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Adjusted Allocation: 0.00

Remaining: -3,979,990.00
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: Blending the Practice to Mold the Future

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 8 you seek to achieve. Please limit your responses to no more than three sentences.

3. Overall description of project and alignment with Outcomes

   - Existing and researched-
   - Never implemented in your district or community school but proven successful in other educational environments
   - Utilization of a greater share of resources in the classroom

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 (RNI/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 (RNI/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 (RNI/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

7. Partnership and consortium 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 district or school 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.

   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 multimedia, 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 programs 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.

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

Although MCSD 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, 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
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 walkthroughs to determine professional development needs and fidelity of implementation. Professional development would continue throughout the year as well as teachers receiving a small stipend for attendance at the "required" professional development sessions. MCSO 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 designs as well as inquiry based learning, connections of technology resources/text and the framework to the learning standards, continued work on balanced literacy and the new literacies along with 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 be held at various times to meet the varied needs of the students and parents.

C) SUSTAINABILITY

12. Describe how it will meet the goal(s) selected above.

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.

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

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, RTT money, local funding, foundation support, etc.), and provides costs on the cost of the 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. Costs of text materials/research with parents. It is well documented in the research that students need to access 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. Cost of professional computing devices: 1,569,990.00 One to one technology for 3-12 (2,48,050 for Chromebook) Two to one technology for K-2 (496,440 Learning Packs) Upgrade and expansion of infrastructure (354,220) Professional development would include the expertise of consultants that would support the goals of the project. These fees would be mostly for summer work stipends. Additional PD funding could (if necessary) come from Title I funds for literacy PD. Each teacher would receive an additional 24 hours of training in the instructional/technology content mentioned in the narrative. 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 $1,000 per 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 I: $500,000 parent outreach

15. What are 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/statistics: 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. This cost will be facilitated through the district Title I money and Curriculum General Fund PD budget ($200,000 from Title I: $20,000.00 Curriculum General Fund) The licensing fees for the online text/materials/resources for 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 custodial budget. Cost of materials/resource licensing: $116.00 per student x 3 content areas x 4400 students (grades 3-12) = $1,531,200.00. One to one technology; two to one technology: one technology $1,569,990.00 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 $1,000 each for trade book purchasing = $220,000.00 e. Parent involvement activities: $500,000 (from district Title I)

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

This grant would provide the opportunity for the district to purchase materials in a short amount of time. The district does not have the financial capacity to do that without grant money. The licensing fees for the online text/materials/resources for 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 custodial budget.

This year alone the curriculum budget has topped $20,000.00 in copying/paper costs with this much of the year finished. 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 $1,000 per 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 I: $500,000 parent outreach

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 to ensure枯作s the amount is 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 I funding or Curriculum General Fund budget would support the necessary increments once the grant expires ($200,000 in Title I: $20,000.00 in Curriculum). The purchase of professional development would be sustainable. It would be sustained through a mixture of new training and a review of the texts. Last year $300,000 of Title money was used to purchase resources and materials. With this grant paid purchase of the ELA resources, $300,000.00 in Title I money could be spent 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 be saved in the next year. This grant would alleviate the need for math texts to be purchased each year in K-6 and allow the money to be saved. (approx. $50,000 per year) Technology would be sustained through a cycle 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 project was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community members, 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 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 is necessary because teachers and administrators are still working within a current school year. The implementation plan 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 two 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 representation from students, parents, and community members included. From this group a grant communication committee will 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 five new guidelines provided by department leaders from each curriculum department.

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five years.

Instruction will create a student centered classroom with updated materials that support the curriculum design. Increased resources in the classroom.

In districts that have used technology in this manner, results have risen. Full literature review can be found in uploaded documents section.

**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 future.

The rationale for use of a balanced literacy framework includes a body of both research and content literature that spans a 15+ year radius.

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.

A new type of learning environment will be required that includes not only flexible, blended learning groups but also district technology standards. The use of technology can be increases through the use of technology and the new resources, and continued work content area literacies. District grant evaluation by 03/31 conducted by the District Leadership Team through analysis of a staff survey conducted by 03/30. Barriers to include time, delivery of order, 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 new learning environment 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. 04/30/14 parent sessions to updates 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.

Narrative explanation

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.

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

* Yes

**If yes, 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 basic instructional practices framework blended with new delivery systems and updated materials. The overarching framework begins with a consistent literacy framework that is the core 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. Students must be prepared for life outside of school. Each district must have an updated curriculum design with updated learning environments that support flexible grouping patterns that permit all students
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.

Accept Beth Olthoff, Grant Specialist Middletown City Schools 10/22/13