

Budget

Little Miami Local (050443) - Warren County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (288)

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
<b>Instruction</b>		0.00	0.00	0.00	0.00	192,635.00	0.00	192,635.00
<b>Support Services</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Governance/Admin</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Prof Development</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	739,411.00	0.00	0.00	0.00	739,411.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		0.00	0.00	739,411.00	0.00	192,635.00	0.00	932,046.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-932,046.00

Application

Little Miami Local (050443) - Warren County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (288)

**Please respond to the prompts or questions in the areas listed below in a narrative form.**

**A) APPLICANT INFORMATION - General Information**

1. Project Title:

Little Miami iPLEX (Innovative Personal Learning Experience)

2. Executive summary: Please limit your responses to no more than three sentences.

Little Miami iPLEX, an innovative personal learning lab, will increase student learning and achievement while reducing district costs. Student learning opportunities will be enriched through virtual fieldtrips, virtual conferencing, online applications, online/blended instruction, dual-credit, after school tutoring and alternative after-school learning.

*This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.*

500 3. Total Students Impacted:

*This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.*

4. Please indicate which of the following grade levels will be impacted:

- |  |  |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1            | <input checked="" type="checkbox"/> 2            |
| <input checked="" type="checkbox"/> 3            | <input checked="" type="checkbox"/> 4            |
| <input checked="" type="checkbox"/> 5            | <input checked="" type="checkbox"/> 6            |
| <input checked="" type="checkbox"/> 7            | <input checked="" type="checkbox"/> 8            |
| <input checked="" type="checkbox"/> 9            | <input checked="" type="checkbox"/> 10           |
| <input checked="" type="checkbox"/> 11           | <input checked="" type="checkbox"/> 12           |

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

First Name, last Name of contact for lead applicant  
Regina Morgan

Organizational name of lead applicant  
Little Miami Local School District

Address of lead applicant  
7247 Zoar Road; Maineville, OH 45039

Phone Number of lead applicant  
513-899-5127

Email Address of lead applicant  
rmorgan@littlemiamischools.com

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes  
 No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

- Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

8. Describe the innovative project: - Provide the following information

*The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.*

The current state or problem to be solved; and

Little Miami students have limited exposure to learning innovations through technology partially due to 34 months of fiscal emergency where we were said to have a revenue concern, not a spending problem. Our current budget does not support expenditures on innovative learning opportunities that our students need.

The proposed innovation and how it relates to solving the problem or improving on the current state.

Little Miami iPLEX will significantly increase student learning and close student achievement gaps by providing our students with flexible, innovative learning opportunities that improve student engagement. Little Miami iPLEX, renovation of 3800 square-foot room - designed in collaboration with Hi5 Architectural Firm, is an innovative learning lab that will be located within our high school. This flexible learning lab will provide opportunities for virtual field trips, virtual conferencing, online/blended instruction, dual-credit, after school tutoring and alternative after-school learning (ie. Parent Partnerships, PD for Teachers, CPR Classes, College Classes for student and adults, Warren County Career Center Trade Classes). Through Little Miami iPLEX multi-media, students will virtually experience our world first-hand. Marine Biology students will take field trips to visit marine life that they otherwise could not observe. Anatomy students will be inside the operating room during open-heart surgery. Classes will connect with peers in other states and countries, bringing them ever closer. Little Miami iPLEX will be the platform for teachers to bring their curriculum and class discussions to life. Online learning, supported by the iPLEX, will happen during the school day. These classes will increase student elective opportunities and provide an easier transition to post-secondary education. Many residents in the Little Miami area do not have Internet access. Little Miami iPLEX will be available during evening hours for student and adult community members who can participate in iPLEX evening online secondary and college courses. Closing the achievement gap is a priority for Little Miami. Little Miami iPLEX will remain open and staffed with certified teachers after school hours. Students will be identified through our RtI process as needing after-school tutoring. Classroom teachers will invite students, through parents, to participate in iPLEX tutoring. Teacher data illustrating areas of weakness will be shared with tutors so students may receive targeted intervention without missing school-day instruction. Although the iPLEX will be utilized primarily for student use throughout the day, it will also provide our staff and community a central location for professional development. We realize that without parent and community partnerships, we are only addressing half of the formula that promotes student achievement. Little Miami parents will be able to attend pertinent workshops to increase parent/community partnerships and awareness which in-turn promotes student learning. Little Miami iPLEX is located within our high school. Although the iPLEX is not as convenient to students located in other buildings, Little Miami does permit inter-district field trips that promote learning. This procedure will continue with field trips to the iPLEX for a school day experience. The iPLEX "tech checkout" system will enable students throughout the district to connect and utilize technology daily. District teachers will request needed technology through our Online Administrator. Mobile technology will be scheduled and delivered just in time for instruction. Thank you for considering our proposal.

