1 devices available for all 30,000+ students. Knovation has provided digital learning resources to all students and teachers across the district and ongoing professional learning services as part of the district's Digital Renaissance Leadership Academy. Baldwin County Digital Conversion Results: At Baldwin County High School, which began the digital conversion in 2010, the school has seen a drop from 2,598 discipline referrals in the 2010-11 school year to 775 discipline referrals in the 2012-13 school year. The dropout rate at Baldwin County High School has dropped from 30 students withdrawn as dropouts in the 2010-11 school year to only 4 students withdrawn as dropouts in the 2012-13 school year. Baldwin County High School has seen an increase in average composite ACT scores from 19.5 in 2008 to 20.2 in 2012.

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

Yes

No

22. If so, how?

This project can be replicated in other school districts by following the framework designed and explained above. The implementation stage of this project can be found within this document allowing for ease of replication through the steps listed. The framework is a best instructional practices framework blended with new delivery systems and updated materials. The overarching framework is built on professional development, technology, and quality resources working hand in hand for effective classrooms. The classroom today must include technology that allows students immediate access and opportunities for extended learning, as well as updated resources and materials. Supporting our framework is Daggett's Rigor/relevance framework; high quality curriculum design, materials, and delivery; blended learning environments; student centered classrooms; differentiated instruction; focused, productive professional development. Curriculum will be designed through the lens of the rigor/relevance framework to ensure that the Ohio Academic/Learning standards are delivered in a manner that increases the level of thinking complexity and provides an appropriate challenge for each student. Delivery of curriculum will be enhanced by productive, focused professional development. Delivery of instruction will support a student centered classroom that blends online resources with high quality instruction creating an engaging, rigorous learning experience for students and teachers. Blended learning environments will support personalized learning that permit all students to have achieve at optimal levels.

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

This grant would afford the district the opportunity to move its classrooms and instruction into the 21st century in a single school year by upgrading the learning resources available to each teacher and student without negatively impacting the five year forecast. The district does not have the financial capacity to do that without grant money. Textbook materials within the district would total approximately \$300,000.00 per year per adoption. The district has not budgeted this amount in several years due to \$7 million in reductions that have occurred. Yearly savings on textbook materials would be noticed each year for 6 years (2014-2020) within the Curriculum Budget for an estimated amount of \$75,000.00 With a perpetual online resource license purchase the annual savings in the curriculum budget would be an additional \$25,000.00 saved on assorted text material replacement costs yearly. (total 75,000) It is unknown how much will be saved due to reductions in paper and copying costs. This year alone the curriculum budget has topped \$20,000.00 in copying/paper costs with one fourth of the year finished. It is estimated that the movement toward online work could save the district approximately \$35,000.00 per year in paper and copying costs. Our district established a 4 year staff computer replenishment cycle this year so it is not reflected in our May five year forecast as it was funded by Permanent Improvement funds. The cost associated with this newly implemented cycle is \$237,000.00 annually. This would be a 237,000.00 realized savings of tax dollars in FY14.

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.

Goal 1: Improve student achievement Student achievement in the district will improve due to the focused instruction and challenging learning made possible through best instructional practices, blended learning environments and a focus on literacy by at least 20% in the first full year of implementation as measured on the Ohio mandated tests. As the work continues, additional increases in test results can be expected with fidelity of the project's implementation. Students, staff and parents will become more fluent with the change in design, delivery and type of curriculum and instruction. Within 3 years the district will receive a grade of at least a C in 90% of the areas measured. As staff receives high quality professional development on teaching in the 21st Century, the instruction in the district will be permanently changed. Students will have access to technology and information that allows them to be well prepared for college or career choices. The community perception of the district will be more

positive and consequently both the school district and the community will be revitalized and rejuvenated. An anticipated outcome that may not be easily benchmarked would be the return of currently open enrolled students due to the focus on rigor/relevance and student centered instruction delivered through the 1:1 model. Goal #2: Spending reductions in the 5-year Forecast With the purchase of a perpetual license for text/resource materials online, the reduction of paper/copying costs, and the reduction of technicians needed throughout the district, the 5 year forecast will see an estimated reduction of 141,000.00 With these savings as well as the additional unknown savings related to these wide sweeping changes, the way money is spent in the district will be permanently changed for the better. Budgeting will be done more efficiently and with a greater focus on students.

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.

Mid grant evaluation generated by the WE Survey, and review of classroom artifacts and lesson plans. Student learning will be assessed through MAP (NWEA) assessment in March 2013. Comparison of student data with January results will indicate instructional/curricular needs. Grades 6-9 data includes Science, Reading, Language, and Math. This data will support any necessary instructional changes. Summative evaluation will be conducted by District Leadership Team with support from Hamilton County ESC consultant, Dr. Barb Crist. Evaluation elements will include student, staff, parent survey results; district testing data as available (MAP assessments, formative assessments); and perception data from each buildings' leadership team. When available state testing results will be analyzed and used to inform planning decisions. The analysis of this data will guide and direct the work for the coming school year. All evaluation components will be reviewed by the district leadership team to determine when and where changes need to be made. The team will consult with the Director of Curriculum, Director of Technology, Director of Professional Development, Principals, and the Academic Coaches to determine what the changes are and how to effectively implement them. By June 30 of each year for the next 5 years, the Director of Curriculum will report the progress of this grant's components to the Board of Education in public session with all accompanying documentation and results.

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/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 Beth Olthoff Grant and Data Specialist Middletown City Schools Middletown, Ohio 45042 10/25/13