

Budget

Middletown City (044404) - Butler County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (188)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	245,250.00	191,700.00	138,537.60	0.00	575,487.60
Support Services		85,000.00	17,000.00	582.04	0.00	0.00	0.00	102,582.04
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		14,108.64	2,821.72	305,000.00	0.00	0.00	0.00	321,930.36
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		99,108.64	19,821.72	550,832.04	191,700.00	138,537.60	0.00	1,000,000.00
Adjusted Allocation								0.00
Remaining								-1,000,000.00

Application

Middletown City (044404) - Butler County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (188)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Restructure, Renew, Rejuvenate (3 R's)

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

Restructure, Renew, Rejuvenate (3 R's) will provide an opportunity for Middletown High School to manage its own destiny. MHS will study, review, and recreate a new vision of learning that supports a rigorous, relevant 21st Century environment. This project will allow MHS to be a "turnaround" school utilizing the research from both Bill Daggett's work and the 90-90-90 research from The Leadership and Learning Center, to create a school that meets the academic, technological, and social needs of each student.

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.

1635 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 type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 7 | <input 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
Elizabeth Lolli, Ph.D.

Organizational name of lead applicant
Middletown City School District

Address of lead applicant
One 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

Middletown City School District (MCSD) currently has an F on the state report card. Middletown High School earned a C in Performance Index, and F in Gap Closure, and D/s or F's in number of indicators met. While the district is committed to providing each student with an opportunity to learn in a rigorous and relevant environment, it also recognizes that it lacks adequate technology and professional development required to meet the standards in the CCSS. In addition to the lack of technology and training, it does not yet have a coherently aligned instructional system in place. MHS has been slow to adapt to the new challenges of today's global economy, implement new technologies required for higher level learning, and deliver instructional strategies required to meet the demands of the 21st Century. Many students are ill prepared to be successful upon graduation because they lack the necessary skills to compete in college or the world of work. A contributing factor is the lack of high expectations for all students. The 3 R's grant will increase learning for students, teachers, and administrators. It includes a restructuring team of MHS staff members that will provide the "turnaround" vision and internal support to change the learning environment for students and teachers. With the support of Scholastic Achievement Partners (SAP/Daggett), MHS will study, receive professional development in literacy and learning strategies, and create a new culture of learning. Research from turn around schools like Brockton HS and other 90-90-90 schools will guide the process. Monthly building team restructuring meetings will be held to guide the work and to assure implementation of the grant requirements. Teachers will receive high quality professional development in literacy, 21st century instructional strategies and needs, and technology skills for both teachers and students. A college/career readiness coordinator supports student focus and direction in planning throughout HS.

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

MHS has fallen far behind its comparison group peers and local high schools. Students currently leave MHS without the necessary college and career readiness skills needed to be successful after graduation. The report card results for MHS indicate that MHS 10th grade test results have dropped in Writing, Math, and Science and risen only a percent or two in Reading and Social Studies over the last 4 years on the OGT. The grade 11 scores have dropped over the last 4 years in all areas except Reading. Reading saw a 1% increase in passage rate in 2013. This trend data clearly indicates that something is not effective at MHS. As with many schools around the country, MHS has a lack of focus on student achievement in every course and classroom. Much time and effort is spent on explaining "why" MHS students cannot learn like other students in urban districts. Much LESS time is spent on focusing on data, issues, and solutions. The building staff is fragmented in terms of goals, procedures, and expectations. The current building improvement plan does not provide specific goals and strategies and is not aligned with student needs for college and career readiness success. This grant project would allow a restructuring team to form, made up of building staff members, administrators and Central Office staff including the Directors of Curriculum, Technology and Student Services. This model was used by Brockton HS to turn around that building. Parents and students were not included on this particular team because of the nature of the discussions that have to occur. Restructuring team members would be representative of the entire staff and be willing to make the hard decisions about restructuring anything and everything at MHS including but not limited to the schedule, the courses offered, the teaching strategies, the counseling services, the attitude, the commitment, and the focus on literacy. Team members would review, study and analyze data from a variety of sources to determine needs and requirements. Team members would receive leadership training and support to carry out this work. Once the background information is determined, team members would create a plan of action to revitalize MHS. This plan will include but not be limited to a focus on literacy across every course (ELA, Math/STEM, Sciences, Social Studies, Technology, etc.), a focus on high quality instructional strategies (those that are research based and proven to be effective for high school students), a focus on eliminating those barriers that stop MHS from moving forward, a focus on changing attitudes of those who work at and attend MHS, and a focus college/career readiness skills for each student. Technology will also be a vital part of this project as updated, increased technology for students will be a necessary tool to move into a 21st Century education. The work of the restructuring team must focus on gaining commitment for change, accepting ownership for the relationship between student results and consistent use of research based practices, and development of deep understanding of instructional and operational practices that will sustain the change. To achieve the plan of action, long term improvement goals created must have a laser like focus on academic achievement, a no excuses attitude that supports all goals, and a clear, relevant, rigorous curriculum. Building training in use of data to inform instruction must be a priority and a focus on research based professional development must occur. This team will focus on restructuring, renewing, and rejuvenating MHS by focusing on rigor, relevance and relationships. The funding would provide for stipends for Saturday monthly meetings for the restructuring team members, consulting fees for Scholastic Achievement Partners/International Center for Leadership in Education (Daggett) consultants, PD money for staff professional development or stipends, and updated technology for high school students.

