

Budget

Miamisburg City (044396) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (228)

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		80,300.00	13,209.35	0.00	0.00	761,576.40	0.00	855,085.75
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	101,000.00	0.00	0.00	0.00	101,000.00
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	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		80,300.00	13,209.35	101,000.00	0.00	761,576.40	0.00	956,085.75
Adjusted Allocation								0.00
Remaining								-956,085.75

Application

Miamisburg City (044396) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (228)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Putting the Pieces Together for Student Achievement

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

Putting the Pieces Together for Student Achievement focuses on professional development and increased technology resources and use to increase student achievement as well as college and career readiness in Miamisburg City Schools. This program will connect curriculum, classroom instruction, assessment, and technology in a district-wide systematic approach. This approach is to ensure high quality instructional practices reflective of 21st century teaching and learning are happening in all classrooms. The professional development plan and technology resources provided through this program will provide the district an opportunity to build on the progress already occurring from current initiatives.

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.

5566 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 checked="" 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
Stacie Moore, Director of Secondary Education

Organizational name of lead applicant
Miamisburg City School

Address of lead applicant
540 E Park Avenue, Miamisburg, Ohio 45342

Phone Number of lead applicant
937-866-3381

Email Address of lead applicant
smoore@miamisburg.k12.oh.us

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

Simply Stated: An incomplete professional development plan for K-12 teachers focusing on Ohio's New Learning Standards, curriculum development, assessment literacy, and classroom instruction. Our systematic approach began with grade level and department level sessions (K-12) focusing on aspects of the standards, curriculum development and assessment literacy. We are ready to put it all together including classroom instruction. Putting the Pieces Together for Student Success will allow us to expand upon the effective initiatives already implemented in our district. Based on our completed PD we have established the following: Curriculum Initiatives : -Deconstruction of Standards -Development of Curriculum Maps -Adoption of aligned Math curricula -Implementation of Curriculum Maps -Reflection and Revision of Curriculum Maps Assessment Initiatives: -Development of Teacher Created District Common Assessments -Implementation of Common Assessments -Reflection and Revision of Common Assessments -Participation of District K-12 Team Training on Assessment Literacy -1st-8th Grade Level Assessment Literacy Training Instruction Initiatives: -Formative Instructional Practices Simply stated: Lack of technology devices hinders our implementation of digital resources, instructional materials, and online assessment tools. Technology is an overarching need that relates to all three of the areas described above. Teachers' awareness of the benefits of technology and how it can be utilized on a daily basis to supplement curriculum, engage students in instructional activities and creatively assess student learning has created a high level demand on all computer labs and mobile devices. This paired with realities of computer-delivered district and state assessments has created a lack of access for students and teachers in our district. Putting the Pieces Together for Student Achievement will provide more devices and opportunities for 21st century skills and digital learning.

