

Budget

Middletown City (044404) - Butler County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (489)

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	1,531,200.00	1,789,990.00	0.00	0.00	3,321,190.00
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		220,000.00	39,600.00	45,000.00	0.00	0.00	0.00	304,600.00
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	354,200.00	0.00	354,200.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		220,000.00	39,600.00	1,576,200.00	1,789,990.00	354,200.00	0.00	3,979,990.00
Adjusted Allocation								0.00
Remaining								-3,979,990.00

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: Blending the Practice to Mold the Future

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.

Blending the Practice to Mold the Future will accelerate learning for all students by providing internet devices to all grade K-12 students, blending the learning environment with high quality curriculum, technology and materials and by providing research-based professional development to teachers. The strength of students' access and use of technology has been shown to be a consistent positive predictor of students' reading and mathematics scores (Shapley, et al., 2006).

6200 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Elizabeth J. Lolli, Ph.D.

Organizational name of lead applicant: Middletown City Schools

Unique Identifier (IRN/Fed Tax ID): 044404

Address of lead applicant: 1 Donham Plaza 4th Floor Middletown, Ohio 45042

Phone Number of lead applicant: 513.217.2672

Email Address of lead applicant: elolli@middletowncityschools.com

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

First Name, last Name of contact for secondary applicant: NA

Organizational name of secondary applicant: NA

Unique Identifier (IRN/Fed Tax ID): NA

Address of secondary applicant: NA

Phone number of secondary applicant: NA

Email address of secondary applicant: NA

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.

NA

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.

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. Robin Surland, Ed.D. Senior Director of Technology and Innovation 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.

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.

Though MCS D currently has an F on the state report card and an A on value added. The district needs to significantly increase learning opportunities for both the students and the teachers to accelerate our learning and improve outcomes. The goal is to make education more powerful for all students by creating more opportunities for more children to engage in learning that is relevant to their lives and prepares them for success in school, the workplace, and their community. The district will do this by creating a blended, focused learning environment to increase both the rigor and relevance of instruction and learning in our classrooms. Blended learning opportunities can help to expand students' understanding of the world beyond Middletown and Ohio and help students become global learners in a global economy. The project will focus on a blended learning model for all classrooms in K-12 with one-to-one Internet devices in grades 3-12 and one-to-two Internet devices in grades K-2. The blended learning environment will focus on traditional literacy skills (reading, writing, speaking and listening) across all content areas using both online materials and actual trade books in the English Language Arts classrooms as well as the new media literacies (appropriation, multitasking, distributed cognition, collective intelligence, and transmedia navigation). A model of instruction using whole group, small group, and individual work will be established as the norm. The practice of scaffolding information within the "model, guided practice, independent practice" framework will be a standard of each classroom. Blended learning will occur through the use of technology to contextualize and expand on the key concepts of the lesson. It also can serve as a resource for research or production of learning artifacts as well as other opportunities to utilize the technology in engaging and relevant ways. Professional development will occur in the transformational use of technology in the classroom, literacy across the content areas, and setting up best practices classrooms as described above. Job embedded coaching will continue as a support for teachers as well as ongoing "just in time" online training opportunities. The goal of increasing student achievement will be met through a more focused, deliberate delivery of the new Ohio Learning Standards and the Academic Content Standards in each classroom. The focus on literacy in all areas will increase students' understanding of how to apply, evaluate and synthesize information as opposed to only recitation of information. Additional professional development on the Rigor/Relevance framework and the creation of lessons that fall into quadrant C and D as opposed to only quadrant A or B will strengthen the delivery and the relevance of the learning for students. Use of

technology as an information resource and as a tool to produce quality work will also be a focus of professional development. Students and staff will engage in experiences that connect Middletown to the world through technology. The blended classroom will not only prepare students for today's classroom but for tomorrow's career experiences. Additionally, the district must connect more frequently and more successfully with parents. It is well documented in the research that parents are the students' first and final teachers. Parents must become literate in the use of technology and the new literacies along with their children. To this end, parents will be regularly included in opportunities to learn and use the technology and resources that their children are using. They will also be included in opportunities to learn about the new learning standards and teaching methodologies. Their understanding and acceptance of the changes are vital to the success of their children. Parent workshops and learning opportunities will become regular events held at various times of the day to meet parent scheduling needs.

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.