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.)

Student achievement will increase for all students because of the changes that the restructuring committee will determine and implement.

Students and parents will be taught what the new structure is and why things are changing. All classrooms will follow the literacy framework created by the restructuring team and no excuses will be accepted as to why changes cannot be made. Student achievement will increase because MHS will change from an unfocused environment to a highly focused, engaging environment with high expectations and no excuses. The research on "turn around" schools indicates that most under achieving schools are not focused on achievement. Staff effort and energy is focused on things that do not make a difference in the achievement of students. For MHS to change, this issue must be discussed and confronted with a plan of action. Initial steps in the project will include an anonymous survey of students and staff related to beliefs about MHS and the quality of the overall MHS experience. This information will be disaggregated and used by the restructuring team to determine what beliefs must be addressed. Additional data that will be used includes attendance data for staff and students, discipline data, special needs population data, testing data and district survey data. If other sources of data are available those would also be included. Research on "turn around" (90-90-90) schools would be shared with the themes of literacy in all courses and focus on student achievement being highlighted and discussed. From the point that information and data have been "accepted" by the restructuring team as reliable and usable, a plan will be created. The plan will include the "we believe statements", action steps that will be taken including component parts of any instructional change (i.e. steps in a writing process), and an implementation timeline. What and how to monitor the implementation would be included in the plan, as well as evaluation of each of the particular steps within the plan. The plan will remain true to the laser like focus on academic achievement, the commitment to all students' ability and desire to learn, no excuses, and a focus on literacy in ALL courses. Action steps within student achievement that will be directly enhanced include monthly data talks that track student progress in tested areas using formative assessments, teacher made assessments, and MAP in 9th/10th grades. At least 75% of students will show gains in passage rates on assessments. MAP gain will be at least 2 RIT points in all tested areas for those "on grade level" students. Gain for not on grade level will be between 4-8 points in tested areas. It is expected that student growth in the area of reading will increase by at least 3-7% in the first full year of implementation of the literacy focus. In other tested content areas, the increase will be at least 3-5% in the first full year of implementation. Baseline data will be the 2014 OGT test results for MHS. PLAN, AP and ACT scores will be at or above state/national norms within one full year of implementation. An increase in numbers of students moving directly into either college or careers will increase by 5% during 1st year of CCR Coordinator position. Baseline data will be 2014 graduation survey information. A 5% decrease in undeclared post secondary information will occur during first year of position. Each year thereafter percent of college/career entrance upon graduation will increase by 3% or more. Successful completion of college will be tracked through alumni survey results. The partnership between SAP and MHS will allow outside consultants to revitalize the staff through leadership training, professional development, and enhanced understanding of what a 21st century education requires. The consultants will help MHS implement with commitment, purpose and integrity creating a sustainable change at MHS.

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.)

Textbook materials within the district would total approximately \$300,000.00 per year per adoption. The district has not budgeted this amount in several years due to \$7 million in reductions that have occurred. Yearly savings on text materials would be noticed each year for 6 years (2015-2021) within the Curriculum Budget for an estimated amount of \$75,000.00 per year due to access to online text materials/resources through a perpetual license. The district established a 4 year computer replenishment cycle this year so it is not reflected in the May five year forecast as it was funded by Permanent Improvement funds. The cost associated with this newly implemented cycle is \$237,000.00 annually. This would be a 30,000.00 realized savings of tax dollars in FY15 and again in FY19 as the high school once again began the replenishment school. Additional savings in copying and paper costs will be realized, but at this time the tracking in that area is insufficient to identify savings. Professional development costs for MHS are taken from the general fund, Curriculum budget and the high school principal's annual budget. The cost savings for one year would be \$15,000.00. Department chairs at MHS receive a stipend yearly of \$1200.00 per year times 8 department chairs would be reduced. This amounts to \$9600.00 yearly. However in year 2 this money could be used to support the continuation of the restructuring team stipend work. So it will only be a one year savings.

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.)