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

Putting the Pieces Together for Student Achievement will significantly improve student achievement as well as increase college and career readiness by continuing staff professional development and purchasing technology resources. This will help to ensure high quality instruction connecting 21st Century teaching and learning aligned with the shifts in demands related to curriculum, instruction, and assessment. Professional development provided will be content and grade-level (K-12) specific building on teacher learning in the areas of curriculum and assessment with new learning of classroom instruction from a variety of resources. The ultimate goal is to ensure that the rigor of our curriculum, instruction, and assessment are all aligned to the demands of Ohio's New Learning Standards. Kindergarten through grade eight will have a contract with Tanny McGregor, author and literacy consultant, will be established focusing on literacy instruction. The contract will include three full days for all teachers grades K-5 on in-district inservice days. After each full day, Tanny will be contracted for on-going, embedded professional development utilizing a coaching model where teachers observe Tanny demonstrating strategies within the context of classes in our elementary schools. Three additional in-district inservice days are included for grades 6-8 for district-created instructional planning and curriculum development led by Tanny in alignment with assessment literacy and Ohio's New Learning Standards. A 52-day contract with Darke County ESC for professional development throughout the school year for grades K-12 in all four core content areas. This professional development will be provided on three in-district in-service days as well as additional days for staff pull-out during the school year. The focus of this PD will include continued work on uniting Ohio's New Learning Standards, 21st century instructional strategies, and assessment literacy. The focus of each session is dependent upon the specific grade level or department's previous progress and needs. As a result of the PD plan, we will establish the following in K-12: -High quality, effective instructional practices -A working understanding of assessment literacy principles -Identified learning priorities in all four core content areas for all grade levels - Development of computer-delivered common assessments aligned to the functionality as well as rigor of Ohio's Next Generation Assessments -Analysis of district data from common assessments to guide future organizational decisions including professional development, purchase of curricular materials, etc. -Strong repertoire of technology-enhanced resources for teaching and learning -Data driven instructional planning Technology devices purchased through Putting the Pieces Together for Student Achievement will provide technology enhancements in the areas of curriculum, instruction, and assessment to increase student achievement. We have been building our district-wide inventory of Chromebook Carts throughout the district for several years and are aware of their benefits to student learning. We based our number of devices to purchase on a current pilot in one of our elementary buildings. This building currently has one Chromebook Cart for each grade level. This program will allow us to align all elementary buildings to the model of one cart per grade level, one cart for every 80 students at the middle school and high school, and two carts at our preschool. Digital Instructional Tools may include but are not limited to: -NWEA MAP Assessments (K-12) -Learning A-Z Reading Program (K-8) -Resources and Assessments created through the IIS (K-12) -Moby Max (K-5) -Education City (K-5) -Study Island (6-8) -Fast Math (4-5) -Digits (6-8) -Math XL (9-12) -Online Textbooks and Associated Programs (6-12) -Edmodo (9-12) -Administration of Next Generation Assessments (3-12) -Variety of Classroom Web-Based Instructional Resources (PreK-12)

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.)

As a result of the on-going, embedded professional development in the area of literacy we anticipate an increase in student achievement in the area of English Language Arts (ELA), Math, Science and Social Studies. In ELA students will demonstrate increased reading skills based on instructional shifts with a focus on explicit instruction of reading fluency, accuracy, acquisition of vocabulary and comprehension strategies. Professional development in math will provide teachers the opportunity to explore and integrate instructional resources and strategies to supplement the core curriculum and ensure a high degree of rigor. The focus for science and social studies will be to continue developing instructional units aligned to Ohio's New Learning Standards and the Next Generation Assessments. The increase in access to technology will provide our students across all grade levels the opportunity to explore applications that provide opportunities to express their learning in a computer-delivered setting. With the implementation of the Instructional Improvement System (IIS) we will have district common assessments which mirror experiences on Next Generation Assessments (NGA). Increased access to technology will revolutionize how we prepare our students for successfully demonstrating their knowledge on high stakes test, and, thus, result in scores indicating increased student achievement. Our goals in student achievement and technology are aligned to our District Strategic Plan: Curriculum, Instruction, and Assessment Every classroom will have effective instruction led by a highly qualified teacher using an aligned curriculum, ongoing assessments, and integrated technology to engage learners. Teachers will be encouraged and provided ample opportunity to participate in relevant professional development to enhance instructional practice and increase student achievement. 1.1 District and building administration will collaborate with grade level, building, and department teams to analyze and utilize various means of data ensuring that by June of 2015 at least 88% of students in state-tested grades and subjects score proficient or higher resulting in a Performance Index score above 100 as well as meeting all 24 indicators in the State Achievement rating. 1.2 By June of 2015, 100% of students will show one year's growth as measured by state and/or district assessment tools. 1.3 By June of 2015, 100% of our teachers will be using data from formative and summative assessments to improve student achievement. 1.4 By June of 2015, 100% of professional development will support the professional growth plans and improvement plans taken from the OTES evaluation tool. Technology The Miamisburg City School District will use technology to assist teachers in helping students become skilled, knowledgeable, independent, and self-directed learners. Through the use of technology, each student will be afforded opportunities and challenges that will allow them to successfully acquire 21st century skills. 4.1 Increase accessibility to and training for a variety of technologies used in education. To continually assess our current technology infrastructure while exploring the latest advances to improve the instructional capacity at all levels. 4.2 Increase staff use of technology in the daily aspects of instruction as measured by pre /post survey data. 4.3 To enhance student achievement scores through improved quality, flexibility and delivery of instruction, including the development and implementation of lesson plans that integrate technology which align to content standards. 4.4 To ensure students will be prepared to excel in the community, work place, and in our global society using 21st century skills as measured by available data.