High quality professional development and ongoing monitoring of implementation fidelity are key to any successful change. Each professional development opportunity will include direct instruction, modeling of the practice, teacher/principal engagement and practice with the new learning. Following each segment, academic coaches will model the practice in real classrooms for teachers or groups of teachers. Principals will then conduct walk throughs to determine additional professional development needs and fidelity of implementation. Professional development would continue throughout the summer as well with teachers receiving a small stipend for attendance at the "required" professional development sessions. MCSD currently has early release on each Wednesday. Upon receipt of the grant funds, the district would use these early release opportunities to provide the professional development needed in the transformational use of technology, Daggett's 3 R's, the rigor/relevance framework and lesson design, integrated learning as well as inquiry based learning, connections of technology resources/text and the framework to the learning standards, continued work on balanced literacy and literacy across the content areas including use of increased text/rigor complexity, additional literacies needed for a 21st century education, and differentiation of grouping practices and instruction. Student achievement will be increased through the thoughtful, balanced delivery of instruction. The balanced delivery will include lessons from each of the four quadrants found in the Rigor/Relevance framework, but more importantly, the teachers will become proficient at recognizing the differences in the tasks used for instruction and independent student work. This change in teacher knowledge will provide a lasting effect on classroom instruction. Differentiation of instruction based upon students' levels will be increased due to the expanded access to technology and other resources not currently available in classrooms. Blended learning environments will increase the opportunities for differentiation. Teachers will understand how to use the technology to support both small group, and independent learning times to effectively engage students at their levels instead of whole group lecture or "sit and get". Careful review of both assessment data and early study results from this project will guide and direct additional opportunities for improvement. Fidelity to teaching the standards and increasing the complexity of the instruction and student learning tasks will better prepare Middletown students for the increased requirements for successful completion of each grade level course of study. Students will also be career and college ready upon graduation having been entrenched in high quality and rigorous learning. Extensive use of online resources and text materials will enable teachers to have the most up to date information about each subject taught, as opposed to the current state of text materials that are well over 10 years old. Students will have expanded opportunities to learn more, learn deeper, and use a wider variety of information and perspectives for increased learning and rigor. Additional trade books at a variety of reading levels and text complexity will afford the students the opportunity to develop required skills for the new requirement in literacy. Through the use of well-designed balanced literacy lessons that are taught with fidelity, students will gain the needed skills, concepts, strategies and fluency development to show marked improvement on state and national tests. Each of the above processes will enable the district to systematically and successfully remove ineffective components or practices currently found in instructional practices across the district and replace them with effective 21st Century instructional practices that focus on rigor, relevance and career and college skills.

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?

3,979,990.00 * 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.).

In order to improve student learning and increase the rigor/relevance of instruction updated text materials and online resources are needed. Costs quoted from National Geographic/Cengage. These materials are inclusive of updated Social Studies, Science and Math materials for grades 3-12. Materials for each course would be specific to that course and include print materials. a. Cost of text materials/resource licensing: \$116.00 per student x 3 content areas x 4400 students (grades 3-12) = \$1,531,200.00 Students must have regular access to technology to be prepared for the future. One to one technology 3-12 and two to one technology in K-2 will enable students to have ready access as well as updated, real time information. a. Cost of personal computing devices: 1,569,990.00 One to one technology for 3-12 (1,523,550 for Chromebook) Two to one technology for K-2 (496,440 Learn Pads) Upgrade and expansion of infrastructure (354,200) Professional development would include the expertise of consultants that would support the goals of the project. These fees would be used mostly for summer work stipends. Additional PD funding could (if necessary) come from Title 1 funds for literacy PD. Each teacher would receive an additional 24 hours of training in the instructional/technology content mentioned in the narrative. c. Professional development: \$45,000.00 (consultant fees) Professional Development summer stipends: \$220,000.00 (24 hours x 400 teachers x \$22.61 per hour) Benefits (\$39,600.00) The text materials listed would be used to increase the Lexile levels of all English Language Arts classroom reading materials. Within a balanced literacy framework, an abundant supply of trade books is needed to meet the various reading levels of students. d. Trade books: 220 teachers x \$1000.00 each for trade book purchasing = \$220,000.00 Parents must be included in this change process so that it becomes a way of educating children. e. Title 1: \$5000.00 parent outreach

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.