All of the resources afforded by this grant will directly affect the classroom, the instruction, and student achievement. Professional development will provide the opportunity for teachers to learn and grow in their knowledge of today's educational needs, as well as learn new relevant and rigorous means to deliver instruction. Additionally, staff will receive leadership training that will enable them to make thoughtful, appropriate decisions based on what students need as opposed to adult convenience. Distributive leadership across the building will keep the operational focus on students. Professional development also must occur on use of student data from formative, summative, and observational data. Data analysis will support teachers in their efforts to inform instructional practice and keep the laser focus on achievement. Assessment literacy using backward design as a framework for teacher generated formative/summative assessments permits teachers to provide rigor and relevance in the instruction and assessment because the assessment comes before the instruction creating that instructional focus. Technology will be a tool for personalizing student learning, increasing the rigor of learning, and making the learning relevant to students. The technology will support students becoming consumers of their own data as it relates to their learning and expand their learning outside the school walls, city and state boundaries, and cultural comfort zones globally. Student-ready access to modern technology tools will permit teachers and students to work collaboratively to allow all the time and everywhere learning to occur. Members of the restructuring team will receive stipends for the time spent on Saturdays at the 4 hour monthly meeting. The rate of pay is \$22.61 per hour for team members plus benefits. The salary paid for the college/career readiness coordinator directly relates to student supports in and out of the classroom. Students at MHS are often first generation college students. Many feel hopeless about attending college due to finances, family situations, etc. Most have no experience with college or career opportunities. Coordinator duties would include but not be limited to exposing students to career opportunities as well as college opportunities. Tracking of grades, mentoring, and coaching students would be a primary role of this position.

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.

Partnership costs for SAP (consulting on leadership, data, instructional strategies, appropriate curriculum for 21st Century, assessment literacy, literacy for all content areas); \$305,000.00 for 3 year contract ; Salary and benefits for MHS college/career readiness coordinator: \$85,000.00 ; benefits at 20% : \$17,000.00 = \$102,000.00 ; Quarterly travel mileage \$582.04; Stipends for restructuring team: 12 paid members x 36 hours (9 months x 4 hours per month) x \$22.61 = \$9767.52 ; Benefits at 20%: \$1953.50 = \$11,721.02 ; Stipends for restructuring team summer work: 12 paid members x 16 hours x \$22.61 = \$4341.12 ; Benefits at 20%: 868.22 = \$5209.34 ; Purchase of technology: 120 Dell computers: \$118, 737.60 ; 540 Chromebooks: \$325.00 x 540 = \$175,500.00 ; 540 Google License: \$30.00 x 540 = \$16 ,200.00 ; 18 Chromebook Carts: \$1100.00 x 18 = \$19,800.00 ; Purchase of 6 year licenses for digital content including but not limited to resources in Math, Science, STEM, Social Studies: \$245, 250.00 (\$150.00 per student x 1635)

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.

Costs for maintenance of technology will be an ongoing cost. However, Chromebooks and Dells will likely last for 5 years or more. Warranties will allow for the maintenance and replacement costs to be minimal. The technology department would use the regular maintenance/repair budget within the general fund technology budget. This is not an increase in spending, but a normal budgeted expense. Licenses for the

online resources will be for 6 years so there is no recurring costs. Continued professional development after the third year of the contract with SAP will come from the Curriculum PD budget. The amount allotted yearly between HS principal' s budget and curriculum budget is \$15,000.00. Because this amount from both budgets is considered a reduction, the curriculum department budget for other schools would need to be reallocated to support MHS. Approximately \$10,000.00 of the total PD budget of \$50,000.00 could be used for MHS. Ongoing costs to pay the restructuring team stipends could be the former \$9600.00 used to pay department chairs. The amount of \$9600.00 is counted only as one year of savings in the grant narrative, so this money would still be in year 2-5 of the five year forecast and can be redistributed for this purpose. The recurring cost, if the position is maintained, would be \$102,000.00 salary and benefits for the College/Career Readiness Coordinator. The Superintendent is committed to the position for the 5 year duration of the grant. Through attrition of other staff positions, the funding for this position will be secured. If for some reason, there is a need for additional funding, this position likely can be funded through other grant opportunities if it is proven to be effective in year one. The Middletown Community Foundation and the Community Based Intervention program (outside agencies) could potentially support all or a portion of the position if it proves to be successful for students. Other grant opportunities could also be pursued. In conclusion, the only ongoing cost that is not already in the general fund budget or earmarked for reallocation in year 2 is the College/Career Readiness Coordinator. With numerous retirements pending for 2015, the likelihood of this position increasing the general fund is not anticipated.

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.