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.)

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.)

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.)

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.

956,085.75 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The professional development portion of Putting the Pieces Together for Student Achievement will total \$194,509.35. Contracted outside presenters make-up \$81,000.00 of this cost including Tanny McGregor and Darke County ESC curriculum staff In-district professional development will be funded with \$20,000.00 Sub costs including benefits for teachers attended sessions on student attendance days will be \$89,509.35 Technology device purchases will include the purchase of Chromebook Carts with 30 Chromebooks equipped with a mouse and headset will cost \$761,576.40 1560 Chromebooks will cost \$643,172.40 (\$412.29/each) 52 Carts will cost \$78,000 (\$1500/each) 1560 Headsets will cost \$26,442.00 (\$16.95/each) 1560 Computer Mice will cost \$13,962.00 (\$8.95/each)

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.

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

Currently the district has 4 technology support staff plus 1 administrative assistant. An additional technology staff member (\$40,000) is built into this forecast, although the current staff believes they will be able to adequately maintain our technology. Professional Development for teachers in FY 2016 will revert back to our normal practice of review rather than the intensive revision of curriculum which has been going on the past 5 years with RTTT grant monies. The District is looking to add professional development for teachers in their content area. Previously RTTT monies were used for most professional development. This PD will consist of presentations by Tanny McGregor, a contract for PD content areas with Darke Co ESC and other presentors, as well as teachers registration costs for FY 2015. By 2016, this work on new content standards and assessments will be finished, therefore, the intensive Professional development needed for such a task will be completed. We use permanent improvement funds to purchase equipment, therefore, the general fund is not impacted. A 3 yr parts & replacement warranty is included with the equipment and district practice is to not purchase extended warranties, but to replace the equipment and repurpose the old defunct equipment to repair current equipment if at all possible.

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.

0.00 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

Currently the district has 4 technology support staff plus 1 administrative assistant. An additional technology staff member (\$40,000) is built into this forecast, although the current staff believes they will be able to adequately maintain our technology. Professional Development for teachers in FY 2016 will revert back to our normal practice of review rather than the intensive revision of curriculum which has been going on the past 5 years with RTTT grant monies. The District is looking to add professional development for teachers in their content area. Previously RTTT monies were used for most professional development. This PD will consist of presentations by Tanny McGregor, a contract for PD content areas with Darke Co ESC and other presentors, as well as teachers registration costs for FY 2015. By 2016, this work on new content standards and assessments will be finished, therefore, the intensive Professional development needed for such a task will be completed. We use permanent improvement funds to purchase equipment, therefore, the general fund is not impacted. A 3 yr parts & replacement warranty is included with the equipment and district practice is to not purchase extended warranties, but to replace the equipment and repurpose the old defunct equipment to repair current equipment if at all possible.

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.

The District is looking to add professional development for teachers in their content area through Putting the Pieces Together for Student Achievement. This intense PD will consist of presentations by Tanny McGregor, a contract for PD content areas with Darke Co ESC and other presentors, as well as teachers registration costs for FY 2015. By 2016, this work on new content standards and assessments will be finished, therefore, the intensive Professional development needed for such a task will be completed. The district has built into its five-year forecast typical, routine professional development that will continue. We use permanent improvement funds to purchase equipment, therefore, the general fund is not impacted. A 3 yr parts & replacement warranty is included with the equipment and district practice is to not purchase extended warranties, but to replace the equipment and repurpose the old defunct equipment to repair current equipment if at all possible.