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

*Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.*

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

\*Intervening with at-risk students K-12 to close the achievement gap through targeted small-group after-school tutoring. \*K-12 students will have greater access to external content through use of iPLEX technology. This will provide connections to primary sources and interactive learning experiences that will further engage our students. These experiences are not currently available. \*Students will have increased opportunity through online electives and dual-credit. \*Teachers and parents will receive pertinent professional development that will better instructional strategies and increase parent awareness and partnerships.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

This proposal will be a cost reduction after the renovation and furnishing of Little Miami iPLEX. Savings will occur through a reduction in the technology budget. During the 2013-14 school year, Little Miami purchased 200 desktop computers for teacher and student use. Another 200 desktop computers is projected during the 2014-15 school year. Through grant funding, we will be able to decrease this number by the 50 purchased through the Straight A grant. Within the Third Grade Reading Guarantee law, districts are responsible for tutoring services outside of the school day. Through the iPLEX tutoring services, our Third Grade Reading Guarantee budget may be reduced/eliminated with the addition of iPLEX tutoring services.

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Teachers will enhance student understanding of classroom content through greater access to external content through use of iPLEX

technology. This will provide connections to primary sources and interactive learning experiences not currently available.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

By partnering with the Warren County Career Center, LM iPLEX adult classes will be shared throughout the Little Miami school district. Students will have opportunities to utilize iPLEX technology throughout the school day - students and community will have access to online classes, tutoring, professional development and the Warren County Career Center adult classes during evening hours. By renovating a currently vacant woodshop classroom that is centralized in a 98 square-mile district, the iPLEX will provide flexible services to all areas of our district. Our online administrator will manage all aspects of the iPLEX, including scheduling. Due to the flexible nature of the iPLEX, the programming within the iPLEX can be updated yearly to provide our students, staff and community the just-in-time programming they need.

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

New - never before implemented

Existing: Never implemented in your community school or school district but proven successful in other educational environments

Mixed Concept: Incorporates new and existing elements

Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

\* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

\* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

\* Upload the Financial Impact Table (by clicking the link below)

\* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

*The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.*

*Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.*

*Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.*

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

*Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.*

932,046.00 State the total project cost.

\* Provide a brief narrative explanation of the overall budget.

The Little Miami iPlex budget consists of two distinct areas. The first cost of the project (\$739,411) is the renovation and furnishing of a 3,800 square foot room into a flexible, innovative learning environment located in our high school for students. The second component of this room is the technology piece (\$192,635). The technology that will be available in the room for use will consist of desktop and laptop computers, smart boards, projectors and tablets which can be checked out of the lab environment. This flexible learning lab will allow for virtual fieldtrips, virtual conferencing, online/blended instruction, dual credit, after school tutoring and alternative learning.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

The main ongoing costs during the five year period which will be needed to sustain and provide the learning environment will be the on-line software license agreements. Projections for this increase in the number of seat licenses are 10% for fiscal years 2016 - 2018 and 20% for fiscal years 2019 and 2020. This is a current expense of the district but will increase as noted in the financial impact table as the number of students is projected to increase who are enrolled in on-line classes. Also, a 5% failure rate of the iPads has been factored in for replacement in fiscal years 2018 through 2020 at a cost of \$6,528 each year. The main technology component of the iPlex will be the desktop and laptop computers. These desktop computers are being purchased with a five year maintenance agreement which will result in no additional costs to the district during this time period for repair. A failure rate and costs of new iPads has been factored in as noted above. Additionally, annual professional development will be provided by in-house staff and resources.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

29,629.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

The annual savings is projected to be as follows: FY16 \$34,550, FY17 \$34,430, FY18 \$27,762, FY19 \$26,022 and FY20 \$25,382. Average annual savings \$29,629 With the implementation of the Little Miami iPlex, the district will be able to save in the range of \$34,550 to \$25,382 annually as noted above. This expected savings is a result of the district not having to purchase an additional 50 desktop computers that are currently budgeted in the technology plan.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

With the implementation of the Little Miami iPlex the district will be able to provide increased dynamic learning opportunities for students in K-12. The space for the iPlex is currently in the high school and once the renovation and furnishing is completed the flexible learning space will be ready for use. The district is not adding additional square footage thus additional costs for this space. The technology that is being utilized is either covered on a five year maintenance agreement or a projection of a failure/replenishment rate has been incorporated into the financial impact table. The additional costs of software licenses have also been added to the table. These costs to sustain the project are offset by the expected savings by the district not having to purchase an additional 50 desktop computers as budgeted in the technology plan.