These funds are already budgeted within the general fund curriculum and Title I annual budgets; so these are not new/additional recurring costs. Annual costs will be ongoing professional development to assure implementation fidelity. This will be facilitated through the weekly early release days as well as summer PD paid for through Title 1 money and Curriculum General Fund PD budget (\$200,000 from Title 1; \$20,000.00 Curriculum General Fund) The licensing fees for the online text materials/resources is for 6 years. Every four years the technology purchased would need to be refreshed. The district does three grade levels per upgrade cycle (i.e. grades K, 5, and 9). The Technology General Fund budget would provide \$591,270. This would not be an addition to the Five-Year Forecast because it is part of our existing annual technology budget. a. Cost of text materials/resource licensing: \$116.00 per student x 3 content areas x 4400 students (grades 3-12) = \$1,531,200.00 b. One to one technology; two to one technology: \$1,569,990.00 c. Professional development: \$45,000.00 (consultant fees) Professional Development summer stipends: \$220,000.00 (24 hours x 400 teachers x \$22.61 per hour) Benefits (\$39,600.00) d. Trade books: 220 teachers x \$1000.00 each for trade book purchasing = \$220,000.00 e. Parent involvement activities: \$5000.00 (from district Title 1)

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 remove very outdated materials from all classrooms and in one short amount of time, upgrade the learning materials for each student. The district does not have the financial capacity to do that without grant money. Materials currently used are at least 10 years old or older in each area, except Math. Online math programs are currently being piloted in grades 6-8 and in a few classes at the high school level. However, purchases of programs or updated math materials must occur with the implementation of the common core. Text 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 an online licensing fee and new text materials/resources that will last 6 years from purchase the annual savings in a curriculum budget would be approximately \$50,000.00 due to the fact that additional math texts would not be needed in K-5 because of the purchase that occurred through this grant. An additional \$25,000.00 would be saved on random 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 \$200,000.00 in copying/paper costs with this much 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. The follow up PD would keep the implementation moving forward with fidelity. Title 1 funding or Curriculum General Fund budget would support the necessary PD once the grant concludes (\$200,000 in Title 1; \$20,000.00 in Curriculum). The purchase of the text materials for the ELA classroom would be sustained through many years of students using the texts. Last year \$300,000.00 of title money was used to purchase resources and materials. With this grant paid purchase of the ELA resources, \$300,000.00 in Title 1 money could be spend on other needed materials or supplies for math or ELA. The text/resource online licenses expand over a 6 year period. Additional licensing fees would not be incurred until 2021. This grant would alleviate the need for math texts to be purchased each year in K-5 and allow the money to be saved. (approx. \$50,000.00 per year) Technology would 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 in the buildings.

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): 01/06/14

*** Narrative explanation**

Before applying for the grant, a community/school meeting occurred to seek input from all stakeholders. This group was comprised of community members, business partners, teachers, administrators, and board members. Additional input was solicited from middle and high school students. Sixty-two percent indicated that they were expected to use technology to help them learn. Thoughtful, methodical implementation needs to occur because teachers and administrators are still working within a current school year. The implementation will appear to be extra work if not done with care and releasing some pre planned activities that do not meet the grant's goals.

