

Budget

Middletown City (044404) - Butler County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (187)

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	21,108.56	328,650.00	23,100.00	0.00	372,858.56
<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>		204,394.40	34,747.04	381,000.00	0.00	0.00	0.00	620,141.44
<b>Family/Community</b>		0.00	0.00	0.00	7,000.00	0.00	0.00	7,000.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		204,394.40	34,747.04	402,108.56	335,650.00	23,100.00	0.00	1,000,000.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-1,000,000.00

Application

Middletown City (044404) - Butler County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (187)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Literacy for ALL

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

In an effort to improve student achievement and overall learning, professional development will be the focus of the grant dollars. All affected staff K-5 (Primary includes K-3 and Intermediate 4-5) will receive intensive PD in literacy, math, technology, and lesson design, including an instructional framework that includes gradual release instruction (model, guided practice/prompt, independent practice), formative assessment, review of data, actions resulting from the data, and summative assessment. As a sustaining element, one elementary school will be used as a professional development center for new or struggling staff members to receive additional professional development through job embedded PD with teachers teaching Middletown students.

*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.*

3247 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 type="checkbox"/> 6                       |
| <input type="checkbox"/> 7                       | <input type="checkbox"/> 8                       |
| <input type="checkbox"/> 9                       | <input type="checkbox"/> 10                      |
| <input type="checkbox"/> 11                      | <input type="checkbox"/> 12                      |

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

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

Organizational name of lead applicant  
Middletown City School District

Address of lead applicant  
1 Donham Plaza, Middletown, Ohio 45042

Phone Number of lead applicant  
513-217-2672

Email Address of lead applicant  
elolli@middletowncityschools.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

The MCSD has received an F on the state report card and an A in value added. Upon analysis of the data, it is apparent that the district has a deficit in both student literacy and math skills as well as teacher knowledge of what good literacy/math practices are and how to teach both to students of poverty. Currently, 53% of third graders have not passed the fall reading OAA. The option of retaining this number of students yearly is not possible nor is it ethical. Instruction and knowledge of literacy and math must change. Many teachers in the district are in need of intensive, current PD on literacy, math and differentiating instruction for a very diverse population. The district faces the retirement of many teachers in 2015. It is imperative that a PD process be implemented for sustainability of the district's reading and math goals. Students need to experience literacy and math that is relevant and rigorous if the cycle of failure is to be broken. Literacy is the key to all other subjects as well as to success in school, the workplace and the community. The district must move to literacy and math practices within rigorous, relevant curriculum. Teachers with expanded, updated knowledge about teaching literacy and math are the key to success in the district. In an effort to continue job embedded PD opportunities, the district will create PD classrooms. Teachers in these classrooms will be highly qualified and trained to be model instructors for the district. They will be chosen based on their most recent successes with instruction, results and relationships with others including parents. Additional PD will be provided for these teachers so they will have in-depth knowledge of the literacy framework as well as literacy/math practices. These classrooms will be used as demonstration classrooms and job embedded training classrooms for teachers new to the district as well as those struggling to implement the literacy framework with fidelity and confidence.

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

According to recently analyzed MAP (Measure of Academic Progress) data and the KRAL, Middletown students enter Kindergarten about two years behind expected entry levels. Middletown KRAL scores are the lowest in Butler County. By high school, the majority of those who entered behind are at least 3 or more years behind. For many years, the district has suffered very low passage rates for reading and math on the OAA. Third grade results from 2010 - present range from 33-73% depending on the elementary school. Fourth grade results from 2010-present range from 41-92% depending on the elementary school. Fifth grade results from 2010-present range from 37-72% depending on the elementary school. It is well documented that other tested areas will suffer low test results if students do not read well. This is the case in the district. Literacy is the key to raising student learning and achievement. Proposed innovation is creation of a PD school that allows sustainability of a literacy framework no matter who is employed, using the newly created Scholastic's Systematic Literacy PD modules. Each module focuses on the pillars of reading (phonics, phonemic awareness, comprehension, vocabulary, fluency) and provides research, rationale, and strategies for teaching reading, writing, listening, speaking and language. The framework supports the new academic standards by including the research and strategies for close reading, writing across the curriculum, evidence based comprehension strategies, text complexity, and phonological awareness, all expectations in the common core. The modules are designed to be differentiated depending upon teacher grade level and areas of expertise in literacy. A teacher can attend one or all of the modules depending upon need. For math, "Go Math" an online resource would be used in grades 3-5. The PD teachers would receive additional background training to deepen their knowledge and understanding of how to teach adult learners. Scholastic would partner with the district to provide ongoing support in the area of teacher staff developer training. Personnel would visit the PD classrooms twice yearly to review the fidelity of the literacy implementation and to update the skills and knowledge of the PD teachers. HCESC would provide math training for those who teach math and coaching for the PD staff. The literacy framework is balanced literacy (supported by research from a variety of people and endorsed by the International Reading Association and Reading Recovery). This is a workshop model (using gradual release) that includes mini lessons presented by the teacher with a model and prompt (guided practice component). During the independent portion of the workshop students read and respond to texts based on their levels. The teacher conferences or provides small group interventions during the independent portion of the workshop. The same pattern is followed for the writing workshop. In the third hour of literacy at the primary levels, phonics, phonemic awareness, vocabulary development and penmanship are taught and practiced by the students. Students will generate goals for the week and conference with teachers about those goals and the path to attaining those goals. Information will be shared with parents once each week after the student finishes the student/teacher conference. Students will generate an online portfolio with evidence of their mastery of goals either through formative/summative assessments, writing samples, student work samples, or audio presentations of their reading/speaking skills. Chromebook carts would be purchased per grade level for each building to increase the opportunity for expanded learning, researching, math, and materials. Technology would be used to support the learning that occurs after modeled and guided instruction in the practice portion of the lesson as well as a math online resource. Technology would also be used by students to track their own data and progress.