#### D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

\* Date Range October 2013 - April 2014

\* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

October 2013 - December 2013 Grant team met to prioritize district needs, generate proposal ideas, finalize district commitment to project (philosophically and fiscally), prepare application information. January 2014 - March 2014 Sub-committee met with potential partners to finalize relationships \*Hi5 Architectural Firm \*Warren County Career Center March 2014 Grant team met with a grant consultant on management of and reporting for the project.

\* Anticipated barriers to successful completion of the planning phase

No anticipated barriers.

18. Implementation - Process to achieve project goals

\* Date Range June 2014 - June 2015

\* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

June 2014 - Receive grant approval July 2014 - Work with architect on iPLEX plans/blueprint September 2014 - Post bids and specifications for renovation of iPLEX October 2014 - Select bid winner November 2014 - June 2015 - Renovation of iPLEX

\* Anticipated barriers to successful completion of the implementation phase.

No anticipated barriers

19. Summative Evaluation - Plans to analyze the results of the project

\* Date Range June 2014 - June 2015, August 2015 - June 2020

\* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

During the renovation phase: A successful evaluation will be completing the renovation on time at or under the estimated cost. During the implementation phase: The implementation phase is a five-year phase to ensure the iPLEX will continue to serve more students and better meet the needs of Little Miami students. A successful implementation will illustrate increased student use of the iPLEX during the school day and during evening hours, a decrease in the academic achievement gap, an increase in online and dual credit classes and an increase in staff/parent professional development. Data will be collected and analyzed annually by our Online Facilitator.

\* Anticipated barriers to successful completion of the summative evaluation phase.

One segment of our grant proposal is to engage our community to build better parent/community partnerships through professional development opportunities, adult certification classes and online/distance college credit opportunities during evening hours. This segment may seem least impactful, but in reality is highly impactful. Parent partnerships and community support is crucial to the success of our students and schools. Engaging our stakeholders has been challenging in the past. With opinion/needs survey data leading our way, we hope to jump this barrier.

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

*The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.*

Please enter your response below:

The Little Miami iPLEX would represent a central core of growth for educational technology within the entire district. The resources and facilities available within the iPLEX will allow a great number of students to utilize technology in their everyday learning. The Online Administrator will now have the technology to properly demonstrate and provide professional development to Little Miami teachers on utilizing functional technology both within the iPLEX and within their classroom, which in-turn will enrich the learning experiences of all Little Miami students. The tutoring services provided through the iPLEX (funded by High Schools that Works/Making Middle Grades Work) will add an element of consistent intervention to K12 students across our district. Currently, tutoring is occurring on an individual, by building, basis. By providing the needed intervention tools, centralizing the sessions and creating district procedures on how to receive the tutoring - our struggling students will receive the targeted intervention they deserve without missing valuable class time.

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

*The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem (s) have been solved.*

21. 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 response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.*

Please enter your response below.

Education has far outreached the old model of books, a classroom and a teacher and yet that is how the majority of Little Miami students are learning. Higher education and the job market have moved beyond basic word processing and internet research and have become places where technology is used to instantly communicate, explore, problem solve and collaborate across the world. We have utilized current technology through computer labs, individual classroom computers, a few online electives and computer-based testing. Our students do not have the opportunity to experience all of the advantages of a technology rich environment that allow them to collaborate and experience the wealth of educational opportunities that access to the iPLEX would provide. The Little Miami iPLEX would provide a centralized location for these activities, adequate resources for growth, and our online administrator who would be dedicated to not only supporting current programs but expanding opportunities for the whole district. Small group tutoring has been proven to be effective in closing the achievement gap for students identified through testing and classroom observation. By incorporating daily tutoring into our Response to Intervention framework we will give students the individual time they need to work on basic skills which will allow them to achieve success at their grade level.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

*This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.*

\* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

The Little Miami online administrator will track the use of the various portions of the iPLEX including student, staff, and community use. This information will allow the district to plan and create future learning opportunities, expand and replace essential technology and review current goals for learning. This record of use will directly affect how the iPLEX is scheduled, programs are developed and staffing is created in order to best utilize the space for students. Tutoring services will be monitored through the RtI system. Students will be referred based on classroom assessments including benchmark testing, regular curriculum assessment and teacher observation. These assessments will be used to create targeted intervention and the students will be monitored consistently to check for progress. Tutoring programs will be reevaluated and goals will be updated based on the continuing assessment process.