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 August 2013-April 2014

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

Needs assessment in the areas of professional development and technology Discussions among district-level administration, building-level administration, Miamisburg Teachers Association, and Board of Education Coordination and planning between curriculum department and technology department Planning and organizing components of grant based on needs assessment and discussions

* Anticipated barriers to successful completion of the planning phase

Scheduling with outside entities based on application timeline Ordering, delivery, and installation timelines of technology devices

18. Implementation - Process to achieve project goals

* Date Range July 2014-June 2015

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

July 2014 Notification of grant award July 2014 Ordering process of technology devices including Chromebooks, carts, headsets, and mice July 2014 Create professional development calendar July 2014 Coordinate and schedule outside presenters Sept 2014 Delivery of technology devices Sept 2014 Set-up of technology devices and installation in buildings Sept 2014 District in-service day Sept-Nov 2014 In-district professional development grade-level and department-level sessions, Tanny McGregor coaching days Nov 2014 Review PD progress and implementation; adjust calendar if needed Nov 2014 District in-service day Nov 2014 Review technology device implementation Jan-Mar 2015 In-district professional development grade-level and department-level sessions, Tanny McGregor coaching days Feb. 2015 District in-service day Mar 2015 Review PD progress and implementation; adjust calendar if needed Mar 2015 Review technology device implementation April-June 2015 In-district professional development grade-level and department-level sessions, Tanny McGregor coaching days June 2015 Analysis of student achievement data based on program implementation

* Anticipated barriers to successful completion of the implementation phase.

Scheduling professional development sessions recognizing the need to minimize instructional interruptions Adjustments to district calendar due to unforeseen circumstances, such as calamity days

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

* Date Range June 2015

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

Collection of teacher feedback on professional development through surveys, conversations, and discussions Data from classroom observations reflecting on the implementation of effective instructional practices Analysis of student achievement data based on vendor assessments, district common assessments, and state assessments Collection of data on technology devices from students, parents, and teachers including surveys, conversations, and discussions Curricular adoptions in support of instructional strategies

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

Amount of participation in surveys and data collection

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:

Putting the Pieces Together for Student Achievement will significantly improve student achievement as well as increase college and career readiness by continuing staff professional development and purchasing technology resources. This will help to ensure high quality instruction connecting 21st Century teaching and learning aligned with the shifts in demands related to curriculum, instruction, and assessment. Professional development provided will be content and grade-level (K-12) specific building on teacher learning in the areas of curriculum and assessment with new learning of classroom instruction from a variety of resources. The ultimate goal is to ensure that the rigor of our curriculum, instruction, and assessment are all aligned to the demands of Ohio's New Learning Standards. Technology devices purchased through Putting the Pieces Together for Student Achievement will provide technology enhancements in the areas of curriculum, instruction, and assessment to increase student achievement. We have been building our district-wide inventory of Chromebook Carts throughout the district for several years and are aware of their benefits to student learning. We based our number of devices to purchase on a current pilot in one of our elementary buildings. This building currently has one Chromebook Cart for each grade level. This program will allow us to align all elementary buildings to the model of one cart per grade level, one cart for every 80 students at the middle school and high school, and two carts at our preschool. Every classroom will have effective instruction led by a highly qualified teacher using an aligned curriculum, ongoing assessments, and integrated technology to engage learners. Teachers will be encouraged and provided ample opportunity to participate in relevant professional development to enhance instructional practice and increase student achievement. By June of 2015 at least 88% of students in state-tested grades and subjects score proficient or higher resulting in a Performance Index score above 100 as well as meeting all 24 indicators in the State Achievement rating. By June of 2015, 100% of students will show one year's growth as measured by state and/or district assessment tools. By June of 2015, 100% of our teachers will be using data from formative and summative assessments to improve student achievement. By June of 2015, 100% of professional development will support the professional growth plans and improvement plans taken from the OTES evaluation tool. The Miamisburg City School District will use technology to assist teachers in helping students become skilled, knowledgeable, independent, and self-directed learners. Through the use of technology, each student will be afforded opportunities and challenges that will allow them to successfully acquire 21st century skills. Increase accessibility to and training for a variety of technologies used in education. To continually assess our current technology infra structure while exploring the latest advances to improve the instructional capacity at all levels. Increase staff use of technology in the daily aspects of instruction as measured by pre/post survey data. To enhance student achievement scores through improved quality, flexibility and delivery of instruction, including the development and implementation of lesson plans that integrate technology which align to content standards. To ensure students will be prepared to excel in the community, work place, and in our global society using 21st century skills as measured by available data.