Implement (MM/DD/YYYY): 01/06/14

*** Narrative explanation**

Within first 2 weeks of receiving the grant, the following would meet to review requirements and create final timeline for implementation; BOE, DLT/BLTs, and District Curriculum Committee. Each group has teachers, administrators, students, parents, and community members included. From this group a grant communication committee to be developed so that each group of stakeholders will have a liaison for communicating grant activities. Grant communication committee to meet monthly with Director of Curriculum to receive progress updates. The "Middle Mile" an online weekly communication tool to be used to share information internally. Grant information to be shared at community meetings that Superintendent and Director of Curriculum attend regularly. After initial review and planning session, the curriculum department and 4 ELA teacher leaders from each grade level will identify ELA trade book lists meeting Lexile/text complexity needs and send to staff for ordering. New resources to be reviewed and final approvals given by department chairs and district curriculum committees. Material/resource orders placed by 01/31/14. Funds encumbered for text material/resources online and tradebooks. Technology Director and staff begin ordering process for the new technology. Funds encumbered for the technology needs. Additional PD to be designed and announced through the Professional Development Committee, including blended learning models, integrated learning, inquiry, Rigor/Relevance framework, Rigor/text complexity, content area literacies, and transformative uses of technology. Funds encumbered for the PD needs. 02/15/14 all staff will have completed sessions on the rigor/relevance framework, integrated curriculum, and blended learning PD. Barriers are understanding what grant monies can be used for; time to complete the work outlined; and breaking down any negative attitudes expressing that "this too shall pass". 03/15/14 new technology delivered and deployed to staff. PD on how to use the devices held as technology is deployed. 03/20/14 parents invited to participate in technology training in preparation for their child's new technology. Several meetings and times of day will be planned for parents. A webinar will be available to parents as an introduction to the technology and uses of this technology. 03/30/14 student technology delivered and deployed. Online webinars and in class demos on care and use will occur before 03/30. Refreshers will be given with the deployment. National Geographic/Cengage consultants to provide orientation to the new materials/resources and the online components. 03/30/14 distribution of new ELA materials to ELA teachers across district. Continued monitoring of the implementation of the balanced literacy framework and a blended environment in ELA. 03/30/14 staff PD on transformative use of technology for instruction, differentiation of instruction through the use of technology and the new resources, and continued work on content area literacies. Mid grant evaluation by 03/31 conducted by the District Leadership Team through analysis of a staff survey given by 03/20/14. Barriers include time, delivery of orders, contract negotiations, and willingness to change practices! 04/03/14 PD committee to discuss summer PD plans. Plan completed and shared with staff by 05/14 to include additional PD (common core, rigor/relevance, blended learning, and transformative technology use.) 04/15 classrooms to use technology in a semi-blended way as teachers and students continue to learn the "how and why". Coaches and principals monitor fidelity through walkthroughs related to the Marzano Design Questions and district implementation checklist for the grant. 04/30 parent sessions to update and help to understand the change in teaching/learning. 04/30, staff opportunity for input into continuation of project. Work groups formed as needed. All funds to be expended by 06/01/14. Barriers: time and acceptance of change.

Summative evaluation (MM/DD/YYYY): 06/01/14

*** Narrative explanation**

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 the state testing results will be analyzed and included in this summative evaluation. The analysis of this data will guide and direct the work for the coming school year.

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

The district has already begun the process of changing curriculum and instruction. However, more work must be done in order to see marked improvement in student learning and achievement. The use of new text/resources will propel the district into the 21st Century as well as increase the accuracy and timeliness of information for the students. Instructional Change: Teachers' understanding of a 21st Century classroom/blended classroom will forever impact the way in which instruction is delivered. The ritual use of a text will greatly diminished and "just in time" information will become the norm in classrooms. The use of technology as a resource and teaching tool will become a standard practice in all classrooms. Teaching will be focused on the present needs of students, not the "traditional" style of schooling/instruction. Lastly, teacher satisfaction will greatly improve once the changes are worked through the usual implementation dip. Student collaboration with the outside world, teachers, and other students will be greatly enhanced through the use of technology daily in and out of school. Research skills and analytic skills will be increased as they must use new information to increase their understanding and knowledge of topics taught. Students will be taught as individuals moving in and out of flexible, blended learning groups. Most importantly, student learning and achievement as measured by various means, but especially as measured by required state testing will increase. It can be expected that with a solid instructional framework that is (consistently utilized with fidelity) focused on rigor/relevance and the new learning standards, students will be well prepared for assessments of any type. Additionally, test results will substantially increase due to the updated materials and resources that will be available to students as part of the regular school day and available for study at home. Organizational Impact: District instructional practices will shift from a stagnant environment to a dynamic, student centered, information rich environment. This will become the expectation of the community, the parents, the administrators and teachers. No longer will "sit and get" classrooms be acceptable or possible in the new technology rich climate. This new type of learning environment will require some changes in current board policies, including grading policies, grouping policies, and technology practices. Community impact: The Middletown community will be greatly transformed by increasing the use of technology and up to date resources in the classrooms and connecting those resources into the homes of the students. The community will be re-energized by the enthusiasm and responsiveness of the 21st century learning environments. Lastly, the community's image will have a positive rebirth, just as the city management team focuses on an urban renewal project.

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.