\* 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 project's progress).

Progress toward short- and long-term objectives will be measured through data collection by our Online Administrator. Beginning in 2014-15 school year, a portion of our online administrator's duties will be this data collection process. He will collect and analyze the following data with reports giving at the district instructional leadership team meetings: \* Number of participants in each area of iPLEX \* Number of online/blended classes being offered/taken \* Number of dual-credit classes being offered/taken \* Number of students being tutored daily and in what subjects \* Number of after-school alternative learning opportunities and number of staff/parent/community participants \* Number of virtual field trips \* Number of staff professional development opportunities and number of staff participants \* Semester and yearly trends in each segment of data \* Analyzed results of interest/needs surveys to students, staff and community

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

Little Miami iPLEX, innovative personal learning experience, provides each Little Miami student an opportunity to utilize this resource in a manner that the student most needs. From tutoring to online classes to after school trade classes to dual credit - Little Miami iPLEX can customize easily to the variety of student desires. If data determines that a "trade" class, for example, is not beneficial, we will re-survey our population and find the classes that are beneficial. The iPLEX does not need to change, but the programing will need to be continually researched and updated based upon student, staff and community input.

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

*The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.*

Please enter your response below.

Since emerging from Fiscal Emergency in May, 2013, Little Miami actively assessed and aggressively moved with the support of its Board of Education to reframe its learning environment to better support 21st Century Learning opportunities for its students. Updated ELA and mathematics curricula has been acquired and deployed at grades PK-5. Wireless networking which supports a BYOD learning framework will be in place in the Fall, 2014. More flexible technology based learning opportunities were put in place during Fiscal Emergency with the establishment of Little Miami Online two years ago as a way to offer our high school students access to limited online high school elective

courses not accessible as a result of state mandated course reductions. The renovation of this former woodshop instructional space will enable development of multi use flexible learning iPLEX space. It will further enable the district to not just return, but better the learning opportunities for our students, staff and community. The development of this space will support the full range of learning needs of all of the district's students supporting those students who need tutoring to those who seek extension and enrichment through partnerships with local colleges. The iPLEX space will support virtual field trips, extended learning experiences for students across our district. Partnering with Warren County Career Center will enable the district to support adult learning opportunities for the citizens of our community. Development of this space will also support professional development needs of Little Miami staff which will further support the learning needs of our students. The technological flexibility will support our students as we move forward to meeting the more rigorous curricula and assessment frameworks currently being implemented.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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.

*The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.*

\* Student Achievement

By utilizing the iPLEX to intervene after school with at-risk students, Little Miami aims to close the achievement gap incrementally until the gap no longer exists. Data will be collected on an on-going basis with a goal of no students reading below grade-level by grade three. Many LM students do not have the opportunity to travel and experience our world first-hand. Through the iPLEX multimedia, LM students will be able to connect with primary resources first-hand virtually. Our goal is that every student will experience our world first-hand through virtual field trips provided by the LM iPLEX. Many Little Miami High School students are prepared to enroll in dual-credit class opportunities. By providing online dual-credit opportunities through the iPLEX, more of our students can have a head-start on college. Our goal is that we provide a pathway for Little Miami students to enroll in a class to earning an associate degree all while still in high school. Due to fiscal concerns, many of our high school electives were cut. Through the online learning lab in the iPLEX, students will have increased online opportunities due to the sheer number of computers. Our goal is to increase online participants by 10% for the first three year and then 20% until all Little Miami students are participating in at least one online elective.

\* Spending Reduction in the five-year fiscal forecast

The annual savings is projected to be as follows: FY16 \$34,550, FY17 \$34,430, FY18 \$27,762, FY19 \$26,022 and FY20 \$25,382.