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.

Through the implementation of grade-level and content focused professional development aligned with Ohio's New Learning Standards the past four years our district as maintained an Excellent State Rating and high achieving marks on the State Report Card. The continuation and increase of PD intensity focusing on classroom instruction will lead to increased student achievement. The pilot at one of our elementary buildings with an increased number of technology devices as proven to provide students more online opportunity and experiences related to educational materials. It has also provided teachers increased access to utilizing technology-enhanced instructional strategies. Consequently, this building has received the School of Promise Award and High Progress School of Honor.

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.

Nov. 2014, March 2015, June 2015 Collection of teacher feedback on professional development through surveys, conversations, and discussions Data from classroom observations reflecting on the implementation of effective instructional practices Jan. 2015 and June 2015 Analysis of student achievement data based on vendor assessments, district common assessments, and state assessments Nov. 2014, March 2015, June 2015 Collection of data on technology devices from students, parents, and teachers including surveys, conversations, and discussions Jan.-June 2015 Curricular adoptions in support of instructional strategies Our district administration attends Miami Valley Regional Meetings for Treasurers, Curriculum, and Superintendents. The meetings provide a platform for the sharing of our project, its implementation, progress, and success. As the program reveals its success, we would be willing to share at Ohio conferences and workshops.

* 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).

Collection of teacher feedback on professional development through surveys, conversations, and discussions Data from classroom observations reflecting on the implementation of effective instructional practices Analysis of student achievement data based on vendor assessments, district common assessments, and state assessments Collection of data on technology devices from students, parents, and teachers including surveys, conversations, and discussions Curricular adoptions in support of instructional strategies

* 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.

Adjustment of the timeline and content of professional development can be made if the project is not meeting the learning objectives.

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.

Every classroom will have effective instruction led by a highly qualified teacher using an aligned curriculum, ongoing assessments, and integrated technology to engage learners. Teachers will be encouraged and provided ample opportunity to participate in relevant professional development to enhance instructional practice and increase student achievement. By June of 2015 at least 88% of students in state-tested grades and subjects score proficient or higher resulting in a Performance Index score above 100 as well as meeting all 24 indicators in the State Achievement rating. By June of 2015, 100% of students will show one year's growth as measured by state and/or district assessment tools. By June of 2015, 100% of our teachers will be using data from formative and summative assessments to improve student achievement. By June of 2015, 100% of professional development will support the professional growth plans and improvement plans taken from the OTES evaluation tool. The Miamisburg City School District will use technology to assist teachers in helping students become skilled, knowledgeable, independent, and self-directed learners. Through the use of technology, each student will be afforded opportunities and challenges that will allow them to successfully acquire 21st century skills. Increase accessibility to and training for a variety of technologies used in education. To continually assess our current technology infra structure while exploring the latest advances to improve the instructional capacity at all levels. Increase staff use of technology in the daily aspects of instruction as measured by pre /post survey data. To enhance student achievement scores through improved quality, flexibility and delivery of instruction, including the development and implementation of lesson plans that integrate technology which align to content standards. To ensure students will be prepared to excel in the community, work place, and in our global society using 21st century skills as measured by available data.

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

Every classroom will have effective instruction led by a highly qualified teacher using an aligned curriculum, ongoing assessments, and integrated technology to engage learners. Teachers will be encouraged and provided ample opportunity to participate in relevant professional development to enhance instructional practice and increase student achievement. By June of 2015 at least 88% of students in state-tested grades and subjects score proficient or higher resulting in a Performance Index score above 100 as well as meeting all 24 indicators in the State Achievement rating. By June of 2015, 100% of students will show one year's growth as measured by state and/or district assessment tools. By June of 2015, 100% of our teachers will be using data from formative and summative assessments to improve student achievement. By June of 2015, 100% of professional development will support the professional growth plans and improvement plans taken from the OTES evaluation tool. The Miamisburg City School District will use technology to assist teachers in helping students become skilled, knowledgeable, independent, and self-directed learners. Through the use of technology, each student will be afforded opportunities and challenges that will allow them to successfully acquire 21st century skills. Increase accessibility to and training for a variety of technologies used in education. To continually assess our current technology infrastructure while exploring the latest advances to improve the instructional capacity at all levels. Increase staff use of technology in the daily aspects of instruction as measured by pre /post survey data. To enhance student achievement scores through improved quality, flexibility and delivery of instruction, including the development and implementation of lesson plans that integrate technology which align to content standards. To ensure students will be prepared to excel in the community, work place, and in our global society using 21st c