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 noted in a variety of "turnaround" schools across the country, a focus on relationships, rigor, and relevance in the classroom, allows students to perform better both on a daily basis and during testing periods. The focus on high quality literacy strategies is also noted in these turnaround schools. The district will focus on high quality literacy practices from the instructional side as well as on increasing the positive relationships between and among students and teachers. Students who believe teachers care for them, learn more. Rigor and relevance in a curriculum framework produce quality products that prepare students for their future school work and eventually for their post graduation choices. Without a focus on these things, achievement will not improve in Middletown. The common core and Ohio learning standards have been deconstructed in each of the curricular areas. The task now becomes understanding the deconstruction and how to teach for rigor, relevance and understanding. The research based Scholastic P D will tie these pieces together and help teachers know what and how to teach for the new requirements. Literacy is the connecting piece for all content. Students in the primary grades are learning to read and it should be that students in the intermediate grades are reading to learn. With this focus, reading to learn will become a reality for Middletown students. Students developing their own learning goals and tracking their progress through technology, as well as using technology for expanded learning, research, math, and reading materials will be prepared for the next level of schooling. Students would use the technology for record keeping (goals/tracking progress, online portfolios) and for additional material resources to expand their learning opportunities to outside the walls of Middletown. Additionally, students will be able to do computerized peer editing, receive real-time teacher feedback, conduct real-world research, participate in online collaboration, experience increased problem-solving and critical thinking skills, and participate in global classrooms. Without a focus on literacy, math and use of technology to enhance and support the learning environment in all content areas, students will continue to be at a disadvantage. This inclusive innovation of improved teacher understanding and knowledge, improved relationships with students, increased rigor and relevance of learning activities and experiences through the expanded use of technology, and the individual goal setting and tracking of progress will propel the elementary education forward, so the learning/achievement gap felt by the majority of Middletown students will be closed. Student achievement will increase in all tested areas due to high quality literacy and math learning beginning in Kindergarten. Results will be noted first through the three administrations of the MAP assessments in grades 1-5. After the second assessment, at least 50% of tested 1st & 2nd grade students will meet the expected growth measure of at least 8 RIT points or above during the first six months of implementation. After the 2nd assessment, at least 50% of tested 3rd-5th grade students will meet the expected growth measure of at least 4 RIT points or above during the first six months of implementation. By the 3rd MAP assessment, at least 75% will reach expected growth or above in 1st or 2nd grade of 6 RIT points or above. By the third MAP assessment, at least 75% will reach expected growth or above in 3rd grade of 5 RIT points or above. By the 3rd MAP assessment, at least 75% will reach expected growth or above in 4th or 5th grade of 3 RIT points or above. Kindergarten students will have MAP assessments two times yearly. By the second administration at least 50% will score 6 RIT points or above. PARCC/OAA tests will show a 3-5% increase in tested areas after the second full year of implementation and a continued increase of at least 3% yearly thereafter.

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 grant would permit a yearly savings of approximately \$30,000.00 for the next 5 years (2015-2020). The money would be saved due to the use of more online resources in the classroom. Paper and vendor copying costs would be substantially reduced. With approximately two thirds of this year complete, the printing budget for the curriculum office has exceeded \$30,000.00. It is anticipated that it will be approximately \$45,000.00 by the end of the year. These printing costs are due to formative assessments being run for each student K-5 every two to three weeks in reading and math. Additional student practice work is run by teachers, sometimes as many as 15,000 copies per grade level per month. With increased understanding of how to teach reading and what to require students to produce (rigor/relevance), it is anticipated that the printing costs will be greatly reduced. Dittos will no longer be the norm, but instead, student produced writing samples, reading responses, and journal entries. Additionally, with the added technology, all formative/summative assessments can be administered through use of technology. Not only will this greatly reduce printing costs, but it will also allow students K-5 to practice for online state assessments. Student math workbooks currently cost approximately, \$53,724.00 per year. Middletown is a Title 1 CEO district, consequently parent fees are not charged. These workbook materials will not be purchased next year due to the change in curriculum (common core). Technology will allow grades 3-5 teachers to have access to high quality online program correlated to the common core math. Each year, approximately \$55,000.00 is spent on replacement text adoptions. For a reading adoption K-5, this cost will be avoided within the 5 year cycle of the grant. No reading text materials would be needed from general fund money, due to the use of this grant for leveled reading materials and the use of technology.

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.)

Outcomes will be greatly improved instructional practice, increased learning opportunities through ongoing, regular use of updated technology, online resources and text materials all earmarked for the classroom and students' use. Professional Development: The PD opportunities for teachers would translate into changed teaching practices and increased student learning. Partnerships with Scholastic and Hamilton County ESC will provide the opportunity for improved teaching practices in math, technology, foundational literacy and literacy in the content areas. The resources to be used in the classroom or for the classroom include over 60 hours of professional development training for each teacher grades K-5. This will enhance classroom instruction and greatly improve classroom instruction in Middletown classrooms. Ongoing opportunity for job embedded, peer support will be available to new teachers and those struggling with the literacy changes. Opportunities for job embedded math coaching by HCESC consultants will support the new math practices and common core. Any stipends paid out of this grant would go directly to teachers for their time spent in professional development outside of the school day. Any travel or visitation or conference attendance would be for teachers only. Chromebook carts for each grade level: Technology resources would be for daily student use. Students would use the technology for record keeping (goals/tracking progress) and for additional material resources to expand their learning opportunities to outside the walls of Middletown. Additionally, students will be able to do computerized peer editing, receive real-time teacher feedback, conduct real-world research, participate in online collaboration, experience increased problem-solving and critical thinking skills, and participate in global classrooms. Licensing paid by this grant would be for classroom use only. This grant would allow for the all of the resources to be used in the classroom.

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.*

1,000,000.00 State the total project cost.