159,600.00 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

Yearly savings on text materials (materials are adopted by subject area on a 5 year cycle) would be noticed each year for 6 years (2015-2021) within the Curriculum Budget for an estimated amount of \$75,000.00 per year due to access to online text materials/resources through a perpetual license. (Total \$375,000) Technology: \$30,000.00 realized savings of in FY15 and again in FY19 as the high school once again becomes the replenishment school. Professional development costs for MHS: \$5000.00 from Principal General Fund account + \$10,000.00 from Curriculum Department General Fund Budget. \$15,000.00 x 3 years (contract with SAP is for 3 years) = \$45,000.00. Additionally, a redistribution of Curriculum Fund PD moneys from other schools would occur to continue the \$15,000.00 x last 2 years of grant. Total would be \$75,000.00 Reduction of department chair stipends for one year: \$9600.00 yearly.

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

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

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

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

With a restructure, renew and rejuvenate focus, the grant will propel MHS into new operational, instructional, technological and leadership practices. Training teachers and administrators in the characteristics of a 21st Century school and expecting that the school environment become a 21st Century environment will be self sustaining due to the change in structures and belief systems. The work and products created by the restructuring team will become "the way we do things" at MHS. This change to a laser-like focus on academic achievement will sustain because success and a sense of accomplishment will finally be realized. Students will begin to believe they can have a future of their choice. With this success comes the need and desire to sustain the changes. As test scores increase, attitudes and commitment levels will also change for the positive. Other 90-90-90 schools and turn around models support this assertion. At the end of the 3 years with SAP, the building will be redesigned to optimize learning for students. This can and will include operational changes as well as philosophical changes. Distributive leadership, collaboration with community partners to increase student access to resources, and a change in the instructional design and content will ensure the sustainability of the grant project. Teachers and students will know how to inform instruction and learning through the use of data. Personalized goal setting and learning choices will be a reality for students because both teachers and students will use data (summative and formative) to inform choices and learning opportunities. With the support of the College/Career Readiness Coordinator students and teachers will maintain the focus on the future. The online resources are continually updated and access is guaranteed through the 6 year licenses. This reduces the need to purchase content area textbooks. The online resources also assure teachers and students of the most up to date information about topics being taught. With the grant "front loading" the technology

needs, the current technology budget could sustain the technology refresh cycle for students. Technology will be sustained through a cyclical rotation designed to keep all equipment updated or replaced when obsolete.

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 - September 15, 2014

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

Timeline Resource Planning: By August 5: Meet with Scholastic Achievement Partners, building leadership team and Central Office members involved By August 10: Announce grant and grant parameters; Determine how membership on restructuring team will be decided; Discussion with association representatives; determine evaluation time lines and data needed By August 15: Begin process for filling restructuring team positions; give leadership survey; Technology Director begins ordering technology; District posts College/Career Readiness position ;Technology Review and update acceptable use policy and create procedures for checking out computers to students ; Conduct a wireless survey to determine exact location of wireless access points; Student and teacher account imports for online access By August 31: Conduct first restructuring meeting; SAP on site; Hire CCR Coordinator (if possible); Create communication plan By September 15: Begin study of digital content for designated subject areas. Recommendation with correlation to Ohio Academic Learning Standards and Common Core to Director of Curriculum by October 31. Order placed by November 15. By September 15: Roll out Professional Development plan for staff meeting in September; Meet with district leadership teams, community stakeholders and parent groups (1st parent survey; By May 15 second parent survey given)

* Anticipated barriers to successful completion of the planning phase

Possible barriers: reshaping bandwidth to accommodate additional devices on the network Additional barriers could be resistance to change; lack of foundational knowledge to understand restructuring work; and lack of time to focus on changes

18. Implementation - Process to achieve project goals

* Date Range September 15, 2014 -June 30, 2015

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

By: Sept. 30: Give WE perception surveys to students and staff (WE surveys = data on student perception of rigor and relevance of school work; teacher perception data on the learning environment, student engagement, and school leadership); Create School Data Profile- 2012-13 achievement data (suspensions, attendance, failing core subjects, RIT and quartile growth); 2nd restructuring team (RT) meeting with SAP; Admin. leadership meeting with SAP (includes all leaders involved in process); Create next tier of training; Oct. 15: 2nd PD during staff meeting; SAP discussion group; Oct. 31: 3rd RT meeting with SAP; determine all staff PD focus; Nov. 15: 3rd PD during staff meeting; Walkthroughs indicate use in 80% of classrooms; Nov. 30: 4th RT meeting with SAP; Discuss walkthrough data with all admin. involved and SAP consultant; Determine needs and actions; Dec, 10: gather student work samples; Jan. 15: Review data of OGT, 2 MAP assessments in grades 9/10 with staff at staff meeting; midyear leadership survey; Jan. 31: 5th RT meeting; Determine next all staff PD for staff meeting; SAP discussion group; Feb. 15: MOY review with SAP consultant; data determined in planning session in August; SAP consultant reviews data with RT; PD for staff meeting; Feb. 28: 6th RT meeting; gather student work samples; March 15: PD at staff meeting; Collect comments and concerns from staff through online survey; Conduct walkthroughs- goal 90%; March 31: 7th RT meeting; Plan PD for staff meeting; April 15: PD at staff meeting; RT meets with SAP to discuss summative evaluation; April 30: 8th RT meeting; Plan summer PD for restructuring team and staff; SAP discussion/interview; gather student work samples; May 15: PD at staff meeting; administer WE survey; EOY leadership survey; Compare data OGT/MAP, walkthrough goal 95% ; May 31: 9th RT meeting; SAP begins final evaluation; interviews; June 15: PD for RT complete; June 30: Final eval given to RT, then staff/superintendent; the Bd of Ed.