\* Utilization of a greater share of resources in the classroom

Student understanding and engagement will increase through the availability of shared resources through the iPLEX. Currently, resources are limited at Little Miami, the iPLEX will provide resources to students and teachers across our district. Our goal is that all Little Miami students have access in some manner to technology on a weekly basis, whether through field trips to the iPLEX, through tech checkout or after-school tutoring, students will be knowledgeable and confident when using technology.

\* Implementation of a shared services delivery model

Warren County Career Center is located in a neighboring community and provides vocational classes for our students. They also provide many adult education classes in the evening. By partnering with Warren County Career Center, our community will be provided adult classes in their own community through our iPLEX.

\* Other Anticipated Outcomes

Strengthened partnerships through community and staff use of the iPLEX. We have many community and staff members with a plethora of knowledge and experience. With community and staff coming together through shared iPLEX use, these relationship can form and flourish - bringing this knowledge and experience directly into our school buildings and classrooms.

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

Yes

No

*If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.*

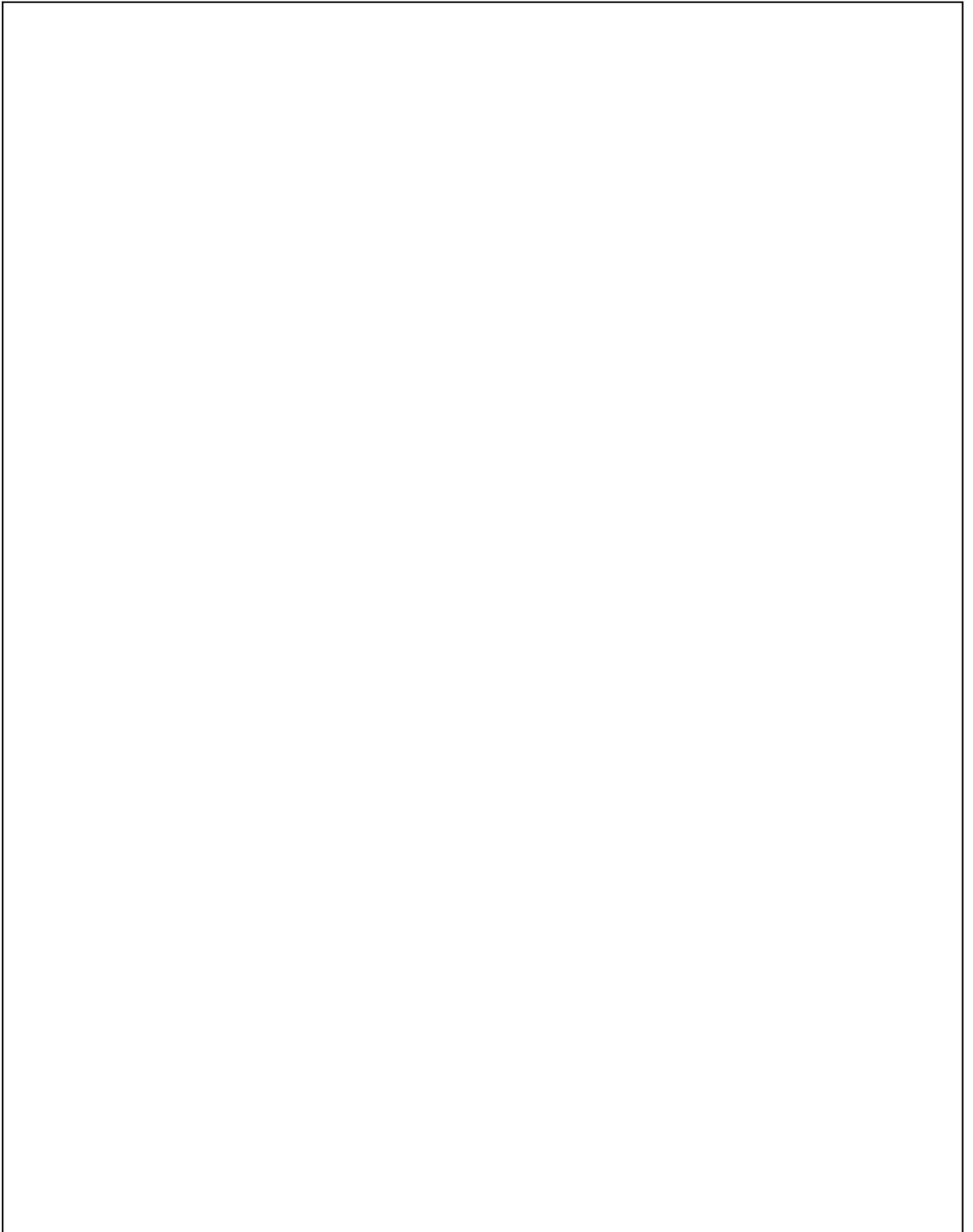
\* Explain your response

Districts across the State of Ohio could implement part or all of our iPLEX system. Little Miami is happy to share any and all iPLEX ideas, plans, schedules, etc. to any interested district. We would extend invitations to visit and experience our innovative personal learning lab.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

Greg Power - Superintendent



**Consortium Contacts**

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Little Miami Local (050443) - Warren County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Tom	Harris	513-932-8145 x5297	tom.harris@mywccc.org	WARREN COUNTY CAREER CENTER	005719	3525 N ST RT 48, LEBANON, OH, 45036- 1099	

Implementation Team

Little Miami Local (050443) - Warren County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Pamela	Pritchard	Technology Director/Elementary Principal	Technology leader responsible for overseeing the daily operation and support of all aspects of technology serving six schools (4200 students) and over 400 staff. Additionally serves as an elementary principal at one of the district's 3 elementary buildings. Currently overseeing final plans for the installation of a wireless network across the district infrastructure.	Thirty-two years of experience in the field of public education in the State of Ohio.	Prior teaching experiences at the primary levels.	
Brian	Dalton	Little Miami High School Associate Principal (Grades 9-12)	Associate Principal responsible for overseeing all programming aspects of the high school daily operation and support of instruction serving 1043 students and 51 staff.	Three years of experience in current assignment.	Prior teaching experiences in a neighboring school district as a junior high science teacher. Currently resides in the district.	