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

Professional Development Costs: Scholastic Training: 140 staff member x \$1200.00 = \$168,000.00; HCESC Math Consultants: \$24,000.00 (20 days per consultant x \$600.00 per day; includes job embedded coaching days); Professional Development Stipends for Teachers: \$189,924.00 (\$22.61 per hour x 60 hours x 140 staff) Benefits at 17%: \$32287.08; Scholastic Trainer of Trainer for PD School Teachers: \$45,000.00 Coaching: \$40,000.00; PD School Teacher Stipends: \$14,470.40 (\$22.61 per hour x 80 hours x 8 teachers) Benefits at 17%: \$2459.96; Technology Consultant Fee (training on Chromebook): 4 days x \$1000.00 = \$4000.00; Chromebook carts: \$274,858.56// \$9750.00 = 30 Chromebooks; \$1100.00 for cart = \$10850.00 x 3 = \$32,550.00 per building x 7 buildings = \$227,850.00 // \$30.00 per license per Chromebook x 30 per cart = \$900.00 x 3 = \$2700 per building x 7 buildings = \$18,900.00 // \$21,108.56 for maintenance or replacement covering 5 years; Licensing for software: Go Math - 3-5: \$105,000.00 (6 year license for 3 grades); Evaluation Costs: \$100,000.00 Parent Involvement: \$7000.00 (4 workshop meetings: \$1000.00 per building for materials and supplies x 7 buildings)

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.

This is the only ongoing cost: Professional Development sustainable costs will be paid out of the Title 1 funding requirement. No additional money for PD will be needed. The leveled materials should last for at least 5 years so no additional costs would be incurred until 2020. All licensing is for a 6 year period of time for math. Licensing for Chromebooks is a one time fee. Maintenance or replacement of Chromebooks is built into the grant.

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.*

138,724.00 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.  
Reduced Printing costs: \$30,000.00 Student math workbooks: \$53,724.00 (each year for 5 years) Literacy resources: \$55,000 (once in a 5 year period)

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 project is self sustaining due to the structure of the professional development classrooms. Teachers will serve as models for peers and new colleagues. These teachers will have received over 140 hours of training paid by the grant funds. In turn they will serve as resources and offer job embedded professional development through their model classrooms. All staff new to the district elementary grades and those struggling with the changes in curriculum and instruction will participate in professional development supplied by teachers and their students. Costs for substitutes will be paid for through Title 1 PD money. Additionally, any review of information over the course of time will also be paid through Title 1 PD money. By having trainers inside the district, PD costs will be significantly reduced. Software and text materials purchased with grant money will be sustainable over a 6 year period of time. All licensing will span for the 6 years. Chromebooks will support learning for at least 5 years. Replacement/repair costs are built into the grant. Scholastic will continue its partnership with the district by visiting twice each year for the required period of time. Their fidelity review and any offered updates to the PD teacher trainers will help the district remain focused and current. UC will provide a 5 year evaluation with a mid point review/end of year review for a total cost of \$100,000.00 paid out of grant funds. They will continue to evaluate the project once the grant is complete for 4 additional years.

#### **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 1 - December 1, 2014

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

By: August 15, these groups will meet to review requirements and create final timeline for implementation; Board of Education, District/Building Leadership Teams with partners (HCESC, Scholastic, UC) & District Curriculum Council. From this group a grant management team will be developed. Each group of stakeholders will have a liaison for planning and communicating grant activities. Grant management team will meet monthly (4 times this phase) w/Director of Curriculum to discuss progress toward grant goals. "Middle Mile" an online weekly communication tool will be used to share information internally. Information will be shared at monthly board meetings and community meetings that Superintendent and Director of Curriculum attend regularly. By: August 30, baseline data as determined by UC and stakeholder group outlined above will be collected. Grant team and PD committee would meet and determine PD timeline for Literacy, Math, and Technology. Timeline for phase 1 announced. Go Math approved by Curriculum Council and order placed for grades 3-5. Tech Director and staff will order new technology. Funds will be encumbered for purchase. By: Sept. 15, Math teachers 3-5 will be trained in Go Math by consultants. PD teachers will receive 18 hours of PD. By: October 15, first all staff PD will occur, additional Saturday training dates to occur in November, December, February, March, April, and end of May after school ends. By: October 31, first evaluation meeting will occur with UC consultant to determine dates for future data collection. By: November 30, after school PD training on Chromebooks will occur at staff meetings. All involved staff will attend and be trained. By: December 1, Chromebook carts will be deployed.

\* Anticipated barriers to successful completion of the planning phase

Thoughtful, methodical implementation needs to occur because staff already feels overwhelmed with changes in required curriculum. Some staff potentially will believe they do not need the extra Literacy, Math or technology PD, they could be resistant. The plan MUST be carefully thought out so that the sequence promotes quality implementation. With many stakeholders involved, there may be some differences of opinion about what is first, most important, etc. It is important that the PD plan focus on the areas of most need with the groups that need them first. For example, math and technology should be focus of PD for grades 3-5 math teachers. Literacy should be focus first for primary teachers. Kindergarten and First grades should receive the phonic/phonological training first before other pillars of reading so that they can begin using immediately with students. The implementation will appear to be "extra work" if not done with care and releasing some pre planned activities that do not meet the grant's goals. Additional barriers that can be encountered during this time period will be generating understanding of what the grant monies can be used for; time to complete the work outlined; and breaking down possible negative attitudes expressing that "this too shall pass".

#### 18. Implementation - Process to achieve project goals

\* Date Range December 2 - June 30, 2014

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

Monthly meetings with the grant management team occur monthly. Progress on previous month's work will be discussed and evaluated. By December 1, 3 PD sessions completed. Phase 2 PD schedule announced by PD committee and grant management team. Implementation of new strategies expected. Webinars and in class demonstrations on care and use will occur for teachers using Chromebooks. Refreshers will be given as needed. Math coaching begins. By December 10, parents invited to participate in technology training in preparation for child's new technology. Webinars available to parents for introduction to and uses of technology. By December 15, teachers using Chromebooks on regular basis in literacy block and math. PD teachers will receive 18 hours of additional literacy training. By January 31, first parent meetings in all buildings to update parents and help them experience changes in teaching and learning. PD committee will meet to determine summer PD plans with grant management team. Principals report changed teaching behaviors seen in walk throughs. Supports for those not implementing will be provided. By February 1, teachers surveyed about comfort level of new knowledge and use of technology. Grant management team reviews survey results. By February 15, two assessments of MAP will be available for comparison of student growth in grades 1-5. By February 28, midpoint evaluation review by UC with grant management team. Action steps determined. PD teachers receive next 18 hours of training. Math coaching continues. Additional PD announced for remainder of year and summer sessions. Practices related to PD monitored by walk throughs, BLT's & TBT discussions. By March 31, MAP tests analyzed for growth. By May 15, UC conducts evaluation of year 1. By June 5, all PD for year complete. PD teachers finish training for PD school. Internal data analyzed. Grant team meets to determine follow up plans for fall. By June 30, Board report given. PD school opens Fall 2015.