* Anticipated barriers to successful completion of the implementation phase.

Staff willingness to adopt changes into classrooms is a possible barrier. Maintaining momentum if something doesn't work or needs to be changed is a potential barrier. Time and energy of those working through the change is also a possible barrier.

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

* Date Range May 31- June 25, 2015

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

Monthly data talks will track student progress in tested areas using formative assessments, teacher made assessments, and MAP in 9th/10th grades. At least 75% of students will show gains in passage rates on assessments. MAP gain will be at least 2 RIT points in all tested areas for those "on grade level" students. Gain for "not on grade level" will be between 4-8 points. Student growth in reading will increase by at least 3-7% in the first full year of implementation. In other tested areas, the increase at least 3-5% in the first full year of implementation. Baseline data will be 2014 OGT test results for MHS. ACT PLAN, AP and ACT scores will be at or above state/national norms within one full year of implementation. Climate and relationships in building will improve as reported on pre, mid, post surveys given. At least 85% of those surveyed will indicate improvement in relationships between teacher/student/parent and student/student. PD offered by staff and consultants will be rated by at least 95% of the staff as high quality and worthwhile. Increase in teacher leadership growth measured by baseline leadership survey when restructuring team begins (BOY), midyear survey (MOY), end survey (EOY). Survey structured from survey used by other turn around schools. Feelings of confidence, knowledge and abilities as leaders of the process will increase overall by individual at least 25 Likert points from individual's initial responses. An increase in numbers of students moving directly into either college or careers will increase by 5% during 1st year of CCR Coordinator position. Baseline data will be 2014 graduation survey information. 5% decrease in undeclared post-secondary information during first year of position. Each year thereafter percent of college/career entrance upon graduation will increase by 3% or more. Successful completion of college will be tracked through alumni survey results. Class Resources in place and used by end of year. Budget done as indicated.

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

Barriers could include possible resistance by staff; change in staff members during year; and possible lack of time to complete.

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:

As a result of 3 R's the following changes in behavior would be expected: At the leadership level, including teacher leaders, a collaborative sense of community, a vision that is clearly articulated and shared with all will be evident. Identification of high levels of expectations that are shared collectively and supported by all seen in daily work of staff. The building of capacity through teacher leaders who feel empowered and successful in their work with each other and students creates sustainability. At the teacher level through a shift to student centered instruction that uses the strategies learned through PD and the dynamic digital online resources, change in attitude and practice will be evident. All teachers will consider themselves teachers of reading and writing (literacy) in their subject areas. Literacy will be the focus that supports the laser-like focus on academics. Teachers will interact more with students, offering support and maintaining a "no failure for anyone" attitude. At the student level enhanced relationships with others will be noted by a decrease in discipline issues, attendance problems, and attitudes about school and learning. Students will increase their knowledge and understanding about own goals and learning by tracking data online in personal portfolios. Students experience increase in test results at the classroom level, district level and state level. Confidence and motivation to learn will increase. Students gain needed technology skills for their futures. Students will appreciate (and maybe complain) about the rigor of academics at MHS. Students will express themselves with ease with an increased focus on literacy and relationships. Additional expectations: Clear curricular alignment of programs, schedules, and expectations for instruction based on rigor and relevance will be noted in all classrooms. Use of formative assessment tools to identify needs for differentiated instruction and individual success to meet challenges of CCSS will be the standard. Consistent planning based upon assessment and data analysis and increased use of real student data to make real changes in how things are done will occur. The use of technology would result in greater student engagement, collaboration through the use of digital tools and media, and self-motivation to learn skills and information needed to be 21st Century learners. Students would track own progress and make own individual academic goals using technology and online portfolios. Overall improved report card (increase in number of indicators met and ability to close the gap: a decrease in number of suspensions and discipline issues; and an increase in attendance rates.) will be realized. MHS will receive B's and C's within 3 years of implementation. Within 1st year increases in content areas tested will increase between 3-7%. ACT PLAN, AP and ACT scores will be at or above state/national norms within one full year of grant. Additional expected changes will be noted in operational elements such as schedules, curricular alignment and resources, as well as community engagement. As with other 90-90-90 schools and turn around programs, it can be expected that attitudes are changed for both teachers and students. Commitment to all students' success will be evident daily by all staff members. Academic achievement will increase.