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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 can use the same process to analyze their immediate needs in curriculum, instruction, and assessment. As the needs are identified, they may begin researching the best sources and strategies for implementing professional development aligned to their specific needs. The technology implementation would be based on the size, inventory, and arrangement of the district.

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).

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).

Consortium Contacts

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

Partnerships

Miamisburg City (044396) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Partnerships

No partners added yet. Please add a new partner by using the form below.

Implementation Team

Miamisburg City (044396) - Montgomery 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
Stacie	Moore	Director, Secondary Education	Grant WriterProfessional development planning, coordination, and implementation for FY15 and beyond Collaboration with Technology Department on technology purchases and implementation Continued work with teachers after PD sessions ensuring implementation of strategies and instructional practices Continued work with teachers on training of computer programs, online assessments, and use of technology in the classroom Reflection on PD to inform needs related to curricular adoptions and future PD Monitoring of budget and coordination with Treasurer	District Federal Grant Coordinator including: Title I Title IIA Title III Title VIB Alternative Education Grant Race to the Top Director of Secondary Education with responsibilities of: Professional developmentpPlanning, coordination, and implementation Guidance through Curricular Adoptions Training for online programs, online assessments, and implementation of technology enhanced programs Creation and monitoring of budgets- textbook, curriculum, and federal grants	Middle School Technology TeacherHigh School Assistant Principal District Federal Grant Coordinator including: Title I Director of Secondary Education	
Mark	Lotspaih	IT Systems Administrator	Coordination with vendor for ordering/purchasing of technology devicesCoordination with vendor for technology warranties Placement of devices in buildings Review of infrastructure to confirm capacity to support new devices Download of all software to designated devices	BA, Information Systems Certifications: A+ , Network+ , i-Net+ , Security+ , Linux+ , Project+ from CompTIA Microsoft Certified IT Professional (MCITP) and Microsoft Certified Solutions Associate (MCSA) from Microsoft Apple Certified Associate, Mac Integration 10.9 from Apple Inc.	Sr. PC Analyst for Miami Valley Hospital	
Amy	Dobson	Director of Elementary Education	Grant WriterProfessional development planning, coordination, and implementation for FY15 and beyond Collaboration with Technology Department on technology purchases and implementation Continued work with teachers after PD sessions ensuring implementation of strategies and instructional practices Continued work with teachers on training of computer programs, online assessments, and use of technology in the classroom Reflection on PD to inform needs related to curricular adoptions and future PD Monitoring of budget and coordination with Treasurer	Director of Elementary Education with responsibilities of: Kindergarten Readiness Coalition Grant Professional development planning, coordination, and implementation Guidance through Curricular Adoptions Training for online programs, online assessments, and implementation of technology enhanced programs Creation and monitoring of budgets- textbook, curriculum, and federal grants	Elementary School TeacherElementary School Assitant Principal Elementary School Principal Director of Elementary Education	
Tammy	Emrick	Treasurer	Monitoring of budget and purchasesMonitoring effect on Five-Year Forecast Completion of Financial Impact Table	District Treasurer (4 years)- "The Queen of All Things Financial" 30 years of experience in Finance with 27 years in education finance Certified Public Accountant President of the Ohio Valley Chapter of the Ohio Association of School Business Officials in 1996-	Miamisburg City Schools Treasurer-4 yearsFairborn City Schools Treasurer- 7 years Treasurer of North College Hills City Schools- 12 years Treasurer of Southeast	

97 Received the Certificate of Achievement for Excellence in Financial Reporting for FY2011 and FY2012 Received the Ohio Auditor of State Award with Distinction for FY12 for financial reporting Received the Southwest Region OSBA Outstanding Treasurer of the Year Award for 2014

Local Schools-3 years