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

Barriers to this phase include teacher stress, burn-out and winter blahs. Additional stress may be caused by implementation dip of new ideas and technologies. Time and acceptance of changes can also be barriers. Change in personnel can possibly be barrier if teacher is learning new grade level and new information on how to teach.

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

\* Date Range Aug. 30, 2014 - June 30, 2015

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

The summative part of the project evaluation spans five years (August 2014-June 2019). The plan includes evidence gathered each year to support student achievement, teacher and organizational outcomes over the five-year period. For Student Achievement (with comparative baseline data) February, two MAP assessments for student growth in grades 1-5; Kindergarten MAP compared to KRA administered in August; data from formatives, benchmarks, and pre-MAP established as reviewed from October through November April-May, three assessments of MAP compared; two Kindergarten MAP results; ODE report card; benchmarks include formatives for past months, EOY Fountas and Pinnell established in August-September and reviewed from December through March; student surveys; other student products

showcasing real-world research and relevant documentation For Teacher Outcomes -self efficacy and change outcomes October, February, May - teacher retrospective surveys about comfort level of new knowledge and use of technology; principal survey results about new teacher practices seen (survey results reviewed by GMT); principal report about changed teaching behaviors seen in walk-throughs; focused discussion groups, PD training documentation, lesson plans and other relevant teacher-related school documents. For Organizational Outcomes - systemic changes and cost efficiencies Quarterly starting October - decision-making and continuous improvements efforts with evaluation capacity building (ECB), district policy changes, cost efficient adjustments, academic documents such as literacy and math integration, curricular vertical integration and alignment with common core, decisions about and support for the project [embedded support, support from consultants], other project documentation, and minutes of grant implementation team meetings. Immediately after PD - interview and/or survey results of PD trainers May - district efforts in communicating with and orienting parents; w

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

Project frustrations and failure could be avoided if possible barriers to project evaluation are anticipated and handled appropriately. It is important to be proactive about things and prepare for possible project consequences. Four major possible barriers are identified: staff's possible resistance to evaluation that may be due to some negative associations with the term "evaluation", lack of quality information to analyze, time management, and lack of parent involvement. Resistance to program evaluation is usually the forecast barrier because of people's stereotypes about evaluation and other negative experiences with it. To minimize resistance to evaluation, the external evaluator will conduct evaluation meetings and will clearly communicate that evaluation is meant to help and provide opportunities for growth and not be punitive. The best way to handle possible lack of quality information is to identify clearly the data needed, the expectations for quality, what "quality" looks like, and what "quality" means. Communicate these data needs and expectations about quality early on the project stage. It is so easy to let time slip by. The best way to handle anticipated issues in time management, especially for data collection and analysis is to determine together with the project staff the data collection and analysis processes, time lines, and milestones. Confirm and disseminate calendars to all concerned. Lack of parent involvement could deter data collection, especially for minor children. The evaluator will make sure that there is an Institutional Review Board (IRB) approval of the project and that this is communicated to parents to assure them about data confidentiality and respect for them and their children in the way data are collected and handled. It is important to communicate through every possible means with parents early on to let them know about the project, its relevance to their children, and why it is important for them to be involved.

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 district will experience major changes in classroom instructional delivery and organization of the learning time. While most classrooms around Ohio are using the strategies below, this district is not. Most still use technology for word processing only. Dittos are the norm in the reading/writing classroom as well as in the math classroom. Teachers are uncomfortable or unsure of how to move to a more rigorous, relevant type of teaching and student practice. Reading and math scores in the district are very low and have not improved although many "bandaids" have been put on the curriculum. Major change in teacher knowledge and understanding of how children become literate must occur to see progress in Middletown. Teachers must know how literacy is developed in a child and must know quality strategies and practices to use to develop those skills. This professional development focus will propel the teachers' understanding and ability forward. Reading and math will become highly engaging and relevant time periods each day. Students will find the rigor to be refreshing and interesting. School will be transformed into a place of true learning and understanding. The classroom day will be organized into a 3 hour block of literacy and a 90 minute block of math in grades K-3. This is substantially different from past years, where literacy was 90 minutes for all grades. In grades 4-5 because of the licensure of staff members, literacy will be 90 minutes and 90 minutes for math, except where those students need intervention related to the 3rd grade guarantee. Each primary literacy block will include 60 minutes for reading workshop and 60 minutes for writing workshop. The third hour in primary will be for phonemic awareness, phonics, vocabulary development and penmanship. These will be highly structured times based upon the common core and the new strategies learned through Scholastic's PD modules. In 4th and 5th grades, the focus will be 45 minutes on reading workshop and 45 minutes on writing workshop that will include language and vocabulary work as indicated in the common core. Mini skills lessons for both workshops will be presented using a gradual release model of instruction (I do, we do, you do or model, prompt, practice). Students will have the opportunity to actually use leveled materials based on the appropriate Lexile/RIT level as determined by Fountas and Pinnell benchmark assessments and MAP results. During independent time, students will work on leveled materials and the skills they are learning within texts. Teachers will conduct small groups and individual conferences. Students with teacher support will generate learning goals and means to track those goals. In the math classroom for grades K-2, math will be taught using both a gradual release model as well as an inquiry hands on model when the lesson dictates. Teacher teams will continue their work on creation of high quality lessons based on common core and other state's model lessons in math including Engage NY. In grades 3-5, teachers will use "Go Math", an Houghton Mifflin online math program based on the common core. This online resource and the direct instruction provided by teachers will enable the students to be prepared for the upcoming PARCC assessments. Daily students will have a "problem of the day", a teacher based lesson, exploration time, and work time. The math sessions will be set up more like a workshop with individualized practice (like the reading leveled practice). During workshop time, students will practice independently while the teacher conferences or has small groups. Students will generate goals and track their progress. Technology changes from word processing to online record keeping, expanding learning outside the walls of Middletown. Students will do computerized peer editing, receive real-time teacher feedback, conduct real-world research, participate in online collaboration and increase critical thinking.