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.

The rationale for this grant project is to improve achievement and opportunities for the students who attend MHS. Because one is from an urban environment does not mean that achievement and success cannot be part of one's future. Students at MHS currently are far behind their peers in both the county and the state. This cycle of under achievement and low expectations for them, must be broken. It is not okay to assume that MHS students do not deserve a better education or cannot achieve at high levels. Other schools in the nation have proven that urban students can and do achieve at high levels when expectations are high and a laser-like focus on academic achievement is evident. Scholastic Achievement Partners work is supported by numerous research and meta-analyses on effective instruction and maximum learning time including that of Robert Marzano, Russ Quaglia, ICLE, and Dr. Bill Daggett. Specific results from work with Warren City Schools, Ohio and Brockton High School in Massachusetts mirror this grant's goals. Within one year there were noted improvements in curriculum cohesiveness, shifts in instruction and concrete action steps. Significant increases in student achievement, based on state exams, were also a result of the focus and work supported by SAP (ELA pass rate increased from 55%-90% and math pass rate increased from 22%-80% from 2009-2011). Additional research on turn-around schools and 90-90-90 strategies from The Leadership and Learning Center include improvement data from schools such as Clark County School District in Las Vegas, Vernon Public Schools in Vernon, Connecticut, and Fort Bend Independent School District in Fort Bend, Texas. Each of these school districts utilized the strategies that will be used in this "turn-around" project. Additionally, High Schools that Work has used similar goals or expectations to help schools move from under achieving high schools to high performing high schools. MHS will realize an increase in student achievement between 3-7% on OGT in 1st full year of implementation. Incremental improvements during first year will be noted in RIT score increases between 2-8 depending on individual and increase in in class assessment scores by 75% of students. Within 3 years, MHS report card data will show B's and C's only. Positive changes in attitudes, attendance and discipline will be seen and measured in all areas of school. Technology will be available and enhance student learning. Confidence and motivation to learn will increase. Students moving directly into college or careers will increase by 5% during 1st year of implementation. Teacher leaders will be developed. Staff will share a greater voice in operational structures, curriculum/resource alignment and choices, and in student success. Leadership will be built within the administrative and teacher teams to sustain the positive changes through looking at a variety of data and having the confidence to make changes that benefit students. The laser-like focus on academic achievement will propel MHS to similar successes of neighboring districts and others across the state. A realized savings in the 5 year forecast of \$159,600.00 due to either reductions or reallocation of dollars will occur. All the resources of this grant go directly to students except the SAP cost and CCR coordinator which go indirectly to students by way of improvement of instruction, operational structures, relationships, curriculum changes and increased opportunity for successful futures.

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.

Tammy Ledenko (TLedenko@Scholastic.com), SAP, will coordinate the analysis of the data gathered by the restructuring team. The evaluation will include the restructuring team gathering data internally, SAP analyzing data externally. Evaluation will be guided by following questions: How well has the MHS planned and implemented the project in terms of: policy, administrative, curricular development processes, and teacher involvement? How effective is the establishment and the utilization of the restructuring team? How well has the Literacy focus been implemented in terms of training, support for teachers, teacher use of PD knowledge, change in teacher practices, and effects on students? A mixed methods approach will be used to establish project implementation fidelity and project outcomes. Baseline data are established initially, on-going data collection throughout the project with regular feedback loop, intermediate summative report mid-way through the project, and the final summative report at the end. Outcomes and process data will be collected: For students - comparative MAP results, OGT, PLAN, ACT, AP and in class assessment data; student surveys, and other student products showcasing real-world research and relevant documentation. For teachers - pre-post teacher surveys, focused discussion groups, PD and classroom observations, lesson plans and other relevant teacher-related school documents. For the district-policies, financial documents, academic documents such as curricular vertical integration and alignment with common core; interviews and focused discussion groups re: decisions about and support for the project [embedded support, support from team], ways taken to involve parents (parent surveys); and minutes of restructuring team meetings. Project successes, adjustments, failures and results can be shared through building website, at conferences, and through publications.

* 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).