Regina	Morgan	Director of Curriculum and Instruction; Assessment Coordinator	Curriculum leader responsible for facilitating, leading, curriculum development and implementation at six schools serving over 4200 students and over 400 staff. Also responsible for all state assessments in grades 3-12.	Fifteen years of experience in the field of public education in the State of Ohio. Private Sector experience as a technology programmer, administrator and trainer.	First employed in the district in 2000 as a Business Technology teacher, Mrs. Morgan has served in the capacity of teacher, high school assistant principal, elementary principal and director of curriculum.	
Maryann	Duffy	Salem Township Elementary Principal (Grades 3-4)	Elementary Principal responsible for overseeing all instructional aspects of daily operation and support of instruction serving 636 students and 42 staff.	Four years of experience as elementary principal in current assignment.	Prior teaching experiences at the primary grade levels within the district.	
Jamie	Miles	Salem Township Elementary Assistant Principal (Grades 3-4)	Elementary Assistant Principal responsible for overseeing supporting instruction that serves 636 students and 42 staff.	One year experience as elementary assistant principal.	Prior experience as a junior high science teacher in a neighboring school district. Jamie is also a district resident with three children.	
Greg	Power	Superintendentf	Chief Executive Officer of the district directly employed by the Board of Education to oversee the operations of six schools serving over 4200 students and over 400 staff.	Thirty-eight years of experience in the field of public education in the State of Ohio with over 20 years teaching experience at grade levels 3, 5, 6, 7, and 8.	First employed in the district in 2004 as high school assistant principal, I have served in the capacity of Director of Administrative Services, Director overseeing the construction of \$62,000,000 in renovated and new facilities as well as Director of Curriculum and Instruction.	
Terry	Gonda	Treasurer	Chief Financial Officer responsible for overseeing all fiscal aspects of the district's \$39,000,000 budget at six	Four years experience in the field of public education in the State	First employed in the district in 2008, as an assistant treasurer Mr. Gonda has prior auditing	

			schools serving over 4200 students and over 400 staff.	of Ohio as a school district treasurer.	experience with the State of Ohio's Auditor's Office.	
Travis	Showers	Little Miami Intermediate School Assistant Principal (Grades 5-6)	Elementary Assistant Principal (Grades 5-6) responsible for supporting instruction that serves 680 students and 43 staff. Additionally serves as facilities manager for the district.	Three years of experience as assistant principal.	Prior experience as high school assistant principal. Three years prior teaching experience in the district as a fourth grade teacher. Additional teaching experience in another public school setting.	