#### **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.

As trained observers visit Middletown classrooms, it is noted that literacy and math instruction is poor. It is not because teachers don't care, it is because they don't know. For many years, updated PD has been lacking. This has caused the district to fall far behind as the demographics changed consistently over the past ten years. No new learning occurred for teachers making it virtually impossible for them to improve their instruction or for the district to systemically change to meet the now diverse population of students. Scores continued to drop. Currently, small incremental improvements are seen in tested areas, however, overall, students still are far behind their age mate peers in the county and in the state. Use of technology is random and often only for the purpose of word processing or entertainment at recess time. Again, students are behind their peers in the county and in the state. While this change in instructional practice is new in Middletown, it is not new in other districts. Student achievement in reading and in other content areas has increased in other districts when the focus is on literacy. Case studies from turn around schools including those in Clark County, Las Vegas, Vernon Public Schools in Vernon, Connecticut, and Fort Bend ISD in Fort Bend, Texas, indicate that a focus on literacy indeed changes the achievement level of students. Researchers such as Richard Allington, Marilyn Jager Adams, Don Holdaway and numerous others support this literacy framework. Math research by Burns, Duncan and others supports differentiated math instruction as well. In three of Dr. Lolli's previous districts, each component, literacy, math and technology has been implemented upon her arrival. Within a two year time frame in each district whether urban or suburban test results have increased significantly. The increase in test results is attributed to he focus on literacy and fidelity to the framework. Student achievement can be positively affected with high quality instruction. Middletown teachers will have access to high quality PD through Scholastic Achievement Partners (SAP), a team of the country's instructional specialists working shoulder-to-shoulder with educators to foster effective teaching and transform school performance. SAP brings together Scholastic Education, the International Center for Leadership in Education (ICLE), and Math Solutions to offer a powerful team capable of working across a broad range of needs to impact student achievement and improve low-performing schools. The result is school turnaround and transformation that is research-based, proven effective, and designed for scale and sustainability. For the last 10 years, Scholastic Education has partnered with 1,500+ districts of all sizes and 18,000+ classrooms to enable scalable, sustainable literacy improvement for struggling low income, minority, special education, limited English proficient, and low achieving students. ICLE, founded by leading school improvement expert Bill Daggett, has 20 years of experience in helping to improve schools, strengthen instructional culture, and bolster teaching practices. Math Solutions, founded by renowned math educator Marilyn Burns, has been improving mathematics teacher effectiveness since 1984. SAP, as the professional services arm of Scholastic Inc., is focused on providing comprehensive school improvement services to enable all students to reach their full potential. Organizational Impact: District instructional practices will shift from a stagnant environment to a dynamic, student centered, information rich environment. This will become the expectation of the community, the parents, the administrators and teachers. No longer will "sit and get" classrooms be acceptable or possible in the new technology rich climate. This new type of learning environment will require some changes in current board policies, including grading policies, grouping policies, and technology practices.

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.

Dr. Casta?eda-Emenaker (513-556-3816) will conduct the project external evaluation guided by the following evaluation questions: How well has the Middletown City School District planned and implemented the Literacy for All Project in terms of: policy, administrative support, curricular development processes, and facilitation of parent involvement? How effective is the establishment and the utilization of the Professional Development (PD) School? How well has the Literacy-Math PD been implemented in terms of training, support for teachers, teacher use of literacy-math PD enhanced knowledge, change in teacher practices, and effects on students? The GMT will also be involved with internal evaluation guided by the same evaluation questions through the project years. The internal evaluation would focus more on self-evaluation and/or reflection, data-based decision-making, continuous improvement efforts, as well as ongoing project documentation' They will provide increasing internal evaluation efforts as they imbibe evaluative thinking in their continuous improvement activities.. The external evaluator will conduct independent data gathering from all involved in the project, will review project documentation, and will triangulate the project personnel self-reports to provide a holistic picture of the fidelity of project implementation and project outcomes. Feedback mechanisms will be established and feedback will be gathered on a regular basis in time for the grant management team and all involved to make decisions for continuous project improvements. Apart from the evaluation informal feedback during critical GMT meetings, three yearly verbal evaluation report with a written two-page executive summary report will be presented to the GMT in June 2915, June 2917, and June 2918. An intermediate evaluation highlight report will be submitted mid-way through the project in December 2016 and a final report at the end of the project in June 2019.

\* 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).

A mixed methods approach will be used to support project implementation fidelity and project outcomes. The district has a system in place about the administration, review, and analysis of district-approved assessments. It would be seamless to follow this system as baseline data are established initially; similarly for establishing on-going data collection with regular feedback loop. Outcomes and process data will be collected to provide evidence of project success based on the project chosen focus: student achievement, use of classroom resource, and organizational outcomes, especially cost efficiencies. See #9 and #24 for details. The project aims to achieve cumulative successes in all chosen goals with baseline established for comparison and continuing upward trajectory indicated through the project years. Objectives

achieved in 2015 are short-term; after 2015 through 2017 are medium term, and the objectives met after 2017 through 2019 are considered long-term. Data collected for the chosen goals are the following: For students - comparative MAP results, KRAL, OAA/PARCC assessment data; student surveys, other student products showcasing real-world research and relevant documentation. For teachers - retrospective teacher surveys, focused discussion groups, PD training documentation, principals' classroom observations/walk-throughs, lesson plans and other relevant teacher-related school documents. For the district - policies, financial documents, academic documents such as literacy and math integration, curricular vertical integration and alignment with common core; interviews and focused discussion groups re: decisions about and support for the project, parent involvement; and minutes of project team meetings. For all groups - feedback/reflection re: ECB. With ECB and all personnel imbuing evaluative thinking, the use of data to improve and make decisions about the project, student development, and achievement would be conducted systematically and systemically.

\* 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.