Internal collection of data will be done by the restructuring team except where noted above. Qualitative methods: surveys with Likert scales and opinion, observational data, interview data. Quantitative methods: student products, local formative and summative assessment results, MAP, PLAN, AP, ACT, and OGT scores; discussion group data, increases in student college/career choices; data on attendance, discipline, and walkthrough data. Aug. 10: determine evaluation time lines and data needed Aug. 15: Give leadership beginning of year (BOY) survey to RT Sept. 30: Administer WE perception surveys; Create School Data Profile using 2012-2013 achievement data (suspensions, attendance, failing core subjects, RIT and quartile growth); Oct. 15: SAP discussion group; Oct. 31: Determine data collection points needed; Walkthroughs beginning implementation in 80% of classrooms Nov. 30: Discuss walkthrough data w/team and SAP consultant; Determine needs and actions; give WE middle of year (MOY); Jan. 15: Review data points of OGT, two MAP assessments 9/10 with staff; midyear leadership survey; Jan. 31: SAP discussion group Feb. 15: Midpoint review with SAP consultant; data determined in planning session in August; SAP consultant to review data with restructuring team March 15: Collect comments and concerns from staff through online survey; Conduct walkthroughs - goal is 90% April 15: RT meets with SAP to discuss summative evaluation; April 30: SAP discussion/interview May 15: give WE survey; Compare data OGT/MAP, walkthrough - goal is 95%; end of year (EOY) leadership survey May 31: SAP begins final evaluation; SAP interviews June 30: Final eval given to RT

* 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.

As the data is collected at each collection point (beginning of the year; middle of the year and end of the year), restructuring team with SAP will analyze and determine if project will meet outcomes. SAP consultant will lead that difficult discussion. If noted that data is not on track, team

will determine root cause and make adjustments based upon other ideas gained from successful turn-around projects. If found to be insufficient progress, RT is committed to successful grant project, changes will be made. RT will again, research, discuss, hear from SAP, work with staff and adjust plan.

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.

A project that permits teacher leaders to be developed and actually work as a restructuring team can only experience success. Voices from the classroom and staff who take ownership of their results have powerful impacts on schools. With the use of Brockton's model and other turn-around schools' ideas, MHS can become a model school for others. Student achievement will increase and the rigor and relevance of student work will be evident in the comparative data gathered from student work samples. Increased focus on literacy in all classrooms will be noticed on walk through observational data. MHS will realize an increase in student achievement between 3-7% on OGT in 1st full year of implementation. Incremental improvements during first year will be noted in RIT score increases between 2-8 depending on individual and increase in in class assessment scores by 75% of students. Within 3 years, MHS report card data will show B's and C's only. Positive changes in attitudes, attendance and discipline will be seen and measured in all areas of school. Technology will be available and enhance student learning. Confidence and motivation to learn will increase. Students moving directly into college or careers will increase by 5% during 1st year of implementation. Changes in culture will noted as indicated in the discussion group data, interview data and in the WE survey data. Teacher leaders will be developed as indicated by the 25 point growth on the leadership survey. Staff will share a greater voice in operational structures, curriculum/resource alignment and choices, and in student success. Leadership will be built within the administrative and teacher teams to sustain the positive changes through looking at a variety of data and having the confidence to make changes that benefit students. The RT can continue using reallocated department chair money, so the data can continue to guide decisions.

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**

Student achievement will be directly enhanced by monthly data talks that track student progress in tested areas using formative assessments, teacher made assessments, and MAP in 9th/10th grades. At least 75% of students will show gains in passage rates on assessments. MAP gain will be at least 2 RIT points in all tested areas for those "on grade level" students. Gain for not on grade level will be between 4-8 points in tested areas. Incremental improvements during first year will be noted in RIT score increases and increase in class assessment scores. It is expected that student growth in the area of reading will increase by at least 3-7% in the first full year of implementation. In other content areas, the increase will be at least 3-5% in the first full year. Baseline data = 2014 OGT test results for MHS. PLAN, AP and ACT scores will be at or above state/national norms within one full year. Within 3 years, MHS report card data will show B's and C's only. Benchmark sessions with the SAP consultant will be held at BOY, MOY, and EOY to discuss data collected, analyzed and needing attention. Students moving directly to college or careers will increase by 5% during 1st year. Baseline data will be 2014 graduation survey information. A 5% decrease in undeclared post-secondary information will occur during first year. Each year thereafter percent of college/career entrance upon graduation will increase by 3% or more.

*** Spending Reduction in the five-year fiscal forecast**

A reduction of expenses will occur because of the availability of online resources and new technology \$75,000.00 per year can be saved. An additional \$30,000.00 can be saved with the purchase of technology from this grant. Savings in PD costs will be \$15,000.00. Total savings over 5 years is \$159,600.00

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

A greater share of the resources afforded by this grant directly affect the classroom, the instruction, and student achievement. All technology and online resources go directly into the classroom. Professional development supports changes in practice so students will be affected. Use of the restructuring team and SAP indirectly supports the classroom because of the changes in operational and structural practices. The salary paid for the college/career readiness coordinator directly relates to student supports in and out of the classroom.