The rationale for use of a balanced literacy framework includes a body of both research and content literature that spans a 15+ year radius. Use of the five pillars of literacy as a focus in early grades and continuing the development of skills, concepts and strategies in a workshop format is well documented as a best instructional practice. The new learning standards expect higher Lexile levels as well as increased text complexity. These can easily be incorporated into a balanced literacy framework because students are given books on their instructional level, not a standard grade level text. In each of Dr. Loll's districts (Nardonia Hills, Mayfield City, Barberton City and Monroe Local) she has implemented a balanced literacy framework that has been a proven means to increase student achievement. This is documented through the Ohio Local Report cards. See full literature review in uploaded documents. Literacy in the content areas has been explored but never fully implemented in most school districts over the last 20 years or so. However, the new Academic Learning Standards as well as the new Academic Content Standards and the upcoming change in assessments demand that reading and writing occur in every subject area at every grade level. The structured use of reading/writing strategies across the content areas at every grade level will only increase student understanding and achievement. Research and literature supporting this practice can be found in uploaded documents section. Blended learning and use of one to one devices in grades 3-12 or two to one devices in K-2 will substantially increase student interest, ability to search for and analyze information, and create products that extend beyond the lower levels of Bloom's taxonomy. Blended learning classrooms, while relatively new compared to other best practices, hold the promise of supporting rigor/relevance and 21st century learning skills in a seamless manner. The differentiation and individualized use of technology to create products and to research a variety of topics will afford students opportunities to learn more, faster. Dr. Surland has had great success in her implementation of technology across grade levels. She is highly qualified to support both the curriculum implementation and the transformative use of technology for instruction and learning. In districts that have used technology in this manner, results have risen. Full literature review can be found in uploaded documents. The rigor/relevance framework and Bill Daggett's work is well documented through articles, research findings and actual school successes, including Brockton, MA. Over the past 20 years, Dr. Daggett has helped create a deeper understanding of what must happen in school to allow students to be prepared for life outside of school. His work supports the College Career Readiness Standards. Full literature review can be found in uploaded documents section.

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 begins with the premise that literacy must be the focus of all classrooms. Literacy goes beyond reading and writing and includes other types of literacies both common and newly emerging. The classroom today must include technology that allows students immediate access and opportunities for extended learning, as well as updated resources and materials. Pillars for the two main parts of this model (literacy and technology), include Rigor/relevance framework; high quality curriculum design, materials, and delivery; blended learning environments; student centered classrooms; flexible grouping patterns; 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 create a student centered classroom with updated materials that support the curriculum design. Blended learning environments will support flexible grouping patterns that permit all students

to have access to the learning.

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

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. Because this project is not one that will require additional money to sustain, the ongoing professional development and focus on fidelity of the component parts of the project will increase the opportunities for great success and achievement of Goal #1. 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. Goal #2: Spending reductions in the 5-year Forecast With the purchase of a 6 year 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.

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.

Student Achievement Benchmarks: District reading scores will increase by 20% as measured on the Ohio mandated tests in all tested grades. District math scores will increase by 20% as measured on the Ohio mandated tests in all tested grades. District science scores will increase by 20% as measured on the Ohio mandated tests in all tested grades. ACT scores for those students taking the test will exceed the state average each year. Current ACT average is 19. District will increase students' satisfaction rating on overall schooling experience by 15% as measured on the student surveys given in grades 3-12, two times each year. Baseline data is currently being collected and will be used for the measurement. Teacher professional development surveys will indicate at least an 85% satisfaction rating with professional development quality. Baseline data will be gathered after the implementation of the grant related PD. School district and community will be revitalized. Reduced Spending Benchmark Five year forecast will indicate at least a \$130,000.00 reduction for 5 years. Spending patterns and budgeting will be done differently indicating that technology and student learning needs are considered more than currently in those processes. Comparison of previous years and perception data will indicate the change.

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 by 03/31 conducted by the District Leadership Team through analysis of a staff survey given by 03/20/14. Ongoing walk through observations by principals, coaches, and directors will indicate implementation fidelity and frequency of use/strategies documented through Marzano, iObservation. Analysis of the walk through data will permit Curriculum/Technology departments to determine additional needs or problem areas. First analysis conducted by 02/15/13. Second analysis conducted by 3/15/13. Third analysis conducted by 4/15/13. Results will be used to support the planning process. 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 3-9 data includes Science, Reading, and Math. This data will support any necessary instructional changes. Student growth in K-2 will be assessed through Fountas and Pinnell (LLI or benchmarks) assessments. March data will be compared to January data to determine progress in reading. This data will support any needed 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 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 Specialist Middletown City Schools 10/25/13