The district has a Grant Management Team that will collaborate and work together with the building personnel to work for the success of the district-wide project. Project communication is given prime attention so that all building personnel are kept in the loop about the project and the different expectations from each personnel's level. Building personnel are also provided with intense and monitored support so that project personnel could receive immediate assistance, especially if the expected measured progress on their end is not met. Project personnel are encouraged to build learning communities where they are able to garner more peer support, share and make sense of generated data together. Feedback mechanisms are being established within schools and the entire district. Regular feedback are gathered in time for the Grant Management Team and all involved to make decisions for continuous project improvements, solving issues and challenges before they get cumbersome. This mechanism helps with updates and concerns about the project planning, implementation, and evaluation processes. This mechanism would also facilitate the adjustments/changes needed in the project plan if the measured progress is insufficient to meet the project objectives. Thus, immediate corrections and changes are attended to. Open communications lines are clear and established between the Grant Management Team and the building personnel. If necessary, the district works with consultants from the county service center to help resolve project issues and help the project be on track.

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.

This project hopes to close the achievement gap of students in Middletown. Currently, students arrive to school at least 2 years behind expected entry levels. While Middletown achieves an A in value added for one year's worth of growth, reality is at least 1.5 years of growth during the first three years is needed to have students be on grade level. Current practices do not permit that growth to occur. It occurs in comparison districts in the county and in the state, but not in Middletown. Teacher knowledge and quality instruction are the keys to turning the district around. The lasting impact of this grant is the complete rejuvenation of the district through high quality professional development and the use of a PD model school for ongoing professional training. Student achievement will increase and student learning will be expanded and enriched. This grant will provide the start up dollars for high quality professional development for all elementary teachers and the creation of a well trained, knowledgeable group of PD teacher leaders. The project will enable the district to implement research based literacy and math practices across the elementary levels. Technology will be increased by the funding gained through the grant project. The great divide that our students now face will be closed. Results will be noted first through the three administrations of the MAP assessments in grades 1-5. After the second assessment, at least 50% of tested students will meet the expected growth measure or above (between 4-8 RIT points depending on grade level) during the first six months of implementation of the newly learned literacy and math instruction. By the third MAP assessment, at least 75% will reach expected growth or above in grades 1-5 (between 3-5 RIT points depending on grade level). This will increase by 5% in the second full year of implementation. Kindergarten students will have MAP assessments two times yearly. By the second administration at least 75% of tested K students will meet expected or above growth measures (6 RIT points). This will increase by 5% in the second full year of implementation. The district will do a comparative analysis of the formative assessments given bi-weekly in grades K-5 to assure that steady progress is occurring with all students within the common core curriculum. At least 85% of students assessed will pass the formative assessments at 85% or above. Interventions will be documented through use of the online assessment tracking software (RIMP). Gap closure on the ODE Report card will be reported as at least a "C" within two years of full implementation of this grant. Indicators achieved for the elementary tested areas will increase from 1 to 6 by the end of the second full year of implementation. OAA/PARCC assessments will increase yearly by at least 3-5% in literacy and math in tested grades after one full year of implementation. Baseline data will be from spring 2014 OAA results. Teacher survey results from year one compared to following years results will indicate comfort and increased knowledge. Because of the opportunity to create model PD classrooms, additional supports for new teachers and for struggling teachers will be possible. Title 1 funds can support ongoing PD once grant funds are expended. Also, math licenses continue for 6 years, so the math changes to the common core can be sustained. The technology likely will last for at least 5 years with the maintenance/replacement costs built into the grant. The new instructional frameworks and the fidelity of the implementation will be monitored regularly by principals and curriculum office personnel along with the partnership visits by Scholastic consultants and HCESC consultants. The substantial change in teacher practice will be sustained through ongoing expectations that are put forth by administration and community members. One taste of success will propel the teachers onward to make changes that are needed.

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

Improved teacher understanding and knowledge, improved relationships with students, increased rigor and relevance of learning activities and experiences through the expanded use of technology, and the individual goal setting will be the results of this project. Student

achievement will increase in all tested areas due to high quality literacy and math learning beginning in Kindergarten. Results will be noted first through the three administrations of the MAP assessments in grades 1-5. After the second assessment, at least 50% of tested 1st & 2nd grade students will meet the expected growth measure of at least 8 RIT points or above during the first six months of implementation. After the 2nd assessment, at least 50% of tested 3rd-5th grade students will meet the expected growth measure of at least 4 RIT points or above during the first six months of implementation. By the 3rd MAP assessment, at least 75% will reach expected growth or above in 1st or 2nd grade of 6 RIT points or above. By the third MAP assessment, at least 75% will reach expected growth or above in 3rd grade of 5 RIT points or above. By the 3rd MAP assessment, at least 75% will reach expected growth or above in 4th or 5th grade of 3 RIT points or above. Kindergarten students will have MAP assessments two times yearly. By the second administration at least 50% will score 6 RIT points or above. PARCC/OAA tests will show a 3-5% increase in tested areas after the second full year of implementation and a continued increase of at least 3% yearly thereafter. District will do a comparative analysis of formative assessments given bi-weekly in grades K-5 to assure steady progress is occurring with all students in the common core curriculum. At least 85% of students assessed will pass the formative assessments at 85% or above. Interventions will be documented through use of the online assessment tracking software (RIMP). Gap closure on ODE Report card as at least a C within 2 yrs. Indicators from 1 to 6.

\* Spending Reduction in the five-year fiscal forecast

. Because of the increased use of technology for assessment and instructional responses reduction of printing costs from general fund of approximately \$45,000.00 for the next 5 years (2015-2020) will occur. Reduction of student math workbooks costing approximately \$53,724.00 per year will occur due to online math text materials licensed for 6 years and paid by grant funds will occur. A savings of \$55,000.00 would occur over the 5 year period since a literacy text adoption would not be needed during that 5 year timeframe. A total savings of \$98,724.00 per year would be realized. With the additional \$55,000.00 plus the 5 year total savings of 493,620.00 a grand total of \$548,620.00 would be reduced for 5 years from the general fund.