*** 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. 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 focus on literacy 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.

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 implementation stage of this project can be found within this grant allowing for ease of replication through the steps listed. The project is based on a myriad of research studies easily found in any reform book or journal article. The overarching framework is built on a literacy focus for all, building capacity for teacher leadership, allowing a greater voice in leading, use of various data points to inform decisions, professional development, technology, and quality resources working hand in hand for effective classrooms. The classroom today must include technology that allows students immediate access and opportunities for tracking personal progress, extended learning, as well as updated resources and materials. Supporting our framework is Daggett's Rigor/relevance framework; high quality curriculum design, materials, and delivery; blended learning environments; student centered classrooms; differentiated instruction; focused, productive professional development. Curriculum will be designed through the lens of literacy in all classrooms and 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 support a student centered classroom that blends online resources with high quality instruction creating an engaging, rigorous learning experience for students and teachers. Blended learning environments will support personalized learning and tracking of personal achievement data that permit all students to achieve at optimal levels. Members of the RT will be confident enough in the process outlined that they can share through presentations, accepting visitors into the school and by publishing. Once MHS has completed the turn-around, it will be similar to Brockton HS and other turn-around, 90-90-90 schools. SAP will use MHS as another model for the ICLE and SAP work. The project will take from 1-3 years to fully implement, but early results should be evident within the first year. Depending on where a school and staff are will depend on how long the change will take. The district does not have plans to expand to other schools at this time due to a lack of funding to support the process.

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 J. Lolli, Ph.D. Senior Director, Curriculum and Instruction PreK-12

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	3307203986	TLedenko@Scholastic.com	Scholastic Achievement Partners		Scholastic, Inc., 557 Broadway, New York, New York, 10012	

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 restructuring team, building principal, and consultants. She will monitor the implementation of each grant project step. Her responsibilities will include scheduling the PD sessions, working with grant partner to assure that timelines and required work is completed, managing communications about the grant, working closely with building staff, and ensuring the fidelity of implementation of the grant project.	Lolli holds 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 licenses 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 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, 1 Raising the Bar Grants for Middle School, 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 Technology & Innovation	Dr. Surland will support the implementation of the new technology and the professional development needed	Dr. Surland holds an Educational Doctorate in Educational Leadership; a Master of Education in Curriculum and Instruction and a Bachelor of Arts in Education from Wichita State University, in Wichita, Kansas. Dr. Surland has	Dr. Surland served as the Director of Innovative Diploma Programs in a large urban school district in Wichita, Kansas which included running a	

			to appropriately use the technology. She will work closely with Dr. Lolli and the restructuring team to make sure that the grant is implemented with fidelity. She will also work with the internal evaluation team to assure that all data is available, valid and reliable.	presented at numerous national conferences regarding the use of cutting edge technology with students and teachers including the National School Board Association (NSBA) Teaching and Learning Conference, the National Educational Computing Conference (NECC), and the National Dropout Prevention Conference (NDPC). Dr. Surland and her team also won the Blackboard Greenhouse Award for Exemplary Non-Course (Professional Development) Category after building a series of online courses to support the Department of Defense's K-12 teaching staff stationed at various military bases around the world.	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 many successful grants for schools in Wichita. As project manager of each of those, she maintained the fidelity of the implementation process according to grant guidelines. She has managed the oversight of both external and internal evaluations of grants.	
Tammy	Ledenko	Director of Implementation, Scholastic Achievement Partners	Ms. Ledenko will work closely with Dr. Lolli, Dr. Surland, and the restructuring team to provide high quality professional development opportunities and manage the analysis of the data collected for the evaluation. She will serve as the liaison between Scholastic Achievement Partners and the district.	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. She 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.	Ledenko 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. Additionally, she has developed numerous district program implementation solutions.	
Carmela	Cotter	Middletown High School Principal	Mrs. Cotter will be a vital part of the restructuring team and the implementation of changes within the high school. She will work closely with Dr. Lolli, Dr. Surland and Ms. Ledenko to make sure things are coordinated within the grant.	Mrs. Cotter holds an Ohio teaching license, 9-12 Principal's License and is working on a Superintendent's license currently. She has been a high school administrator for 6 years. Her Bachelor's degree is from Notre Dame University, in South Bend, Indiana and her Master's degree is from James Madison University.	Mrs. Cotter has helped implement a variety of initiatives at the high school. She is current on her knowledge of school reform. She understands and supports high quality instructional practice.	