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

All grant funding will be used in the classroom. No funding will be used for any other purposes than to improve teacher knowledge and ability to use high quality instructional practices and to supply students with needed technology and resource materials. Professional Development: The PD opportunities for teachers would translate into changed teaching practices and increased student learning. Partnerships with Scholastic and Hamilton County ESC will provide the opportunity for improved teaching practices in math, technology, foundational literacy and literacy in the content areas. The resources to be used in the classroom or for the classroom include over 65 hours of professional development training for each teacher grades K-5. As well as the opportunity for job embedded math coaching from HCESC consultants. Ongoing opportunity for job embedded, peer support will be available to new teachers and those struggling with the literacy changes. from the PD teacher leaders in the PD model school will also support the sustainability of the project. Any stipends paid out of this grant would go directly to teachers for their time spent in professional development outside of the school day. Any travel or visitation or conference attendance would be for teachers only. Chromebook carts for each building would be for daily student use. Students would use the technology for record keeping (goals/tracking progress) and for additional material resources to expand their learning opportunities to outside the walls of Middletown. Additionally, students will be able to do computerized peer editing, receive real-time teacher feedback, conduct real-world research, participate in online collaboration, experience increased problem-solving and critical thinking skills, and participate in global classrooms. Licensing paid by this grant would be for classroom use only.

\* Implementation of a shared services delivery model

\* Other Anticipated Outcomes

Teachers' understanding of a 21st Century classroom will forever impact the way in which instruction is delivered. The ritual use of a text will greatly diminished and "just in time" information will become the norm in classrooms. The use of technology as a resource and teaching tool will become a standard practice in all classrooms. Teaching will be focused on the present needs of students, not the "traditional" style of schooling. Lastly, teacher satisfaction will greatly improve once the changes are worked through the usual implementation dip. Student collaboration with the outside world, teachers, and other students will be greatly enhanced through the use of technology daily in and out of school. Research skills and analytic skills will be increased as they must use new information to increase their understanding and knowledge of topics taught. Students will be taught as individuals moving in and out of flexible, blended learning groups. Most importantly, student learning and achievement as measured by various means, but especially as measured by required state testing will increase. It can be expected that with a solid instructional framework that is (consistently utilized with fidelity) focused on rigor/relevance and the new learning standards, students will be well prepared for assessments of any type. Additionally, test results will substantially increase due to the updated materials and resources that will be available to students as part of the regular school day and available for study at home. District instructional practices will shift from a stagnant environment to a dynamic, student centered, information rich environment. This will become the expectation of the community, the parents, the administrators and teachers. No longer will "sit and get" classrooms be acceptable or possible in the new technology rich climate. The community will be revitalized as the schools are revitalized, so the impact of this change is significant.

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

This project can be replicated in other school districts by following the framework designed and explained above. The time required for this to be replicated elsewhere depends on the level of understanding that a staff has. If the staff is in need of major learning time, the time requirement will be longer. The Scholastic PD plan can be used in any district and shaped by district needs. It is not a cookie cutter program,

but a customized plan. The effort would be seen in time commitments to the training and follow up work time in the classroom to organize for the new frameworks. The purpose of a PD model school in the district is to have a school where others can visit and learn about how to replicate the successes that will be seen with this framework. Both inside and outside visitors will be welcomed. In this grant writer's tenure, it has been a practice to share anything and everything that will help another district or school improve learning opportunities for children. Any type of presentation about the processes or procedures used or any need for sharing of materials generated for this change in practice will be freely shared. Dr. Lolli has been a national educational consultant presenting at national conferences and in a variety of locations for individual schools or as an SDE presenter in 35 states, so sharing expertise is something that is enjoyed. With the cost of the training being relatively high, it is also a possibility that the PD teachers and others well trained in the district could present professional development at conferences or for other districts. Many who will be trained have the capability of presenting in a professional manner to others. The framework, a gradual release instruction lesson (model, guided practice/prompt, independent practice), formative assessment, review of data, actions resulting from the data, and summative assessment, is a best instructional practices framework blended with new delivery systems and updated materials. The overarching framework begins with the premise that literacy must be the focus of all classrooms. Literacy goes beyond reading and writing and includes other types of literacies both common and newly emerging. The classroom today must include technology that allows students immediate access and opportunities for extended learning, as well as updated resources and materials. Pillars for the two main parts of this model (literacy and technology), include rigor/relevance framework; high quality curriculum design, materials, and delivery; blended learning environments; student centered classrooms; flexible grouping patterns; focused, productive professional development. Curriculum will be designed through the lens of the rigor/relevance framework to ensure that the Ohio Academic/Learning standards are delivered in a manner that increases the level of thinking complexity and provides an appropriate challenge for each student. Delivery of curriculum will be enhanced by productive, focused professional development. Delivery of instruction will create a student centered classroom with updated materials that support the curriculum design.

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).

Elizabeth Lolli, Ph.D. Senior Director of Curriculum & Instruction PreK -12

Consortium

Middletown City (044404) - Butler County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

**Consortium Contacts**

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

## Partnerships

Middletown City (044404) - Butler County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

## Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Tammy	Ledenko	330-720-3986	TLedenko@Scholastic.com	Scholastic Achievement Partners (SAP)		Scholastic, Inc., 557 Broadway, New York, New York, 10012	
Gale	Jorgensen	513-674-4512	gale.jorgensen@hcesc.org	Hamilton County ESC	047324	11083 Hamilton Ave, Cincinnati, OH, 45231-1409	
Christina	Sherman	513-674-4512	christina.sherman@hcesc.org	Hamilton County ESC	047324	11083 Hamilton Ave, Cincinnati, OH, 45231-1409	
Imelda	Casta?eda-Emenaker	513-556-3816	CASTANIA@UCMAIL.UC.EDU	University of Cincinnati		Evaluation Services Center, P.O. Box 210105, Cincinnati, Ohio, 45221-0105	

Implementation Team

Middletown City (044404) - Butler 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
Elizabeth	Lolli, Ph.D.	Senior Director of Curriculum & Instruction PreK-12	Dr. Lolli will be the Central Office lead on this grant. She will work closely with the grant management team. She will monitor the implementation of each of the grant project steps. Her responsibilities will include scheduling the PD sessions, working with all grant partners to assure that timelines and required work is completed, managing communications about the grant, working closely with building staffs, and ensuring the fidelity of implementation of the grant project.	Lolli hold a Ph.D. from Miami University in Oxford, Ohio; a Master's degree in Educational Administration from Xavier University in Cincinnati, Ohio; and a Bachelor's degree from Miami University. She holds license for Superintendent, Assistant Superintendent, Supervisor K-12, Principal K-8, Elementary Teacher 1-8, and Music K-12. Lolli has worked for 36 years in Ohio schools as a teacher, assistant principal, principal, curriculum director and superintendent. Lolli has also worked at Kent State University as a professor in the Teaching, Leadership, Curriculum Studies program area in the Graduate School of Education for 12 years. As a professor and Associate Adjunct Professor at Kent State University, Lolli taught graduate level courses for master's and Ph.D. students in educational leadership. Lolli is also a published author of one book and numerous articles. Her articles have been published in the ERS Spectrum, OASCD Journal, Primary Voices K-6: A Journal of the National Council of Teachers of English, Principal, and Literacy Teaching and Learning. Lolli has presented at local, state, and national conferences as both an invited speaker and as a presenter. These include ASCD, IRA, NCTE, National Middle Schools, AASA, ASCD's Teaching and Learning Conference, and PDK's Gabbard Institute, OASCD, National Multiage Conference, and MIEM Conference. Lolli has also consulted for numerous school districts in Ohio, Wyoming, Texas, Michigan, New York, Kentucky, Tennessee and Indiana. Additionally, she has worked as a consultant for SDE, presenting in over 35 states. Lolli has received the BASA Betsy M. Cowles: Women in Leadership Award 2008 (first recipient), BASA Exemplary Educational Leadership Award 2011, The University Council for Educational Administration Excellence in Educational Leadership Award, 2004, and PDK William Holmes McGuffey Award, 1992.	Lolli is the writer of several successful grants from former districts. She wrote and received for the districts well over \$2 million dollars in grants. These include 3 successful Comprehensive School Reform Demonstration Grants, 2 Venture Capital Grants, 5 Ohio Reads Grants, 3 - \$15,000.00 Jennings Grants, as well as several foundation grants. As a curriculum director or superintendent, she played a lead role in the implementation of each grants. Her experience in grant writing and grant implementation has been successful. Lolli, as either a curriculum director or superintendent, has successfully, with the staffs, significantly raised test results in four of her former school districts, Nordonia Hills, Mayfield City, Barberton City and Monroe Local Schools.	
Robin	Surland, Ed.D.	Senior Director of	Dr. Surland will support the implementation of the new	Dr. Surland holds degrees from Wichita State University in Wichita,	Dr. Surland served as the Director of Innovative	

		Technology & Innovation	<p>technology and the professional development needed to appropriately use the technology. She will work closely with Dr. Lolli and the grants management team to make sure that the grant is implemented with fidelity. She will also work with the external evaluation team to assure that all data is available, valid and reliable.</p>	<p>Kansas including a Educational Doctorate in Educational Leadership, a Master of Education in Curriculum and Instruction and a Bachelor of Arts in Education. She has extensive K-12+ experience in curriculum and instruction, as well as broad experience in course design, professional development, and the creation of training materials. She is trained and experienced with implementing Multi-Tiered Systems of Support and Response to Intervention in programs and schools. Dr. Surland and her team also won the Blackboard Greenhouse Award for Exemplary Non-Course (Professional Development) Category after building a series of online courses to support the Department of Defense's K-12 teaching staff stationed at various military bases around the world. Dr. Surland has presented at numerous national conferences on the use of cutting edge technology with students and teachers including the National School Board Association (NSBA) Teaching and Learning Conference, the National Educational Computing Conference (NECC), and the National Dropout Prevention Conference (NDPC). She is a member of Association for Supervision and Curriculum Development (ASCD), Kansas Alternative School Leaders Network, and CoSN.</p>	<p>Diploma Programs in a large urban school district in Wichita, Kansas which included running a K-12 virtual school and four blended learning alternative high school program which together served over 2000 of the district's 50,000 students. Dr. Surland has written a variety of grants for schools in Wichita. She successfully has implemented and managed them for the district.</p>
Imelda	Casta?eda-Emenaker, Ed.D.	Senior Research Associate	<p>Dr. Casta?eda-Emenaker will lead the external evaluation team. She will work with the grants management team and the other implementation team members to collect and analyze data. She will report the findings to the appropriate personnel and to the Board of Education. Dr. Casta?eda-Emenaker will conduct a process/formative and summative evaluation and will facilitate the district grant project personnel's orientation to evaluation capacity building (ECB). Orientation to ECB would introduce the staff to evaluative thinking necessary for systemic and systematic data process use and decision-making/continuous improvement as the staff conduct internal evaluation through the project years and beyond, thus preparing for better project sustainability.</p>	<p>Dr. Casta?eda-Emenaker is a Senior Research Associate at the Evaluation Services Center at the University of Cincinnati.</p>	<p>The external project evaluation will be conducted by a team of independent evaluators at the University of Cincinnati Evaluation Services Center (ESC) led by Dr. Imelda Casta?eda-Emenaker. ESC is a research and evaluation center that has been in operation since 1996. The Center employs a collaborative model of evaluation and has provided comprehensive evaluation and assessment services that facilitate data-driven decision making for accountability, project improvement, and policy development. Dr. Casta?eda-Emenaker has more than ten years of experience in evaluating public (NSF, USDOE, state-funded) and private funded K-16 educational projects involving professional development, STEM</p>

					education, literacy, technology, and other education-related community projects.
Tammy	Ledenko	Consultant, Scholastic	Ms. Ledenko will work closely with Dr. Lolli and the grant management team to provide high quality professional development opportunities. She will serve as the liaison between Scholastic Achievement Partners and the district.	Tammy is a National Board Certified Teacher with a Bachelor of Science degree in Education from the University of Toledo and a master's degree in Reading from Youngstown State University.	Tammy Ledenko is a reading specialist who mentors and trains a team of implementation consultants and managers to ensure the delivery of quality literacy solutions. Additionally, she has developed numerous district program implementation solutions. Tammy began her career as an educator in Ohio, serving as a classroom teacher, Title 1 reading teacher, Reading Recovery teacher, and Literacy Coordinator. As literacy coordinator, she taught ongoing professional development courses in which she trained and coached both teachers and administrators on the components of an effective comprehensive reading program. In collaboration with the Ohio Department of Education, Tammy has instructed state-sponsored professional development classes and served as a Reading First Ohio expert panel member.